

KHASLA SECONDARY ACADEMY

PUPIL PREMIUM POLICY

Background

Definition of pupil premium

The pupil premium is a government initiative, introduced in April 2011, which targets extra funding for disadvantaged children who are:

- Eligible for free school meals (FSM).
- Looked-after.
- From families with parents in the Armed Forces (the service child premium).

It is paid in respect of pupils in mainstream state funded schools aged 5–16. It is also paid to maintained special schools, PRUs, general hospital schools and alternative provision schools. It is not paid to nursery schools. The pupil premium is intended to close the progress and attainment gap between disadvantaged FSM children and their peers. In the case of the service child premium, the money is more to provide the support they need to protect their emotional and social well-being, usually in the form of additional pastoral care.

From April 2012, eligibility for pupil premium was extended to include:

- All pupils who have been eligible for free school meals at any point in the past six years (Ever 6 FSM pupils).
- All pupils who are eligible for the service child premium in either 2011/12 or 2012/13 but were not recorded as service children on the January 2013 school census (Ever 3 service children).
- Pupils whose family is in receipt of a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme.

Pupil premium rates

Current

The level of pupil premium for 2013/14 is:

- £900 per FSM and Ever 6 FSM pupil.
- £900 for every looked-after child who has been in care for more than six months.
- £300 per service child or Ever 3 service child.

Aims

The targeted and strategic use of pupil premium funding will support Khasla secondary Academy School/Academy/College in achieving our aim of helping all our pupils achieve their full potential at *KS3/ KS4*. To do this we will ensure that the pupil premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives. We will:

- Close the attainment gap between our disadvantaged pupils and their peers.
- Accelerate their progress.

- Support and nurture our children from armed forces families to cope with the emotional and other stresses of military life.

Principles

- We will continue to ensure that teaching and learning opportunities meet the needs of all pupils.
- We will make appropriate provision for all pupils who belong to vulnerable groups.
- This includes assessing and addressing the needs of our disadvantaged pupils/*pupils from service families*.
- Although the use of FSM is a generally reliable and nationally accepted method of identifying socially or financially disadvantaged pupils, we recognise that:
 - Not all pupils who receive FSM are socially disadvantaged.
 - Not all socially disadvantaged pupils are registered for FSM.

We reserve the right to allocate the pupil premium to support any pupil the school has legitimately identified as being disadvantaged, following a needs analysis.

Provision

The range of provision the governors may consider making for this group could include:

- *Achievement and standards.* We will use additional class-based or intervention work to accelerate the progress of targeted groups or individuals, so that they can achieve at least age-related expectations. Where appropriate, we will also use the resources to target gifted and talented children on FSM to exceed age-related expectations/*GCSE/EBacc outcomes*.
- *Learning support.* We will enable children fully to access learning and accelerate progress where there are specific barriers other than identified SEN.
- *Pastoral support.* We will work to raise self-esteem, extend the personal skill set and support our pupil premium children to make appropriate choices in order to maximise learning opportunities/*choose the right GCSE courses/make the appropriate choices for their post-16 education or employment prospects*.
- *Extra-curricular and enrichment provision.* This may include:
 - Summer schools to help disadvantaged pupils make the transition from primary to secondary school.
 - Small group literacy/numeracy support.
 - Use of nurture groups.
 - Support for enrichment activities and educational visits.
 - Use of specialist learning software.
- *Links with parents.* We hope to develop parental engagement and aspirations.
- *External services.* Where the need arises we may use pupil premium funding to buy in additional psychological and welfare services to support these children and their families.

Measuring and reporting

The Academy will evaluate the impact on each pupil at the end of each term. Evaluation will focus on academic gains and how pupils' self-confidence has developed as a consequence of the intervention.

We will also report each term to the governing body:

- The progress made towards narrowing the gap by year group for pupil premium pupils and compare this with the national average.
- An outline of the provision that was made during the term.
- An evaluation of effectiveness in terms of the progress made by pupil premium children.

We will issue an annual statement online to parents on how the pupil premium funding has been used to address the issue of closing the gap for disadvantaged children.

Evaluation

The success criteria for this policy are:

- An effective system for identifying, assessing and monitoring pupils.
- The majority of pupil premium children meeting their individual targets.
- Developing confident and independent learners.
- Parents that are engaged and involved in their children's learning.

Pupil Premium Plan 2014-15

Financial Year	Amount of Pupil Premium funding
2013-14	£8,500
2014-15	

	2013-14	2014-15
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Number of PPG pupils: 8

Number of LAC eligible for PPG 0

Children from Armed Services Families: 3

- . Key Stage 2 2013-14 (8 PPG children out of 92, 64 Year 7 and 28 Year 8)
- . Only 5 of these PPG children have data at KS2 but all have EoY data
- . • **Reading:** 80% of PPG children achieved L4b+, by the EoY 75% of these pupils made expected or better progress (this is using baseline testing)
- . • **Writing:** 80% of PPG children achieved L4b+, by the EoY 75% of these pupils made expected or better progress (this is using baseline testing)
- . • **Maths:** 80% of PPG children achieved L4b+, by the EoY 75% of these pupils made expected or better progress (this is using baseline testing)
 - . Overall attendance for PPG 95.95%, All Students 96.18%

PPG Plan 2013-15

Pupils on roll:

Focus	What this does	Targeted pupils	Cost from PPG funding	New or continued	Monitored by	Intended outcomes
1:1 tuition provided by qualified teacher	Targeted support for Literacy and Numeracy	All years	£2,250	Continued	Governors education committee, senior leaders	To close the gap and build confidence between PPG and non PPG pupils - accelerate progress and raise attainment and achievement in Literacy and Numeracy across the school.
Targeted EAL supported by qualified teacher.	Specialist teacher support, both 1:1 and in-class support to improve English	All years	£2,000	Continued	Governors education committee, senior leaders	To close the gap for EAL students by improving their spoken and written English
New targeted mentoring and extra teaching support.	Specialist support packages and equipment have been purchased	All Years	£1,625	Continued	Governors education committee, senior leaders	To close the gap for Maths and English using My Maths and an accelerated reading programme
Free school meal support.	Provides free school meals to those pupils who are eligible, to ensure that all pupils are able to have a meal regardless of their household income	All years	£1,750	Continued	Governors education committee, senior leaders	To ensure that all children have a hot, nutritional meal to give them the energy required to concentrate and focus throughout the day
Subsidised educational visits e.g. trips to theatre	Enables all students to participate in trips and visits	All Years	£875	Continued	Governors education committee, senior leaders	To close the gap by giving all children the opportunity to broaden their cultural, social and literary experiences outside the classroom