



Pupil Premium Policy 2019-2020

Governor Lead:	Curriculum Committee
Nominated Lead Member of Staff:	Nick Blackshaw
Status & Review Cycle:	Statutory. Annually
Last Review Date:	June 2019
Next Review Date:	June 2020

This policy details how NCS manages the extra funding received by the government to spend on pupils who are identified as disadvantaged. The methods raising the attainment of disadvantaged pupils of all abilities to reach their potential are developed from Sutton Trust's EEF [Tool Kit](#) the PP Champion and Committee in consideration of the main and current barriers to progress for the cohort of PP pupils in this academic year.

The PP Champion uses the grant in a tiered approach through quality first teaching, targeted interventions and wider opportunities. Where appropriate NCS ensures that these approaches are for the benefit of all pupils. However, the Champion and Committee's primary function is to ensure that the progress of pupils in receipt of PP have an extra layer of monitoring in order to assess the effectiveness of the tiered approach.

In respect of potentially low levels of progress before joining NCS, disadvantaged pupils benefit from a constant redoubling of efforts in order to equalise the odds. The aim is for PP progress to be above non-PP progress and that there are no limits other than the talents and the application that they themselves will put in. At North Cestrian the Pupil Premium is a tool to allow every child to be able to fulfil absolutely their full potential.

Our challenge is to buck... *"the gap keeps on growing as you go through school. By the end of Key Stage 4... that gap is the equivalent of 19 months."* Education Secretary Damian Hinds speech at Reform 17 June 2019

As well as addressing the gap in all key academic and pastoral key performance indicators the policy seeks to enable the annual plan to focus upon much wider and enabling issues embracing the fact that schools cannot do everything but can shine a torch to promising pathways, including...

- to better prepare disadvantaged pupils for adult life, the world of work, for living in modern Britain and a sustainable future as an active member of society
- to support a sustained impact and track the good sustained employment (25 years)
- to support siblings and be sensitive to multigenerational impacts.
- Being keenly aware of other cohort indicators like HA, SEN, Ethnicity, language, the home environment, adversity in childhood (CIN, social worker contact, young carers) and school mobility (moving to NCS after the start of Y7)
- Mental Health and new health education curriculum
- Providing a curriculum that is ambitious with the knowledge and cultural capital to succeed in life
- Enabling the grant of to be spent with best impact over a time period longer than the year
- Ensuring that the grant supports the whole school development plan

In 2019-2020, the grant to North Cestrian School is £112,100 (113 pupils, 19% of school roll). It is grant funding and is in addition to the School's Delegated Budget. The eligibility is decided by central government and is based upon:

Rates for Eligible Pupils Disadvantaged pupils	Pupil premium per pupil
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
Children 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	£2,300
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£300

3. Eligibility

3.1 Ever 6 Free School Meals (FSM) The pupil premium for 2019 to 2020 will include pupils recorded in the January 2019 school census who are known to have been eligible for FSM since May 2013, as well as those first known to be eligible at January 2019.

3.2 Children adopted from care or who have left care The pupil premium for 2019 to 2020 will include pupils recorded in the January 2019 school census and alternative provision 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). These are collectively referred to as post-LAC in these conditions of grant.

3.3 Ever 6 service child For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2019 school census who was eligible for the service child premium since the January 2014 census as well as those recorded as a service child for the first time on the January 2019 school census. The grant will be allocated as set out below. Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the January 2019 school census.

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2019-to-2020/pupil-premium-conditions-of-grant-2019-to-2020>

Eligibility will be confirmed by NCS cross-referencing the school census with the Free School Meals Eligibility Administration system. **[Schools have freedom to use the grant as they judge best for disadvantaged pupils as a whole, including pupil-premium eligible pupils and those who are not eligible but are educationally disadvantaged (DFE, 2019)]**

The PP Champion/Committee are accountable for progress and will fund interventions for PP pupils exclusively or via proportionate contribution to a whole school intervention. The Champion and Committee will ensure that the funding allocated is used for the intended purpose and be transparent whilst avoiding stigma or isolation.

Interventions to support PP Pupils come under the following categories. The five priorities for the PP cohort of 2019-2020 are in **bold**. The rationale for North Cestrian's priority PP interventions for funding is that literacy and numeracy are the most important skills for pupils to acquire and utilise to produce high achievement not only in the double-weighted Progress 8 GCSEs of Maths and English but also in all subjects across the curriculum.

