

# Pupil Premium policy – 2020/2021

## **Background**

Pupil Premium provides funding to settle the achievement of students from disadvantaged backgrounds, as a priority, ensuring they benefit from the same opportunities as all other students. Our vision is for disadvantaged students, across Years 7-13, to achieve on or above their minimum expected grade. As a school, we will provide every student who is in receipt of Pupil Premium funding, the necessary learning opportunities, guidance and interventions, and to remove any barriers that limit their aspirations or achievement.

## **Introduction**

To be eligible for pupil premium, families must satisfy one of the following three categories. Funding received varies between each category:

- In receipt of free school meals, or have been in receipt of free school meals in the last 6 years (Ever 6), will receive a payment of £955.
- In care, or have been looked after by the local authority for more than 6 months, will receive a payment of £2345.
- Students whose parents are serving in the Armed Forces, or have served in the Armed Forces in the last 6 years, will receive a payment of £310.

## **Intent**

Clarendon Academy has four key strategic intents to ensure we are effectively using our Pupil Premium allowance, whilst ensuring students benefit from the same opportunities as all other students.

1. Increase attendance of disadvantaged students at least in line with other students
2. Increase attainment of disadvantaged students at least in line with other students
3. Improve the behaviour of disadvantaged students at least in line with other students
4. Improve engagement with families, and ensure any barriers to learning are removed

## **Responsibilities**

David Cade (Deputy Headteacher) is the named member of the Senior Leadership Team, who is held accountable for the expenditure of Pupil Premium funding. However, all members of staff are committed to increasing attendance; raising the standards and removing the gap between disadvantaged students and others, by identifying opportunities that will impact the academic studies, personal development and attendance of disadvantaged students.

## **Accountability**

The following documents will be used to ensure Pupil Premium funds are maximised in closing the gap, and to aid in monitoring all disadvantaged students:

1. Appendix 1 - Pupil Premium strategy statement
2. Appendix 2 – Pupil Premium pledge
3. Appendix 3 - Application for Pupil Premium funds
4. Appendix 4 – Pupil Premium monitoring

**Review Date: September 2021**

## Appendix 1 Pupil Premium strategy statement

### 1. Summary information

<b>School</b>	Clarendon Academy				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£267,525	<b>Date of most recent PP Review</b>	Sep 2020
<b>Total number of pupils</b>	904	<b>Number of FSM6 students</b>	242	<b>Date for next internal review of this strategy</b>	Sep 2021
		<b>Number of LA children</b>	15		
		<b>Number of Service Children</b>	4		

### 2. Current attainment

	<i>Pupils eligible for PP (Clarendon Academy)</i>	<i>Pupils not eligible for PP</i>
<b>Progress 8 score average (from 2019/20)</b>	-0.8/-0.6	-0.2/0
<b>Attainment 8 score average (from 2019/20)</b>	2.9/2.9	4.6/4.1

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

<b>In-school barriers</b>	
<b>A.</b>	Poor progress
<b>B.</b>	Increase of behaviour issues
<b>External barriers</b>	
<b>C.</b>	Low attendance
<b>D.</b>	Engagement with families

4. Outcomes		
	Desired outcome	Success criteria
A.	Increase attendance of disadvantaged students at least in line with other students	Reduce the number of PA to less than 5%. Evidence using PP tracker to monitor 'PP first' phone calls
B.	Increase attainment of disadvantaged students at least in line with other students	100% will meet target grades, 50% to exceed targets. Evidence using scheduled formative and summative testing. Focus on core subjects but monitored in all departments. Key focus on middle attaining boys where gap is larger than NA. Evidence using department minutes to monitor interventions
C.	Improve the behaviour of disadvantaged students at least in line with other students	Equal or more positive relations to be built. Evidence using HsoH minutes to support 'PP first' mantra and positive discrimination
D.	Improve engagement with families, and ensure any barriers to learning are removed	Increased engagement with families evidenced through HsoH minutes, CLs to positively discriminate when trips and visits are arranged, evidenced through PP tracker and department minutes

