



**Penistone Grammar School**

Policy Statement:  
**Pupil Premium Policy  
and Annual Review**

**Never Stop Flying**

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## 1. Background

Penistone Grammar School is a large 11-18 mixed comprehensive school. The progress of our disadvantaged cohort is an area we must improve to ensure these students have the best life chances possible. The UN Convention on the rights of the child stated that education must develop every child's personality, talents and abilities to the full.

In 2016/17 our disadvantaged students' overall progress was -0.57, with performance in English being -0.4, Maths -0.47, EBacc -0.44 and the open basket -0.88.

The majority of our students are of White British heritage, with the proportion of students from minority ethnic backgrounds very low.

The proportion of students known to be eligible for Pupil Premium funding is below national average.

## 2. Year Group Breakdown 2018-2019

Year Group	Total Number	PP Number	PP Percentage
7	319	44	14%
8	294	36	12%
9	270	37	14%
10	272	31	11%
11	272	35	13%
<b>Total:</b>	<b>1427</b>	<b>183</b>	<b>13%</b>

## 3. What is the Pupil Premium?

The Pupil Premium is funding released to schools by the Government, designed specifically to help disadvantaged children and young people have access to the same opportunities as others in school. The funding is allocated to schools for children from Reception to Year 11 who have either registered for free school meals at any point in the previous six years, are in Local Authority care, or have parents in the armed forces (service child).

In 2017/18 the funding allocated is £935 per child for those in receipt of free school meals currently (FSM), or at any point in the previous 6 years (Ever 6), £300 per service child and £1900 for Looked After Children. These students are collectively referred to as 'disadvantaged' students.

The number of students in each category is as follows:

Pupil Premium (FSM and Ever6)	151
Looked After Children	8
Service Children	24
<b>Total</b>	<b>183</b>

For the 2018/19 financial year, Penistone Grammar School has been allocated funding of £167 700.

## 4. Purpose of the Pupil Premium Policy?

This policy should provide an overview and framework which details how the school uses the allocated funding to narrow the progress gaps that currently exist between disadvantaged students and others within the school.

## 5. Principles

1. That students have the right to succeed, no matter what their home circumstances are.



2. That we do not equate 'disadvantaged' students with students who are low on entry (LoE) or of 'low ability'.
3. That the teachers of our disadvantaged students are held accountable for the progress of those students.
4. That high-quality teaching and learning is at the forefront of reducing and eradicating gaps in progress of disadvantaged students and their peers.
5. That disadvantaged students feel as much a part of our school community as any other student.

## 6. The Barriers our Disadvantaged Students Face

A blanket response to this is not the way forward. We have to work on an individual-by-individual basis to find out exactly what barriers our students face. There isn't a single, easy fix that means disadvantaged students will achieve beyond national benchmarks and a personalised approach is required.

Notwithstanding this, the typical barriers identified are:

- **Academic** Learning-based, insofar as our students cannot access the curriculum due to weaker skills.
- **Aspirational** Our students may have had less life experience, leading to lower aspiration.
- **Attendance** If students aren't here, then they will not be able to access the curriculum or make progress.

## 7. Strategies for Improving the Provision for our Disadvantaged Students

### A) Academic Strategy

- Staff know who the disadvantaged students are in their groups and identify these within our seating planning software. Staff strategically seat disadvantaged students to support their learning.
- Staff have high expectations regarding home learning, class work and behaviour and this expectation shall not be less or lowered for disadvantaged students.
- Staff prioritise feedback for underachieving, disadvantaged students when marking books and in lessons (for example).
- All teachers recognise that forming positive relationships is imperative and that the use of praise to raise motivation is vital.
- The school removes financial barriers to supporting progress by providing equipment, access to printing, access to FROG, where necessary and appropriate.
- For students moving from year 9 into year 10, the Options choices of our disadvantaged students are carefully analysed to ensure the highest possible proportion of first choice matches (83% for 2018/19 academic year). This includes a commitment to run courses on smaller numbers where a high proportion of disadvantaged students have opted for it, for example; Belief and Ethics and Technology courses.
- Those teachers holding the post of Second in Department have been allocated additional non-contact time in respect of teaching to facilitate a specific focus on supporting the performance of disadvantaged students within their department.
- Financial support is provided, specifically for students at KS4 to help with preparation for external exams, for example; to subsidise the cost of revision guides.

### B) Attendance Strategy (part of the whole-school attendance strategy)

By working in partnership with parents and other agencies we are able to ensure that we have clear and robust strategies in place to manage and promote regular attendance for all students at Penistone Grammar School.

Research has shown that attendance for students for whom schools receive pupil premium funding is often lower than for those whom no pupil premium funding is received. This subsequently has a



negative impact on the progress of these students; therefore, as a school we offer additional support and intervention for disadvantaged students and their families.

- When any student's attendance falls below 95% this will trigger the first in a series of interventions. For families of disadvantaged students, there will be contact by some means other than letter. This will happen when a second drop in attendance is evident (rather on the third occasion for non-disadvantaged students). This contact may be by phone call, home visit or an agreed meeting in school.
- Supportive absence calls will be made to parents/carers on the second day of absence. Contact will be made on the first day of absence where a student's attendance is below 92%
- Where a student's attendance falls to between 92% and 95% and there has been an absence in the previous week, a meeting will take place in school as follows:
  - Intervention 1: SSO meeting with student and phone call home.
  - Intervention 2: SSO meeting with student and phone call home.
  - Intervention 3: Head of Attendance/Achievement Lead meeting with student and letter home.
  - Intervention 4: Meeting in school with parents and the Head of Attendance.
  - Intervention 5: 'Medical Evidence' letter issued.
- Disadvantaged students will have a 'return to school meeting' with their Student Support Officer or Achievement Leader after an absence of 3 days or more to ensure their academic progress has not been negatively impacted upon by their absence.

