



Wymondham College

Pupil Premium Policy

Policy Consultation & Review

This policy is available on our College website and is available on request from the College.

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and updated in September 2020. It is due for review during September 2021.

Signature

Headteacher

Date 15 October 2020

Signature

Chair of Governors

Date 15 October 2020

Author: Mrs J Edmunds-Grezio

Contents:

Statement of intent

1. Legal framework
2. PPG allocation rates
3. Objectives
4. Our strategy for success
5. Spending priorities
6. Use of the LAC and PLAC premiums
7. Potential interventions
8. Use of the service pupil premium
9. Accountability
10. Reporting
11. Pupil premium reviews
12. Overpayments
13. Monitoring and review

Appendices

1. Spending Strategy

Statement of intent

At Wymondham College, we believe that only by having the highest expectations of all learners can the highest possible standards be achieved. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the available resources to help them reach their full potential.

The pupil premium grant (PPG) was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for LAC and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces to help mitigate the negative impact on service children of family mobility or parental deployment.

This policy outlines the amount of funding available, along with the procedures for ensuring the funding is allocated correctly.

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- DfE (2020) 'Pupil premium 2020 to 2021: conditions of grant'
- DfE (2020) 'Promoting the education of looked-after children and previously looked-after children'
- NCTL and TSC (2018) 'Effective pupil premium reviews'
- MoD (2020) 'The Service Pupil Premium: what you need to know'

2. PPG allocation rates

2.1. For the academic year Mar 2020 to Apr 2021, grant allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Year 7 to Year 11 recorded as Ever 6 Free School Meals	£955
LAC as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,345
PLAC who have ceased to be looked after by an LA in England or Wales because of adoption, a special order, a child arrangements order or a residence order	£2,345
Service children	Grant amount per pupil
Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£310

3. Objectives

- 3.1. To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- 3.2. To narrow the gap between the educational achievement of these pupils and their peers.
- 3.3. To address underlying inequalities, as far as possible, between pupils.
- 3.4. To ensure that the PPG reaches the pupils who need it most.
- 3.5. To have a positive impact on the education and lives of these pupils.

- 3.6. To work in partnership with the parents/carers of pupils to collectively ensure pupils' success.

4. Our strategy for success

4.1. We will maximise the use of PPG by:

- Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.
- Ensuring PPG funds can be identified within the school's budget.
- Consulting the pupil premium lead, governors, staff and parents/carers when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of PPG.

5. Spending priorities

5.1. Under the terms of the PPG, the funding may be spent in the following ways:

- For the purposes of the school, i.e. for the educational benefit of pupils registered at the school.
- On community facilities, i.e. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.

5.2. If PPG is not used in the academic year, some or all of it may be carried forward to the following year.

6. Use of the LAC and PLAC premiums

6.1. The LAC premium is managed by the designated virtual school head (VSH).

6.2. The premium will be used for the benefit of a pupil's educational needs as described in their personal education plan (PEP).

6.3. To avoid any delays in providing support, the school will work with the VSH to ensure that funding allocation is as simple as possible.

6.4. The LAC premium will be used to facilitate a wide range of educational support for LAC.

6.5. The designated teacher and carers will work with the VSH to gain a full understanding of each pupil's needs and to determine how to use the premium to effectively support each pupil.

6.6. The designated teacher will work with the VSH to ensure that all available funding is spent.

6.7. PLAC premium is allocated directly to the school.

- 6.8. LAC premium and PLAC premium are not personal budgets for individual children; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.
- 6.9. The school will explore evidence-based summaries of the use of pupil premium, such as the Education Endowment Foundation's (EEF's) [Teaching and Learning Toolkit](#), to determine the best use of the funding.
- 6.10. The EEF's [Families of Schools Database](#) will be consulted to learn about effective practice in similar schools.
- 6.11. The school will focus on approaches that:
- Are individually tailored to the strengths and needs of each pupil.
 - Are consistent (based on agreed core principles and components) but also flexible and responsive.
 - Are evidence-based.
 - Are focussed on clear short-term goals providing opportunities for pupils to experience success.
 - Include regular, high-quality feedback from teaching staff.
 - Engage parents/carers in the agreement and evaluation of support arrangements (e.g. via the PEP).
 - Support pupil transition through the stages of education (e.g. from primary to secondary).
 - Raise aspirations through access to high-quality educational experiences.
 - Promote each pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.
- 6.12. The school will choose approaches that emphasise:
- Relationship-building, both with appropriate adults and with their peers.
 - An emotionally-intelligent approach to the setting of clear behaviour boundaries.
 - Increasing pupils' understanding of their own emotions and identity.
 - Positive reinforcement.
 - Building self-esteem.
 - Relevance to the learner – the approach relates to pupils' interests and make success matter to them.
 - A joined-up approach involving the pupil's social worker, carer, VSH and other relevant professionals.

- Strong and visionary leadership on the part of both the pupil's headteachers.
- A child-centred approach to assessment for learning.

7. Potential interventions

7.1. The school may utilise the following interventions:

- Providing one-to-one and small group work with experienced teachers to address specific knowledge gaps.
- Reducing class sizes to improve opportunities for effective teaching.
- Creating additional teaching and learning opportunities using teaching assistants.
- Targeting English and maths in pupils who are below age-related expectations.
- Allocating funds to enable these pupils to participate in extra-curricular activities.
- Targeting pupils who require additional help to reach age-related expectations.

8. Use of the service pupil premium (SPP)

8.1. The SPP is provided to allow the school to provide pastoral support for service children during challenging times and to mitigate the negative impact of family mobility or parental deployment.

