

# Pupil Premium Policy

Redruth School guarantees to use the funding from the Pupil Premium Grant (PPG) to support all vulnerable young people to achieve their full potential.

We offer an extensive package of universal support through our Year Teams and the Skills Development Centre as well as targeted support where needed to remove barriers to learning.

## Pupil Premium 2013-14

### Overview of the school

**In 2013 – 2014 Redruth School received £210,900 to support Pupil Premium students.**

Free School Meals Ever 6 224 @ 900 £201,600

Looked After Children 5 @ 900 £ 4,500

Service Children 16 @ 300 £ 4,800

### Objectives when spending the Pupil Premium Grant

To narrow the disadvantage gap by addressing inequality and raising the attainment of children from low income families.

To improve the provision and opportunities for PPG students in every lesson as part of an Inclusive School where every child can and will succeed.

To provide extensive pastoral, social and emotional support for students who experience barriers to their learning.

To provide support required to improve attendance.

DIS-ADVANTAGED 2013-14												
	ALL		year 7		year 8		year 9		year 10		year 11	
FSM	Total	132	Total	25	Total	23	Total	33	Total	24	Total	27
	Male	78	Male	12	Male	17	Male	24	Male	13	Male	12
	Female	54	Female	13	Female	6	Female	9	Female	11	Female	15
FSM Pr6	Total	120	Total	24	Total	20	Total	33	Total	19	Total	24
	Male	53	Male	12	Male	8	Male	18	Male	9	Male	6
	Female	67	Female	12	Female	12	Female	15	Female	10	Female	18
SER C	Total	7	Total		Total	1	Total		Total	3	Total	3
	Male	3	Male		Male		Male		Male	1	Male	2
	Female	4	Female		Female	1	Female		Female	2	Female	1
CIC	Total	9	Total	1	Total	1	Total	2	Total	2	Total	3
	Male	4	Male	1	Male	1	Male		Male	1	Male	1
	Female	5	Female		Female		Female	2	Female	1	Female	2
TOTAL		268		50		45		68		48		57

Disadvantaged students November 2013 - 14

Table showing Pupil Premium Grant spending for 2013-2014 and the impact of the spend

Area of Spend	Cost	Description of intervention <i>*where identified by Sutton Trust/Hattie</i>	Intended outcomes	How impact is measured	Impact of the intervention
<b>Teaching staff – Additional English/Maths Posts</b>	£30,235	<p>The number of English and Maths lessons for Year 7 and 8 have been increased to improve literacy and numeracy skills.</p> <p><i>*reducing class sizes +3 months impact</i></p>	To secure greater levels of progress in English and Maths	Greater rates of progress in English and Maths. Improved grades achieved. Progress of PP students should increase.	<p><b>Year 7</b> Based on AP3 results, by year 11 we predict the following for PP students</p> <p><b>English</b> 98% 3+ levels of progress 81% 4+ levels of progress 30% 5+ levels of progress 13% 6+ levels of progress</p> <p><b>Maths</b> 100% 3+ levels of progress 89% 4+ levels of progress 57% 5+ levels of progress 15% 6+ levels of progress</p> <p><b>Year 8</b></p> <p><b>English</b> 98% 3+ levels of progress 91% 4+ levels of progress 51% 5+ levels of progress 26% 6+ levels of progress 7% 7+ levels of progress</p> <p><b>Maths</b> 95% 3+ levels of progress 91% 4+ levels of progress 74% 5+ levels of progress 40% 6+ levels of progress</p>

					19% 7+ levels of progress
<b>Literacy and Numeracy HLTAs</b>	£76,161	<p>2 Literacy HLTAs deliver small group/ 1-1 interventions in reading, spelling, handwriting, keyboard skills, comprehension, paired reading and speech and language.</p> <p>2 Numeracy HLTAs support in Maths lessons but also deliver small group/ 1-1 intervention.</p> <p><i>*small group tuition +4months impact</i>  <i>*parental involvement(paired reading) +3months impact</i>  <i>*oral language interventions +5months impact</i>  <i>1-1tuition +5 months impact</i></p>	To improve basic literacy and numeracy skills for students	Greater rates of progress in English and Maths. Improved grades achieved Both achievement and progress of PP students should increase.	<p>Literacy interventions – reading, writing, spelling.</p> <p>Year 7: 75% of PP students made progress</p> <p>Year 8: 100% of PP students made progress</p> <p>Year 9: 67% of PP students made progress</p> <p>Comprehension:</p> <p>Year 10: 100% of PP students made progress</p> <p>Year 7 -9: 80% of PP students made progress</p> <p>Numeracy As box above.</p>
<b>Effective Learning Centre (ELC)</b>	£37,220	<p>The Effective Learning Centre (ELC) provides behaviour support and intervention for some of our most vulnerable/ difficult students. Those students based in the ELC benefit from small group support to remove barriers and allow students to more successfully access their learning. High proportion of PP students.</p> <p><i>*Behaviour interventions +4 months impact</i></p>	To improve individual students behaviour and support successful reintegration back into mainstream lessons during a 12 week process.	Behaviour points, detentions and isolations are measured before and after ELC intervention.	<p>Term 1: Behaviour points-31% decrease Detentions/ Isolation 23% decrease</p> <p>Term 2: Behaviour points – 78% decrease Detentions/ isolation - 70% decrease</p> <p>Term 3: Behaviour points – 65% decrease Detentions/ isolation - 25%</p>

