



## **Targeting pupil premium recipients**

Pupil premium grants are given to us for all students who have been eligible for free school meals, or who have parents in the forces. We have also received grants for pupil premium plus, for students that have been or are currently in care, or have been adopted from care.

## **Where is this information?**

Information about how much pupil premium funding we get, and what we use it for is on our website. A summary of impact data is also on our website.

## **How do we decide what to use this funding on?**

The aim of the pupil premium grants is to raise the social or academic attainment of vulnerable students, and reduce the 'gap' between them and their peers.

We use research and data from a variety of sources to ensure that the interventions that we use are cost effective, and valuable to the progress of the student. Sources of impact data for interventions are: Education Endowment Fund; Sutton Trust; Department for Education website; OFSTED research reports; NASEN; Inclusion Development Programme; and Autism Education Trust. We also use information received from our feeder schools, to ensure that there is continuity of interventions from year 6 to year 7.

For new interventions or resources, we run a pilot for one year, and closely monitor the impact. We have found that some interventions may be successful for one year group, but be less effective with another year group. For this reason we need to remain flexible in our approach to allocating pupil premium funding.

## **How do we know if pupil premium grants have been effective?**

Our senior leadership team analyse assessment data termly. Comparisons are made between students with pupil premium and the rest of the school. Subject leaders ensure support is put in place, in the classroom, to reduce the gaps, if any are shown by the data. The SENCo will ensure that students in need of

literacy or numeracy interventions are offered support, through liaison with the head of English and Mathematics.

For all interventions, impact reports are produced termly. If an intervention, or resource, is deemed to be ineffective for that student then it will be terminated, and another method of support offered in consultation with relevant staff.

If the gap, compared to their peers, has decreased sufficiently then the intervention will be ended. It can be reinstated at the request of the tutor or subject teacher, or due to analysis of assessment data.

### **Are students involved in how funding is spent?**

Students discuss the offer of resources with their tutor, parents and other relevant persons. If the student feels that this resource will not be used, for example homework books, then we will work with tutor and parents to find an alternative resource.

Students work closely with trained support staff, during interventions, and their opinions on the effectiveness of the intervention is valued. If a student doesn't wish to take part, due to clashes with their favourite lesson, then we will try to find alternative times. If a student doesn't wish to try this intervention due to anxiety, then we will try to work through this with trusted staff or parental advice.