



## **2018-2019 Pupil Premium Plan**

Denton Community College



## The Pupil Premium

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying differences between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. The Education Funding Agency has set the following Pupil Premium rates for the 2018 – 2019 academic year:

- Pupils in years 7 to 11 recorded as Ever 6 FSM £935
- Looked-after children £1900
- Children who have ceased to be looked after by a local authority £2300
- Pupils recorded as 'Ever 6 Service Child' £300

For the 2018-2019 academic year Denton Community College are estimating the following Pupil Premium funding:

Number of students eligible (as of September 2018)

	Number of students eligible	Funding
Year 7	99 (TBC)	
Year 8	122	
Year 9	114	
Year10	101	
Year 11	102	
	Total 538 (TBC)	Total £522,960

## Pupil Premium Plus

The 2018-19 conditions of grant for the Pupil Premium state that:

*'The LAC premium must be managed by the designated virtual school head (VSH) and used for the benefit of the looked-after child's educational needs as described in their personal education plan (PEP).'*

The Pupil Premium Plus Grant for 2018-19 is **£2300**. Given that we deal with a number of different Local Authorities concerning our *Looked After Children*, it is becoming increasingly clear that policy and procedures for accounting for this spend will differ. Furthermore, we will not, in some cases, receive the full amount. Therefore, although all LAC will benefit from the interventions outlined in this budget, we may need to adjust our budget figures depending on the amount released by each Local Authority. Interventions will be decided during the completion of the PEP and will be based on the individual needs of each LAC. This money is to be used on top of, rather than an extension of, our universal provision. Whilst each LEA is working with slightly different core principals, the following are most commonly quoted in each relevant policy document:

The Pupil Premium Plus will be used to improve education outcomes for looked after children in the following areas:

- Academic achievement and attainment
- Developing skills via the broader curriculum (e.g. participating in skill stretching programmes)
- Attendance – including difficulties leaving a parent/carer in the morning and school refusal
- Inclusion (by reducing internal and external exclusion).
- Transition between Key Stages or from school-to-school during placement changes
- Providing mental health support where this affects learning and behaviour, for example, overcoming the effects of attainment and developmental trauma. This may manifest as anxiety, self-regulation and support during unstructured times of the school day.

## Deciding on our 2018-2019 Budgeted Pupil Premium Spend

At Denton Community College we are very much aware of an ever growing body of evidence documenting 'best practice' surrounding the use of Pupil Premium. There is a growing body of evidence both within our own community and the wider education world on the use of the Pupil Premium. Therefore, for 2017-2018, we have once again reviewed the ways in which we are planning, budgeting, reviewing and then measuring the impact of our allocation. Firstly, we continue to access the growing body of evidence provided by the EEF:

<https://educationendowmentfoundation.org.uk/evidence/teaching-learningtoolkit>

Secondly, we have accessed and reviewed documents from the DfE and OFSTED:

*'The Pupil Premium, How schools are spending the funding successfully to maximise achievement.'* OFSTED (2013).

*'The Pupil Premium, How schools are using the Pupil Premium to raise achievement for disadvantaged pupils.'* OFSTED (2012).

*'Evaluation of Pupil Premium Research Report', Department for Education, (July 2013).*

This evidence base has allowed us to formulate a set of principles to guide our use of the Pupil Premium:

- We will ensure that Pupil Premium funding is spent on the target group.
- We are aware that within our target group there are a diverse range of needs – both existing and emerging.
- We will maintain high expectations of the target group.
- We will thoroughly analyse which pupils are under-achieving and endeavour to work out why.
- We will use evidence to allocate funding to big-impact strategies.
- We will be relentless in our pursuit of high quality teaching, not interventions to compensate for poor teaching.
- We will use achievement data to check interventions are effective and make adjustments where necessary.
- We will have a senior leader with oversight of how PP funding is being spent.
- We will ensure that teachers know which pupils eligible for Pupil Premium.
- We will endeavour to demonstrate impact.
- We will have a named governor who will oversee and challenge our use of the Pupil Premium.

## **Local Context and Barriers**

Our catchment covers a wide spectrum of deprivation. We serve some of the most deprived areas (when compared against national – 2016/2017 data). With this in mind we analyse, in detail, our Pupil Premium cohort in an attempt to identify common barriers and any local issues.

A significant proportion of our work centres on monitoring the progress of our cohort and our ability to act quickly and address emerging needs. We recognise that our Pupil Premium cohort has a diverse range of aspirations, prior attainment and levels of progress. Some of our brightest and most talented students form part of our Pupil Premium Cohort.

Our staffing is a key area of our intervention strategy. Identified staff are tasked with identifying barriers and reviewing progress through our data check points. We rely heavily on our Heads of Year, Heads of Subject, SENCO, and Form Tutors to identify emerging needs and deliver interventions.

At the same time, historically, we have evidence that points us towards four broad barriers in the Denton area:

- Family history of reduced engagement with school life such as attendance at parent consultation evenings
- No family history of tertiary education and with this a lack of aspiration towards attending leading universities
- Lack of engagement with extra-curricular activities and Key Stage 4 exam preparation
- Loss of family income, resulting in non-engagement with educational visits and reduced ability to purchase school equipment.

Core Targets for 2018 - 2019 At the heart of everything that we do is quality first teaching and learning. We do not want our interventions to be required to make up for anything less than quality teaching and learning. By continuing our relentless drive to maintain and improve the quality of teaching and learning, we expect to further improve the outcomes of all the students at Denton Community College, this will be demonstrated through our 'headline' figures. We aim to identify skills gaps, and address them, as early as possible. Next review date October 2019.

October 2018