

Our Trust Vision

To ensure that all the children and young people in our care have the opportunity to fulfil their potential through achieving highly, regardless of their ability or background. Our 'PRIDE' values of Partnership, Respect, Integrity, Determination and Excellence are the foundations of our Trust and the communities we serve.

Pupil Premium Policy 2018-2019

Coordinator: Jo Kingswood

Start Date: September 2018

Review Date: September 2019

What is the Pupil Premium?

The pupil premium is a Government initiative that allocates funding to schools for the specific purpose of increasing the attainment of students from low-income families.

Funding is based on students who have registered for a free school meal at any point in the last 6 years and Looked-after students as defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority. Students who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order and students whose parents are currently serving in the armed forces or in receipt of a pension from the Ministry of defence. The Pupil Premium provides extra funding to state-funded schools to help their staff give extra support to disadvantaged students including, but not restricted to, those adopted from care. Children in receipt of free school meals or children of forces families are also included. From April 2014, funding was increased to £1900 per pupil and to include all children adopted from care not just those adopted after 30 December 2005 as previously was the case. It is paid to schools so that they can invest in specific support measures to address the issues that may be preventing them from reaching their potential. It applies to all adopted schoolchildren from Reception class through to Year 11 that were adopted from care.

Research has shown that there are inequalities between students eligible for Free School Meals (FSM) and their peers in areas such as attainment, exclusion rates and school attendance. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the underlying inequalities by ensuring that funding to tackle disadvantage reaches the students who need it.

At Granville, our core ethos is to help all students overcome barriers to learning and to treat all students as individuals and to avoid where possible, labelling them as part of a statistical group. We challenge the underperformance of all students and believe that improving the first quality teaching for all students lies at the heart of improving the statistical gaps in attainment.

Whilst schools are free to spend the Pupil Premium as they see fit, this has to be linked to clear targets and demonstrate the gaps in attainment are closing.

Pupil Premium Allocation 2018-2019

For the academic year 2018-19, Granville received £160,000. We aim to:

- ✓ ensure every young person eligible benefits directly from this additional funding and is in no way disadvantaged when compared to their wealthier peers;
- ✓ ensure all students eligible for the Ever-6 make good academic progress and achieve beyond expected progress;
- ✓ ensure there is transparency, through our reporting mechanism, to demonstrate how and why, this funding has been spent;
- ✓ ensure any differences made to the learning and progress of students eligible for the pupil premium are shown within performance data and inspection evidence;
- ✓ ensure we recognise that not all students who are socially disadvantaged are registered or qualify for free school meals and reserve the right to allocate the pupil premium funding to support any student or groups of students the school has legitimately identified as being socially disadvantaged; ensure parents of disadvantaged children understand they can make a positive contribution to their children's achievement in school by engaging in school processes and recognizing that parent involvement can make a difference

What is it?

Disadvantaged Students funding is a Government initiative that allocates funding to schools for the specific purpose of increasing the attainment of students from low-income families. Funding is based on students who have registered for a Free School Meal (FSM) at any point in the last 6 years, children that are in care and children of parents with Armed Forces service.

Why has it been introduced?

Research has shown that there are inequalities between students eligible for FSM and their peers in areas such as attainment, exclusion rates and school attendance. The Government believes that the Disadvantaged Students Funding, which is additional to main school funding, is the best way to address the underlying inequalities by ensuring that funding to tackle disadvantage reaches the students who need it.

Our use of Disadvantaged Students Funding 2017-2018

For the academic year 2017-18, Granville received £166,393. We will use the funding as shown below:

Improving progress and achievement			
Intervention	Funding	Intended Impact	Results
1-1 and small group support with a specialist English mentor (April 2016-July 2016)	£8,481	Small group interventions will allow more targeted and individualised support and close gaps within English Language and Literature. Improvement in students GCSE progress and attainment in English.	<p>PP results only</p> <p>English Language</p> <p>7.1% 9-7 14.3% 9-6 25% 9-5 50% 9-4 78.6% 9-3 92.9% 9-2 100% 9-1</p> <p>English Literature</p> <p>8.7% 9-8 13% 9-7 14.3% 9-6 34.8% 9-5 39.1% 9-4 65.2% 9-3</p>

