



# Policy Statement

Kepier Pupil Premium Policy 2017-2018,  
including Allocation, Use and Impact  
2016-2017

- Produced by R Giles
- Ratified by F&GPC
- Review Date: Annually

### **Kepier Academy 2017-2018**

In the financial year 2017-2018 Kepier will expect to receive approximately £350,000 Pupil Premium funding overall. The exact breakdown of Pupil Premium spend will be outlined annually in the Pupil Premium Impact Assessment document.

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our learners needs. However, we as a school are accountable for the use of this additional funding.

### **Pupil Premium**

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of learners who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM') and Service Children including those who were eligible for the Service Child premium at any point in the last three years (known as 'Ever 3 Service Child'). Learners in care, who have been looked after by local authorities for more than six months also continue to qualify for the Pupil Premium. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

### **Use of the Pupil Premium at Kepier**

We believe that all learners have the right to access quality learning and achieve their potential regardless of their personal circumstances. National statistics show that a number of learner subgroups do not achieve at the same rate as other learners and that this may be influenced by living in disadvantaged circumstances. The Pupil Premium funding is intended to minimise the impact of this by providing extra support in school to help ensure these learners achieve their potential.

The additional Pupil Premium funding, at Kepier, is used to benefit learner well-being in order to improve progress for a range of Pupil Premium learners. It is to support outcomes for these learners by helping to narrow the attainment gap that exists between learners from disadvantaged and their more affluent peers' backgrounds. Whilst the school is able to spend the Pupil Premium as we see fit, we fully recognise that we are accountable for how we use the additional funding to support learners from low-income families and other target groups.

### **In making decisions on the use of the Pupil Premium we will:**

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged learners.
- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our learners.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of Pupil Premium by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming Pupil Premium. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of Pupil Premium does not equate with learners being considered to be of 'low ability' because of their social circumstances.

- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise that Pupil Premium learners are not an homogeneous group and as such have a wide range of needs; the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning, in the first instance, as the preferred way to narrow the gaps in attainment and we will also use high quality interventions with proven evidence of impact, to assist our learners who need additional support, in a time limited way.

### **Pupil Premium Impact Assessment (2016-2017)**

Pupil Premium funding is funding provided to schools and colleges to raise the attainment of disadvantaged pupils and close the gap with their peers. It also supports children and young people with parents in the regular armed forces with the overall aim of addressing any inequalities in educational outcomes for disadvantaged children.

All learners within Kepier who have been identified as being in receipt of Free School Meals (FSM) over the last six years (known as Ever 6 FSM) are eligible to funding from the Government; for the academic year 2017-18 the level of funding per student is set at £935. As an academy, we have the autonomy of how to use pupil premium funding at a local level to ensure best impact, whilst also having the accountability for what should be an improvement in attainment / achievement for learners in receipt of it.

### **Impact of Interventions 2016 - 2017**

Pupil Premium Specific Support	Indicative Cost	Actual Impact
<b>Teaching and Learning/Achievement and Progress</b>		
Additional staffing in English and maths, reducing group sizes and maximising intervention in KS4.	£50,345	Aim - Disadvantaged learners to exceed the national average attainment for English/maths. The basics measure for the disadvantaged cohort was 39%, therefore exceeding the national average for that group.
1 x HLTA Mathematics to work with targeted pupil premium groups (Year 8 – Year 11).	£22,917	Expected rates of progress to exceed the national average for disadvantaged learners in maths. Disappointingly progress for the Yr11 cohort in maths was just over half a grade behind their peers at -0.63. More than 60% of disadvantaged learners are expected to make positive progress in Yrs 8/9.

VIP English/maths after school tuition. Rigorous and robust targeting of Year 11 (W band) pupil premium learners who must attend 10 x 1:3 tuition sessions of English or maths once a week.	£2,400 (£30 per hour for 4 staff for 20 weeks)	Expected rates of progress to exceed the national average for disadvantaged learners in English/maths. 45% of the targeted learners made positive progress in maths. 21% of the targeted learners made positive progress in English.
Star readers – reading skills development programme for SEND/pupil premium learners.	£12,154	100% of cohort increase reading ages to 10 and above (functional). 84% of disadvantaged learners have a functional reading age in the current Year 8. This is 80% in the current Year 9.
Senior Pastoral Leader for strengthening families. Focus on improving parental engagement and progress by removing barriers to learning.	£41,734	100% of targeted disadvantaged cohort make expected progress in 8 subjects. All disadvantaged learners in A4A sat at least 8 subjects. Despite progress being negative, each of them engaged with school and have further education pathways secured.
<b>Safety, Behaviour and Inclusion</b>		
Inclusion Manager to work with groups of learners to reduce the number of fixed term and permanent exclusions.	£20,138	Fixed Term Exclusions and Permanent Exclusions continue to be lower than the National Average. <u>Permanent Exclusions (1)</u> Whole school 0.09%, NA 0.15% Disadvantaged 0.25%, NA 0.39% <u>Fixed Term Exclusion (69)</u> Whole school 6.7%, NA 7.6% Pupil Premium 16.3% NA:18.77%
Senior Pastoral Leader to work with 'hard to reach' learners to improve attendance and remove barriers to achievement.	£41,734	The attendance gap between disadvantaged learners and non-disadvantaged learners is closed. A wide variety of strategies have been employed to tackle the attendance gap although this has not been effective in

