



Policy Statement

Kepier Pupil Premium Policy 2018-2019,
including Allocation, Use and Impact
2017-2018

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- Ratified by: F&GPC
- Review Date: Annually

Kepier Academy 2018-2019

In the financial year 2018-2019 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 (2017-2018)

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 2017 - 2018

Pupil Premium Specific Support	Indicative Cost	Actual Impact
Teaching and Learning/Achievement and Progress		
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). The basics measure for the disadvantaged cohort 9-5 English and Maths was 12.5% and 4+ English and maths was 35.9%.
Provision with 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. An increased number of disadvantaged learners at KS3 are working at or above targets with A2L profiles also showing signs of improvement.
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

		<p>maths, resulting in a narrowing of the gap. Progress 8 score for disadvantaged learners in the maths element was -0.88 (compared to -0.79 for all learners). This is a disappointing figure. At Key Stage 3 the attainment gap for Maths is around 10% when looking at predictions for attainment at 9-4.</p>
<p>Academic mentor to work with targeted pupil premium groups during English lessons.</p>	<p>£25k</p>	<p>Improvement in reading ages of target disadvantaged groups to ensure greater access to the curriculum. Over 80% of all PP learners in KS3 have a functional reading age (82% in year 7, 84% in year 8 and 89% in year 9). In both year 8 and 9 the gap between PP learners and their peers has closed significantly. This gap has closed by 10% in year 7.</p>
<p>Senior Pastoral Leader for strengthening families. Focus on improving parental engagement and progress by removing barriers to learning.</p>	<p>£43k</p>	<p>100% of targeted disadvantaged cohort make expected progress in 8 subjects. The vast majority of learners accessing our A4A provision continued in main stream education and made progress as a result of this intervention.</p>
<p>Safety, Behaviour and Inclusion</p>		
<p>Inclusion Manager to work with groups of learners to reduce the number of fixed term and permanent exclusions.</p>	<p>£25k</p>	<p>Fixed Term Exclusions and Permanent Exclusions continue to be lower than the National Average. Learners in the Believe provision were entered for at least 5 qualifications (most learners accessed 6 or more). This helped them to move onto destinations of their choice. Our 2017 leaver destinations data show that all learners in the Believe provision were successful in</p>

		obtaining future destinations at college or in employment. This is a very similar pattern with our 2018 leavers.
Senior Pastoral Leader to work with 'hard to reach' learners to improve attendance and remove barriers to achievement.	£21k	The attendance gap between disadvantaged learners and non-disadvantaged learners is closed. A number of strategies have been used to target attendance and DPP attendance is tracked closely. The gap from previous years is starting to close and DPP attendance figures are increasing. DPP overall attendance in 2017-18 was 92.27% compared to 91.15% in 2016-17.
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	KS4 disadvantaged learners who attend Believe attain the basics as well as other sufficient qualifications to enable them to not become NEET. <u>Kepier 2017-18</u> <u>Permanent Exclusions (6)</u> Whole school 0.59%, NA 0.15% Disadvantaged 0.39%, NA 0.39% (Permanent Exclusions in line with NA for disadvantaged group). <u>Fixed Term Exclusion (45)</u> Whole school 4.4%, NA 7.6% FTE issued to Pupil Premium learners was 18 (1.78%). The number of FTE in 2017-18 has significantly reduced. Average Attainment 8 points for Believe learners was 9.7. However, all learners in the provision were successful in gaining employment and training after leaving.

Projected Expenditure: 2018 - 2019

During this academic year (2018 – 19) 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
Teaching and Learning/Achievement and Progress		
Additional staffing support in English and maths to maximise intervention in KS4 for the disadvantaged cohort.	£49k	Aim - Disadvantaged learners to exceed the national average attainment for the basics (English/maths). The basics measure for the disadvantaged cohort will exceed the national average for that group.
Provision within the curriculum to allow two additional lessons; one Maths and one English in Year 8 and 9 B groups.	£42k	Expected rates of progress to increase for all disadvantaged learners in KS3 Maths and English. 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).	£25k	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 in maths.
Continued investment with Accelerated Reader Programme and an academic mentor to work with targeted pupil premium groups during English lessons.	£15k	Improvement in reading ages of target disadvantaged groups to ensure greater access to the curriculum. All (minimum of 90%) disadvantaged learners to have a functional reading age.
Implementation of BOOST programme with a focus on disadvantaged learners to help and support progress and attainment of targeted groups.	£15k	100% of learners who are part of the BOOST programme show improvement in attainment and Attitudes to Learning between gradebooks. Progress for the targeted group will improve for all identified learners.
Involvement in the Future Me	£10k	Targeted learners gain a strong

Programme to support disadvantaged learner to raise aspirations and consider future destinations.		understanding of future destinations at Post 16 and Post 18. Targeted group all show improvement in Attitudes to Learning in gradebooks.
Safety, Behaviour and Inclusion		
Senior Pastoral Leader to work with 'hard to reach' learners to improve attendance and remove barriers to achievement.	£22k	The attendance gap between disadvantaged learners and non-disadvantaged learners is closed. Attendance increases for targeted disadvantaged learners.
Achievement for All provision to work with targeted learners to ensure they continue to access a mainstream education.	£24k	100% of targeted disadvantaged cohort within the provision make progress across 8 subjects. Progress for the disadvantaged group will be positive when considered in context (FFT).
Employment of a School Councillor to work with vulnerable and disadvantaged learners to ensure pastoral barriers to learning can be eradicated.	£10k	100% of the disadvantaged learners accessing this service show an improved level of progress and increased attitudes to learning profile. Gradebook data shows that these learners make progress towards their targets and raise gradebook profiles for A2L.
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	KS4 disadvantaged learners who attend Believe attain the basics as well as other sufficient qualifications to enable them to not become NEET. Believe learners access at least 5 qualifications and all secure destinations on leaving the provision.