			82.6% 9-2 100%9-1 (Data includes all AP students)																																
1-1 and small group support with a specialist Math's mentor	£9,038	Small group interventions will allow more targeted and individualised support and close gaps in students GCSE progress and attainment in Maths.	PP Results only Maths 7.1% 9-7 10.7% 9-6 25% 9-5 50% 9-4 67.9% 9-3 92.9% 9-2 100%9-1 (Data includes all AP students)																																
Access Zone-Teacher (to April 2016)	£29,508	Provision of bespoke timetables and support to enable students to continue to access mainstream education and avoid exclusion from school. Develop social, emotional and behavioural skills. Support vulnerable students to ensure they are attending school and supported throughout the day.	1 student permanently excluded but not Pupil premium																																
Access Zone-Mentor (to April 2016)	£14,662																																		
Additional resources: Revision Guides Technology Resources	£5000	All students can access the curriculum. Improved progress and attainment outcomes.	<table border="1"> <thead> <tr> <th>Subject</th> <th>Number</th> <th colspan="2">PP data only</th> </tr> <tr> <th>Data drop</th> <th></th> <th>1</th> <th>GCSE RESULT</th> </tr> </thead> <tbody> <tr> <td>Graphics</td> <td>6</td> <td>33.3% A*-B 100% A*-C</td> <td>33.3% A*-B 83.3% A*-C 83.3% A*-D 100%A*-F</td> </tr> <tr> <td>Resistant Materials</td> <td>14</td> <td>7.7% A*-B 46.2% A*-C 61.5% A*-D</td> <td>8.3% A*-A 41.7% A*-B 66.7% A*-C 75% A*-D 100%A*-F</td> </tr> <tr> <td>ICT</td> <td>7</td> <td>25% A-A* 37.5% A*-B 62.5% A*-C 75% A*-D</td> <td>60% A*-C 80% A*-D 100%A*-F</td> </tr> <tr> <td>Business Studies</td> <td>3</td> <td>33.3% A*-B 100% A*-C</td> <td>66.7% A*-B 100% A*-C</td> </tr> <tr> <td>Computer Science</td> <td>2</td> <td>50% 9-7 50% 9-6 50% 9-5 100%9-4</td> <td>50%9-4 50%9-2 100%9-1</td> </tr> <tr> <td>History</td> <td>9</td> <td>30% 9-6 40% 9-5 60% 9-4</td> <td>11.1% 9-8 22.2% 9-7 55.6% 9-6</td> </tr> </tbody> </table>	Subject	Number	PP data only		Data drop		1	GCSE RESULT	Graphics	6	33.3% A*-B 100% A*-C	33.3% A*-B 83.3% A*-C 83.3% A*-D 100%A*-F	Resistant Materials	14	7.7% A*-B 46.2% A*-C 61.5% A*-D	8.3% A*-A 41.7% A*-B 66.7% A*-C 75% A*-D 100%A*-F	ICT	7	25% A-A* 37.5% A*-B 62.5% A*-C 75% A*-D	60% A*-C 80% A*-D 100%A*-F	Business Studies	3	33.3% A*-B 100% A*-C	66.7% A*-B 100% A*-C	Computer Science	2	50% 9-7 50% 9-6 50% 9-5 100%9-4	50%9-4 50%9-2 100%9-1	History	9	30% 9-6 40% 9-5 60% 9-4	11.1% 9-8 22.2% 9-7 55.6% 9-6
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			Geography	12	7.7% 9-6 15.4% 9-5 30.8% 9-4	8.3% 9-7 16.6% 9-6 25% 9-5 25% 9-4 58.3% 9-3 100% 9-2%
Improving behaviour and Attendance						
Intervention	Funding					
Behaviour mentor	£21,373	Reduced FEX/PEX.	Reduced FEX/PEX. House Seclusion Term 1- 132/ 70 PP Term 2- 151/69 PP Term 3- 209/119 PP Term 4- 115/66 PP Term 5- 228/110 PP Term 6- 190/79 PP Running total- 1025/513 PP			
Alternative Curriculum Provisions	£40,000	These bespoke pathways enable students to remain in education and continue on a personalised learning pathway.				
Breakfast club	£5,225	Nurture, care and nutrition for DP to prepare them for learning. Increased punctuality and attendance.	28 students attend breakfast club 20 are PP students Students that attended breakfast club on average had an attendance of 96%.			
Financial Support	£1,500	Uniform and PE kits supplied for students enable them to access the curriculum.	Two occasions where house leaders have bought uniform 275 occasions PP student borrowing uniform. This equates to 275* 5 lessons = 1375 lessons attended rather than seclusion			
Enrichment to support academic achievement						
Intervention	Funding					
Subsidies for trips and visits	£4,000	This allows DP to participate in curriculum and enrichment trips/visits which support learning and development of SMSC.	82 occasions where students were provided support with paying for educational school trips. DT materials requested by parents- £297.74 towards RM materials 6 pairs of Waders have been purchased after parents requested financial support for the equipment needed for the trip- MAD 6 sets of School Uniform 2 sets of PE kits DT contributions- 256*3.25= £832			