Planned expenditure	
Academic year	2019/20
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	

Quality of teaching (Classroom approach to PP first)				
Areas for development	Why?	Actions and milestones (how)		Monitoring and evaluation
		Who and when		
1. Increase attendance of disadvantaged students at least in line with other students	Many statistics and guidance identifies attendance as a key step for progress, other initiatives will not work if students are not in schools	<ul style="list-style-type: none"> <li>Know who they are and talk to them regularly</li> <li>Signpost to breakfast club</li> <li>Signpost to afterschool sessions</li> <li>Offer structure and routine</li> <li>Be consistent – follow up and champion basic values</li> </ul>	Tutor/Class teacher, Sep 20	<ul style="list-style-type: none"> <li>Performance management objectives set explicitly</li> <li>Learning walk</li> <li>Student voice</li> <li>Analysis of breakfast club attendance</li> <li>Monitor departmental afterschool sessions</li> </ul>
2. Increase attainment of disadvantaged students at least in	Offer high quality first teaching so that we exceed progress targets so that at least 50%	<ul style="list-style-type: none"> <li>Apply tailored seating plans</li> <li>Set achievable chunked tasks</li> <li>Set achievable homework</li> <li>First with great feedback</li> </ul>	Tutor/Class teacher, Sep 20	<ul style="list-style-type: none"> <li>Performance management objectives set explicitly</li> <li>Teaching Learning and assessment monitoring (TLAM)</li> </ul>

line with other students	exceed MEG and 100% meet MEG	<ul style="list-style-type: none"> <li>Positively discriminate when questioning and modelling</li> <li>Bribe/reward for attendance at afterschool sessions</li> <li>Share the big picture – what/how/why?</li> </ul>		<ul style="list-style-type: none"> <li>SMH analysis</li> <li>Learning walks</li> <li>Monitor departmental afterschool sessions, SIMs achievement points</li> </ul>
3. Improve the behaviour of disadvantaged students at least in line with other students	Support PP students to reduce sanctions/ exclusions	<ul style="list-style-type: none"> <li>Rigorous monitoring using data – let them see where they are and what they need to do to improve (tracker)</li> <li>Actively use the 4 tier behaviour policy</li> <li>Positively discriminate with achievement points</li> </ul>	Tutor/Class teacher, Sep 20	<ul style="list-style-type: none"> <li>½ termly behaviour reports compared with national data</li> </ul>
4. Improve engagement with families, and ensure any barriers to learning are removed	Research informs us that PP students will face more barriers to learning than ‘other’ students	<ul style="list-style-type: none"> <li>Champion 3 students in tutor group</li> <li>121 academic/pastoral mentoring</li> <li>Positive communication with home (weekly phone call)</li> <li>Daily uniform and equipment checks – provide any equipment</li> <li>Raise aspirations by providing enrichment activities (clubs, trips, activities)</li> </ul>	Tutor/Class teacher, Sep 20	<ul style="list-style-type: none"> <li>Monitoring of PP report</li> <li>Student voice</li> <li>Analysis of PP applications, review of tutor 121 mtgs</li> </ul>

#### Targeted academic support (Middle Leadership approach to PP first )

Areas for development	Why?	Actions and milestones (how) Who and when		Monitoring and evaluation
1. Increase attendance of disadvantaged students at least in line with other students	Many statistics and guidance identifies attendance as a key step for progress, other initiatives will not work if students are not in schools	<ul style="list-style-type: none"> <li>Targeting low attendance/PA and support put in place</li> <li>Provide targeted pastoral mentor and breakfast meetings</li> <li>Facilitating 121 conversations, PP2PP, from different year groups during tutor time</li> </ul>	SLT/HoH/Tutor, Sep 20	<ul style="list-style-type: none"> <li>Monitoring HoH weekly reports</li> <li>Analysis of breakfast club attendance</li> <li>Monitoring PP Report</li> </ul>
2. Increase attainment of disadvantaged students at least in	Offer high quality first teaching so that we exceed progress targets so that at least 50%	<ul style="list-style-type: none"> <li>Targeted staff TLR responsible for progress and attainment</li> <li>Ensure correct setting and staffing for optimal progress</li> </ul>	TLR holder  SLT/CL	<ul style="list-style-type: none"> <li>Termly analysis of Go4Schools data</li> <li>Teaching Learning and assessment monitoring (TLAM)</li> <li>Explicit Department Meeting agenda items</li> </ul>