The school has committed to increased staffing in the attendance team and this is now in place. This will provide extra capacity for supporting families to ensure students can achieve regular attendance at school.

### **C) Aspiration Strategy**

- We will prioritise careers guidance information, so that the disadvantaged students receive this first.
- We will ensure there is a dedicated fund available for our disadvantaged students to access, to remove any financial barriers which may prevent them accessing all elements of school life.
- We have appointed 'Achievement Leaders' who are responsible for the overall achievement of the year group they lead. Within this there will be a specified time to focus on our disadvantaged students, working with departments on necessary intervention and also with the families of these students where necessary.
- We will ensure all our students believe all options are open to them, including progression to our Post-16 Centre, and then on to University. As part of this we will take our students to visit a University with the aim of raising awareness and aspiration.

## **8. How do we Spend our Funding?**

### **Pupil Premium Funding**

For the 2018/19 financial year and moving forwards, it is essential that the school is able to clearly direct spend of Pupil Premium Funding to strategically improve the attainment and progress of its disadvantaged cohort. This is a clear focus within the 2018/19 School Improvement Plan, a driver following the Ofsted Inspection in 2017 and a requirement if the school is going to effectively meet the needs of all learners.

The amount allocated to the school for Pupil Premium for the 2018/19 financial year is £167,700, detailed below is how the school has allocated this funding:



Input	Spend	Objective	Intended outcome	Lead
Increased capacity in the attendance team	£12,000	2017-18 attendance of disadvantaged students was 92.2%, compared to 95.7% attendance of all students. There is a need to close this gap.	Reduce the gap in 2018-19 to no more than 2.7%. Overall attendance for disadvantaged students to be no less than 93.3%. Ultimately the aim is that no gap exists between our disadvantaged students and non-disadvantaged students.	EBU
Increase the variety of options available for our students embarking on their GCSE courses	£18,000	Through increased subject choices to study at KS4, the aim is for students to enjoy and engage with their studies, promoting a love of learning and increased chance of success.	Disadvantaged students P8 was -0.21 in 2018. In 2019 the target is 0.1 with the long-term goal of no gap existing.	CMA
Increased capacity of 'Second in Departments'	£12,000	At department level there is a person who has an overview of disadvantaged students in order to have a consistency across the school curriculum, with a sharp focus on supporting our disadvantaged students.	Raise the profile of our disadvantaged students across the school.  Increase Progress 8 from -0.21 in 2018 to 0.10 in 2019.	AGI
Resource support	£4,000	Ensure students have access to trips, visits and resources to ensure that they have access to the same school experience as everyone else.	Evidence seen through the narrowing of the gap, as referenced previously. Positive student voice gathered from disadvantaged students about their experience at Penistone Grammar School.	AGI
Increased capacity and focus for Achievement Leaders	£10,000	A dedicated non-contact used by Achievement Leaders to focus on the disadvantaged students in their year group. Achievement Leaders will have a focus on the overall performance of students within their year group.	Support the Closing of the gap between disadvantaged students and non-disadvantaged students at Penistone.	NGR
Alternative Provision support	£10,000	Support our disadvantaged students who find the mainstream setting at Penistone hard to adapt to. This is likely to include subsidisation of specialist courses or provision which is externally delivered. Although these cases are few and far between, it is essential that the school is able to develop and provide alternative strategies when all internal intervention has been exhausted.	Narrow achievement gaps as previously referenced. Increase the self confidence of our students so that they enjoy school life as well as their alternative provision.	AGL
Support for exam preparation	£1,000	A dedicated fund to specifically support KS4 students in the preparation for and undertaking of termination examinations. This may include subsidising revision guides and exam	Disadvantaged students have access to all resources. The overall progress of disadvantaged students is in line, firstly with that of non-disadvantaged students nationally, and then, in line	AGI



Input	Spend	Objective	Intended outcome	Lead
		packs, providing food and beverages, funding extra revision sessions.	with non-disadvantaged students within school.	
Year 7 Alternative band support	£16,000	Through creation of a bespoke teaching group, 50 periods per fortnight, which sits underneath the main timetable structure, the school can create a bespoke provision designed specifically at accelerating the progress of the lowest attaining students (including a large proportion of our disadvantaged cohort) at the earliest opportunity.	The achievement of all students is supported as the school is able to tailor provision to meet the needs of the individual child in the most extreme cases. Therefore, achievement gaps are narrowed as previously referenced.	AGI/ IRI
Breakfast club	£250	Ensure disadvantaged students have access to breakfast.	Students have a healthy start to the day and are ready to learn.	AGI
Cutlers Challenge	£5,000	The participants will get a taster of all different work environments to enable them to make informed decisions about potential future careers and to dismiss any preconceived ideas they may have about the variety of opportunities available.	Raise aspirations of disadvantaged students, giving them a goal to drive for.	NGR
Increased capacity in the maths department	£20,000	By overstaffing maths we can provide specialist, numeracy support. The need to raise the achievement of our disadvantaged cohort will require us to prioritise their intervention need.	The progress of disadvantaged students is in line, firstly with that of non-disadvantaged students nationally, and then, in line with non-disadvantaged students within school.	ACE
University visit	£1,000	A key theme in terms of the underachievement of disadvantaged students is a lack of aspiration. By facilitating University visits for each year group, students will be given opportunity to explore routes post-19 for which there may be no frame of reference within the home setting.	The aspiration of disadvantaged students is raised, appropriate progression post-16 and post-19 is supported and a higher proportion of disadvantaged students consider university as a feasible option post-19.	ALs



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