Additional Resources for measurable impact in each department	£12,132	A bidding process that departments can apply for money to support their lessons.	<p>Year 7 Stratford trip HWA- 58*10=£580</p> <p>Year 7 Tutby castle 13*50=£650</p> <p>Year 8 Jack the ripper £10*60= £600</p> <p>Year 10 Battlefields £187.50*2=£375 £80 last minute request</p> <p>Year 10 Drama £24*2=£48</p> <p>Year 11 Geography field trips 10*18=£180</p> <p>Year 11 theatre trip 8*16= £128</p> <p>Summer School £3000 Transition of year 6 vulnerable students/ PP students/ students who have been highlighted by their primary school as in need of support- On average 30 Students attended</p> <p>*Additional resources that departments have requested shown in the results above</p>												
Other	Funding														
Software and Hardware	£2500	Homework club resources to enable DP to complete out of hours learning.	<p>Homework club resources to enable DP to complete out of hours learning. Specific software used in Personalised Learning Centre to enable disadvantage student in improving their learning.</p> <p>GCSE POD</p> <table border="1" data-bbox="831 1240 1457 1424"> <thead> <tr> <th></th> <th>No of students</th> <th>Number accessing GCSE POD</th> <th>No of videos watched</th> </tr> </thead> <tbody> <tr> <td>Year 10</td> <td>119</td> <td>80%</td> <td>1051</td> </tr> <tr> <td>Year 11</td> <td>88</td> <td>82%</td> <td>1708</td> </tr> </tbody> </table> <p>Investment into Hegarty Maths (Apr 2018)</p> <p>Investment into Accelerated reader (Apr 2018)</p>		No of students	Number accessing GCSE POD	No of videos watched	Year 10	119	80%	1051	Year 11	88	82%	1708
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Year 10	119	80%	1051												
Year 11	88	82%	1708												
PP coordinator	£3,366	<p>Organisation of school intervention, spending, monitoring and reviewing impact Budget with HKA June 2017 Complete PP strategy 2017/2018 Update PP policy- website</p> <p>Manage budget during school term Organise round 1 of the PP bank opening Collate requests from departments- put in front on SLT for decisions Complete orders with JEN Review impact of JSI within English Review key points from areas of PP strategy term 1</p>													
Total	£156,785														

Allocation of funding 2018-2019

For the academic year 2018-19, Granville received £160,000. We will use the funding as shown below:

Improving progress and achievement		
Intervention	Funding	Intended Impact
1-1 and small group support with a specialist core subjects (English & Maths) Mentors (September 18 - Aug 2019)	£19,344	Small group interventions will allow more targeted and individualised support and close gaps within English Language / Literature and Numeracy. Improvement in students GCSE progress and attainments in Core subjects.
Access Zone - Learning Mentor (50 %, JBE, General Academic Mentor (SCO))	£21,185	Provision of bespoke timetables and support to enable students to continue to access mainstream education and avoid exclusion from school. Develop social, emotional and behavioural skills. Support vulnerable students to ensure they are attending school and supported throughout the day.
Access Zone - Assistant SENCo (50%, KWO)	£14,966	
Additional resources: Revision Guides Tech (Food and Textile) Resources	£3,000 £1,000	All students can access the curriculum. Improved progress and attainment outcomes.
Improving behaviour and Attendance		
Intervention	Funding	
Behaviour mentor (AWE)	£21,373	Reduced FEX/PEX.
Alternative Curriculum Provisions (Offsite)	£35,000	These bespoke pathways enable students to remain in education and continue on a personalised learning pathway.
Breakfast club (JBE, LMA)	£6,518	Nurture, care and nutrition for DP to prepare them for learning. Increased punctuality and attendance.
Financial Support toward new PE kit for Year 8 (transition to	£10,450	Uniform and new PE kits supplied for students enable them to access the curriculum.
Enrichment to support academic achievement		
Intervention	Funding	
Subsidies for trips and visits	£3,000	This allows DP to participate in curriculum and enrichment trips/visits which support learning and development of SMSC.
Additional Resources for measurable impact in each department	£15,000	Bid in for resources - NWA
Other	Funding	
Software and Hardware	£5,842	Homework club resources to enable DP to complete out of hours learning. Specific software used in Personalised Learning Centre to enable disadvantaged student in improving their learning.
PP coordinator - TLR	£3,322	Organisation of school intervention, spending, monitoring and reviewing impact
Total	£160,000	

