

## PUPIL PREMIUM REPORT 2014-15

### What is Pupil Premium?

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 (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

From April 2014, schools in England can receive the Pupil Premium for children adopted from care, or who left care under a Special Guardianship Order on or after 30 December 2005. Schools can also claim the Pupil Premium for children who left care under a Residence Order on or after 14 October 1991.

### Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to help children who receive or have received free school meals over the last 6 years ('Ever 6 FSM'), to make the same progress as other students.

### Who decides on how the money is spent?

In most cases the Pupil Premium is paid direct to schools. The Government has allocated funding into school budgets for every student who receives free school meals and for those who are adopted in England. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

### How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decision they make through:

- the performance tables which show the performance of less advantaged pupils compared with other students.
- the new Ofsted inspection rules, under which inspectors will focus on the performance of 'Ever 6 FSM' students

### Shelley College Aim for Pupil Premium Spending:

Our aim is to enable students from less advantaged backgrounds to achieve as well as all other students, by benefiting from:

- a broad and rich curriculum that develops personal and social skills, confidence in learning, and employability skills
- Learning and teaching that effectively promotes motivation, high aspiration and accelerated learning for all,
- integration and supported involvement in activities,
- interventions to close the gap in achievement and address barriers to learning and progress,
- and access to funding for those suffering hardship to meet costs for access to extra-curricular opportunities.

### Funding received for 2013 - 14

The college received the following funding in the period from 1 September 2013 – 31 August 2014:

Grant description	Amount £
General grant from Education Funding Agency (EFA) based on Jan school census pupil numbers for Ever 6 Free School Meal children, Service children and Ever 3 Service children	£116,744
Looked After Children grant based on pupils recorded on March data return for children aged up to 15 at 31 August – grant distributed to the school by the relevant Local Authority	£2,939
Surplus B/Fwd from 2012-13	£45,581
<b>Total Funds for Allocation</b>	<b>£165,264</b>

## Strategy for use of the Pupil Premium funding in 2013 - 14

Our strategy in 2013-14 has focussed on:

1. Investing in improving classroom practices, particularly to promote student engagement and provide effective feedback, as research has shown that an inclusive approach provides most impact in inspiring the learning of all students.
2. Developing a menu of interventions for identified groups of students to address barriers to learning and progress:
  - a. Year 9 targeted literacy interventions - Year 9 pupils with lower levels of literacy as evidenced through NFER scores, KS2 data, reading, spelling and comprehension ages. Pupils with lower literacy will find it increasingly difficult to access the curriculum. A small group development programme was used to reach such students during this year.
  - b. Work place learning – we have recognised that many students benefit from a curriculum that mixes academic with other ‘hands on’ courses which increase their employability skills, confidence and understanding of the world of work. Several students have benefitted from work placements as part of their curriculum.
3. Hardship Fund - helps students in disadvantaged circumstances have access to the school enrichment opportunities offered. This is prioritised to focus on:
  - a. school uniform and transportation
  - b. field trips/ theatre visits in line with curriculum need.
  - c. resources for curriculum
  - d. residential visits
4. English catch-up programme – we have created a programme that runs in six week blocks to students in the improvement of their literacy skills and thus progress in English. The groups range from one to three students per session, to provide intensive support.
4. Mathematics catch-up programme – we have created a programme that runs in six week blocks to students in the improvement of their numeracy skills and thus progress in Mathematics. The groups range from one to three students per session, to provide intensive support.
5. Revision / catch up sessions – this is to provide intensive structured learning support for students during the holiday periods in preparation for the external examinations.
6. Equipment to nurture independent learning – this is to support students learning beyond the core school day, such that they are supported in their development of independent learning skills.