line with other students	exceed MEG and 100% meet MEG	<ul style="list-style-type: none"> <li>• Appropriate programme of support in place to support in subject areas</li> <li>• Focused department planning and data meetings</li> <li>• Introduce metacognition training to help understanding learning (what/how/why)</li> <li>• Aim to Introduce 121 mentoring in Maths and English PP2PP during tutor time –</li> </ul>	CL/Class teacher  CL  HoH   SLT/CL	<ul style="list-style-type: none"> <li>• LM meetings</li> <li>• HoH ½ termly reports</li> <li>• Look at tutor groups and remove Head of Eng, Maths and Sci from tutor groups. Free them up to facilitate on 121 mentoring and Core meetings about PP students.</li> </ul>
3. Improve the behaviour of disadvantaged students at least in line with other students	Support PP students to reduce sanctions/ exclusions	<ul style="list-style-type: none"> <li>• Actively use same day detentions</li> <li>• SLT Friday lates detentions</li> </ul>	CL/Class teacher SLT/Attendance officer	<ul style="list-style-type: none"> <li>• ½ termly behaviour reports compared with national data</li> </ul>
4. Improve engagement with families, and ensure any barriers to learning are removed	Research informs us that PP students will face more barriers to learning than 'other' students	<ul style="list-style-type: none"> <li>• ½ termly updates to parents via meetings or phone calls</li> <li>• Positively discriminate for enrichment activities</li> <li>• Celebrate attendance, attainment and progress ½ termly in assemblies</li> <li>• Positive discrimination for rewards ½ termly</li> </ul>	HoH  CL/HoH/ Class teachers HoH   HoH	<ul style="list-style-type: none"> <li>• Monitoring PP Report</li> <li>• Monitoring PP enrichment activities report</li> <li>• Teaching Learning and assessment monitoring (TLAM)</li> <li>• Learning walks</li> </ul>

### Wider strategies (Whole School approach to PP first)

Areas for development	Why?	Actions and milestones (how) Who and when	Monitoring and evaluation	
1. Increase attendance of disadvantaged students at least in line with other students	Many statistics and guidance identifies attendance as a key step for progress, other initiatives will not work if students are not in schools	<ul style="list-style-type: none"> <li>• Introduce 'PP FIRST' mantra, ensure phone calls are home by 9.05am</li> <li>• Positively discriminate when providing careers information, advice and work experience opportunities</li> <li>• Adjusted rewards system explicit to PP students</li> </ul>	HoH/Attendance officer  HoH   SLT/HoH/Pastoral team	<ul style="list-style-type: none"> <li>• ½ termly attendance reports compared with national data</li> <li>• Careers week/enrichment activities analysis</li> <li>• ½ termly Rewards report</li> </ul>