Impact of intervention

Measure	2015			2016			2015 National			2017		
	DS	Non DS	Gap	DS	Non DS	Gap	DS	Non DS	Gap	DS	Non DS	Gap
Attainment												
5A*-C in EM	25	49	-24	18.2	61.8	-43.6	36	63	-27	20.8%	45.8%	-25.0%
5A*-G	82	96	-14	87.9	97.1	-9.2	87	96	-9	87.5%	98.6%	-11.1%
EBacc	4	10	-6	0	25.0	-25	11	28	-17	4.2%	13.9%	-9.7%
Basic	25	51	-26	18.2	64.7	-46.5	38	65	-27			
Capped Point Score	237.0	311.3	-74.3	247.33	332.99	-85.66	261.3	325.6	-64.3	265.58	338.25	-72.7%
% Ach English Ebacc Element	29	60	-31	24.2	70.1	-45.9	51	74	-23	45.8%	73.6%	-27.8%
% Ach Maths Ebacc Element	36	63	-27	39.4	80.6	-41.2	49	74	-25	29.2%	52.8%	-23.6
% Ach 2 x Sci Ebacc Element	100	92	+8	42.9	78.3	-35.4	53	73	-20	42.9%	63.4%	-20.5
% Ach Language Ebacc Element	20	36	-16	0	66.7	-66.7	59	72	-13	50%	44%	+6.0
% Ach Humanities Ebacc Element	54	68	-14	27.3	70.7	-43.4	49	71	-22	42.1%	68.3%	-26.2
Basics												
9-5 English										45.8%	73.6%	-27.8%
9-4 English										50.0%	86.1%	-36.1%
9-5 Maths										29.2%	52.8%	-23.6%
9-4 Maths										58.3%	80.6%	-22.3%
9-5 E & M										20.8%	45.8%	-25.0%
9-4 E & M										45.8%	76.4%	-30.6%
Progress												
Attainment 8				34.7	52.62	-17.9				35.85	49.91	-14.06
Progress 8				-0.93	-0.24	-0.69				-0.31	+0.15	-0.46
Upper Confidence				-0.57	+0.02	-0.59				+0.19	+0.43	-0.24
Lower Confidence				-1.3	-0.5	-0.8				-0.81	-0.14	-0.67
English P8				-1	-0.67	-0.33				-0.61	+0.3	-0.91
Maths P8				-1.05	-0.19	-0.86				-0.2	+0.07	-0.27
Ebacc P8				-1.09	-0.08	-1.01				-0.25	-0.06	-0.19
Open P8				-0.65	-0.15	-0.50				-0.25	+0.3	-0.55
Expected Progress English	36	66	-30	27.3	64.7	-37.4	57	74	-17			
More than Expected Progress English	11	24	-13	6.1	14.7	-8.6	n/a	34	-			

Expected Progress Maths	43	48	-5	33.3	77.6	-44.3	49	72	-23			
More than Expected Progress Maths	7	13	-6	3.0	28.4	-25.4	n/a	35	-			

Aims and objectives

Our aim, at Granville School, is that each child develops to his greatest potential.

Students on the Pupil Premium are recognised nationally to have the potential to underachieve in comparison to their peers.

We also aim:

- ✓ To provide children with high quality teaching through regular training at staff
- ✓ CPD sessions and through the Granville coaching programme;
- ✓ To have high expectations that each child will reach their potential in all aspects of school life;
- ✓ To develop independent learners who can transfer these skills to future life;
- ✓ To educate pupil premium students , wherever possible, alongside peers in mainstream classrooms;
- ✓ To assess pupil data regularly and provide appropriate support and intervention where it is needed.

