

Haygrove School Pupil Premium Report 2016-17

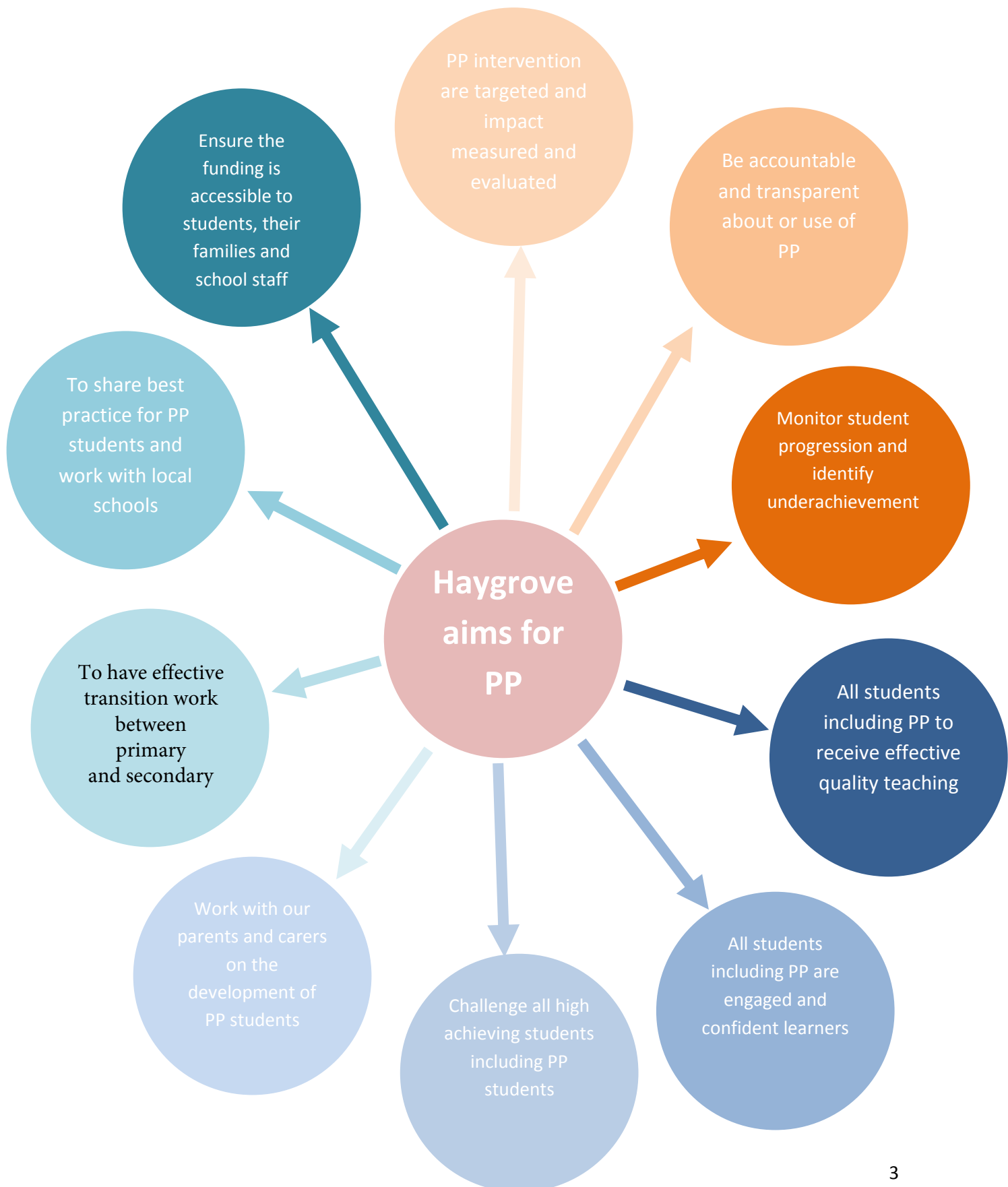
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1. Haygrove's Pupil Premium Aims



2. Current Pupil Premium Grant eligibility

	January 2014	January 2015	October 2015	October 2016
Total on roll	1052	1058	1068	1074
FSM	83	74	74	85
Ever 6	166	192	195	195
Adopted from Care	4	4	4	4
Service Children	10	8	8	7
Total Eligible	180	204	214	206
Total PPG	£165,810	£182,041	£	£192,690

