

Report to Governors: The context for Pupil Premium allocations in 2015-16

“The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupil premium funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units. It is paid to schools according to the number of pupils who have been:

- Registered as eligible for free school meals at any point in the last 6 years
- Children who have been looked after continuously for more than six months or who are children who have parents in the armed services.

Priorities for 2015-16

Make sure the gap narrows between progress and attainment outcomes for all children entitled to Pupil Premium support compared to those not receiving such support.

‘Our rationale is that our use of any available Pupil Premium monies will cascade our investment to ensure we raise standards for all pupils, but particularly those children whose families are in receipt of Free School Meals’

At Dyke House College the Pupil Premium enables us to, both directly and indirectly, provide a number of additional support and interventions for those pupils highlighted to needing it most.

Our Principles for the use of our Pupil Premium Allocation:

The Pupil Premium allows us to develop and invest in our pupils, in the four areas we feel to be key to their success:

1. Progress and Attainment
2. Inclusion
3. Behaviour for personal development and welfare

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4. Aspirations

1. Additional funding directed through the Pupil Premium grant has strengthened our school's actions to ensure we demonstrate academic achievement and increase progress outcomes for all. Expectations are high for all pupil groups and individuals. All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.
2. Promoting our ethos of inclusion and our dedication to providing pupils with equal opportunity to succeed, irrespective of their socio- economic circumstances. We do not equate deprivation and challenge with low ability. Not all pupils who qualify for the Pupil Premium are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for Free School Meal benefits. We therefore focus on the needs and levels of progress of all pupils. In providing support we will not socially isolate pupils. Therefore, it is likely that all groups receiving additional support will be a mix of pupils receiving the Pupil Premium allocation and those not entitled to this support.
3. The Pupil Premium will support children through investment in personal development. Strategies and interventions are implemented to ensure the personal and academic development of all pupils. This will improve attendance, maintain high standards of behaviour, and ensure the development of pupils' attitudes and personal qualities.
4. In order for pupils to succeed they need to build resilience, through taking on new challenges and being open to new experiences. Through extra and additional challenges and incentives, pupils develop in a way that sees them relish challenge rather than fear failure. The quality of resilience is essential for success in life and work, as well as education. The concept of personal reward and gain, in addition to personal pride in success, is important to achieving this.

Roles and responsibilities:

Governing Body:

- The governing body approves the overall strategy for deploying pupil premium funding prepared by the Executive Principal and presented in the School Development Plan (SDP)
- The governing body will hold senior and middle leaders to account for implementing the school's strategy and for evaluating its impact on the achievement of targeted pupils
- The Chair of governors to ensure that the pupil premium grant is used to support eligible pupils within the context of this policy
- The Chair of the Achievement and Curriculum Committee is the governor designated to evaluate the impact of increased support on the achievement of targeted pupils

Executive Principal, Head of College and Senior Leadership Team:

- At Dyke House College, the Executive Principal and Head of College retain overall responsibility for leading the pupil premium strategy.
- The Associate Vice Principal will have overall responsibility for evaluating the impact of the school's chosen support programme.
- The Vice Principal (data) will produce trajectory targets for reducing gap between pupil premium pupils and their peers over three years matched to the SDP.
- The Vice Principal (data) will produce termly reports for the governing body, showing the progress made by pupils entitled to the Pupil Premium grant as well as produce projections for each academic year

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- Subject leaders are responsible for the progress of all pupils within their subjects and will contribute to reports to the governing body through the Vice Principal (data)

All staff

- All staff are expected to have an in-depth knowledge of all pupils they teach and support, especially pupils with disabilities and special needs and those who qualify for additional funding through the pupil premium grant
- Class and subject teachers are responsible for the progress made by all pupils
- All staff will give pupils clear feedback that helps them to improve their work

Key decisions (Pupil Premium for 2015/16 – £540,430)

Action	Pupil Premium Allocation (approx.)	Measurable Impact	Date for Review	Lead Teacher – responsible for evaluation of action
Early Intervention to support reading and literacy – led by LG’s during AM session each	£57,600 per term	Accelerated progress in Reading attainment for all year groups	Summer Term Review – July 2016	C. Dolan 2014/15 J. Macauley 2015/16

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day	Total Commitment: 172,800			
Lexia intervention – Led by TA's	Y7 - £31,950 Y8 - £18,720 Y9 – £2,500 Total Commitment: £53,170	Accelerated progress in Reading and Literacy across KS3	Reviewed termly	L. Taylor/ S.Dunston
TA support	Y7 - £28,670 Y8 - £15,600 Y9 – £25,900 Y10 - £21,480 Y11 - £12, 800 Total Commitment: £104,450	Targeted support in lessons leading to improved outcomes and progress over time (measurable at AP's throughout the year)	Reviewed termly with HOS, SENCO,	S. Dunston/HOS
Progress Clubs - Intervention groups	Y7 - £14,900 Y8 - £9,600 Y9 – £36,250	Pupil Progress meeting analysis to highlight the increased attainment of individual pupils as well as the attainment and progress	½ Termly reviews with HOD's	HOD's, HOS, SLT

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	Y10 - £32,980 Y11 - £125, 800 Total Commitment: £219,530	of groups, including those entitled to Pupil Premium		
Special Projects - Project based learning for students entering DHC with low KS2 levels (Y7&8)	Teacher 1 – £20,000 Teacher 2 - £20,000 Total Commitment - £40,000	Accelerated progress and early intervention for low attaining students	Termly with HOS and C. Noble	C. Noble
Staff provision for pastoral support in each school (PL, AHOS, E. Williams, J. Greening)	Teacher 1 – Progress Leader teacher £6,000 per annum Teacher 2&3 – Behaviour support and mentoring £20,000 per annum Total Commitment: £26,000	Analysis of wider school indicators, including class behaviour data, attendance and punctuality data – with demonstrable improvements	½ Termly – as part of students at risk meetings	Deputy Headteacher – with reports from pastoral support teacher
Aspirations programme	Teacher 1 – Aspirations lead £25,000 per annum Total Commitment: £ 25,000	Analysis of students accessing aspirational activities and tracking student destinations after leaving. Reduction in NEET figures	Yearly analysis of student destinations	S. Holt S. Sheldrick

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Targeted actions to improve any attendance gaps between pupil premium children and whole school	Attendance Officers – focus on targeted PP initiatives Total Total Commitment: £18,000	Analysis of the pupil attendance and punctuality data for those children entitled to receive the Pupil Premium grant	Weekly analysis to identify data with termly review between Lead Teacher and HOS to evaluate issues arising.	A. Palmer S. Dunston HOS PL
Health mentoring and support	Teacher 1 –£14,500 per annum Total Commitment: £ 14,500			
Total Expenditure	£673,450	Ensuring the narrowing of the gap between attainment outcomes for all children entitled to Pupil Premium support compared to those not receiving such support – referred to as national attainment outcomes.		