Whole School Top Slice (Tier link to plan)

PP Champion to lead intervention, inset and monitor progress. 20 hours a week: (T3)	£12,415 (60%)
English and Maths catch up tools	£2,411
Y6 Transition Leader to gather data, primary school interventions and lead summer school: (T3)	£225 (15% of half of staff TLR)
Educational Welfare Officer to improve the attendance of PP pupils: (T2)	£240 (20%)
Cover funds to allow Middle Leaders to multiagency meetings (T2)	£5,000
Free School Meals: (T3)	£250
Pupil Manager of Achievement Intervention and Mentoring facility: (20%) (T2)	£3,568
Assistant Pupil Manager of Achievement Intervention and Mentoring facility: (20%) (T2)	£2,543
Homework Club PP Teaching Assistant. 5 hours a week (T2)	£1,900
Teacher PP TA (£42.50, 30 hours per fortnight, 20 fortnights per year) (T1)	£25,500
English PP Mentor (£42.50, 2 hours, 20 fortnights per year) (T1)	£1,700
Whole School Reader (600 novels) (T1)	£3,000
Pupil Data Leader to collate data and provide clear cohort analysis tools (T2)	£400 (20%)
Healthy Minds, Mindfulness and Psychology (20%) (T2)	£4,000 (20%)
Mobility Contingency: The grant does not follow a pupil from school to school if they move mid-year. (therefore, include support for mid-year arrivals in the pupil premium budget) (T1)	£6,000
Total	£69,152

Tier 1: Teaching and Learning:

Learning Styles and Differentiation (through Quality First Teaching)

This includes **Literacy (Oral Language, Phonics, Reading Comprehension), Numeracy Support**, Collaborative Learning, Digital Technology, Feedback, Prep, Mastery Learning, Individualised Instruction, Learning Styles (inc. Metacognition and Self-regulation), Small Group Tuition, Teaching Assistants, Peer Mentoring, Tools to Support Learning and One-to-One Tuition. Staff INSET will include regular **CPD** to enhance the progress of PP.

There is good evidence that a good level of personal development can help with academic attainment. Where a deficit in self-efficacy is identified as a barrier to learning (for example self-organisation, motivation, confidence, concentration, aspiration, resilience) this can be addressed.

Tier 2: Targeted Intervention:

Assertive Mentoring

This includes Metacognition and Self-regulation (Learning to Learn and Motivation to Learn), **Mentoring** and the **Stretch, Challenge and Raising Aspiration Programme**. All of this is based on regular and robust **data analysis**.

All assertive mentoring is based on **aspiring to enriched lives and careers**.

Behaviour For Learning

This includes Behaviour Interventions (including Prince's Trust Mosaic Programme), Alternative Provision, Social and Emotional Learning, Mental Health Support and **Attendance Interventions (including My Tutor and Nisai for persistent absentees learning and progress whilst the solution for improving attendee is found)**.

Tier 3: Wider Support

Extra-curricular Provision

This includes Art and Sports Participation and **Summer School (for new Year 7 and the current year 7)**. Other interventions, categorised below, are also part of the offer for **Extending School time** - Mentoring, Careers Support, Behaviour Interventions, Social/Emotional, Attendance Interventions, Homework Club, targeted extra-curricular activities, Reading/Phonics/Oral, One to One tuition.

Parental Involvement

This includes the **involvement of parents** in all aspects of their child's education. The quality of the home environment and the distance to school are mentioned in the Reform Speech. So by building the triangle of strength between home, school and the pupil we may overcome the fact that "schools cannot do everything. We cannot expect them to do everything. It's a wider societal question of how the rest of society operates." Cultural capital is a widely accepted as an important part of a person's readiness for life as an adult and building it is an integral part of the pupil premium's purpose. Also careers education is a key tool to this tier.

Further details on the rationale, how the school intends to spend the PP, along with the annual evidence of impact and a review are found in the PP Plan and Expenditure and Impact Review. A report by the Champion and Committee is made annually, in October, and seeks to evaluate the effectiveness of each intervention from the previous academic year in terms of improving outcomes for PP Pupils in comparison with the national average for non-disadvantaged pupils and, as necessary, modify interventions planned for the current academic year. Judgments will be made considering cost and level of resultant progress on a value for money basis especially in comparison with other interventions. However, in line with the sustainable effective impact the grant looks to foster, NCS decision to look at the grant for an individual being better appropriate over a key stage, and use of the grant to support the whole school development plan, a fuller review will be made every three years.

Roles and Responsibilities

Champion	Authoring intent, ensuring that all staff are aware of their responsibility and techniques used to raise the attainment of disadvantaged pupils, quality assurance of the interventions, leading on the review.
Committee	to monitor and assist in the identification of PP interventions and the delivery of the plan whilst quality assuring the return on expenditure in line with the purpose of the plan.
Data Lead	to provide data analysis of achievement gaps and progress
CFOO	ensure that all pupils in the census are screened for eligibility, tracking the spending of the PP
Teachers/TAs	maintain the highest expectations of pupils, deliver via Quality First Teaching and subsequent necessary interventions, be inclusive and ensure a positive learning environment
Parents	support for their child's learning
Governors	compliance with legislation, holds the Headmaster to account for successful implementation of the Policy and Plan, keep the intervention strategies under review, monitors data and sign off on the PP Plan and Review on an annual basis (October).
Headmaster /SLT	overall responsibility for the implementation and impact of the Policy and Annual Plans