

Testwood School Pupil Premium



Key Responsibility area:	PW
Last Review:	September 2020
Next Review:	September 2021

Revision History

Version	Date	Amendments	Initials

A) Introduction

The Pupil Premium Grant is allocated to children from low-income families who are known to have been eligible for Free School Meals (FSM) or the Service Child Premium in any of the previous 6 years. In addition, children who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order are also allocated the Pupil Premium Grant. Looked after Children are allocated a further grant and this is overseen by the Designated Teacher for Looked After Children in conjunction with the Hampshire Virtual School.

B) Purpose

The Government believes that the Pupil Premium Grant, which is additional to main school funding, is the best way to address the underlying inequalities between disadvantaged children and their non-disadvantaged peers by ensuring that the funding reaches the students who need it most.

C) Use of Pupil Premium at Testwood School

Our Pupil Premium Strategy is focused on improving academic outcomes for disadvantaged students. Therefore the main focus of our Pupil Premium Expenditure is to support and further improve the progress and attainment of disadvantaged pupils across the whole school curriculum.

D) How is the Pupil Premium Grant making a difference to the School's Disadvantaged students?

The school's Pupil Premium Strategy is led by the Assistant Headteacher (Personal Development) with support from whole school staff, with specific support from the Deputy Headteacher, Curriculum Leaders, Year Leaders, and the tutors. The Impact Statement for the previous academic year can be found on the school website.

E) How is the school currently allocating the Pupil Premium Grant?

The school website details the proposed expenditure for the current academic year.

F) Accountability and Governance

The progress and attainment of disadvantaged students is a key focus for all staff at Testwood School. All teaching staff are aware of the students who are eligible for the Pupil Premium Grant and are held accountable for their progress by their Curriculum Leaders. Senior Leaders report to the Trustees on how the Pupil Premium Grant has been spent and what the impact of expenditure has been.

G) Principles

- To ensure that all students, regardless of their background and socio-economic position, achieve their very best at Testwood School
- To ensure that all students across the ability range have access to a broad, balanced and differentiated curriculum
- To enable all students, regardless of their abilities and behaviour, to fully develop their academic potential, interests and aptitudes by making appropriate additional provision
- To create a supportive learning environment, which helps all students to achieve confidence, self-esteem and increased independence

H) At Testwood School we will

- Ensure that teaching and learning opportunities meet the needs of all students
- Ensure that appropriate provision is made for students who belong to vulnerable groups
- Make provision for socially disadvantaged students, whilst recognising that not all students who receive free school meals will be socially disadvantaged and not all socially disadvantaged students receive free school meals
- Reserve the right to allocate the Pupil Premium (PP) funding to support any student or groups of students the school has legitimately identified as being socially disadvantaged
- Allocate Pupil Premium funding following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving the Pupil Premium will be in receipt of interventions at any one time

I) Practice

- Each Year Group to have specific provision and intervention programmes for the Pupil Premium and vulnerable students based on academic need. This process will be completed every five weeks
- Each Year Group to have specific provision and intervention programmes for the Pupil Premium and vulnerable students based on cultural, social and emotional need. This process will be completed every five weeks per year group
- A record of all interventions will be completed to monitor the individual provision for each student for the above two points by the AHT

- Termly analysis of the provision will take place in order that all students' needs are met and that outcomes are shown to make a positive impact. This will be coordinated by the DHT responsible for progress
- Ongoing analysis of data will compare the progress of Pupil Premium students compared to those who are not eligible for the funding to ascertain whether there is a gap in achievement and to develop interventions to close any gaps

J) Provision

At KS3 the curriculum provision includes the following:

- Additional support for transition from primary school
- Numeracy and Literacy support in tutor time and in lessons
- 1:1 tutor support in Maths and English
- Homework club
- Learning Resource Centre (LRC) open after school for independent study
- Bespoke support for academic materials
- Curriculum off site visits to support learning

At KS4 the curriculum provision includes the following as well as some of the above:

- Booster sessions during exam periods
- Easter / May half-term revision
- Senior Leader exam preparation and technique seminars through VEPSA
- Testwood Information Evenings bespoke to all year groups
- Revision guides and curriculum resources
- Careers advice and guidance
- Support for controlled assessment off site visits
- SLT Student mentoring & VESPA mentoring

At KS3 and KS4 the cultural, social and emotional provision includes the following:

- ELSA support
- Youth and Family Matters support
- Learning Hub support
- Student Services Support
- School Council representatives
- Young Carers Group
- 1:1 LSA key workers
- Breakfast clubs
- Additional transition sessions for Year 6 students

K) Responsibilities

Deputy Head teacher will:

- Ensure that the PP data is populated and keep up to date each academic year using the DfE data
- Ensure the Census information is correct for each of the data collections

- Analyse the data in relation with ELT intervention to support AHT for PP lead
- Raise at SLT (Senior Leadership Team) PP discussions on intervention across the school with the support of AHT for PP lead

Assistant Head teacher for PP lead will:

- Lead on whole school PP intervention
- Ensure appropriately targeted PP students are supported by appropriate interventions
- Liaise and coordinate intervention with CL's and DHT
- Lead on staff training and development regarding PP
- Create Pupil Premium Profiles which will be distributed to all staff and meet students regularly to discuss how they are progressing. These profiles will be uploaded in Mint Classroom
- Resource outside agency intervention where needed to support PP
- Develop and implement PP strategy in school
- Liaise with the Finance Manager in calculating the costs for each intervention and the total amount spent on each student
- Feedback to Trustees throughout the academic year

The SENDCo/AHT (Special Educational Needs Coordinator) will:

- Identify students on the PP data sheet who belong to early morning Spelling and Reading Groups, 1:1 groups for numeracy and literacy, working with the ELSA (Emotional Literacy Support Assistant), working with TA for 1:1 support
- Analyse the provision and progress of students and make recommendations for any further intervention through link meetings

Curriculum Leaders will:

- Identify the PP students who are invited to attend enrichment, master classes, catch up sessions and who would benefit from receiving revision guides and past papers
- Analyse the progress of PP students after each Progress Check and make these a key focus in department meetings
- Ensure that all teams know who their Pupil Premium students are and that these students are receiving the appropriate interventions
- PP students to be the main focus behind the 4 weekly cycle (QoT monitoring)

Year Leaders will:

- Coordinate the mentoring of key PP students in the respective cohorts based on analysis of Progress Checks and outcomes from ELT meetings
- Analyse the progress of PP students after each Progress Check and make recommendations for any further intervention to Curriculum Leaders

HAP (High Attaining Pupils) Co-ordinator will:

- Identify students who have been identified as HAP and participating in the enrichment programme
- Identify further opportunities to support these students with their studies to promote achievement

Attendance Officer will:

- Have a relentless drive to improve attendance of PP students
- Monitor all PP students' attendance
- Decide and implement strategies to support and reinforce outstanding attendance from students
- Report all attendance progress and concerns to Assistant Head teacher and Year Leaders

Careers Coordinator will:

- Identify and coordinate early careers support for PP students
- Coordinate support of VEPSA delivery through PSHE delivery with key focus of post-16 transition
- Coordinate the careers and college application processes within the PSHE curriculum

Tutors will:

- Be the daily pastoral support for all PP students
- Monitor and intervene progress when directed by the Year Leader
- Early identification of attendance concerns and contact home to support of all PP students
- Provide signposting to PP students and their families for any outside agency support (with the support of the Year Leader)

This policy was approved by the Trustees and will be reviewed annually

Date Policy Agreed: September 2020

Date of Review: September 2021

Signature of Chair of Trustees:

Date: September 2020