

Funding for financial year 2019 to 2020

Policy Statements and Procedures

PUPIL PREMIUM GRANT (PPG)

Rosedale College report on the use of the Pupil Premium Grant (PPG) in 2019-2020, and a review of the 2018-2019 PPG spend

INTRODUCTION

The DfE strongly believes that the English education system must be 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.

The PPG was introduced in April 2011 to provide additional support for Looked after Children (LAC) and children from low income families. The objective is to use the money to narrow the attainment gap that exists between students from these backgrounds and those from more affluent backgrounds. 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.

The attainment gap between disadvantaged students and their peers has begun, very slowly, to close in recent years. However, the gap widens through a child's compulsory education and as such, has a bearing both on access to Higher Education and employment. At Rosedale College we consistently employ strategies to close the gap.

Since 1997 the government has tried to close the educational achievement gap between disadvantaged students and others in England and has had no success. The National College for Teaching and Leadership has offered modules and courses for teachers and leaders to learn how to address this issue.

Objectives for Pupil Premium at Rosedale College:

- The Pupil Premium will be used to provide additional educational support to raise the standard of achievement for these disadvantaged students.
- The funding will be used to narrow and close the gap between the achievement of these students and their peers.
- As far as possible the college will use the additional funding to address any underlying inequalities between students eligible for the Pupil Premium Grant and others.
- The college will ensure that the additional funding reaches the students who need it most and that it makes a significant impact on their education and lives.
- The college will work closely with parents, guardians and carers of pupil premium students to ensure that we collectively ensure the success of these students.

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‘Closing the gap: how system leaders and schools can work together’ by Simon Rea, Robert Hill and Dr John Dunford, (Isos Partnership Research Team April 2013) states that:

WHOLE SCHOOL STRATEGIES - WHICH BENEFIT ALL PUPILS

- Quality teaching and learning, consistent across the school, supported by strong CPD culture, observation/ moderation and coaching.
- Engaging and relevant curriculum, personalised to pupil needs.
- Pupil level tracking, assessment and monitoring.
- Quality assessment for learning
- Effective reward, behaviour and attendance policies.
- High quality learning environment.
- Inclusive and positive school culture, underpinned by values and ‘moral purpose’ that all pupils will achieve.
- Effective senior leadership team with ambition, vision, and high expectations of staff and all pupils.

STRATEGIES FOR UNDER-PERFORMING PUPILS – WHICH BENEFIT FSM AND OTHER UNDER-ACHIEVING PUPILS

- Early intervention and targeted learning interventions
- One-to-one support and other ‘catch-up’ provision
- Rigorous monitoring and evaluation of impact of targeted interventions
- Extended services (eg breakfast and after-school clubs, including homework and study support) and multi-agency support
- Targeted parental engagements, including raising aspirations and developing parenting skills
- In-school dedicated pastoral and wellbeing support and outreach
- Developing confidence and self-esteem through pupil voice, empowering student mentors, sport, music, or other programmes such as SEAL

TARGETED STRATEGIES FOR PUPILS ELIGIBLE FOR FSM - WHICH SPECIFICALLY BENEFIT FSM PUPILS

- Explicit school-level strategy to identify and support FSM pupils e.g. through targeted funding
- Incentives and targeting of extended services and parental support
- Subsidising school trips and other learning resources
- Additional residential and summer camps
- Interventions to manage key transitions between stages or between schools

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- Dedicated senior leadership champion, or lead worker to co-ordinate support programme

What are the most effective strategies?

A report published by Ofsted earlier this year on the Pupil Premium identified how the most successful schools are spending their PPG; some of the main points from the report are summarized below:

Some schools are still not spending PPG on interventions that have any impact. These schools do not have effective tracking systems for showing how they have spent the money or evaluated the effectiveness of the measures in terms of improving outcomes.