		narrowing the gap. Further strategies are being sought to address the gap.
Yr8 SEND 'Fast Track Programme' Literacy/Numeracy focus	£25,987	100% of targeted learners in Fast Track groups progress to gain access to mainstream lessons.
Y10/11 SEND GCSE + group (Focus on reading, writing and Maths)		All learners in the 'Fast Track' groups are now part of mainstream lessons. GCSE+ groups still exist to support those learners with additional educational needs.
Believe Provision. To provide education for those at risk of permanent exclusion and to provide behaviour modification to enable reintegration back into mainstream education.	£133,424	Fixed Term Exclusions and Permanent Exclusions continue to be lower than NA. KS4 disadvantaged learners who attend Believe make expected progress in 8 subjects. <u>Believe Attainment</u> Average Attainment 8 grade - 1.47 Average Total Attainment 8 – 14.65 <u>Permanent Exclusions (1)</u> Whole school 0.09%, NA 0.15% Disadvantaged 0.25%, NA 0.39% <u>Fixed Term Exclusion (69)</u> Whole school 6.7%, NA 7.6% Pupil Premium 16.3% NA:18.77% Attendance 2016-2017: 83.02%

### Projected Expenditure: 2017 - 2018

During this academic year (2017 – 18) Kepier is expecting to receive £350k of pupil premium funding that has been provisionally profiled as follows:

Pupil Premium Specific Support	Indicative Cost	Expected Impact
<b>Teaching and Learning/Achievement and Progress</b>		
Additional staffing support in English and maths (W band), to maximise intervention in KS4 for the disadvantaged cohort.	£49k	Aim - Disadvantaged learners to exceed the national average attainment for the basics (English/maths). <b>The basics measure for the disadvantaged</b>

		cohort will exceed the national average for that group.
Provision within the curriculum to allow two additional lessons; one Maths and one English in KS3.	£42k	Expected rates of progress to increase for all disadvantaged learners in KS3. A greater percentage of learners achieve their target grades with an improved A2L profile.
1 x HLTA Mathematics to work with targeted pupil premium groups (Year 8 – Year 11).	£27k	Expected rates of progress to improve for the targeted disadvantaged learners in maths, resulting in a narrowing of the gap. Gaps between disadvantaged and non-disadvantaged learners close (KS3 = less than 10%, KS4 = less than 0.25 of a grade).
Academic mentor to work with targeted pupil premium groups during English lessons.	£25k	Improvement in reading ages of target disadvantaged groups to ensure greater access to the curriculum. All (minimum of 80%) disadvantaged learners to have a functional reading age.
Senior Pastoral Leader for strengthening families. Focus on improving parental engagement and progress by removing barriers to learning.	£43k	100% of targeted disadvantaged cohort make expected progress in 8 subjects. Progress for the disadvantaged group will be positive when considered in context (FFT).
<b>Safety, Behaviour and Inclusion</b>		
Inclusion Manager to work with groups of learners to reduce the number of fixed term and permanent exclusions.	£25k	Fixed Term Exclusions and Permanent Exclusions continue to be lower than national average. Learners will study and access at least 5 qualifications to enable them to secure a future destination for education, employment or training.
Senior Pastoral Leader to work with 'hard to reach' learners to improve attendance and	£21k	The attendance gap between disadvantaged learners and non-disadvantaged learners is

remove barriers to achievement.		closed. Attendance increases for targeted disadvantaged learners. A strategic action plan is devised and implemented leading to the attendance gap narrowing.
Believe Provision. To provide education for those at risk of permanent exclusion and to provide behaviour modification to enable reintegration back into mainstream education.	£130k	<p>KS4 disadvantaged learners who attend Believe attain the basics as well as other sufficient qualifications to enable them to not become NEET.</p> <p><u>Kepier 2016-17</u></p> <p><u>Permanent Exclusions (1)</u>  Whole school 0.09%, NA 0.15% Disadvantaged 0.25%, NA 0.39%</p> <p><u>Fixed Term Exclusion (69)</u>  Whole school 6.7%, NA 7.6%  Pupil Premium 16.3%  NA:18.77% Learners will gain at least 20 Attainment 8 points and will secure a future destination for education, employment or training.</p>