					<p>decrease</p> <p>Across School behaviour Fixed Term Exclusions PP : 62% Non -PP : 38%</p> <p>Permanent Exclusions PP: 33% Non –PP: 67%</p> <p>TA from the ELC was moved to support Pupil Premium students in the English faculty in January 2014</p>
<b>Heads of House Progress (4 TLRs)</b>	£20,721	Pastoral system changed from a Year Group to a House system. Heads of House appointed to monitor the progress of their students across the school.	Improve student progress across the school and identify students requiring early intervention	Improved grades achieved. Both achievement and progress of PP students should increase	<p>Heads of House monitored progress of students. This impacted on PP GCSE 2014 results in particular:</p> <p>Gaps between PP and Non PP students: Maths – 3% English – 11%</p> <p>Maths results for PP students were 11% above last year’s National Average</p> <p>English results for PP students were 12% above last year’s national average.</p>
<b>Education Off Site</b>	£14,400	Pupil Premium funding was used to fund placements at Cornwall College,	To allow students with behaviour	Students remain in the education system.	Students are either on Post 16 provision, have returned to

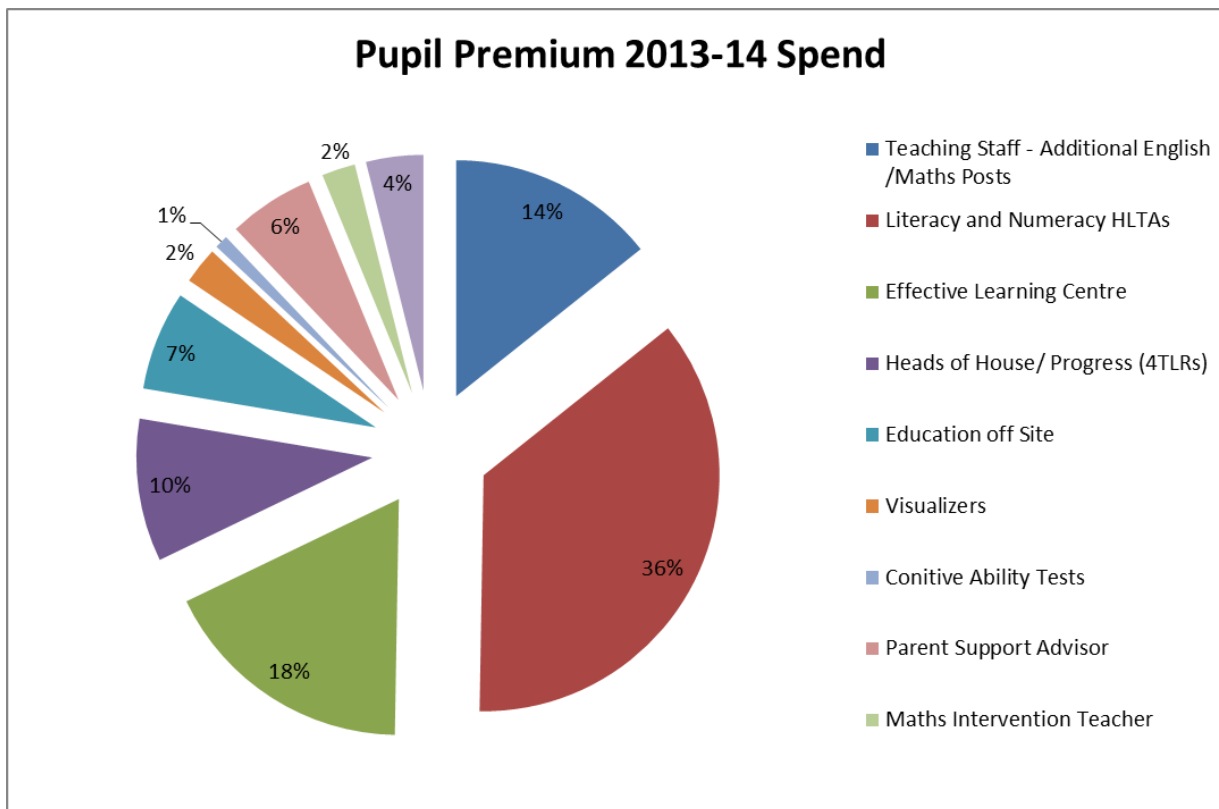
		Pupil Referral Unit and CHES, and anything additional these students required to remove barriers to learning. <i>*Behaviour interventions +4 months impact</i>	difficulties to remain in education and prevent them becoming NEET.		school from the PRU if appropriate or have been allocated another school through Fair Access.
<b>Homework Club</b>	Delivered by literacy HLTAs (£116.99 weekly)	3-4 after school Monday to Thursday <i>*homework +5months impact</i>	Allow students who struggle with homework to receive support. Students who do not have computer, internet access and printing facilities at home can access these in the LRC. No cost to students.	Pupil Premium students attending homework club. Transport provided if required.	On average 15 students attended each evening.
<b>Visualizers</b>	£5,317.15	To improve the quality of feedback teachers give to students. <i>*feedback +8months impact</i>	To improve the quality of feedback across the school.	Lesson observations Drop ins Audit	PP Marking audit – “Marking on the whole was very good... with clear feedback informing children of their next steps in their learning.”
<b>Cognitive Ability Tests (CAT)</b>	£1,941	Year 7 students’ cognitive ability tested. <i>*small group tuition +4months impact</i> <i>*parental involvement(paired reading) +3months impact</i> <i>*oral language interventions +5months impact</i>	Results used to inform intervention	Students making maximum progress.	See results of literacy and numeracy interventions above
<b>Parent Support Advisor (PSA)</b>	£12,497	Employed to work with families where students are vulnerable to becoming NEET, have a disability, difficulty or are vulnerable to underachievement and to remove any barriers to learning.	To support families with their needs and remove any barriers to learning.	Before and after questionnaires. School data.	78.18% positive outcomes 7.21% cases moved to Social Care or Family Support Workers 1.82% negative outcomes