However the 'best' schools are:

- Focusing on literacy and numeracy
- Finding out where the basic skills gaps exist amongst eligible students when they arrive
- Carefully ring-fencing the funding so it is always spent on the target group of pupils
- Non confusing eligibility for Pupil Premium (PP) with low ability
- Allocating their best teachers to intervention groups in Mathematics and English
- Using achievement data to check the effectiveness of interventions frequently rather than retrospectively
- Ensuring that support staff, in particular TEACHING PARTNERS, are highly trained and understand their role
- in helping children to achieve
- Ensuring that a senior leader has a clear overview of how funding is being allocated
- Ensuring that subject teachers know which children are eligible for PP so they can take responsibility for accelerating their progress
- Have a clear policy on spending the PPG, agreed by Governors and published on their website
- Involved Governors in the discussion on spending PPG
- Providing well-targeted support to improve behaviour, attendance and links with families where these factors act as a barrier to progress
- Including discussions on the progress of PP pupils in all performance management meetings
- Included the spending of PPG integrally in their school development plan

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Examples of good practice observed during the Ofsted survey

The report went on to detail a number of case studies of schools that had used their PPG to best effect; some of the most interesting are summarised below and were considered when formulating our own strategy:

- Introduction of a PP School Improvement Project
- Standardised scores collected for every pupil in every year for reading and spelling
- Attendance levels for all disadvantaged pupils prioritised by AO
- Before and after school study with IT, teaching support and meals all on hand
- System of bids for funding from subject leaders and tutors to support individual resource needs
- Regular reporting of progress of PP pupils to GB
- Funding visits, plays and concerts
- Age related expectations not aspirational enough for PP students

The most effective interventions were found to be:

- Time limited, not a way of life
- Taught by well-qualified specialist teachers or highly competent TEACHING PARTNERS
- Had clear success criteria
- Did not have a negative impact on students' learning in other areas of the curriculum due to careful time planning
- Frequently evaluated and alterations made quickly where strategies were not working

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In the 2018 to 2019 financial year, colleges will receive the following funding for each student registered as eligible for free school meals (FSM) at any point in the last 6 years:

Number of Secondary Students on Roll	Number of Students eligible for the Deprivation Pupil Premium	Percentage of secondary students eligible for the deprivation pupil premium	Deprivation pupil premium allocation (12)
84	36	53.0%	£33,193

Total Number of students eligible for the Deprivation Pupil Premium	Total allocation for the deprivation Pupil Premium
36	£33,193

2019 – 2020

Number of Pupil Premium Students	Number of LAC Students	Total of Pupil Premium allocation.
38 (42.2%)	2	TBA

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1. Current attainment		
	Students eligible for PP (your college) OCT 2019 Unvalidated.	Students not eligible for PP OCT 2019 Unvalidated
Progress 8 score average	-0.81 (10)	-1.14 (6).
Attainment 8 score average	23.83	37.25
2. Barriers to future attainment (for students eligible for PP)		
Academic barriers (issues to be addressed in school, such as poor literacy skills)		
A.	Literacy and numeracy skills entering Year 10 remain lower for students eligible for PP than for other students, which prevent them from making good progress in Year 11. Students have not made expected progress during Key Stage 3. Therefore closing the gap between KS3 and KS4 continues to be a priority.	
B.	Reading age is lower for PP students than non PP students.	
C.	Engagement of families with students learning and personal aspirations.	
Additional barriers (including issues which also require action outside school, such as low attendance rates)		
D.	<ul style="list-style-type: none">Limited language and restricted vocabulary of PP students with EAL statusLack of self confidence and self esteem in our female cohortPotentially inconsistent teaching and learningLow aspiration students leading to unsuitable Post 16 pathways being opted forPockets of poor attendanceLess favourable perceptions of the role/importance of education outside of school	
3. Intended outcomes (specific outcomes and how they will be measured)		Success criteria