8.2. The school will not combine the SPP with any other form of PPG.

8.3. SPP spending will be accounted for separately to any other form of PPG.

8.4. The school may use the SPP for:

- Providing pastoral support in the form of mentors, counselling, nurture groups, clubs, etc.
- Improving the means of communication between the pupil and their deployed parents, such as introducing a 'Teams time club'.
- Helping pupils to develop scrapbooks and diaries that can be shown to parents on their return.
- Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.
- School trips specifically for service children, such as military specific trips that allow pupils to join a wider community and better understand the role their service parent plays.

8.5. The school will not use SPP to subsidise routine school activities.

9. Accountability

- 9.1. Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of PPG at the school.
- 9.2. The school is held to account for the spending of the SPP through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort.
- 9.3. The school will publish its strategy for using the pupil premium on the school website.

10. Reporting

- 10.1. The **Deputy Headteacher (Achievement and Progress)** will report **annually** to the governing board and parents/carers regarding how effective PPG spending has been and what impact has been made.
- 10.2. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, will be monitored, evaluated and reviewed by the **Deputy Headteacher (Achievement and Progress), Headteacher** and the **governing board**.
- 10.3. The EEF's [DIY Evaluation Guide](#) will be used to measure the impact of our spending.
- 10.4. Information regarding PPG spending will be published on the school website.
- 10.5. This information will inform the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

11. Pupil premium reviews

- 11.1. If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school will consider undertaking a pupil premium review to objectively review the pupil premium strategy and identify ways to use PPG more effectively.
- 11.2. If requested to do so by Ofsted, the Trust or the DfE, the school will commission a pupil premium review.
- 11.3. The review will be undertaken in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.
- 11.4. The cost will reflect the DfE's guideline that day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them.
- 11.5. Where costs are prohibitive, the school will consider the use of a joint review with local schools.

11.6. The school may pay an additional cost for the brokerage service providing the reviewer.

11.7. In advance of the review, the school will complete sections 1-4 of the Pupil Premium Review Self-Evaluation Form available in the appendices.

11.8. At the end of the review, the school will have an improved strategy and plans to implement it.

12. Overpayments

12.1. The school will repay any overpayment of PPG by the LA.

13. Monitoring and review

13.1. The **Deputy Headteacher (Achievement and Progress)** will be responsible for reviewing this policy **annually**.

13.2. The next schedule review date is **October 2021**.

Wymondham College Pupil premium strategy statement

School overview

Metric	Data
School name	Wymondham College
Pupils in school	1427
Proportion of disadvantaged pupils	10%
Pupil premium allocation (deprivation) – this academic year	£84,385
Pupil premium (LAC/PLAC) – this academic year	£60,970
Academic year covered by statement	2020/21
Publish date	October 2020
Review date	October 2021
Statement authorised by	Dan Browning
Pupil premium lead	Jay Edmunds-Grezio
Governor lead	

Disadvantaged pupil performance overview for last academic year (2019-20)

Progress 8	To be reported in Autumn term 2021
Ebacc entry	To be reported in Autumn term 2021
Attainment 8	To be reported in Autumn term 2021
% Grade 5+ in English and maths	To be reported in Autumn term 2021

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Reduce the P8 gap between disadvantaged and non-disadvantaged pupils	Sept 21
Attainment 8	Reduce the A8 gap between disadvantaged and non-disadvantaged pupils	Sept 21
% Grade 5+ in English and maths	Increase the number of pupils achieving 5+ in English and maths	Sept 21
Other	Improve engagement with whole school ethos and core values; Pride, Passion and Positivity	Sept 21

Teaching priorities for current academic year

Measure	Activity
Priority 1	Raise teacher awareness of PP and related needs both within and outside of lessons with PP Checklist and QFT. Develop RAP and rewards focus on PP.
Priority 2	Increase knowledge and use of vocabulary in KS3 and beyond.
Barriers to learning these priorities address	<ul style="list-style-type: none"> Professional awareness of PP and student use of sophisticated language Academic progress of vulnerable students compared to those from non-disadvantaged backgrounds Students starting from a weaker numeracy and literacy point upon entry from primary schools Potential threat to progress made by disadvantages students due to remote learning barriers – online resources, devices and regular engagement reports will seek to maintain students engagement with remote learning Supporting and improving attitudes to learning Organisational skills – managing home learning
Projected spending	£20,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy and numeracy interventions across KS3 for low attaining disadvantaged pupils. Additional literacy in-class support at KS4
Priority 2	Provide Step Up to English and Maths support at KS4. Learning leads appointed in Maths and English with responsibility for creating and enhancing strategies and resources for underachieving pupils
Priority 3	Support effective CIAEG so that careers awareness and progression of students to post 16 is not undermined by COVID restrictions
Barriers to learning these priorities address	<ul style="list-style-type: none"> Ability to fully access the curriculum Improve aspiration and motivation
Projected spending	£35,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Provide sufficient IT Software and Hardware to support home learning during periods of COVID-19 lockdown.

Measure	Activity
Priority 2	Introducing Parents Evenings via video link to improve parental engagement
Priority 3	Provide financial support for students to engage with Wymondham Life and other activities which enhance their wider learning experience.
Barriers to learning these priorities address	Engagement of key pupils' parents, ability to engage with extracurricular activities and home learning.
Projected spending	£30,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of CPD days
Targeted support	Ensuring enough time for school English-lead to support	English lead paired with part-time intervention teacher to free up 2 sessions a week to lead small groups
Wider strategies	Laptops in short supply	Working closely with CISS to make provision ahead of any lockdown crisis.

- Review: last year's aims and outcomes**

Aim	Outcome
Improvement in literacy and numeracy from Y7 to Y11 with gap between PP and non-PP diminishing	To be reviewed in Autumn 2021
Improve attendance of some high needs PP students	To be reviewed in Autumn 2021
Improve engagement in whole ethos	To be reviewed in Autumn 2021