



Pupil Premium Policy & Strategy 2017 -18

Overarching Principles

At Crestwood School, we are dedicated to ensuring all our students are able to meet their full potential. Every child who is considered 'disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of their socio-economic background.

Pupil Premium at Crestwood School

The school receives the Pupil Premium funding each academic year from the government; the amount being determined by the number of students receiving Free School Meals within the school at any one time, the number of pupils in care or pupils with parents serving in the armed forces. The government provides this funding to ensure that these students are not disadvantaged and where possible, achieve in line with their peers nationally.

Overall Objectives:

- Our school will ensure that the Pupil Premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives.
- The Pupil Premium will be used to provide additional educational support to improve the progress and raise the achievement for these pupils.
- The school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.

Use of the Pupil Premium

The Pupil Premium will be used at Crestwood to pay for staff and a range of activities within the school that provide direct support and provision for students who are defined above. Examples may include:

- Funding the cost of free school meals.
- Dedicated staff providing withdrawal or in-class sessions to support student learning.
- Dedicated staff providing homework clubs after school.
- Resources, when necessary to support learning, including hardware and software.
- Staffing to provide social and emotional support for disadvantaged pupils.
- Resources for revision and immersion sessions directly linked to final examinations.

Use of the Pupil Premium funding will be published annually.

How we will ensure effective use of the Pupil Premium

- The Pupil Premium will be clearly identifiable within the budget.
- The Head teacher in consultation with the governors and staff will decide how the Pupil Premium is spent for the benefit of the entitled pupils. Funding will be allocated following a needs analysis that will identify priority groups or individuals.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged or underachieving. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of pupils the school has legitimately identified as being socially disadvantaged.
- The school will assess what additional provision should be made for the individual pupils.

The impact of the Pupil Premium

- Crestwood will self-evaluate and review processes to provide evidence that students have benefited from the Pupil Premium. The intention is that pupils who receive pupil premium will achieve extremely well in the school, and attain at or above the average for their peers nationally.
- Value Added indicators that outline the progress of such students will be monitored and the school should be able to clearly demonstrate the impact pupil premium has had on the pupil's progress.

We value the opportunity to enhance the learning opportunities of all of our pupils at Crestwood School and pupil premium will allow us to put systems in place, for those considered to be disadvantaged. Heads of Year will continue to work closely with these pupils and try to ensure, with the Head Teacher and Assistant Head Teacher that the best use is made of pupil premium funding.

We will evaluate the use of the funds on an annual basis and take steps to gear any changes towards the best value for money for the pupils concerned.

2016-2017 Spending

During the 2016-17 academic year the pupil spending was as follows: books (£1219.65), ICT equipment (£906), expenses for PP students (£29,524), external education (£5,394), breakfasts (1343.82), trips (2,715.05), uniform (£128.72), teacher equipment (£392.69), uniform (£128.72), teaching equipment (£392.69), subscription (£229.49) and staffing (£98,396.71). £2,186.43 was also spent on LAC children.

2017-2018 Strategy

This year we will continue to ensure that we support pupil premium students with the academic, pastoral support to allow our disadvantaged students pupils to reach their potential. The school has 303 pupil premium students which equates to £283,305.00 of funding. In addition to this we have to access to additional funding to support 6 Looked After Children.

We have made a significant investment to reduce the number of fixed term exclusions as 71% of these exclusions were pupil premium students. The Think Differently Centre (TDC) is a specialist facility at Crestwood School to support students with any additional social, emotional or behaviour needs. It is an integral part of the school with staff and students working alongside and with all other professionals at the school.

The aim of the centre is to encourage all students, especially those demonstrating additional needs, to learn as students and develop as people. We aim to *'Think Differently and Achieve More'*. Students are supported either full time or on a part time basis within the centre by a team of dedicated staff.

Full time placement

A student may be referred to the centre full time if they are demonstrating significant additional needs across the school. This may be referrals from more than two subject areas or social issues demonstrated in times outside of lessons. The referral will be made by the Head of Year, supported by Heads of Department, and endorsed by a member of the senior team who will authorise that the threshold has been reached and the placement sanctioned. Placements will be for a minimum of one week, up to a maximum of half a term. Parents will be required to attend an induction meeting.

A student on a full time placement will follow a different timetable to other students, with a separate break and lunch entitlement. Progress within the centre will be monitored informally every day and via a formal review every two weeks. The aim of a full time placement is to support the students to address their needs, modify their behaviour or effort, and to reintegrate back into the main school.

Students in the centre will follow the normal school curriculum alongside additional programmes to support them in their learning and development.

Part time placement

A student may be referred to the centre on a part time basis for support in an individual subject. This referral will be made by a Head of Department or Head of Year and will be endorsed by a member of the senior team. Placements will usually be for a minimum of two weeks – no more than six. Parents will be invited to an induction meeting to meet staff from the centre.

A student on a part time placement will follow the normal school timetable but spend the lessons from which they are referred in the centre. Progress will be constantly monitored when in the centre and via a formal review every two weeks. The aim of a part time placement is to support the students to address their needs, modify their behaviour or effort and to reintegrate back into the main school.

Students in the centre will aim to complete the same work in the centre that they would in mainstream lessons.

Attendance

Attendance is vitally important if students are to fulfil their full potential. Much of the work children miss when they are off school is never made up, leaving these students at a considerable disadvantage for the remainder of their school career. There is a clear evidence of a link between poor attendance at school and low levels of achievement. Our aim in the centre is to ensure any time in school is used to a maximum and we will endeavour to ensure all curriculum work is completed as if in normal curriculum lessons.

The centre operates a different timetable for students on a full time placement and this will be explained at the induction meeting. Lateness will be monitored and persistent lateness will be deemed as failure to follow the rules of the centre and dealt with as if in normal school.

Teaching and Learning

Funding will also be allocated to the pupil premium lead to attend the National College for Leadership of Schools and Children Services course: 'Leadership of teaching and learning: closing the gap'. The strategies from the course will be fed back to the whole staff and will also include a whole school project that will aim to improve and develop the school's expertise in this area.

We will also continue to provide additional intervention sessions from specialist staff in Maths and English where pupil premium students who are underachieving will be taught in small groups. These sessions are in addition to their English and Maths lessons.

Staff and Parental Requests

A pink slip system is run in school where staff can apply for additional funding from pupil premium students. Parents can also contact the school and ask for assistance. Each case will be listened to and assessed on its own merit.

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