

## **Pupil Premium 2018-2019**

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible under-achievement. These include pupils who are entitled to free school meals, or have been entitled within the last 6 years, those looked after by the local authority, and children that are adopted.

We are again using the extra funding to provide some children with small group tuition where appropriate and personalised programmes of study to improve outcomes for as many pupils as possible. The total funding allocated for 2018-2019 is: £91,080

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### **This is how these resources will be spent in 2018/2019:**

- Two Fast Track Groups in Year 6 to ensure pupils who are falling behind are taught in small focussed groups with an appropriate curriculum to ensure maximum progress in Reading, Writing and Mathematics
- One Y7 Fast Track Group taught by Vikki Ward (2<sup>nd</sup> in English Dept) to ensure continuity of progress made in Y6 Fast Track Group
- One cross age group to support Behaviour for Learning, motivation, progress – Engaged Group teacher led
- Reduction of set sizes in Year 6 funding for staffing to reduce class sizes in Year 6 in order to rapidly address gaps
- Reading Intervention - Accelerated Reader, Fresh Start and Huddersfield Town Football reading programmes
- Training of ETAs to deliver the Fresh Start programme
- Small group intervention for Mathematics and English by subject teacher
- Mathematics Intervention Y7 Numicon programme
- Upon parental request, money may also be used to subsidise school trips and uniform

- Specialist equipment for small groups as necessary
- Providing basic school equipment for pupils
- Resources for Accelerated Reader and Fresh Start
- Enrichment of the curriculum funding e.g. meeting authors, electronic club etc.
- Use of Attendance Lead, HLTA and support from Joseph Norton Academy to ensure we maximise attendance and commitment to learning, 2 hours additional HLTA mentoring in order to focus on the attendance of disadvantaged pupils
- HLTA salary to provide intervention for disadvantaged pupils with EBD barriers.
- HLTA salary to provide well – being intervention for disadvantaged pupils.
- HLTA salary to provide Handwriting and spelling intervention
- Develop a programme of mentoring sessions that focus on developing a Growth Mindset
- Whole staff CPD to ensure lessons provide pace, challenge and questioning that ensures depth of understanding and learning
- Whole staff CPD to develop strategies to support disadvantaged pupils
- Introduce Class Charts to ensure all staff know pupils’ barriers to learning
- Use Class Charts provision mapping to ensure that intervention for all pupils is appropriate and is accelerating progress
- New system of target setting will ensure that there is no regression for pupils across KS3
- All disadvantaged pupils to visit University and College

The main barriers to learning for disadvantaged pupils are

- Gaps in Literacy and Numeracy
- Lower attendance that can affect academic progress
- Social and emotional needs including attitude to learning

Strategy	Allocation of Funding	Action	Rationale	Measuring Impact	Impact RAG
Two Fast Track group to be selected in Y6 with increased adult/pupil ratios	One additional teacher: £37350.24  One additional HLTA:	Identify pupils in need of social and emotional support.	This will help those falling behind to catch up quickly	Progress of pupils monitored half termly. Monitor against non-disadvantaged pupils	

	£15417.72	Identify pupils who have gaps in Literacy and Numeracy.		nationally – gaps closing.	
One Fast Track Y7 group to continue accelerated progress made in Y6	One additional teacher for afternoon lessons	Identify pupils still in need of social and emotional support. Identify pupils who still have gaps in Literacy and Numeracy.	To continue the progress made in Y6 Fast Track	Progress of pupils monitored half termly.	
One mixed age group 'Engage Group'	One additional teacher to support pupils	Identify and support pupils who find it difficult to engage with school	To motivate pupils to engage fully in school and develop opportunities to take part in extra curricular activities	Monitor progress of pupils academically, behaviour for learning and attendance.	
Continuity of teacher for pupils who did not achieve expected standards in Y6		Identify pupils and timetable English and Maths staff to appropriate groups of pupils	Continuity of teacher will mean there is no lost learning time, pupils will feel confident and will accelerate their progress	Progress of pupils monitored half termly.	
Continue Fresh Start Reading Intervention Programme	Contribution of: £6000	Identify pupils with low reading and reading comprehension ages staff; allocate teaching resources and time	Pupils who can read successfully will have greater access to the entire curriculum	Reading and reading with comprehension ages to increase.	