3. Highlights for 2016-17

- Haygrove is employing a Pupil Premium mentor for Key Stage 3 and has paid for a full time Maths teacher
- A new Pupil Premium register has been **shared** with **all** staff and is updated regularly
- **Sharing Information-** we have an updated website with Pupil Premium and Free School meals eligibility guidance for parents, carers and staff
- Vulnerable Pupil Premium students are **identified** from primary school transition meetings; parents and carers are contacted and students will be to attend Summer school in 2017
- All Pupil Premium progress data is examined at termly JIG (Junior Intervention Group-KS3)and SIG (Senior Intervention Meetings KS4)
- Students not making progress follow the **DDT** (Diagnosis Therapy Testing) process and are given personalised timed limited interventions and then retested-further support is offered as appropriate
- **Training-**Staff have had PP/vulnerable student training as part of our Continuing Professional Development CPD throughout the year with additional masterclasses to update staff
- Parent/Carer events have been organised to share information, and to set up Parent/Carer support network
- New parent/carers leaflet produced to share Pupil Premium **information** and **aims**

- All staff now have a Pupil Premium guide and are regularly updated on the latest Pupil Premium **research**
- We are in the process of recruiting post to support Pupil Premium students and their **families**
- Year 11 Maths Saturday school was set up in spring term 2016 to provide additional support to PP students to support progress

We are entrusted to utilise the Pupil Premium Grant to support the needs of all of our PP eligible students but recognise that for some that journey will look very different from another student and will depend on the individual student's aspirations, learning journey so far, their resilience and growth mind-set. Interventions must fit the needs of the student and the budgetary implications need to be flexible to allow for this.

Haygrove School is striving to address the attainment gap between Pupil Premium eligible students and their peers.

We have arranged a series of Pupil Premium parent/carer events with key school staff, our PFSA, Emotional Well Being assistant, Numeracy LSA and PP Coordinator to enable us to work more closely with our families and to ensure that we share our plans for Pupil premium and also to get parents/carers involved.

We are in the process of recruiting a Pupil Premium champion for KS3 and KS4 to allow us to increase the support we are able to offer our students and their families. These posts will track and monitor lateness, attendance and academic progress and will support individual students to narrow the attendance and academic gap will monitor students' involvement in extra curriculum activities and will enable Haygrove to offer more personalised interventions to our Pupil Premium students and support their families alongside the school's PFSA (Parent and Family Support Advisor)

4. What is the Pupil Premium Grant?

Research over the past decade has highlighted a significant attainment gap between groups of students in schools across the country. **Every school and academy** has been given the opportunity and **funding** in the form of the Pupil Premium grant to address this issue so that students have opportunities they would otherwise be unable to access are able to leave school having had the support required to narrow this gap. This Pupil Premium Grant must be used to;

“To raise the attainment of disadvantaged Students and close the gap between them and their peers.”

The Pupil Premium was introduced by the government in April 2011 and is additional funding given to schools for each pupil on roll where they are deemed to be disadvantaged. The money must be spent on disadvantaged student to support their education, but it is for the school to determine how it is spent.

- The Premium was introduced in April 2011 and paid to children eligible for free school meals (FSM Students) in that year. From April 2012, this was replaced by the ‘Ever6’ measure i.e. it is paid for every Pupil who has been free school mean [FSM] eligible at any point in the last six years.
- The Pupil Premium is a per-student payment, additional to main school funding, which is intended to address some of the socio economic inequalities between students.
- The 2016/17 rate of funding

Service Families	£300
Ever 6/FSM	£935
Children in Care/Adopted from Care	£1900

Schools are free to spend the Pupil Premium as they deem appropriate to narrow the attainment gap and to curricular and extra-curricular enrichment activities that would otherwise be beyond the financial reach of some families. However, they will be held accountable for how they have used the additional funding to support Pupil Premium students and there will be close scrutiny of their monitoring, tracking and evaluation of interventions.

The government has issued non-binding guidance on how Pupil Premium funding might be used, but has not issued any strict or formal guidance on its application. Academies and schools are entrusted to use the funding to support the needs of their most vulnerable students. There is no requirement that Pupil Premium funding must be split evenly amongst each eligible student. It is not therefore a direct payment for each eligible student but must be used for the common good of all vulnerable students.

