

Handsworth Grange Community Sports College

Pupil Premium Policy



Current Policy as of: September 2018

LT Responsibility: Steph McCoy

Governor Committee: Pupil Wellbeing

Roles & Responsibilities

The Leadership Team will:

- Accept overall responsibility for the delivery of the school's Closing the Gap Strategy
- Provide opportunities for staff training about Closing the Gap to take place on INSET days or during other times.
- Support departments they line manage to close gaps and identify pupils for timely and appropriate interventions (after each data collection).
- Be role models in using strategies in their own teaching to close gaps.
- Ensure strategic deployment and utilisation of Pupil Premium and Catch Up funding to enable identified achievement gaps to be closed rapidly.
- Produce data analysis after DC1, making explicit to staff any progress, behaviour and attendance gaps for all pupil groups and individuals across all year groups.
- Ensure all staff are made aware of the key pupils, groups of pupils, and target groups who are not making expected progress, attending and/or behaving.
- Ensure timely and appropriate wave 1, 2 and 3 interventions are put in place
- Track and monitor pupils who are below target for progress, behaviour and attendance and ensure timely and appropriate intervention is put in place.

Governors will:

- Accept responsibility for challenging the Leadership Team on the delivery of the school's Closing the Gap Strategy
- Undertake appropriate Closing the Gap training opportunities provided by the school and external providers.
- Hold school leaders to account for effective spending of Pupil Premium funding and the monitoring of its impact upon Pupil Premium pupil progress.
- Appoint a Pupil Premium Link Governor and ensure Closing the Gap is a standing agenda item on an appropriate Governor sub-committee.
- Keep up to date with the Ofsted framework requirements for Closing the Gap and Pupil Premium funding.

Closing the Gap Leaders will:

- Liaise with Heads of Year and Subject Leaders to ensure all staff have a full picture of the range of intervention strategies in place for individual pupils.
- Ensure all interventions are recorded on the *CtG Intervention Tracker*.
- Communicate to all staff the educational needs of pupils who have difficulties and provide them with strategies and guidance for supporting those pupils in the classroom.

Individual/Group Responsibilities within the Closing the Gap Team

Closing the Gap Leaders will:

- Use data to identify underachieving KS3 and KS4 pupils in need of additional intervention after each Data Collection.
- Research and share Teaching and Learning strategies to support progress of pupils in their cohort.
- Inform Parents and Heads of Year of any planned interventions taking place.
- Record all interventions on the *CtG Intervention Tracker (progress, behaviour and attendance)*.
- Co-ordinate one-to-one and small group intervention programmes where appropriate.
- Liaise with intervention staff and Closing the Gap Team to monitor and evaluate the impact of any interventions put in place.
- Review the intervention groups on a half-termly basis and amend the list of target pupils as required.
- Co-ordinate appropriate KS4 intervention programmes such as holiday interventions for CtG pupils (including monitoring CtG attendance and the overall impact of interventions).

The HoY/Pastoral Team will:

- Utilise the Closing the Gap data to ensure timely and appropriate pastoral interventions are put in place (after each DC), which support the academic progress of target pupils and groups.
- Track and monitor pupils who are below target for progress, behaviour and attendance and ensure timely and appropriate interventions are put in place.
- Ensure that there is active literacy and numeracy learning during registration periods, as per VCR and numeracy rota.
- Ensure that pupils have an opportunity to reflect on their progress and to set and discuss appropriate targets with their form tutors.
- Identify pupils in need of non-academic, wellbeing related support and provide appropriate intervention to address their specific barriers to learning.
- Communicate with staff where non-academic factors may have an impact on a pupil's capacity to access learning, giving guidance where possible on appropriate support strategies for the classroom.

The Entry Level Pathway and SEND team (including EAL support and TAs) will:

- Develop and deliver alternative learning pathways for identified cohorts of pupils in need of significant literacy and numeracy support on entry.
- Identify pupils who have low levels of literacy and use further testing to gain a greater insight into literacy difficulties. Share strategies across school to support Catch Up pupils and SEND pupils across the curriculum.
- Identify and support pupils with specific needs, such as dyslexia, and provide appropriate intervention.
- Provide intervention strategies using catch-up reading, bespoke reading groups and programmes to support pupils in their literacy across the curriculum.

- Provide support in class and during registration time where necessary and one-to-one out of class support for pupils identified
- Identify pupils in need of additional support during transition and ensure appropriate interventions are put in place before the start of Year 7 i.e. Summer School/Transition where possible.
- Use appropriate testing to identify pupils in need of access arrangements for public examinations and then coordinate those arrangements.
- Assess and support pupils on Education, Health and Care Plans and SEND Support with appropriate interventions to improve reading ages and literacy.

