

SET Ixworth Pupil Premium Premium Strategy 2020-2023

What is the Pupil Premium Grant?

The pupil premium grant is additional funding for publicly funded schools in England. It's a school-level grant that gives schools extra resources to help them meet challenges, including those arising from deprivation. In the 2021 to 2022 financial year, schools will receive £955 for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years.

In the 2021-2022 academic year, the school will receive the following Pupil Premium grant:

Type of premium	Amount (£) per student	Number of eligible students	Total (£)
Children Looked after (LAC)	2,345	-	-
Children previously Looked after (Post-LAC)	2,345	-	-
Ever 6 Free School Meals	955	117	93,225
Ever 6 Service Child			
Service Premium			

What barriers do pupils eligible for the Pupil Premium Grant face?

The barriers and challenges disadvantaged students face are complex and varied - there is no single difficulty faced by all. Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference.

We have identified several barriers which we believe are particularly relevant to our disadvantaged children in our context:

- Academic achievement gap between disadvantaged and other students upon entry;
- Lower levels of literacy (including vocabulary deficit) and numeracy;
- Poorer attendance;
- Lower levels of parental engagement and support;
- Aspirations for higher education;
- Fewer opportunities for disadvantaged pupils to extend learning at home and secure completion of homework;
- Fewer opportunities for enrichment and therefore less access to cultural and social experiences which would enhance their skills, knowledge and understanding (Cultural capital);
- Limited access to ICT (devices and Wi-Fi) during 'lockdown'.

Vision

'We believe in each and every young person'.

Seckford Education Trust is committed to ensuring each and every student eligible for the pupil premium benefits via this additional funding and is in no way disadvantaged when compared to their peers.

We aim to:

- Draw on research evidence and evidence from our own experience to direct funding to an offer that is most likely to maximise achievement;
- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels;
- Minimise potential barriers to learning and thereby maximise progress and achievement;
- Advantage the most disadvantaged students through whole school and sometimes more targeted offer;
- Ensure all students eligible for the pupil premium make outstanding academic progress and achieve beyond expectation;
- Ensure there is transparency, through our reporting mechanisms, to demonstrate how and why this funding has been spent;
- Ensure we recognise that not all students who are socially disadvantaged are registered or qualify for free school meals and reserve the right to allocate the pupil premium funding to support any pupil or groups of students the school has legitimately identified as being socially disadvantaged;
- Ensure parents and carers of disadvantaged children understand they can make a positive contribution to their children's achievement across the SET schools by working alongside their school in harmony and recognising that parent and carer involvement makes a difference.

Strategy for 2020-23

This is to:

- Improve the academic outcomes of disadvantaged students of all abilities as measured by Progress 8 (national vs non-disadvantaged) and positive progress scores for each and every disadvantaged student;
- Close the attainment and progress gap between disadvantaged students and their peers as measured by Attainment 8 (national vs non-disadvantaged) and final outcomes vs targets set in line with 'Fischer Family Trust 5';
- Identify and implement strategies that help to increase social mobility (0 NEET; Post 16 retention rates; access to Higher Education);
- Enhance students' cultural literacy and wider enrichment opportunities (evidence base to include: PEP booklets and stakeholder surveys; attendance rates).

Whilst support for students will be personalised, there are three broad areas that will underpin our work and deployment of the pupil premium. These being:

1: Professional Development

- External advisors supporting with curriculum design, including scope and sequencing and tier-3 vocabulary;
- Coaching for individual teachers via Lead Practitioners and the Trust Coach;
- Post Lockdown training for all colleagues with a particular focus on pastoral care (anxiety; school refusers).

2. Targeted academic support

- Year 11 intervention and 1:1 support;
- Intensive literacy support using Lexia;
- 1:1 support, including learning mentor, Pastoral Support Assistant mentoring, key worker support;
- Homework and study support;
- Year 11 revision guides;

3. Wider whole school 'wrap around' support

- Extended School day and enrichment;
- Christmas Enrichment events and Summer Enrichment Week;
- Breakfast Club;
- Independent Careers Advice and Guidance;
- Trust Hardship Fund;
- Mentoring via Form Tutor/Pastoral Support Officer/CISS;
- Link Trustees specifically for PP;
- Brilliant Club;
- Chromebooks for individual students;
- Some students are also supported through the counselling service to help them work through issues which impact on their readiness to learn.

Measuring the impact of Pupil Premium

The impact of the pupil premium will be measured in several ways. In addition to individual 'case studies' tracked over time:

- Achievement and outcomes at the end of KS4, including gaps between PP and Non-PP students;
- Achievement and measuring of gaps between PP and Non-PP students in KS3 from the end of year exams;
- Regular monitoring of student progress;
- Monitoring of attendance;
- Uptake and variety of enrichment opportunities;
- Level of engagement and parental feedback from Progress Evenings;
- Evaluation of the impact of professional learning;
- Levels of access to the Trust Hardship Fund.