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A.	<p>Continuation of a foundation year for year 9 age students entering Parkside.</p> <p>Targeted intervention for all PP students (identified from regular data drops) during enrichment and intervention weeks for core subjects.</p> <p>Numeracy and Literacy booster sessions in addition to scheduled Mathematics and English classes, sessions take place twice weekly. Students are invited to attend depending on areas of development identified by specialist core group teachers.</p>	<ul style="list-style-type: none"> •Students successfully complete Entry Level Qualifications in Mathematics, English, Science and ICT prior to embarking on full GCSE Examinations. •Improved individual P8 and A8 scores. •Early identification of areas of support. Improved P8 and A8 scores.
B.	<p>Timetabled reading sessions and library sessions with pull out sessions for those that remain below their expected reading age by trained support staff. Book stocks to be replenished and an easy reading area established that can be utilised by students during break and lunch time.</p>	<p>Improved reading ages, ability to access the curriculum more readily examination content more accessible. Improved P8 and A8 scores.</p>
C.	<p>Improved engagement of families so there is greater support and partnership with home.</p> <p>Ensure that local opportunities for parents are shared regularly via the colleges social media platforms.</p> <p>Invite parents to aspiration assemblies where students share their goals for the future.</p>	<ul style="list-style-type: none"> •Increased number of parent meetings with SLT. •Parents invited in to Celebration Assemblies twice yearly. •Modification of parent academic review afternoons to accommodate working parents. •Core subject examination sessions for parents. •Information about jobs/career opportunities go out to parents via social media platforms. •Increased following of parents to the college's social media platforms. •LPPA Accreditation in November 2019.
D.	<p>Limited language and restricted vocabulary of PP students with EAL status</p>	<p>Wider usage and understanding of vocabulary:</p>

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		<ul style="list-style-type: none"> • Students learning subject specific vocabulary through word of the week. • Appropriate revision materials to support students access subject terminology. • Accurate terminology to be used which is subject specific by all staff. • Use of spelling and literacy tasks during designated tutor time. • Focus on rewards and recognition for accurate and ambitious use of subject specific vocabulary • Subject specific key terminology displays in specialist classrooms for reference.
	Lack of self confidence and self esteem in our female cohort	<p>Improved levels of confidence and resilience:</p> <ul style="list-style-type: none"> • More enquiry in class and a growth mind-set. • Non-passive learners via foci in observations and CPD • Yearly girls day focussing on health and wellbeing. • Promotion of participation in sports and team building activities targeted for girls. • School councillor to be available 3 hours per week.
	Potentially inconsistent teaching and learning	<p>Development of teaching practice to improve outcomes:</p> <ul style="list-style-type: none"> • Support from a School Improvement advisor • Support from a NLE • More rigorous CPD programme for support staff and teachers • Targeted teacher participation of CPD Programme which is to include foci of PP/Disadvantaged students • Focus of Marking and Feedback, which ensures all staff consider PP in their routines of marking.
	Low aspiration students leading to unsuitable Post 16 pathways being opted for.	<p>Increased aspiration:</p>

		<ul style="list-style-type: none"> • More information about progression to Level 3 on successful completion of Level 2 vocational courses. • Students clear about Careers information and Guidance. Greater exposure to college open days. <ul style="list-style-type: none"> • Work Related Learning foci to link subjects to careers. • Clear options provision to ensure students have made aspirational choices • Greater exposure to work related learning opportunities both within the trust and externally. <p>Improved attendance and narrowing of disparity between PP and non-PP students:</p> <ul style="list-style-type: none"> • Rewards which will encourage PP students to participate in school initiatives related to attendance. • Consequences put in place when a student is late to encourage punctuality in school. • Regular reviews with EPO. • Attendance officer role to be established within the college administration team. <p>Education to be seen as an important part of both academic and pastoral progression:</p> <ul style="list-style-type: none"> • Dialogue with students and families for identified students invited to attend interventions and enrichment activities • Employability accredited course to be provided for all students. • Mentoring sessions provided to ensure that students are able to engage fully with the curriculum offer.
Pockets of poor attendance		
Less favourable perceptions of the role/importance of education outside of school		

