



**Pupil Premium**

**Overview & Spending Evaluation**

**2018/19**

(September 2019)



# Pupil Premium Overview & Spending Evaluation 2018/19



## Background:

The Pupil Premium was introduced in April 2011. It is funding that is given to schools by the Government to raise the attainment of disadvantaged pupils. In 2012-2013 the Pupil Premium was extended to pupils who have been eligible for free school meals at any point in the last six years (**Ever6** Free School Meals measure). School also receive funding for children who have been looked after continuously for more than six months, and a smaller amount for the children of service personnel.

The following document details how Denton Community College makes use of the additional Funding it gains through Pupil Premium, along with details of the impact it has on the pupils.

## Opportunity to claim FSM:

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.

## 2018-2019

In the academic year 2018/19 Denton Community College received £935 for each eligible pupil. The total pupil premium funding received by the College was £533,205.

## Review and tracking process

We fully appreciate that no single intervention provides a complete solution to the complex educational issues in any school and it is therefore important that we operate a multi-faceted approach. We feel that this offers the best opportunity for pupils to succeed. However, we do believe that one key to the narrowing of any attainment 'gap' is the careful and thorough monitoring and tracking of individual pupils.

At Denton Community College this is done on a daily basis by our teaching staff. Daily tracking enables teaching staff to report progress and attainment through our process of 'QA progress checks' which in turn allow middle and senior leaders to make informed choices. Progress checks form the basis of many of our conversations surrounding the impact of our Pupil Premium spending. As a minimum, however, we operate on the following assumptions when monitoring and tracking the impact of our Pupil Premium spending:

	Short Term (Day to Day)	Medium Term	Long Term
<b>Staff Involved</b>	There are 3 designated Pupil Premium Progress Leads who monitor the progress of Pupil Premium students in Years 7 into 8, 8 into 9, and 9 into 10.  Heads of Year meet on a weekly basis with the Deputy	Progress data is collected across the College in line with the assessment and reporting calendar.  This data is reviewed at all levels from class teacher through to Headteacher.	Senior leaders track and monitor national trends and developments to evaluate the impact of interventions Denton Community College.

	<p>Headteacher (Pastoral) to review and plan appropriate interventions.</p> <p>SIMs is used to report and track any attendance issues that may arise.</p> <p>Curriculum reports are used to track progress concerns in subject areas.</p> <p>Go4Schools is used to report and track any behaviour issues that may arise.</p>		
<b>Notes</b>	Notes: Some interventions take place outside of this process. These are implemented, tracked and evaluated by the relevant member of staff.		An annual report is shared with the Governing Board prior to publishing on the College website.

#### Review of Headline Data

Progress 8		2018	2019	Difference 2018 v 2019
Average Total Progress 8	Other	0.0	-0.23	-0.23
	Disadvantaged	-0.64	-0.72	-0.08
Other vs Disadvantaged	Difference	-0.64	-0.49	+0.15

Basic Measures		2018	2019	Difference 2018 v 2019
Basics (4+ En and Ma)	Other	68.1	62.7	-5.4
	Disadvantaged	39.0	43.1	+4.1
Other vs Disadvantaged	Difference	-27.3	-19.6	+7.7

Basics (5+ EN and Ma)	Other	41.3	38.1	-3.2
	Disadvantaged	22.0	26.5	+4.5
Other vs Disadvantaged	Difference	-19.3	-11.6	+7.7

Attainment 8		2018	2019	Difference 2018 v 2019
Average Attainment 8 Score	Other	4.3	4.32	+0.02
	Disadvantaged	3.5	3.5	0
Other vs Disadvantaged	Difference	-0.8	-0.82	-0.02