5. Who is eligible for Pupil Premium funding?

- Any student in receipt of Free school meals
- Any students previously registered within the last 6 years as being FSM –now known as Ever 6
- Pupil premium + Any student who has spent 1 or more as a Child in Care
- Pupil Premium + Any student who has been Adopted from Care
- Any student with a parent serving in the armed forces

6. Adopted Students and students in Care-Pupil Premium +

Schools are required to use the funding 'to improve the educational and personal outcomes' for adopted children. The Department of Education recognised that these children may need additional support especially during their time at school. The introduction of this funding is to support students in their emotional, social and educational development by providing specific support to raise their attainment and address their wider needs.

While funding is not expected to follow the individual student; the Department of Education has suggested that schools might use it for staff training or tailored support for a specific child. Haygrove has used this part of the PPG to enable all Learning Support team to have Attachment training delivered by a senior Educational Psychologist and our Assistant headteacher delivered an attachment awareness session training to all staff in September 2015. Enhanced transition booster sessions in yr. 6, family support from our PFSA, emotional well-being interventions, personalised 1:1 during and after school sessions to raise academic attainment, enrichment activities and equipment is given to all of our PP+ students along with laptops to support their learning at home, are some of the examples of the individualised support we provide for our PP+ students

Additional support for Adopted students- Pupil Premium +

The Department for Education also recognise that needs of adopted students will be specific to the individual. Each child will have different experiences and will require personalised and tailored support in response to their needs.

Children in Care -Pupil Premium +

Children in Care (CiC) are the most vulnerable group of students nationally and are at high risk of underachieving academically and of becoming disengaged with education out. Students often have significant barriers to engagement such as trauma and attachment issues. Haygrove will review the progress of each these students individually during the termly JIG and SIG meeting and through the 6 monthly Personal Education Plan (PEP) meeting involving the student, carer and key school staff.

7. How do we use our Pupil Premium Grant to narrow the attainment gap and extend enrichment opportunities?

Whole School Level

Quality First Teaching by skilled staff coupled with a caring and responsive pastoral system is key to the overall success of any student.

Every teacher will be aware of Pupil Premium Students from the Pupil Premium register and can identify them in their class. All data reports will identify Pupil Premium students and this will be shared with all staff.

Head of departments, teachers and tutors will actively monitor attainment and progress and intervene as necessary sharing good practice with staff. Students are normally identified as pupil premium students prior to arrival at Haygrove as part of Year 6 transition programme. Primary schools are asked to share evaluations and records of interventions used with any student.

All Pupil Premium Yr 6 students are invited to our summer school program and to our new Year 6 Pupil Premium evening in the Summer term. Provisions and interventions are divided into waves of intervention 1,2 &3 in order to ascertain the level of support they require and to make sure all interventions can be reviewed and monitored and their impact measured.

Intervention categories

Wave 1	All students	Whole class
Wave 2	Small group intervention	Normally 1: 4
Wave 3	Individual Intervention	1:1

Wave 1:

Quality first teaching

Students are making at least expected progress, should achieve at least a C grade in English and Maths and have no Emotional Well-Being or Attendance concerns. Termly JIG and SIG Meetings to closely monitor progress and reward student endeavour.

Wave 2:

Students are a concern in one area of: progress, attainment, attendance, or Social, Emotional Well-Being.

Head of Year will lead on actions taken supported by interventions team.

Wave 3:

Students are a concern in multiple areas and are unlikely to achieve their expected progress measure.

Heads of Year, Deputy headteacher and Pupil Premium Co-ordinator to lead intervention supported by an interventions team.

Personalised intervention strategies are developed for each student at termly SIG and JIG year meetings attended by:

- KS 3 Progress manager-Associate Assistant head
- Data manager
- Parent & family Support Adviser (PFSA)
- Le4ad LSA i/c Return to Learning (R2L)
- KS4/3 Academic Mentors
- Head of Year
- Academic scholars lead
- SLT Pupil Premium Champion/SENCo
- SLT Deputy head

The Pupil premium grant has enabled us to offer students a wide range of interventions, opportunities and resources including academic, social, emotional well-being and extra-curricular; these are opportunities which may have been unavailable to them without the financial support that the Pupil Premium Grant.

