



WHITWORTH COMMUNITY HIGH SCHOOL PUPIL PREMIUM PROTOCOL

Date effective from:	July 2020
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Date of next review:	July 2021

Pupil Premium Protocol

1. Introduction

The Pupil Premium was introduced in April 2011. The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the Pupil Premium Grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2019. PPG provides funding for two policies:

- raising the attainment of disadvantaged students of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

Pupil Premium provides funding for students in the following categories:

- Who have been in receipt of **Free School Meals (FSM)** at any point in the past 6 years (£935 per child)
- **Looked-after children (LAC):** defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority (£2300 per child)
- **Children adopted from care or who have left care:** Students who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order. (£2300 per child)
- **Ever 6 service child:** Students in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence. (£300 per child)

The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between eligible by ensuring that funding reaches the students who need it most.

2. Objectives

- The Pupil Premium will be used to provide additional educational support to improve the progress and raise the standard of achievement for these students.
- The funding will be used to narrow/ close all attainment 'indicator' gaps between disadvantaged and non disadvantaged students. Maximise students' achievements and improve school headline figures to exceed national performance indicators: A8, P8.
- Raise attainment in line with national expectations.
- Close PP gender gaps
- Improving Y7-10 data to show students are on/above target.
- We will maintain the drive to equip students to be independent in their learning at home and in school to ensure that they can be resilient in examination situations. Embed reflect/review/revise/rehearse throughout all year groups in preparation for GCSE examinations.

	2017	2018	2019	2020
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A8	44.19	46.83	48.67	50.75
PP A8	37.99	42.19	41.7	47.51
P8	-0.19	+0.15	+0.097	+0.280
PP P8		-0.04	-0.320	+0.22

3. Strategies

- Pupil Premium will be clearly identifiable within the budget.
- The school will assess what additional provision should be made for the individual student.
- The Pupil Premium coordinator will report to the governing body and parents on how effective the intervention has been in achieving its aims.
- The Pupil Premium coordinator will ensure that parents, governors, and others are made fully aware of the attainment of students.
- We will seek to further develop strategies and interventions which can improve the progress and attainment of these students.
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled students.
- The Pupil Premium coordinator will monitor, evaluate and review the success of the impact of the Pupil Premium funding.
- Please see the 'Raising Achievement Of Disadvantaged students' document for staff role breakdown.

As teachers we should:

Know your students

- Identify barriers to learning through discussion.
- Look at successful interventions from past experience and the success of other teachers.
- Use available data to implement targeted interventions to address underachievement.
- Highlight disadvantaged students on class lists, mark sheets and seating plans.
- Establish links with parents/carers whenever possible through the planner and personal contact.

S.A.M.

- Seating plan, disadvantaged students identified on the seating plan.
- Ask disadvantaged students questions.
- Mark disadvantaged students work during the lesson, this can be verbal.

Effective Teaching and Learning

- Routinely deliver Good-Outstanding lessons using a range of effective strategies that have been identified through observation feedback and Tours of Strength ensuring good progress of all students.
- Embed knowledge and understanding through the use of subject specific terminology routinely.
- Utilise Teaching Assistants effectively to work with and support disadvantaged students when appropriate.

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- Mark disadvantaged students books first to embed names of disadvantaged students and identify emerging issues regarding the quality of work.
- Verbally feedback to disadvantaged students and when questioning, make sure disadvantaged students are questioned early on in the lesson.

Home Learning

- Ensure students are clear on how to complete tasks and where to get support and help.
- Be mindful of access to ICT facilities and encourage students to use the ICT facilities in the school.
- Stress the use of Home Learning Club.

Feedback

- Give clear, specific feedback and use the student's name in your comments.
- Ensure active engagement with feedback and ensure students act on your comments.
- Celebrate success through achievements points, postcards and phone calls home.

Intervention

- Using available data, set milestones for assessing the impacts of strategies implemented.
- Use department/faculty/school recording pro formas to record interventions.
- Mentoring of students

4. Measuring success

- We will measure impact from Q1-4
- Monitor Y11 predictions
- Ensure Pupil Premium students are getting the same educational 'diet' as non Pupil Premium students through Schemes of learning, lesson observations, work scrutiny and book looks.
- Review student voice.