4. Planned expenditure

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Academic year 2019 - 2020					
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
CPD to ensure staff are developing techniques which will improve teaching and learning; especially with a focus towards PP student	Progress of PP students is improved.	The focus of ensuring there is greater understanding, empathy and strategic direction in teaching and learning practice.	Blue sky tracking	SLT	December 2019
Subject specific Intervention	Progress of PP students is improved.	Support in lessons for less experienced staff.	AP & Principal to discuss at weekly SLC meetings.	SLT	December 2019
Total budgeted cost					£4000
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure that all students have independent access to learning materials	Progress of PP students is improved.	Outcomes show a gap in performance, and student voice has shown students not purchasing revision materials.	Each PP student in Year 10 or 11 will be provided with learning materials/revision guides	Subject leads	January 2019
Foundation year	Progress of PP students is improved.	Outcomes at KS3 show a gap in performance.	Progress towards Entry level attainment	SLT Teachers TLA's	December 2019

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Ensuring PP is a focus for all teaching staff.	Progress of PP students is improved.	There is a gap in outcomes, so this needs to be a clear directed focus for all teaching staff.	Learning walks Observations Student Outcomes	SLT Teachers TLA's	December 2019
Enrichment/intervention during enrichment weeks	Progress of PP students is improved.	There is a gap in outcomes, so this needs to be a clear directed focus for all teaching staff.	PP student uptake to planned activities. Student outcomes	SLT Teachers TLA's	December 2019
Learning Mentors providing 1:1 pastoral support	Progress of PP students is improved.	PP students would benefit from mentoring and pastoral support.	Learning Coaches will be employed to provide 1:1 and small group support.	KPO	December 2019
Total budgeted cost					£30000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Gain external advice and best practice from advisors to develop existing and future PP strategic planning.	Progress of PP students is improved.	Process of provision for PP students has taken significant changes over past year, but there is always room to develop and improve practice.	Communication with contacts made.	SLT	External PP review booked for October 2019.
Provision of secure and supportive environment for students to learn. To provide staff to support students with a practical and purposeful learning	Progress of PP students is improved.	Many students do not have a purposeful learning environment outside school to promote self and independent study; so the school looks to offer this within the community.	Breakfast Club where students can obtain hot food for no charge. Study Zones (PS8) where students can have the environment to study and receive support with work at key points in the day; also	SLT All Staff	December 2019

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environment before the start of the school day and during intervention/enrichment weeks. Lunch and break provision is also provided.			during intervention and enrichment weeks. Reading area that students can use during their breaks and lunch times		
Student Support Provision by SLT; including Education Welfare Officer and attendance officer.	Progress of PP students is improved.	Over 70% the students that have contact with the EWO are disadvantaged students and there is a focus to reduce the gap between attendance of PP and non-PP students.	Attendance tracking will indicate Improved attendance	SLT EWO	December 2019
Students participate in trust provision Programmes to develop student aspiration, self esteem and future pathways.	Progress of PP students is improved. Confidence and aspirations raised.	Historically meetings with parents and conversations with students have highlighted the issue. Confusion regarding post 16 progression also attributes to this finding.	Students and parents are more aspirational and both have a better understanding of what is available at KS5.	SLT All Staff MVA	December 2019
Total budgeted cost					£4000

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Achievement 2019 P8

PP	Non PP
-0.81 (10)	-1.14 (6)

5. Review of expenditure				
Previous Academic Year 2018-2019				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on students not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
CPD to ensure staff are developing techniques which will improve teaching and learning especially with a focus towards PP student needs.	Progress of PP students is improved.	A robust CPD provision is in place. Staff are directed towards relevant CPD sessions. PP student's data is utilised more during planning. Attendance CPD enables form tutors to work more closely and effectively with parents, student's attendance officer and EPO.	We will continue with this approach. CPD needs to be advocated more during AM briefing and cover implemented for attending staff.	£4,000