Haygrove recognises that every Pupil Premium eligible student has their own unique set of strengths, needs, learning profiles, hopes and aspirations we are determined to ensure that each student has the highest expectations of their learning, set of achievements both (curricular and extra-curricular) and personal goals. Below is a brief example of some of our PPG funded interventions

[See Appendix 1 for the vulnerable student provision map](#)

	intervention	staff	for	
Emotional Well Being	Parent/Family Support Advisor	J Witts	Identified students	
	School Counsellor	S Smith	Identified students	
	Return to Learning Facility	M Battersby J Witts M Webb	Identified students	
Literacy and Numeracy KS3	Small group Literacy and Numeracy	Kirstie Minifie	Students below 4c on entry	Half termly intervention
	Read Write Inc/ ILI	4 trained LSAs	Students with Reading Ages below 7	10 weeks 30 mins 3 x week
	1:1 English and Maths	4 English and Maths teachers P/t		1 per week for 10 sessions
Intervention at KS4	Academic mentoring	2 mentors	PW/CA	2 x week 10 weeks
	Afterschool revision sessions	Maths and English/ Subject teachers	DG/TA	Half term

8. Pupil Premium Register

We now have a Pupil Premium register with photographs and details (including SEN status) of all our PP students to ensure that all staff can become familiar with each of the students in their lessons. We are in the process of creating a PP passport for every Pupil Premium student, shaped by the student, their family and school. This will encourage families and students to have a greater say in setting goals and sharing aspirations with school and will staff to access a more accurate student profile.

[See Appendix 2- Pupil Premium Passport example](#)

9. How we track and monitor Pupil Premium students

- We identify students at termly JIG and SIG who are at risk of not making progress
- Look at attendance and late data
- Assess all Yr 7, 8 and 9 students each September for reading, spelling and numeracy age
- We use DDT Diagnostics, Therapy Testing system to narrow the attainment gap using the student's Personal Learning Checklist (PLC)

Key Stage 3 JIG (Junior Intervention Group) -years 7, 8 &9 which involves key staff including Head of Year, allows us to identify needs and priorities to ensure the best possible targeted provision is in place

Key Stage 4 SIG (Senior Intervention Group)-years 10 &11 allows us to target students who may need extra support and intervention to ensure they make excellent progress in their GCSEs

The majority of our funding goes to support staffing; this allows smaller booster classes in Maths and English, extra numeracy and literacy increased resources in our Emotional Well Being team in R2L Return to learning and one to one tuition and academic mentoring in KS4.

The school receives an allocation of funding per head but this does not mean an individual entitlement, rather the school has discretion to spend this money to close the gap in the most effective way. There is a common

misconception that being Pupil Premium entitles the Students to attend all school trips - this is not the case. Payments for curriculum trips are always voluntary and we ask all parents to contribute but do not exclude any student on the basis of payment. Optional visits are only supported out of Pupil Premium funding if it meets an identified need and has an educational purpose.

We are always happy to discuss the needs of our Students and Heads of Year are in regular contact with parents where we believe we are able to offer additional support. Should you have any questions or concerns your child's Head of Year or the Pupil Premium Co-ordinator, Mrs Hannigan will be happy to help.

10. Parent and Carer Support

11. Staff Guidance

12. Pupil Premium Performance Table

Vulnerable Students	2013	2014	2015	2016
KS2 APS PP	24.6	26.0	25.7	25.2
KS2 APS Non PP	28.2	27.5	28.3	27.5
5A*-C EM PP (National)	54 (38)	50 (37)	58 (TBA)	46
5A*-C EM Non PP (National)	79 (59)	74 (53)	82 (53)	74
PP GAP	25 (47)	24 (23)	24 (TBA)	28
VA PP	956	981	1021	1010
VA Non PP	999	1005	1038	1023

Provision for supporting students eligible for Pupil Premium funding

1. Leadership				
The needs of our students eligible for PP support are many and varied. As a consequence we have many strategies to support their needs. It is essential that we have a senior member of staff who has overall responsibility for coordinating a personalised package to support each child. He is supported by other staff members who are responsible for each strategy				
	Item/project	Detail	Cost(£)	Impact
1	Pupil Premium Co-ordinator	Part of the time of this Assistant Headteacher is dedicated to planning provision, monitoring provision and assessing impact. This is an ongoing process which continues to operate throughout a child's time at Haygrove (0.3 FTE)	18225	We are able to maintain an ongoing record of each child supported by PP funding. This is reviewed at least termly, progress assessed and next steps planned. No child is "hidden" and every child has a personalised support package appropriate to their needs

