



## Windsor High School and Sixth Form

# Pupil Premium

<b>Pupil Premium</b>	
<b>Responsible Committee:</b>	Windsor Local Advisory Board
<b>Policy Co-ordinating Officer:</b>	Deputy Headteacher – Curriculum
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# 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 of 5.19 (R50) 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.

## **Funding:**

In 2019-20, funding is £935 for Secondary FSM 'Ever 6' students and £2300 for all looked after children, adopted children and children with guardians. The service child premium is £300 per student.

## **School context:**

In the academic year 2019/20 there are 1439 students on roll (years 7 to 11) of which 445 are eligible for Pupil Premium funding. This equates to 31% of the school population.

## **Strategies for using the Pupil Premium Grant:**

In order to improve outcomes for disadvantaged students and to close the gaps in performance between these students and their peers we use a variety of strategies. These include:

- A whole school focus on outstanding learning and teaching.
- Enhanced staffing in Maths, English, Science 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, English and Science.
- 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 and School Counsellor, 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 (see appendix 1).

### **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.

## Appendix 1

### Pupil Premium Support Budget 2019-20

#### Principles:

The aim of this fund is to remove barriers to learning to enable disadvantaged students to make at least expected progress in their academic curriculum.

Additionally funding should be used to increase participation and engagement of disadvantaged students in the curriculum and in extra-curricular activities.

Faculties should consider carefully the financial implications of the courses they offer for disadvantaged students. For example, could a less expensive but equally valuable curriculum visit take place, could a loan system be set up for revision materials, targeted at disadvantaged students.

#### Funding can be provided:

- Where there is a genuine financial need on the part of the parent in order to enable the student to access the curriculum or extra-curricular activities in the same way that other students can.
- Where the faculty is not able to fund or find an alternative way to enable the student to access the curriculum or activity.

Genuine financial need means that the funding is only likely to be offered to parents of students that still receive free school meals (and therefore not 'ever 6' as these parents are presumably now above the financial threshold for claiming FSM).

#### Examples of appropriate funding might be:

- Providing the materials for GCSE courses (where other students are asked to provide these) e.g. ingredients for Food Technology, Resistant Materials, Art.
- Support for a field trip or curriculum visit.
- Support to enable participation in extra-curricular visits/activities e.g. D of E award scheme, activities week.
- Providing revision guides/workbooks for exam preparation.
- Providing a scientific calculator for GCSE Maths.
- Subsidising music lessons.

#### Protocol:

- Teaching staff should inform PP support budget holder of the activity, the costs involved and the name of the student and why they consider funding necessary.
- PP support budget holder to check whether the student is 'ever 6' or FSM.
- PP support budget holder to either agree part or full funding for the students/activity involved.
- Curriculum staff to write to parent explaining the activity and cost and giving them the option to receive the subsidy on offer. PP support budget holder to agree the letter first.
- Funds agreed and transferred to the relevant curriculum area.
- Curriculum leader to monitor the impact of the funding and to report this to PP support budget holder.