

Pupil Premium Statement – September 2017

Pupil premium is funding provided to schools by the Government to support pupils within the following categories:

Ever 6 FSM

The pupil premium for 2017-18 will include pupils recorded in the January 2017 school census who are known to have been eligible for free school meals (FSM) since May 2010, as well as those first known to be eligible at January 2017.

Children adopted from care or who have left care – Post LAC

The pupil premium for 2017 to 2018 will include pupils recorded in the January 2017 school census 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 (previously known as a residence order).

3.3 Ever 6 service child

For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the January 2017 school census who was eligible for the service child premium since the January 2011 census as well as those recorded as a service child for the first time on the January 2017 school census.

How do we encourage parents to register their child's eligibility for free school meals (FSM)?

There are a number of practices schools can adopt to encourage parents to register their children. In particular, we let parents know:

- that registering for FSM is confidential and their peers, and their child's peers, need not know they have applied;
- what registering for FSM involves and what it means for their child, including the fact that taking up the meal is recommended but optional;

Opportunities for communicating these messages to parents include:

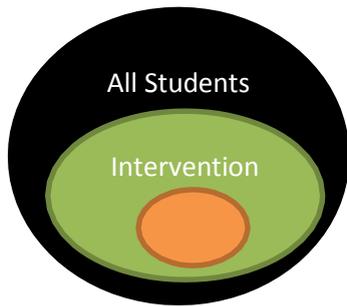
- sending letters to parents explaining FSM, its link to the Pupil Premium and how to apply – sending more than once to ensure all parents see it;
- adding reminders to register for FSM in any regular newsletters or e-bulletins to parents;
- texting all parents asking them to contact the school office if they receive benefits, as they may be able to help secure extra funding for the school;
- ensuring teachers or support staff are talking to new parents about signing up for FSM when parents visit the school

Intervention strategy

At The Redhill Trust, we use funding in a range of ways to support all pupils including those who qualify for pupil premium. Each year we put together a comprehensive plan of interventions that we feel will best allow our all of pupils to meet their full potential. At the end of the academic year we then analyse the impact of the interventions to ensure they provide good value for money and that progress has been made.

We believe that all students have the right to outstanding teaching and targeted intervention where required.

We take the approach shown below:



In this model, we work to:

1. Monitor the progress of all students
2. Provide effective intervention for all students as required
3. Check to ensure all Pupil Premium students are supported to make expected progress as a specific group as part of our wider intervention

Further Information we provide on PP spending

We shall provide an annual statement showing how the pupil premium funding is spent and how pupil premium students are performing.

Examples of Intervention strategy

Different intervention strategies are used as appropriate for each student. The summary list below provides an outline of some key intervention strategies:

- 1:1 and small group tuition focusing on English and Maths
- Holiday revision programs; Easter and summer half term
- Student engagement programs outside of normal school hours
- Rewards and incentive schemes for attendance at events and participation in schemes which lead to an increase in attainment and progress
- Providing subsidised and free equipment and resources for students; revision guides, materials and learning resources to improve attainment
- Access to musical instruments and specialized tuition
- Purchase of ICT tools to increase reading and specific aspects of subject learning resources and content
- Analytical tools to monitor and evaluate the impact and effectiveness of intervention
- Mentoring and other schemes to support progress – school staff and other mentors from University and other sectors to work with students
- Targeted aspiration and ambition schemes
- Expanding the extra-curricular offer
- Rewards systems in school

Attainment at the end of Year 11

Changes to the eligibility for Free School meals in the last few years, along with a variable sized cohort makes comparing year on year performance misleading. However, we provide a summary of our latest performance at the end of Year 11 below.

Measure	2015-16		2016-17	
	All	PP	All	PP
Grade 4+ in English and Maths (Basics)	72%	64%	53%	40%
5 x Standard Pass inc E+M	62%	44%	50%	38%
English Grade 9-4	79%	67%	69%	54%
Maths Grade 9-4	79%	76%	59%	44%

Pupil Premium Policy

At The Redhill Trust, all members of staff and governors accept responsibility for those pupils recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs as they do with all students. Every child who is considered to be 'disadvantaged' is valued, respected and entitled to develop to his/her full potential irrespective of disadvantage. This is enshrined in the schools aim to encourage all pupils regardless of background to achieve and succeed.

Underpinning these aims, and to ensure that pupils are enabled to achieve their full potential we will strive to ensure

- The very best possible delivery of learning experiences in the classroom.
- A range of group and individual interventions designed to support those with identified needs.
- A rich and varied menu of activities designed to engage and motivate pupils, raising their aspirations and creating a positive view of learning

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed
- Pupil premium funding will be allocated following a needs analysis which will identify priority, classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged or underachieving. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate Pupil Premium funding to support any groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision

We will regularly seek to further develop strategies and interventions which can improve the progress and attainment of all pupils.

Reporting outcomes

It will be the responsibility of the Headteacher to produce regular reports for the Governing Body that will include:

- The progress made towards narrowing the gap for socially disadvantaged pupils.
- An outline of the provision in place at the school
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.
- The Governors of the school will ensure there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'Narrowing the gap' for socially disadvantaged pupil. This task will be carried out mindful of any requirements published by the Department for Education.