2. Social, Emotional and Economic Inclusion				
Where students have to overcome personal, social and economic barriers we try to support the student and wherever possible remove these barriers. Only then can they concentrate on learning and making good academic progress.				
	Item/project	Detail	Cost(£)	Impact
1	Social and economic support	A dedicated member of staff meets with PP students, and often their families. She ensures that they have uniforms, PE Kit, revision guides and other resources; resolves IT problems and ensures equal access to trips and other school opportunities. Her roles include liaison with teachers to ensure equal access throughout the curriculum, running Unearthing and The Journey, supporting high tariff students, managing small intervention groups and supervising students at risk of exclusion.	25032	These factors will not immediately impact on examination results although some of the improvements evident in the year on year data earlier in this report will have arisen from this type of support. Attendance, is rising, exclusions are falling and students' attitudes to learning, as shown by the
2	School Counsellor	Additional time for counselling has been	1414	

		added as we recognise the need for such support for children in need. The proportion of PP students receiving counselling is 32% at present.		very low numbers of poor grades given on reports, is improving. There is still a gap. On average a student eligible for PP support is still more likely to have less positive attitudes than their peers and is more likely to exhibit low level disruptive behaviour in class. We continue to work hard on improving our strategies
3	Unearthing/The Journey	These 1:1 programmes are used with vulnerable children, and in some cases their families, to raise aspirations and self-esteem. Each student needs a resource valued at £25 and time with a trained adult.	495	
4	Other 1:1 and small group work	Students in need of such support take part in 6 week programmes (1hr/week) including Behaviour for learning, Resilience, Self-esteem etc.	In (1) above	
5	High Tariff Learner support	A small number of PP students need a high level of individual support if they are to avoid exclusion, possibly permanent, attend school regularly and make more than limited progress in class. Our R2L facility seeks to prevent any student failing at school and becoming NEETs (Not in Education, Employment or Training).	In (1) above	
6	Breakfast and Lunch nurture groups	Some PP students are encouraged to have a free breakfast as well as lunch. They sit with adults, gain social and oral skills and can talk over problems and issues.	2000	
7	Lunchtime and after school homework clubs	Opportunities exist during, and after, school to have supervised study to do HW in peace and with access to ICT and individual help.	In (1) above plus other, non PP funding	

3. Literacy and Numeracy

Around 40% of students eligible for Pupil Premium support arrive at Haygrove with low levels of Literacy and Numeracy. Without a good ability to read, write and use number a young student will not be able to learn well. We now include Literacy and Numeracy lessons for all students in KS3. We have also invested heavily in support and intervention for all students who particular need. We define these as any student arriving with KS2 SATs at or below 4c in either English or mathematics.

	Item/project	Details	Cost(£)	Impact
1	Head of Literacy and Numeracy	All the various interventions and the taught Literacy and Numeracy courses require management and leadership. These members of staff are directed to ensure that each PP students' needs are fulfilled. They also plan and lead the taught Literacy and Numeracy lessons which are part of the KS3 formal curriculum	2600	All students on less than 4b in English and/or Maths (40% of whom are PP eligible) get planned, coordinated support.
2	Literacy and Numeracy teacher and TA	We employ a teacher dedicated to supporting small groups and individuals, mostly in KS3. Her role is to diagnose	14800	Y7 English 2.1 sublevels progress against 1.9 for those not getting this

		individual needs, deliver catch up support and, by retesting, ensure students have made progress. There are two English and Maths teaching assistants who support students within lessons and contribute to small group programmes.	4000	support
3	1:1 Literacy and Numeracy tuition	We operate 1:1 and 1:2 tuition for students arriving below 4c in either Mathematics or English. All such students will take part in a twelve hour programme in Y7 or Y8. We employ a Teaching Assistant for literacy and numeracy. Her role is to target students whose needs may be more complex and fall within the wider remit of the SEN/Learning Support team.	22000 13000	In 2013-14 Y7 students made 0.74 sub levels of progress in Maths in the term where they had 1:1. The progress in English is greater with over 1 level being achieved. Confidence in lessons also increases markedly (Pupil/Parent questionnaires)
4	Small group interventions	In class, 1:1 and small group extractions are augmented by a range of small group interventions, reading groups, spelling groups, and numeracy groups most of which take place before other lessons start. These are mainly managed by a team of Teaching Assistants. As well as tackling literacy and numeracy these groups have a secondary purpose by providing quiet nurturing space where children can gain confidence, learn social skills and explore ideas in a safe way.	Costs included in above staffing	These are often delivered alongside 1:1 tuition so these contribute to the impact of 1:1. Some impact on e.g. Reading Age. Reading groups improved reading age by over 7 months on average