Roles and responsibilities

Pupil Premium co-ordinator:

- ✓ Liaise with Senior Leaders to decide how the funds, once known, will be allocated } Track and monitor achievement through reports, discussions and meetings
- ✓ Discuss with Year Leaders and Subject Leaders if any of this cohort are giving concern with their progress and behaviour
- ✓ Track any interventions that are taking place with these students to ensure each pupil has some support and no one has too many interventions in any given time
- ✓ Be responsible for organising external agency support, if necessary
- ✓ Liaise with the Learning Support Department for learning support, if necessary.

Teaching and support staff:

- ✓ Through classroom teaching and additional support strategies, teaching and support staff will:
- ✓ Maintain the highest expectations of all students and not equate disadvantage of circumstance with 'low ability',
- ✓ Promote an inclusive and collaborative ethos in their classrooms which enable students from disadvantaged backgrounds to thrive,
- ✓ Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- ✓ Support disadvantaged groups of students in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind,
- ✓ Keep up-to-date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.
- ✓ Provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of students and narrow the gaps.
- ✓ Evaluate the impact of Pupil Premium spend within their area of responsibility

The role of financial officer:

- ✓ Monitor and distribute information on monies available for pupil premium funding
- ✓ Record money spent on trips, equipment, uniform, travel, etc., for individual students of this group

Governing Body:

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented. Our governing body will keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

At the end of the academic year, our Governors will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in our school and the impact this has had.

Programmes of offer for student on the Pupil Premium 2018-2019

- ✓ Small departmental homework clubs for Maths and English
- ✓ Smaller groups sizes for lower ability
- ✓ Transition Classes
- ✓ Many intervention groups for GCSE classes
- ✓ Costs of university visits
- ✓ Costs for trips, uniform, travel, etc
- ✓ Staffing for extended opening hours for the Learning Resource Centre, before and after school Homework Club with staff to support learning
- ✓ Access to computers before, after school and the Learning Resource Centre with staff support
- ✓ Mentors
- ✓ Behaviour intervention project to increase feedback and motivation
- ✓ Numeracy support for lower attaining students
- ✓ Targeted Student Support worker
- ✓ Reading programme with the Learning Resource Department
- ✓ Motivational group work
- ✓ Counselling

How we measure impact

- ✓ Termly tracking highlighting attainment, attitude to learning and predicted targets grades completed by all members of the teaching staff and direct pastoral link (form tutor).
- ✓ Students highlighted as below target are selected to attend intervention and support sessions during and after school.
- ✓ Math and English interventions tracked termly to highlight signs of progress.
- ✓ Any absentees are acted on and encouraged to attend.
- ✓ Behaviour of students is monitored weekly by the Head of Houses and termly by the PP coordinator. Students highlighted to have poor behaviour receive a report which links back to either the Head of house or member of the Senior Leadership team daily.
- ✓ A reductions in permanent exclusions through providing an alternative provision, where students attend daily core subject's lessons in preparation for their GCSE exams.
- ✓ 100% of parents are contacted and encouraged to attend yearly parent's evenings to review progress, attitudes and attainments.
- ✓ Pastoral support through the Assistant House Leaders and the Talk time service improved vulnerable pupil's attendance and provides help and support to overcome emotional barriers to education.
- ✓ A daily nutritional breakfast is provided to ensure students attendance, attainment and behaviour is positive from the point of learning.

- ✓ The pastoral teams provide support financial helping pay for uniforms, equipment, trips and resources to ensure all students are provided with the same opportunities.

Government/ Ofsted documentation

Department of education/Government

- ✓ Pupil premium 2016 to 2017: conditions of grant
<https://www.gov.uk/government/publications/pupil-premium-conditions-ofgrant-2016-to-2017/pupil-premium-2016-to-2017-conditions-of-grant>
- ✓ Pupil premium: funding and accountability for schools
<https://www.gov.uk/pupil-premium-information-for-schools-and-alternativeprovision-settings>
- ✓ 2010 to 2015 government policy: education of disadvantaged children
<https://www.gov.uk/government/publications/2010-to-2015-government-policyeducation-of-disadvantaged-children/2010-to-2015-government-policyeducation-of-disadvantaged-children>
- ✓ Ofsted
<https://www.gov.uk/government/organisations/ofsted>

Signed  Jo Kingswood (Principal)

Signed Kim Geering (Chair of
Governing Board)
Government/ Ofsted documentation