

Report to Governors: The context for Pupil Premium allocations in 2016/17

“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 2016-17

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. As a college we are committed to ensuring pupils are given the opportunity to increase their cultural capital and experience new and exciting challenges. This year we are committing to providing a programme of activities for year 7 that will allow pupils to experience new challenges and develop in new areas (cultures programme). Alongside this we will continue with innovative programmes such as 'Brilliant Club', 'Shine' and 'Future Scholars'.

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 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

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to the Pupil Premium grant as well as produce projections for each academic year

- 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 2016/17 – £504,725)

Action	Pupil Premium Allocation (approx.)	Measurable Impact	Date for Review	Lead Teacher – responsible for evaluation of action
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Early Intervention to support reading and literacy – led by LG’s during AM session each day	£47135 per term Total Commitment: £141405	Accelerated progress in Reading attainment for all year groups	Summer Term Review – July 2017	A. McManus
Lexia intervention – Led by TA’s	Y7 - £11974 Y8 - £ 7185 Y9 – £4790 Total Commitment: £23948	Accelerated progress in Reading and Literacy across KS3	Reviewed termly	L. Taylor/ S.Dunston
TA support	Y7 - £34585 Y8 - £27129 Y9 - £46748 Y10 - £16907 Y11 - £52784 Total Commitment: £178154	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	Y7 - £14362	Pupil Progress meeting	½ Termly reviews with HOD’s	HOD’s, HOS, SLT

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groups	Y8 - £11423 Y9 – £24514 Y10 - £49662 Y11 - £55281 Total Commitment: £155242	analysis to highlight the increased attainment of individual pupils as well as the attainment and progress of groups, including those entitled to Pupil Premium		
Special Projects - Project based learning for students entering DHC with low KS2 levels (Y7,8&9)	Teacher 1 – £27188 Teacher 2 - £16332 T&L resources £1000 Total Commitment - £44520	Accelerated progress and early intervention for low attaining students	Termly with HOS, C. Noble and L.Liddell	C. Noble
Staff provision for pastoral support in each school (PL, AHOS, E. Williams, J. Greening)	Progress Leaders x 5 £60284 per annum Teacher 2&3– Behaviour support and mentoring £64766 per annum Total Commitment: £125050	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	Analysis of students accessing aspirational	Yearly analysis of student	E. Maslin

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	£33947 per annum Total Commitment: £ 33947	activities and tracking student destinations after leaving. Reduction in NEET figures	destinations	S. Sheldrick
Targeted actions to improve any attendance gaps between pupil premium children and whole school	Attendance Officers – focus on targeted PP initiatives Total Commitment: £22537	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	Support staff x 2 Total Commitment: £ 28373			
Total Expenditure	£753176	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.		

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