



GREAT SANKEY HIGH SCHOOL

Pupil Premium Policy

2016-17

Senior Leader Responsible: Sue Harrison

Date of approval by Governors: 7/11/16

(C Cunningham – PPG governor)

Next review date: 7/11/18

Great Sankey High School Mission Statement

The Great Sankey learning community provides excellent teaching and learning with passion and purpose, based on core values, devised with our students. Working in a warm and welcoming, yet purposeful environment, our mission is for everyone to be happy and inspired by their school experience. We empower students to harness their own creativity, to raise their aspirations and to achieve their potential. Working together, they gain confidence and pride to take their place in our community.



Rationale:

Great Sankey High School Values	How this policy addresses these values
Achievement is for all: be inspired by your school experience.	All pupils in receipt of the PPG will achieve to the best of their abilities and be inspired to reach their full potential in order to become independent and successful members of society.
Enjoyment for all: be happy and encouraged to participate.	All pupils in receipt of PPG will have every opportunity to participate in all aspects of school life such as extra-curricular activities, careers events and any school trips which will enhance their learning and development.
Well-being: feel safe, be supported and have a champion.	All pupils receiving PPG will be identified and supported by the PP champion as well as by all staff at GSHS who work with them.
Personalised Learning: receive regular feedback on your progress and next-steps guidance.	All pupils receiving PPG will receive quality first teaching and effective feedback on progress will be a priority.
High Standards and Expectations: seek challenging, meaningful and manageable learning.	All pupils receiving PPG will be aware of their guidance targets and high expectations of these pupils will be the norm regardless of background or ability.
A pride and place in our community: take responsibility and act as role models and good citizens.	All pupils in receipt of PPG will be given opportunities to be key members of the student body and become role models within school.
Life-long learning: have guided future pathways and develop independence and wider employment skills.	All pupils in receipt of PPG will have early CIAG in order for us to support and nurture future career plans.
Mutual respect: be polite, tolerant of others and celebrate diversity.	All pupils regardless of their background and ability will show and be shown mutual respect and tolerance.
Confidence: develop resilience, self-belief and aspiration.	All pupils in receipt of PPG will be identified, nurtured and supported by all staff so that they can take risks and build high self - esteem and resilience.
Shared vision: have a voice and access to leadership opportunities.	All students in receipt of PPG will have opportunities to become members of the student leadership team.

Overview:

The Pupil Premium was first introduced in April 2011 and is paid by means of a specific grant based on school census figures for pupils.

The Pupil Premium is additional to main school funding and it will be used by Great Sankey High School to address any underlying inequalities between eligible children by ensuring that funding reaches the pupils who need it most.

For the 2016 to 2017 financial year, schools will receive:

- £935 per pupil of secondary-school age for each child registered as eligible for free school meals at any point in the last 6 years
- £1,900 per pupil who:
 - has been looked after for 1 day or more
 - has been adopted from care
 - has left care under a special guardianship order, a residence order or a child arrangements order
 - Pupils in year groups reception to year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence

Research also suggests (Source: Oxford School Improvement) that disadvantaged pupils nationally on average:

- have less home support than their peers
- have weaker language and communication skills
- are more likely to have significant difficulties in basic literacy and numeracy skills
- experience more frequent behaviour difficulties
- are less likely to believe that they can control events that affect them

Aims:

At Great Sankey High School, our aspirations and ambitions are high for all our pupils and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, as well as your dedication and commitment to learning that make the difference between success and failure. Therefore, we are determined to ensure that our children are given every chance to realise their full potential.

In order to improve our pupils' employability and help them to realise their ambitions, we prioritise the development of key skills, increase confidence, high self-esteem and resilience as well as increasing their educational outcomes. We ensure that teaching, learning and progression opportunities meet the needs of all of our students.

Strategic targeting and appropriate use of the pupil premium will support the school in securing the highest possible progress for every child. As a result of the additional funding, these children will make better progress and achieve higher standards than without it.

Objectives:

- To ensure the Pupil Premium Grant will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils
- To ensure the Pupil Premium Grant will be used to enhance and enrich the lives of pupils whose families are not in a financial position to support wider school activities.
- To ensure that the additional funding reaches the pupils who need it most by using it to make a significant impact on their education and lives by closing the attainment gap between them and their peers.
- To ensure that the Pupil Premium Grant will be used to provide early CIAG in order to raise aspirations and improve future career prospects
- To provide extra support for pupils with additional emotional and behavioural needs.

- To help parents to support their child's learning, development and aspirations in school.

Roles and Responsibilities:

Expectations are that all key members of our school community, especially staff and governors, are committed to raising standards and narrowing the gaps for our students.

The School Leadership Team:

1. Will identify a Pupil Premium Champion identified as part of the School Leadership Team. The current PP Champion is S Harrison and is supported by S Adams (PP Learning mentor) and A Steele (LAC learning mentor).
2. Are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gap for eligible pupils.
3. Will ensure that staff are given appropriate support and relevant professional development opportunities to accelerate students' progress and attainment. Through appraisal procedures and the school development plan, they will make sure that the narrowing of gaps is a key priority for the school.
4. Will regularly and robustly monitor the PP expenditure and evaluate the progress of pupils eligible for PPG.