		<i>*parental involvement +3months impact</i>			12.73% moved schools																					
<b>Maths intervention teacher</b>	£4.851	Maths teacher employed to work with small groups in Year 11 – intervention <i>*small group tuition +4months impact</i>	To boost PP students' progress	GCSE Maths results	Gap between PP and non PP students narrowed to 4%																					
<b>General</b>	£8,300	Financial support for Pupil Premium students: Uniform, trips, revision books, equipment, prom, music lessons, cooking ingredients, Boot up for Children in Care and transport after school.  <i>*social and emotional learning +4months impact</i>	Financial support is given to those who request it to remove any barriers to learning.	Students making maximum progress. Attendance data	Attendance data for 2013/14 <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Not PP</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>94.5</td> <td>95.7</td> </tr> <tr> <td>Year 8</td> <td>94.5</td> <td>95.1</td> </tr> <tr> <td>Year 9</td> <td>95.3</td> <td>93.7</td> </tr> <tr> <td>Year 10</td> <td>93.7</td> <td>94.7</td> </tr> <tr> <td>Year 11</td> <td>97.8</td> <td>95.8</td> </tr> <tr> <td>Whole School</td> <td>94.1</td> <td>94.03</td> </tr> </tbody> </table>		PP	Not PP	Year 7	94.5	95.7	Year 8	94.5	95.1	Year 9	95.3	93.7	Year 10	93.7	94.7	Year 11	97.8	95.8	Whole School	94.1	94.03
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In addition there are a number of other provisions funded by the school or SEN budget which our disadvantaged students benefit from including:

- TA Support
- 2 Learning Mentors operate from the Oasis. This is a room available to students throughout the school day who may face barriers to learning. They work with students carrying Timeout cards including students with Asperger's and Autistic Spectrum Disorder. They are trained to work with students suffering bereavement. They run social and life skills groups and anger management. They support our Year 10 Pyramid Club Leaders to run Pyramid Club for selected Year 7 students. They also support students with their learning in the classroom. Students can make themselves breakfast before school in the Oasis kitchen as required.
- Dyslexia testing and access arrangements
- Use of Netbooks, iPads and computer programmes, headphones e.g. Clicker 5, Texthelp
- Accelerated Reading programme in Year 7 and 8
- Multi Agency Support.
- Curriculum courses such as Animal care, Horticulture and Hair and Beauty to improve our inclusive provision.
- The funding of non-teaching pastoral Heads of House, who were available at all times to support students and their families. They took the Lead Professional role in TAC meetings if appropriate and attended any meetings regarding students in their Houses. Their specific role was to remove any barriers to learning.

Disadvantaged families received Christmas hampers and gifts at Christmas through Locality 2.  
 Families qualifying for Free School Meals are issued with vouchers for the Food Bank during school holidays.  
 Summer School is provided for Year 7 students to support with transition



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