



Windsor High School and Sixth Form

Pupil Premium

Pupil Premium	
Responsible Committee:	Windsor Local Advisory Board
Policy Co-ordinating Officer:	Deputy Headteacher – Curriculum
Date revised by Windsor Local Advisory Board:	October 2023
Next review date:	October 2024

Pupil Premium Policy

Introduction:

The Pupil Premium Grant is additional funding allocated to schools so that they can support their disadvantaged students and close the gap between them and their peers in relation to attainment and progress.

The Pupil Premium Grant was introduced in April 2011 and is allocated to schools to work with students who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Schools also receive funding for all looked after children, adopted children and children with guardians, and also for children of service personnel.

Students in the categories above are referred to in the remainder of this document as 'disadvantaged'.

Rationale:

The English education system must become one in which a disadvantaged background ceases to be a barrier to a young person's attainment and future participation in a competitive workplace. After prior attainment, poverty is the single most important factor in predicting a child's future.

We should all have high expectations of every child regardless of their background. Disadvantaged students underperform on average compared to their peers. Low attainment is due to a complex interaction of social and demographic factors. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide, and by adversely affecting the home environment. Deprivation is commonly associated with other factors which can influence children's outcomes: ill health; family stress; low levels of parental education and parental involvement in their children's education; low levels of cultural and social capital; and low aspirations.

Attainment among disadvantaged students has improved slightly and the attainment gap between them and their peers has closed, but only slowly, in recent years. The gap widens throughout a child's compulsory education, and so has a direct bearing on access to higher education and the best jobs. Tackling disadvantaged students' underperformance during school years is therefore critical to the Government's broader social mobility aims and strategy as a good education is the key to improving young people's life chances.

No student, regardless of their socio-economic background, should be denied the right to maximise their potential. We aim to use the pupil premium funding to remove barriers- to raise the aspirations and achievement of, and the opportunities for disadvantaged students. Some of the barriers that we endeavour to overcome include EAL (we have number of disadvantaged students for whom English is their second language), access to books and reading material, access to computers and the internet, key resources (e.g. calculators), funding for trips.

Objectives:

The overall objective of our spending of Pupil Premium funding is to improve the attainment and progress of students eligible for the pupil premium, relative to those students that are not eligible (both in-school and nationally). We have used research compiled by the 'Education Endowment Foundation' to best steer our approach and budget allocation (the best results come from promoting metacognition, improving feedback and utilising pastoral interventions)

- To increase the percentage of Disadvantaged students making at least expected progress in Basics (English and Maths).
- To increase the percentage of Year 11 Disadvantaged students gaining 9 – 5 and 9 – 4 in Maths and English and to reduce the gap between the performance of Non-Disadvantaged and Disadvantaged students for this measure (internally), and between Windsor Disadvantaged and Non-Disadvantaged (National).
- To have a positive Progress 8 score and an Attainment 8 score for Year 11 Disadvantaged students. These figures should be at least in line with their peers.
- To remove obstacles to progress which can include, but are not confined to: Attendance and persistent absence, emotional well-being, subject specific issues, particularly within core subjects, behaviour and exclusions from school and special educational needs.
- To maximise attitude to learning and engagement in learning for disadvantaged students.
- To unlock student's personal potential and increase the number of disadvantaged students attending extra-curricular activities.

Funding:

In 2023/24, funding is £1,035 for Secondary FSM 'Ever 6' students and £2,530 for all looked after children, adopted children and children with guardians. The service child premium is £335 per student.

School context:

In the academic year 2023/24 23.84% of students are eligible for Pupil Premium funding.

Strategies for using the Pupil Premium Grant:

We are taking an evidence informed approach to Pupil Premium spending. EEF outlines how a tiered approach will help identify the strategies that will make the biggest differences to the life chances of our students. Ensuring all students have access to quality first teaching, and supporting teachers to consistently improve is a key priority. Evidence also illustrates the positive impact targeted academic support can have, alongside behaviour, social and emotional support of students. Thus our Pupil Premium strategy focuses on the whole child, supporting the academic and cultural capital of our students to unlock their academic and personal potential. Some strategies include:

- A whole school focus on quality first teaching.

- Enhanced staffing in Maths, English and other curriculum areas in order to reduce class size and allow teachers to focus more closely on strategies for improving the progress of disadvantaged students.
- Additional classroom support from teaching assistants with specialist skills in Maths and English
- Additional lesson time in Maths and English to ensure more rapid progress in these key areas.
- Targeted literacy coaching to improve reading ages of students where this remains a barrier to learning.
- One to one or small group Maths tuition for students where their performance in Maths requires additional support.
- Pastoral support from Heads of House, Pastoral Managers, the Attendance Officer, in order to improve attendance, reduce exclusions and ensure the social and emotional well-being of our disadvantaged students.
- Careers interviews in order to raise aspirations and increase motivation for disadvantaged students.
- Access to 'The Brilliant Club' to give higher education experiences to the Most Able disadvantaged students
- A summer school for disadvantaged students prior to them starting in Year 7, in order to ease their transition to secondary education (No longer funded by DfE).
- A Pupil Premium support budget to facilitate participation in curriculum enrichment activities and remove barriers to learning/involvement in the curriculum.

Tracking, monitoring and reporting outcomes:

The impact of the strategies put into place through pupil premium funding will be monitored, and progress and attainment of disadvantaged students tracked throughout their school careers.

The member of school leadership team with responsibility for the pupil premium grant will report regularly to the school leadership team and governing body. Reporting will cover: spending plans; strategies used; the effectiveness of and value for money provided by these strategies; and the progress and attainment of disadvantaged students in relation to their non-disadvantaged peers (in-school and nationally).

A report will be published annually (in September) on the school website to include the pupil premium allocation for the current academic year, details of spending plans, details of how the previous academic year's allocation was spent, and how it made a difference to the attainment and progress of disadvantaged students.

Accountability:

The government believes that head teachers and school leaders should decide how to use the pupil premium grant. They are held accountable for the decisions they make through:

- The performance tables which show the performance of disadvantaged students compared with their peers and with national non-disadvantaged.

- The Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium.
- The reports for parents that all schools have to publish online.