4. Curriculum including Work Related Learning and Enrichment opportunities

Our formal curriculum aims to promote breadth and balance and provides opportunities for all students to prosper. There are strong academic roots where able PP students can, often with support to promote high aspirations, resilience and self-belief, attain top GCSE grades. We set high personal targets and then set out to help students reach them. There are a good range of more vocational/applied courses and our Foundation Learning Pathway has a high proportion (30%) of PP students who get to take college link courses and a personalised work related curriculum

	Item/project	Detail	Cost(£)	Impact
1	Foundation Learning Programme	The FLP provides an alternative curriculum with flexible work related learning, college placement and high levels of support through a dedicated Head of FLP and high input from the Head of Careers. These students invariably make a successful transition to college and are not lost from education and training at 16	10,250 (30% are PP)	FLP students do not become NEETs, their attendance rises when they join the pathway and behavioural referrals fall. They all achieve qualifications, more than half get at least one C grade or equivalent
2	Work Experience	To provide travel costs, clothing etc. to allow PP students equal access to work	600	Raise aspirations and confidence, improve

		experience opportunities		understanding of the workplace
3	Academic Scholars(AS): These are our most able students. We also take the very highest ability who are known as AS+	Selection for AS and AS+ shows some positive discrimination towards PP students. The core programme is done in conjunction with BW College. They arrange workshops on A level subjects. These are tailor made to support our students' interests and aspirations. AS/AS+ students visit Oxford University and also attend presentations from Russell group universities. They can take a Latin course and get informal support and mentoring	500 (Most of this programme is paid for by Bridgwater College)	Raising aspirations. Greater understanding of higher education opportunities.
4	Mentors	We employ three experienced academic mentors. They are used to challenge, inspire, support and champion students at risk of underachievement. A student at risk of missing A* grades is as likely to have a mentor as someone aiming for C or D grades. These are identified by at least termly reviews (SIG and JIG). We also make use of work place mentors from outside school who are mostly recruited from local employers All mentoring prioritises PP students. Over 30% are PP	15000	Compared to their predictions before mentoring takes place mentored students improve by 3.98 points per grade against 1.47 for all students. Their capped best 8 with English and Maths improves by 73 points (55 for all students)
5	Music Tuition	No student with a desire and aptitude is prevented from having musical tuition for financial reasons	2000	Improved engagement with school, social opportunities, greater resilience and personal learning skills.
5	Access Arrangements (transport)	No student is prevented from attending after school events, revision classes etc. for financial reasons.	2000	
6	Revision and differentiated resources	We purchase revision guides for PP students. We employ a member of the non-teaching staff with SEN experience to prepare visual differentiated resources for a range of subjects.	3500	
7	School Trips	No student is unable to take part in a school trip for financial reasons	1500	
8	Course fees, after school provision etc.	First Aid course, DT, Catering supplies	1000	
9	Additional Careers information, advice and guidance	PP students have the chance to take part in two sets of job applications and interviews with external interviewers. They also get 1:1 advice in Y9/10 as well as in Y11.	1000	Confidence, raises aspirations, preparation for the workplace
10	Alternative and	We purchase placements for		Gain NVQ or similar

	external provision	Foundation Learners at Bridgwater College. Very rarely we need to invest in alternative placements for students at serious risk of permanent exclusion. This year one such place for a PP student was purchased	15000 1900	qualification. Confident to stay in FT Education post 16 Avoid PX
11	Summer School	All Y6 PP students are invited. 50%+ attend. Literacy/Numeracy is threaded through a week of cooking, sport and activities supporting resilience, teamwork, determination at school and Kilve Court	Not PP funded	Student and Parent surveys show very high positive response in terms of confidence, security at starting big school and socialisation.

Please use the link below to access Somerset Support Services Site
<https://www.somersetchoices.org.uk/>