<p>2. Increase attainment of disadvantaged students at least in line with other students</p>	<p>Offer high quality first teaching so that we exceed progress targets so that at least 50% exceed MEG and 100% meet MEG</p>	<ul style="list-style-type: none"> <li>• Monitor best teacher fit for class</li> <li>• Provide training for teaching assistants to support role</li> <li>• Provide rewards trips explicit to PP students</li> </ul>	<p>SLT  SLT SLT/HoH/Pastoral team</p>	<ul style="list-style-type: none"> <li>• Data war room meetings</li> <li>• CPD attendance</li> <li>• ½ termly Rewards report</li> </ul>
<p>3. Improve the behaviour of disadvantaged students at least in line with other students</p>	<p>Support PP students to reduce sanctions/exclusions</p>	<ul style="list-style-type: none"> <li>• Increase nurture group sizes for students unsettled in a secondary environment in year 7/8</li> <li>• 4 tier policy/Harbour meetings</li> </ul>	<p>SLT/SENCo</p>	<ul style="list-style-type: none"> <li>• SENCo weekly report</li> <li>• Harbour report analysis</li> <li>• ½ termly behaviour reports compared with national data</li> </ul>
<p>4. Improve engagement with families, and ensure any barriers to learning are removed</p>	<p>Research informs us that PP students will face more barriers to learning than 'other' students</p>	<ul style="list-style-type: none"> <li>• Assign staff learning mentor to PP students</li> <li>• Invite families to attend briefings</li> <li>• Ring fenced funding and present clear policy on spending the PP allowance</li> <li>• Whole school focus for CPD – issue 'Breaking barriers to learning'</li> </ul>	<p>SLT/HoH  SLT/HoH  SLT  SLT</p>	<ul style="list-style-type: none"> <li>• Mentor/mentee monitoring</li> <li>• Weekly HoH report</li> <li>• Analysis of attendance at open evenings</li> <li>• Monitor Pupil Premium strategy statement</li> </ul>

## Application for Pupil Premium funds

Member of staff making request	
Target group	
Target student(s)	
Target Year group(s)	
Intervention strategy	
Cost of intervention	£
Budget where PP funds should be transferred to	
Link to PP strategy statement intent(s)	
Success criteria What impact will this intervention have?	
Assistant Headteacher Pupil Premium approval	Signature:  Date
Budget completion	Signature:  Date

# Clarendon Academy – Pupil Premium Pledge



1. Increase attendance of PP students at least in line with 'other students'
  - As a member of staff, know who they are in my class, talk to them regularly and understand the life they lead.
  - As a tutor, ensure all PP students have had breakfast or a drink, and signpost and encourage them to go to breakfast club if they haven't.
  - As a classroom teacher, discuss progress in lessons, and promote the attendance of afterschool sessions.
  - As a tutor and classroom teacher, offer structure and routine – this maybe lacking in their life.
  - As a member of staff, be consistent – follow up and champion basic values – this maybe lacking in their life.
  
2. Increase attainment of PP students at least in line with 'other students'
  - As a tutor and classroom teacher, apply tailored seating plans to all. This may mean sitting high ability students next to a PP student, or in groups of their own to boost progress.
  - As a classroom teacher, set achievable chunked tasks and ensure clear understanding is applied within 1 minute.
  - As a classroom teacher, set achievable homework, be aware of the constraints they have at home. Offer afterschool assistance with bribes/rewards for attendance.
  - As a classroom teacher, when completing whole class feedback/whole class responses to feedback – mark each PP student additionally during this. This should mean that over the course of the year, PP students receive proportionally more marking and feedback than other students.
  - As a classroom teacher, positively discriminate when questioning and modelling, checking in with them, checking understanding and probing and pushing to challenge them. Plan for this in your lessons and adapt as appropriate.
  
3. Improve the behaviour of PP students at least in line with 'other students'
  - As a member of staff, actively use the 4 tier behaviour policy
  
4. Improve engagement with families, and ensure any barriers to learning are removed
  - As a tutor, champion 3 students in your tutor group. Check in with them daily and ensure they are fully equipped and ready for the day. Make a weekly phone call home too to give a progress update.
  - As a classroom teacher, make time to positively communicate with a weekly phone call home for any 3 students.
  - As a classroom teacher and tutor, provide 121 academic/pastoral mentoring.
  - As a classroom teacher and tutor, raise aspirations by providing enrichment activities (clubs, trips, activities). Apply the mantra of 'PP first' when compiling your list of names. Submit an application for PP funding if necessary.