

PUPIL PREMIUM POLICY

1.0 Aims

At Elizabeth Garrett Anderson school we challenge and support every individual to achieve without limits whatever their background, starting point and aspirations. We use pupil premium funding to make this a reality by:

- Removing barriers to learning for individuals and groups of students
- Building the capacity and resilience in students to enable them to build their own futures

2.0 Definition

Pupil premium is additional funds paid into school for each student who is receiving free school meals or has received free school meals at any time in the last 6 years.

3.0 Allocation of funds

Whilst the additional support for students is welcomed it is allocated to schools using a crude measure of disadvantage. In areas such as this the levels of community deprivation are high and many students live with multiple and complex difficulties. This makes the challenges faced by individual students significant with the combination of barriers to success as varied as the individual. As with all measures of disadvantage there are students who whilst they do not meet the threshold for pupil premium experience daily the challenges faced by others. We allocate support across the school by need. This ensures we have the highest of expectations of all and students themselves are enabled have the highest of aspirations for themselves and so access progression routes at all levels. Their experiences at EGA enable students to compete with any student from any background.

4.0 Identification of students

The identification of students starts with those who are in receipt of free school meals. It continues with detailed analysis of baseline data including all the formal and informal information we gather about students. This analysis identifies what support is needed to enhance learning and overcome any barriers faced by individuals. Need is identified through subject teams and year teams and is ongoing.

5.0 Support available

Support available includes that put in place in classes to support and individual withdrawal to support learning, wider experiences to build social capital and emotional support. This includes:

- Reduced class size which maximises teacher time with students
- One to one tuition and other additional academic classes to accelerate learning and progress

- Music tuition to enhance life experiences
- Clubs, trips and visits that widen experiences building social capital
- Effective information advice and guidance to support progression post 16
- Alternative education provision for those students where a smaller establishment and different approach will ensure students remain engaged in education through KS4 and progress to post 16 courses.
- Pastoral support network in place to help students meet and overcome challenges outside of learning that impact upon learning and their life chances.
- Additional EWS support to ensure high attendance and punctuality

All of these activities and support benefit all students and no student will be denied support or opportunities because of their pupil premium status. We are only in a position to provide such an extensive and comprehensive offer because of the additional funding we receive.

6.0 Monitoring progress

Progress is monitored in a number of ways which enables all staff to take early and effective action and intervention when progress or other concerns arise. Each group of colleagues has a different focus in the monitoring:

- Subject teachers assess progress in lessons and over time and are key in the early identification and action to maximise progress
- Subject leaders discuss the progress of current learners at bi-weekly line management meetings with in depth scrutiny of data at the regular assessment points (each half term). This enables the targeting of curriculum resources in and out of class.
- Tutors monitor attendance, punctuality and engagement of students and are key in building a positive ethos in their groups.
- Heads of Year discuss their students in weekly line management, bi-weekly pupil support panel and the extended pupil support panel meetings which take place each term for all year groups. These discussions identify needs of individuals and groups of individuals. They identify patterns in achievement across the school and liaise with Subject leaders to coordinate intervention. The emotional support is allocated and reviewed in these forums.
- Registers are kept for all clubs trips and other activities. This information is shared and steps taken to ensure all students have a wide range of opportunities and experiences.
- Senior leaders discuss progress and intervention through line management and discuss each year group and subject area as a team weekly with a more in depth discussion about progress at each data collection point

As a school all discussion and identification of need leads to appropriate support, challenge and intervention to ensure all students make expected or better than expected progress.

7.0 Evaluation

The evaluation of the impact of our use of pupil premium funds will be carried out by a senior leader.

This evaluation will include the following:

- Detailed analysis of student exam outcomes

- Attendance and punctuality information
- Alternative provision allocation
- Allocation of internal and external pastoral support
- Engagement with out of hours learning

This evaluation will be ongoing with the routine evaluation and analyses. There will be a summary evaluation of impact carried out across all strands at least annually.