Continue the Accelerated Reader programme and ensure reading materials inspire reading		Identify pupils with low reading and reading comprehension ages and ascertain their zone of proximal development. Assign a reading mentor to pupils.	Pupils who can read successfully will have greater access to the entire curriculum	Reading and reading with comprehension ages to increase.	
Introduce HTFC Reading Programme		Identify pupils with low reading and reading comprehension ages with an interest in football.	Pupils who can read successfully will have greater access to the entire curriculum	Reading and reading with comprehension ages to increase. Greater motivation to read for pleasure.	
Monitor and give opportunities to complete homework	£2673.74	Identify pupils who do not do or complete homework and put support in place. Employ a homework worker with a specific focus on PP pupils who struggle with homework. Departments to give opportunities to complete homework within school.	This will help those falling behind to catch up quickly.	Reduction in the number of disadvantaged pupils not completing homework tasks.	

To develop a positive attitude to learning including a Growth Mindset Programme to promote independent and resilience	School budget	PSHCE staff to identify and provide mentoring for pupils to develop good organisational skills and to develop a Growth Mindset	To encourage high aspirations, resilience and a determination to succeed in disadvantaged pupils	Pupils will take part in a wide range of extra-curricular activities. Pupils will take greater responsibility for their own learning by target setting at mentor meetings	
Refine rigorous monitoring systems of teaching and learning with a focus on disadvantaged pupils	School budget	To maintain a system of monitoring and evaluation that involves Middle Leaders and ensures quality teaching and learning across all subjects.	Quality first teaching will ensure pupils make strong progress.	Gap against non-disadvantaged nationally is closing	
To increase the attendance of all disadvantaged pupils	Support from the Joseph Norton Academy: £2000  Leadership capacity: £1000	Monitor attendance HLTA to mentor pupils with attendance below 95%  Attendance lead to work with Joseph Norton Academy to ensure that attendance increases.	With an improvement in attendance their will also be an improvement in attitude to learning and therefore progress.	Attendance for disadvantaged pupils is above 95%.	
To mentor and support disadvantaged pupils	ETA trained in counselling	Pupil who need extra support and mentoring for mental health issues are identified and	If pupils feel supported and safe in school they will attend regularly	Attendance for disadvantaged pupils is above 95%.	

who have mental health issues		counselling is put in place			
To monitor the progress of disadvantaged pupils every half term and provide intervention for those falling behind.	Leadership and administration capacity released: £6730 (Leadership) £2291 (admin)	CPD provided so pupils falling behind are swiftly identified and relevant interventions put in place.	Quality first teaching will ensure pupils make strong progress. Where pupils need extra support relevant intervention will be introduced.	Progress of pupils monitored half termly. Monitor against non-disadvantaged pupils nationally – gaps closing.	
To improve the behaviour and attitude to learning of disadvantaged pupils	£11000	HLTAs to provide intervention and mentoring for pupils with EBD barriers. Class Charts introduced so teachers, parents and pupils can monitor behaviour.	With an improvement in behaviour, emotional and social difficulties and mentoring for this there will also be an improvement in attitude to learning and therefore progress.	Reduction in the number of behavioural incidents for disadvantaged pupils. Greater progress across the curriculum for disadvantaged pupils.	
Ensure all pupils are equipped and ready for learning	£1266.15	Provide uniform/equipment to pupils. FFT provide ingredients	Not being fully equipped generates barriers to success and diverts staff attention away from talking about learning	No lost learning time for disadvantaged pupils.	
Provide enriching opportunities for pupils	£2,816.15	Subsidise trips including residential and	A lack of enrichment leads to under-performance. To	High attendance and increased	

		subsidise clubs for pupils currently FSM	succeed, pupils need to have access to experiences beyond the classroom	engagement with school.	
To provide all staff with high quality CPD that ensures high quality teaching that ensures pace and challenge for all and looks at strategies to ensure accelerated progress for disadvantaged pupils	School budget	CPD sessions that focus on pace, challenge and further develops questioning strategies	Where work is appropriate and challenging with questioning that is open and develops depth of learning pupils will make accelerated progress	Lesson observations and work scrutiny evidence high quality teaching for all pupils	
To ensure all staff are aware of any barriers to learning for individual pupils by the use of Class Charts	£1950	Identify barriers to learning for every PP pupils and ensure that all staff are aware of these.	If barriers for learning are identified and understood provision can be made to overcome these and help ensure these pupils can make accelerated progress	Pupils progress is accelerated and there is no lost learning time	
To use Class Charts provision mapping	£585.00	To introduce an efficient system to track	Pupils who receive the correct and timely	Clear criteria identified for different	

		intervention and monitor its impact	intervention will make accelerated rates of progress	interventions. Progress to be monitored and relevant adjustments to provision to be made.	
All disadvantaged pupils in Year 8 to visit University and College	Careers Teacher	To organise university and college visits throughout Year 8 for disadvantaged pupils	To raise aspirations for disadvantaged pupils	Use of pupil voice for feedback on University and College visits	