The Pupil Premium Champion:

1. Will ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
2. Will use the latest evidence based research, such as The Education Endowment Foundation Teaching and Learning Toolkit, to implement strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of eligible pupils.
3. Will ensure that GSHS will be transparent in our reporting of how we have used the Pupil Premium, so that our parents and carers, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
4. Will encourage take up of Pupil Premium by working proactively with our parents and carers in a sensitive and supportive manner, for example, by removing any potential barriers or stigma attached to claiming Pupil Premium.
5. Will ensure there is a robust monitoring and evaluation process in place to account for the use of the Pupil Premium.
6. Will ensure (as Senior Designated Teacher) that all PEPs and CLA case reviews highlight targets with PP funding attached and use robust monitoring systems to support the attainment of all CLA (and SGO and adopted children). The Virtual Head from local authorities will monitor and quality assure all PEPs completed to ensure GSHS uses PP funds effectively.
7. Will use the Pupil Premium funding for all year groups not just those taking examinations at the end of the year.
8. Will address poor attendance as a priority if this is a barrier to a pupil's attainment.
9. Will raise aspirations of disadvantaged students, ensuring that early careers advice and guidance is in place.
10. Will target support for parents/ carers of those underachieving disadvantaged students.
11. Will celebrate and reward the successes of pupils eligible for PPG.
12. Will ensure opportunities for leadership and enrichment are made readily available for PPG students.

Teaching and Support Staff will:

1. Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance.
2. Will also use high quality interventions with proven evidence of impact, to assist our students who need additional support in a time limited way.
3. Maintain the highest expectations of all students and not equate disadvantage of circumstance with 'low ability'.
4. Promote an inclusive and collaborative ethos in their classrooms which enable students from disadvantaged backgrounds to thrive.
5. 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.
6. 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.

7. Keep up-to-date with teaching strategies and research, which have proven track records in narrowing the gaps in attainment and achievement as well as observing and acting upon excellent practice demonstrated in GSHS as well as other schools (The National College for Teaching and Leadership list; DfE list of successful schools).
8. Share good practice with other schools as part of Teaching Schools.
9. Make effective use of data and identify barriers to learning to monitor the progress of disadvantaged students and intervene as necessary.
10. Evaluate the impact of Pupil Premium spend within their area of responsibility.
11. Insist upon a *no excuses* approach made for underperformance and set high expectations.
12. Support students to develop 'growth mindsets' towards learning and provide a greater focus on attitude to learning and building resilience.

It is anticipated that concentrating on providing Quality First Teaching, teachers will ensure that:

- **Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored and interventions put in place**
- **They take steps to provide differentiated learning opportunities that will aid the student's academic progression. Interventions will be monitored, progress assessed and adjustments to differentiation made where necessary**
- **They provide regular quality feedback to students to identify strengths and areas of improvement. Teachers will set challenging targets and give students the opportunity to reflect upon**

Governing Body

The governing body has an important role in ensuring that GSHS complies with legislation and that this policy, along with its actions for narrowing the gaps, is implemented.

The school governors will review, through the termly committee meetings, the work of the school in relation to the Pupil Premium. This monitoring and evaluating will take into account a range of information including data on progress and achievement, case studies and tracking of intervention strategies as evidence of the impact in narrowing the gap. An annual report will be compiled to evaluate how the Pupil Premium funding has been spent to narrow the gaps for pupil premium pupils across the school.

Appendices:

How will GSHS use Pupil Premium Grant?

We will use the funding to provide the following support structures for those pupil premium students that need additional help in order to achieve success in line with, or better than, school and national expectations. These will be based on individual needs and may include for example:

- Developing the quality of teaching and learning, and assessment strategies which close the gap
- Support staff – PP mentor/LAC mentor
- Facilitating students' access to the curriculum
- Core subjects – specialist class teacher support
- Literacy support – Accelerated Reader programme
- Setting to allow for the staffing of established nurture groups by specialist teachers
- The funding of enrichment activities and educational visits
- The funding of specialist learning software
- Reducing class sizes
- One to one support - tutors
- Pastoral support, social and emotional support, and mental health and resilience support
- Alternative provision i.e. education outside the main curriculum timetable
- Revision provision
- Assessments to inform intervention/strategies e.g. CATs, reading ages
- Small group intervention in English and mathematics
- Running Homework Club and Study Support groups
- Alternative option pathways, including nurture groups
- Social skills, self-esteem and other specialised support programmes
- Additional behaviour and learning support
- Attendance related support structures and incentives
- Home learning support and independent learning resources
- Alternative provision eg sixth form or college taster courses or provision
- External agency support
- Mentoring and advice for students in this group, in order to raise aspirations and remove barriers to success
- University programme – Future First
- Oarsome programme – Yr 9
- Duke of Edinburgh programme – all yr 9
- Parental engagement programme – Maths coffee mornings /Yr 7 welcome evening/individual support
- Subject specific equipment or requirements ie Catering ingredients/ Automotive Eng uniform
- Help with travel expenses if attendance is an issue

How Will Intervention Be Triggered?

Assessment of a student's needs may be triggered as a result of one of the following:

- analysis of progress, using termly reporting processes and department tracking
- pastoral concerns raised by the Pastoral Team, other members of staff or parents/carers
- SEN concerns
- referral from external agency
- referral by HOD to the Pupil Premium Champion /PP learning mentor

An assessment of need will then lead to the necessary support being put into place. In addition, the school will be proactive in encouraging student participation in their own target setting and progress.

How will the school measure success?

The school tracks the progress of all students, including disadvantaged students.

Success will be evidence that shows that students in this group are making better progress than their peers nationally and also evidence that the attainment gap is closing against their peers in the school. This will be achieved through a rigorous target setting procedure with interventions to ensure that the vast majority of disadvantaged children will meet their individual targets.

Communications between staff, students, parents /carers will be vital to this success including effective transitions at all key stages and from year to year.