## Review of Interventions

Intervention	Rationale	Impact
Additional staffing (including maths and English teachers, Higher Level Teaching Assistant maths and English, numeracy and literacy intervention staff, Teaching Assistant support and Inclusion Manager)	Maximises outcomes for students (4+ English and Maths) and supports progression routes into post-16 pathways. Supports the development of literacy and numeracy which increases success across the curriculum.	Outcomes of the KS4 Pupil Premium Students were 51% Grade 4+ in Maths, 56.9% Grade 4+ in English. Students achieving Grade 4+ in English and Maths 43.1%
Teaching Assistant resourcing, training and support for Read, Write, Inc.	Maximises outcomes for students by supporting the development of literacy skills	100% of students made progress on their reading and spelling scores.
Pastoral staffing (including Attendance Officer, Heads of Year, Behaviour Mentors and Family Intervention Worker)	Effective use of data in school ensures the earliest possible interventions.	Attendance of Pupil Premium students was 91.94% (National Average was 91.4%) Permanent Exclusions have reduced by 50% and Fixed term exclusion figures continue to fall. (September 2019 75% reduction vs September 2018)
Alternative Provision Pathways	Ensures students with particular challenges remain in education and secure post-16 provision.	78% of alternative provision students were Pupil Premium. 17 students gained qualifications which would not have been achieved if they had not been supported via this pathway.
Use of data (staffing and software)	Effective use of data in school ensures the earliest interventions with individuals to maximise student outcomes.	All middle leaders are trained to use SISRA to enable early intervention. The accuracy of predictions vs outcomes for GCSE subjects improved by 50%.
Special Educational Needs Teacher	Ensures students with additional needs are supported in accessing the curriculum.	Student feedback reports a significant impact on self-esteem and attitude to learning, along with increase in reading (4%), comprehension (7%) and spelling (10%) scores.
Careers	Ensures students with particular challenges remain in education and secure post-16 provision.	Pupil Premium students are able to access a 1:1 careers guidance interview, enabling them to make informed post-16 choices.
Counselling Services	Support the mental health and wellbeing of students.	75% of students seen by the counsellor were Pupil Premium. 90% of students accessing the service reported as being less stressed, happier and more confident following the intervention
Uniform, shoes and equipment	Supports students with their	Students receiving the uniform grant

	readiness for school and boosting self-esteem.	less worried about coming to school. Less negative behaviour logs for uniform.
Enrichment/support for visits (including funding the Brilliant Club)	Raising aspirations for all, celebrating successes and broadening student experiences.	Students enabled to have experiences that they could not otherwise afford, including taking part in the Brilliant Club.
General Resources (including revision guides and classroom support materials)	Ensuring all students have equal access to the curriculum by having the correct resources.	Revision guides and other resources provided for students. Grade 4+ in Maths, 56.9% Grade 4+ in English. Students achieving Grade 4+ in English and Maths 43.1%.
Rewards	Raising aspirations for all students and celebrating their successes.	16% increase in number of positive points awarded to students. Additional rewards funded in specific subject areas for Pupil Premium students.
Breakfast Club	Ensures all children start the day with a good breakfast, promoting punctuality and good attendance and ensuring students are ready to learn.	Regular group of students now starting their day punctually and with a good breakfast.
Primary Transition	Ensures a positive start to High School for students, building confidence and resilience.	Students more confident with their peers and have built relationships with key staff.

### Priorities to adopt in 2019-2020

- The Assistant Headteacher with responsibility for the progress of Pupil Premium students will identify those that are a high priority after each quality assurance cycle. The progress information will be shared with the Pupil Premium Progress Leads and the relevant Heads of Subject.
- We will ensure that the parents of Pupil Premium students are prioritised regarding parents' evening communications and non-attendance is followed up with personal progress conversations regarding their child.
- Parents of Pupil Premium students will be provided with strategies to support their child at home.
- All Pupil Premium students will be prioritised with regards to receiving careers interviews and post-16 applications to raise their aspirations and clarify future pathways.
- We will ensure quality first teaching and learning in all subjects for our most vulnerable Pupil Premium students.
- We will promote and track attendance at Period 6 for Pupil Premium students in the core subjects of English and mathematics as well as science.
- The progress of Pupil Premium students will be a standing agenda item in all Senior Leader Team meetings as well as their link meetings with Heads of Subject.
- We will strive to remove barriers to learning and provide the necessary resources where appropriate (IT, Revision Guides and Internet Access).
- We will support positive mental health and resilience in our most vulnerable students and refer them to agencies if necessary.
- We will maintain a priority focus on Pupil Premium students as part of our quality assurance processes (e.g. learning walks, student voice, book looks and work scrutiny).
- The Assistant Headteacher with responsibility for the progress of Pupil Premium students will prioritise the monitoring of tracking data and projected grades in subjects where underachievement occurred in 2019.

Next review date: September 2020.