



### The Pupil Premium Plan

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

### Local context and barriers at St Anne's

St Anne's High School serves a very polarised area. Our catchment covers a wide spectrum of deprivation, over two Local Authorities. We serve some of the most deprived areas (when compared against national data) and some of the most affluent areas in the Stockport area. With this in mind we analyse, in detail, our Pupil Premium cohort in an attempt to identify common barriers and any local issues. The polarised nature of our cohort means that we cannot assume anything and are not always dealing with obvious or common local barriers. Therefore, 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 brightest and most talented students form part of our Pupil Premium cohort. Our staffing is a key area of our intervention strategy. Identified link staff in each department are tasked with identifying barriers and reviewing progress through our data check points, then organising and evaluating interventions in their curriculum area.

At the same time, historically, we experience four broad barriers at St Anne's:

- Family history of reduced engagement with school life such as attendance at parent's evenings
- No family history of tertiary education and with this a lack of aspiration towards attending leading universities
- Travel time between the home and school; ability to engage with extra-curricular activities and key stage 4 exam preparation
- Significantly low family income resulting in non-engagement with educational visits and sudden reduced ability to purchase school equipment

All of our strategies are underpinned by these four areas.

To ensure our use of the Pupil Premium is appropriate and in the best interests of our students, we will be carrying out considerable research into the location of the homes of our cohort. This is essential given the polarised nature of our intake and our catchment area, over at least two Local Authorities. By using freely available software to map the geography of our Pupil Premium cohort we will carry out a full analysis of progress and attainment on exit. We will identify any patterns within our Pupil Premium cohort and endeavour to make links between these links and attainment.

For the 2019-2020 academic year St Anne's High School are estimating the following Pupil Premium funding:  
Number of students eligible (as of September 2019)

	Number of students eligible
Year 7	49
Year 8	57
Year 9	51
Year 10	41
Year 11	50
	Total £210, 375

### Pupil Premium Plus

The 2018-19 conditions of grant for the Pupil Premium state that:

*'The CLA 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**.

At St Anne's that we deal with Stockport and Manchester Local Authorities in addition to several others concerning our *Children who are looked after (CLA)*. Different authorities adopt differing policy and procedures for accounting for this spend. In addition to this, in some cases we will not receive the full amount. Therefore, although all CLA 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. Targeted actions, including interventions will be decided during the completion of the PEP and will be based on the individual needs of each CLA. The Pupil Premium Plus money is 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 children who are looked, 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 attachment or developmental trauma.
- This may manifest as anxiety, self-regulation and support during unstructured times of the school day.

The impact of this spend will be evidenced in each PEP (throughout 2019/20).

We intend to use the same evidence, detailed in the following pages, when working with relevant authorities to decide on each PEP.

### Deciding on our 2019-20 Budgeted Pupil Premium Spend

There is a growing body of evidence both within our own school community and the wider education world on the use of the Pupil Premium. Therefore, for 2019-20, we have reviewed and revised the ways in which we are planning, budgeting, evaluating and then measuring the **impact** of our allocation.

Firstly, for instance we continue to access the growing body of evidence provided by the EEF:

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

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)
- *'Evaluation of Pupil Premium Research Report', Department for Education, (July 2013).*
- *'A guide to Effective Pupil Premium Reviews by the Teaching School Council.'* (2018)

Referring to this documentation and guidance has enabled us to formulate a set of principles that underpin our use of the Pupil Premium at St Anne's:

- 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 to 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 PP funding is being spent
- We will ensure that teachers know which pupils are eligible for Pupil Premium
- We will have a named governor who will oversee and challenge our use of the Pupil Premium

### Core Targets for 2019 – 20

At the heart of everything we do is quality first teaching and learning. Therefore, a significant amount of our budget is aimed at 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 St Anne's, as demonstrated through our *'headline'* figures. We aim to identify skills gaps and address them as early as possible. Therefore, during the 2019 – 20 academic year we will increase, even more, our provision and interventions (when needed) at Key Stage 3.

However, following a review of our 2018-19 plan, we have also identified the following additional targets (local issues) for 2019-20.

When comparing our Pupil Premium and Non-Pupil Premium cohort there will be:

- A continuation in narrowing the gap in Attainment 8 measures
- Ensure that there is no difference in the engagement of PP and non-PP students in lunchtime and after-school activities
- Ensure that no child is prevented from accessing opportunities due to their financial background

### 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 difference in attainment is the careful and thorough monitoring and tracking of individual pupils. At St Anne's High School 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 **'progress checks'** which in turn allows middle and senior leaders to make informed choices.

We have a relentless drive to continually improve and enhance the quality of our teaching and learning.

