



**2019-2020 Pupil Premium
Overview and Spending Plan**

Denton Community College



Pupil Premium Overview & Spending Plan 2019/20



Opportunity to claim Free School Meals:

You can register your child for Free School Meals if you get any of these benefits:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The Guarantee element of State Pension Credit
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income (as assessed by HM Revenue & Customs) that does not exceed £16,190

If you believe your son/daughter would be eligible for free school meals and would like more information, please contact the main school office on 0161 336 2219

Background:

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 2019– 2020 academic year:

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

For the academic year 2019-2020, Denton Community College is estimating that the following number of students will be eligible for Pupil Premium funding:

Students eligible for Pupil Premium funding (September 2019)

Year Group	Number of students eligible	Funding
Year 7	TBC	TBC
Year 8	107	£105,805
Year 9	117	£110,125
Year 10	111	£112,275
Year 11	94	£92,715
	Total 429 (+Y7 TBC)	Total £420,920 (+Y7 TBC)

Pupil Premium Plus

The 2019-20 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 2019-20 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 2019-2020 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 2019-2020, 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 Educational Endowment Foundation:

<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 for 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 Pupil Premium funding is being spent.
- We will ensure that teachers know which pupils are 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 – 2018/2019 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 most able 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, Special Educational Needs Coordinator 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 2019 – 2020

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 and this will be demonstrated through our ‘headline’ figures. We aim to identify skills gaps, and address them, as early as possible.

Below are the priorities, targets, strategies and specific support that have been identified to ensure that our pupils are not disadvantaged by their individual circumstance.

Priorities

Our aim is to extend and enhance the provision to all pupils in order that the disadvantages experienced in society by some of our pupils do not provide barriers to their educational attainment.

To raise attainment and narrow the gap between our Pupil Premium and non-Pupil Premium students, we will be working towards ensuring their progress and attendance is at least good. This year we are focusing on the following:

- Effective tracking of progress data to ensure timely intervention
- Continuing to raise attendance of pupils
- Extension of the alternative provision offer
- Raising aspirations through working with local universities and bespoke careers guidance

Suggested Spending 2019-2020

Suggested Spend	Cost (£)	Rationale
Additional staffing (including maths, English and science teachers), Higher Level Teaching Assistant maths and English, numeracy and literacy intervention staff, KS4 intervention worker, Teaching Assistant support and Inclusion manager)	156,500	Maximises outcomes for students (4+ English and Maths) and supports progression routes. Supports the development of literacy and numeracy which raises attainment across the curriculum.
Pastoral staffing (including Attendance Officer, Heads of Year, Behaviour Mentors and Family Intervention Worker)	95,000	Effective use of data in school ensures the earliest possible interventions.
Strategic leaders (x4) & Pupil Premium Progress Leads (TLR) (x3)	65,200	Ensures organisation and monitoring of Pupil Premium action plan, tracks progress at KS3/KS4, ensures focus on quality first teaching and learning and oversees inclusion and attendance.
Alternative curriculum	70,000	Ensures students with particular challenges remain

		in education and secure post 16 provision
Special Educational Needs teacher	15,000	Ensures students with additional needs are supported to access the curriculum
Enrichment/support for visits (including funding the Brilliant Club and instrumental lessons)	13,300	Raising aspirations for all, raising attainment and broadening student experiences
Use of data (staffing and software)	12,000	Effective use of data in school ensures the earliest interventions for individuals to maximise student outcomes
General Resources (including revision guides and classroom support materials)	10,500	Ensures all students have equal access to the curriculum by having the correct resources
Training	10,000	Ensures all staff stay abreast of recent research regarding Pupil Premium, to ensure maximum outcomes for students
Careers	8,000	Ensures students with particular challenges remain in education and secure post 16 provision
Text messaging service	7,000	Promotes engagement with families
Uniform, shoes and equipment	5,000	Supports students with their readiness for school and boost self esteem
Counselling Services	4,240	Supports the mental health and wellbeing of students
TA resourcing, training and support for Read, Write, Inc	4,000	Maximises outcomes for students by supporting the development of literacy skills
Primary Transition	3,600	Ensures a positive start to secondary school for students, building confidence and resilience.
GCSE POD	3,000	Ensures all students can access subject specific content and revision materials
Rewards	2,000	Raises aspirations for all, raises self-esteem and celebrates successes
Breakfast Club	1,000	Ensures all students start the day with a good breakfast, promotes punctuality and good attendance and ensures students are ready to learn

Next review date: September 2020.