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Subject specific Intervention	Progress of PP students is improved.	<p>Timetable modified to incorporate Maths and English pull out intervention in the lead up to examinations. Subject specialist teachers need to be deployed to provide intervention.</p> <p>There is a very marginal difference between PP and Non-PP in the Mathematics and English Progress 8 elements.</p> <ul style="list-style-type: none"> P8 score for PP English element = -0.68 	<p>Strategy will be considered again this year within timetable constraints.</p> <p>Support staff will be trained to support in functional skills booster provision and pull out sessions in order to free up specialist teachers for GCSE intervention.</p> <p>To continue to close the gap between PP and non PP students it is pivotal that Subject specialist staff are deployed where available for all GCSE interventions.</p>	£2,500
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on students not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Ensure that all students have independent access to learning materials	Progress of PP students is improved.	All GCSE students were provided with CGP revision guides, access to kerboodle and my maths online packages.	<p>We will continue with this approach.</p> <p>My Maths utilised well as was keroodle.</p> <p>Parents having to attend examination information evening in order to collect free revision guides worked well with a 84% turnout.</p>	£3,500
Foundation year	Progress of PP students is improved.	<p>Initial data suggest that there is a gap between KS2 and KS3 results when students transition from within the trust and externally.</p> <p>Level 1 Functional skills results are encouraging.</p> <ul style="list-style-type: none"> 48% of year 9 students achieved a Functional Skills Level 1 Pass in 	<p>We will continue with this approach.</p> <p>Students embark on the GCSE course having closed the gaps from KS3.</p>	£6,000

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Ensuring PP is a focus for all teaching staff.	Progress of PP students is improved.	Small class sizes are beneficial in terms of teacher and TLA support for PP students. PP CPD in place for all new staff	We will continue with this approach. Teachers and support staff that join throughout the year must have thorough PP CPD at the earliest opportunity. Small class sizes particularly for core subjects needs to be maintained.	£5,000
Enrichment/intervention	Progress of PP students is improved.	Targeted intervention of PPs students has resulted in and P8 score higher than non PP. Student participation is good in most subject areas. Student feedback is positive in most cases, students prefer small group intervention.	We will continue with this approach. Teachers to use TLA's staff to support PP targeted sessions more frequently.	£3,000
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on students not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

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Gain external advice and best practice from advisors to develop existing and future PP strategic planning.	Progress of PP students is improved. PP spend reviewed.	TBA	TBA	£2,000
Provision of secure and supportive environment for students to learn. To staff resources to support students with a practical and purposeful learning environment before the start of the	Progress of PP students is improved.	<p>Little impact as students did not engage well with either the breakfast club or the Study zones.</p> <p>Staff shortages have also prevented this from being implemented this year.</p>	<p>We will not continue with this approach in full.</p> <p>Breakfast Club where students can obtain hot food for no charge – this was not successful as student opted to not take up the offer.</p> <p>Study Zones (PS8) where students can have the environment to study and receive support with work at key points in the day; also during intervention and enrichment weeks, uptake was low. This years focus will be on reading and improving reading age as mentioned earlier in this document.</p>	£3,500

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Student Support Provision by SLT; including Education Welfare Officer.	Progress of PP students is improved.	<p>TLA's and learning coaches have feedback that this is an effective way of enabling the less confident students to seek support.</p> <p>Students are more confident in asking for assistance.</p> <p>Education welfare office has engaged well with school refusers and has always sought to seek an improvement in attendance.</p>	<p>This will be imbedded into Parkside ongoing.</p> <p>More hours need to be allocated to the attendance officer role from within the administration provision at the college</p>	£3,000
Students participate in trust provision Programmes to develop student aspiration	Progress of PP students is improved. Confidence and aspirations raised.	Mentoring has taken place by post 16 students, TLA's core and vocational teachers.	<p>This will be imbedded into Parkside ongoing although will be more structured:</p> <p>Timetabled sessions for all PP students will be available. Support teachers and CERTS trained Learning mentors will facilitate this going forward.</p>	£2,500

6. Additional detail

- At Parkside we aim to secure the highest possible attainment and progress for every child and student.
- In order to achieve this, we recognise the need to focus upon closing gaps that may occur between disadvantaged children and others nationally.
- Our aspirations are high for all of our children and students. In order to improve their employability and realise their ambitions we focus time on providing experiences and developing key skills, as well as increasing educational outcomes.

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- We aim to ensure that teaching, learning and progression opportunities meet the needs of all of our students.
- Pupil Premium funding will be allocated following a needs analysis which will identify priorities and successful strategies. This will be based upon communications with staff, students and parents.