At a strategic level our Pupil Premium spending and impact are monitored and challenged by our Governing Body.

**Detailed Proposed spend**

Desired outcome	strategy	Reason for intervention	explanation
All PP students meet or exceed targets as a result of quality first teaching.	Focus on Feedback as part of quality first teaching and learning	Best Practice	Relentless push for quality first teaching and learning. Ensure that CPD and SDP focuses on quality first teaching and learning. Development of ARC and further CPD to focus on the quality of feedback as part of quality teaching across the school.
All staff are fully aware and equipped to meet the emerging needs of PP students. Emerging differences are identified quickly	Pupil Premium Lead on Leadership Team (KKE)	Best Practice	Champion the cause of PP students, challenge the strategic direction of the school (with PP in mind), track progress and act fast to close any emerging differences. Link with the governing body concerning the spending of the Pupil Premium. Ensure that every child is known by every member of staff so teaching is tailored to engage students and accelerate progress. All staff have a "Golden Rules" strategies card to use in the classroom
All staff are focused in their approach to ensuring the best outcomes for PP students	All staff have a performance management target directly relating to the progress of PP students	Best practice	The profile of PP students is high across the school. All staff are aware of and actively working towards ensuring PP students achieve their potential and make accelerated progress. This is dovetailed with longer term individual / departmental targets.

There is no difference between the attendance of PP students and other students.	Attendance Officer tracks FSM attendance. Review and purchase of new rewards	Best Practice and Local Barrier	Track and act fast to close any emerging differences in the attendance of PP students when compared with non-PP students. Set high expectations. Increase parental contact - Pastoral Managers will make initial contact. Review of data tracked and actions put in place. Specific intensive intervention where attendance takes a 3% hit or is below 94%. (RSI / GBA)
There will be no difference in participation rates of PP students when compared to other students.	PP link in each department will focus on progress and attainment.	Best Practice and Local Barrier	Ensure that every PP student is known and that their progress is tracked. Tackle any emerging needs. Target & increase the number of PP students who participate in extra-curricular activities. Set a model of high expectation
Destination outcomes of PP students will be aspirational. There will be a broad range of destinations that challenges stereotypes.	Careers Lead (MDE) & Careers Officer prioritise PP students	Best Practice	Increase the aspirations of all students through a variety of speakers / trips / cultural experiences. Increase exposure to people from different careers and routes. Ensure that PP students are prioritised for independent careers advice.
Destination outcomes for PP students will be aspirational. There will	Destination will be tracked by	Best practice	PP students will be identified and targeted by staff running aspirational trips / clubs. In Key Stage 4

be a broad range of destinations that challenge stereotypes. Aspiration will not be limited by financial background.	department / Lead for PP		
National trends around the take up of STEM subjects, specifically by girls, will be reversed.	Science GCSE options.	Best Practice and Local Barrier	We have identified a local issue with the uptake of Science at Key Stage 4. Therefore, we have planned a series of interventions to raise aspirations and awareness of this route. The Science Department participate in the STEM project to encourage gender balance in the uptake of Science at GCSE.
No child will be disadvantaged because of their background.	Personal Equipment.	Best practice	<ul style="list-style-type: none"> <li>● Specialist IT equipment.</li> <li>● Personal Text Books and revision materials.</li> <li>● Calculators.</li> <li>● PE equipment</li> <li>● Food Technology equipment and ingredients.</li> </ul>
The differences in progress and attainment that already exist on entry will be eradicated as soon as possible.	Differences identified & addressed at transition	Best practice	Focus on core subjects in Year 7 and 8 to address differences in performance. Allows for one-to-one tuition based around physical activity. Small group tuition from Maths and English specialists when needed.
No child will be disadvantaged because of their background.	Study Visits.	Best Practice and Local Barrier	No child will be disadvantaged because of their background. Targeted visits to Universities - Greater Manchester Higher - Targeted Learners Programme supporting both learners and their carers.
No child will be disadvantaged	Breakfast Club vouchers	Best Practice and Local Barrier	In the build up to exams students will be able to access a breakfast club where specialist staff are on hand to give support.

because of their background.			
All PP students will be fully equipped to achieve the basic qualifications of English and Maths.	Designated PP link in each department tracks progress of the cohort at each assessment point	Best practice	Each department will have a designated PP link who analyses assessment data and organises and evaluates intervention strategies to ensure the gap between PP and non-PP narrows, including specialist tuition when and where needed. PP students will be targeted when revision sessions are planned & build the reinforce habits of practice and perseverance. Provision both before and after school (with access to IT and teacher support) is available in the LRC.