Literacy and Numeracy Coordinators will:

- Plan and lead the delivery of the school's and Literacy (VCR) and Numeracy strategies to improve literacy and numeracy of targeted Closing the Gap pupils.
- Provide opportunities for staff training about literacy (VCR) and numeracy to take place on INSET days or during other times.
- Advise other staff in school on Literacy (VCR) and Numeracy issues
- Develop links with feeder primary schools to identify and support key pupils as part of the transition programme.
- Organise ARTi Reading Age testing for all pupils and analyse data.
- Co-ordinate tutorial and whole school initiatives. Monitor and track the impact of data relating to Tutor activities.
- Monitor the impact of the Literacy and Numeracy strategies on pupils' progress and attainment and track improvements in reading ages (Year 7-11) / maths ages (Y7-9 intervention pupils).
- Identify pupils in need of literacy and numeracy intervention at each Data Collection and literacy/numeracy tests.
- Coordinate wave 2 and 3 literacy and numeracy interventions
- Ensure all relevant interventions are recorded on the *Whole School CtG Intervention Tracker*.

The EAL Team will:

- Re-code all EAL pupils' level of fluency, using the DfE system (A to E, with E being fluent in English).
- Identify key pupils in need of specific EAL-related support and then deliver a programme of appropriate interventions to support their access to the curriculum.
- Identify appropriate support strategies for new arrivals that have little foundation in the English language based on their levels of fluency, including an EAL test on entry.
- Provide EAL intervention strategies using one to one support in class and out of lesson support where required.
- Promote reading amongst EAL pupils through small reading groups.
- Communicate with all staff about EAL pupils and advise on support strategies in order to ensure that pupils' specific needs are met.
- Promote and celebrate the diversity of language within our pupil population and community.
- Liaise with parents of EAL pupils to support literacy development in the home (including the provision of adult literacy classes for parents) and also an appreciation of the value of school-based education.

Subject Leaders will:

- Effectively utilise progress and achievement data, as well as Closing the Gap information, to track progress and attainment of pupils.
- Utilise data at each DC to ensure timely and appropriate wave 1, 2 and 3 interventions are put in place which support the academic progress and pastoral support of target pupils and groups.
- Track and monitor pupils who are below target and ensure timely and appropriate intervention is put in place.
- Use information disseminated through Department Closing the Gap leads to help drive strategies for improvement.
- Monitor and ensure that Quality First Teaching is taking place for all pupils.

Teaching Staff will:

- Know who disadvantaged and SEND pupils are. They will know their groups.
- Effectively utilise progress and achievement data, as well as Closing the Gap information, to plan effective lessons and personalise learning which enables all pupils to make at least expected progress.
- Ensure teaching is secure on a daily basis and lessons are differentiated to meet the needs of all pupils, as identified in Wave 1 intervention below.
- Ensure opportunities are provided in all lessons for all pupils to make at least expected progress.
- Utilise the DC Progress booklets to ensure timely and appropriate wave 1, 2 and 3 interventions are put in place which support the academic progress and achievement of target pupils and groups identified.
- Ensure VCR and numeracy is promoted in all lessons.
- Track and monitor pupils who are not making expected progress and ensure timely and appropriate intervention is put in place.

INTERVENTION

What is intervention?

Intervention is defined as 'the strategies and methods used to narrow the gap between identified target group and individuals to ensure all pupils attain well and make the expected levels of progress'. This should be both within and beyond the classroom and should be timely and appropriate to the specific skills gaps and needs of individual pupils. There are **three** distinct waves of intervention that staff should follow.

Wave 1 – Quality First Teaching (The effective inclusion of all children in high quality teaching & learning).

To include:

- A nurturing environment with relevant, tailored and differentiated opportunities for learning.
- Opportunities for small group experiences in a safe and secure space.
- Extra time for responses to questions or contributions to group discussion.
- Extra time for activities where needed.
- Scaffolding of activities and modelling of exemplar work and responses.
- Using practical activities and experiential learning.
- Opportunities for children/young people to transfer/generalise their learning in different contexts and between different subjects.
- A clear focus on literacy and numeracy.
- Opportunities for revision and over learning.
- Access to groups where pupils are working with peers of similar levels.
- Access to grouping that enables pupils to work with peers who will provide good role models for language and communication skills and for co-operative and independent application to task.
- Teaching and learning which is multi-sensory and well structured.
- Changing direction and re-shaping tasks to enhance pupil progress and understanding.
- Opportunities for stretch and challenge.

Wave 2 - Additional time-limited provision in the form of small-group intervention outside of the normal classroom.

When considering pupils for Wave 2 additional support, teachers should first consider whether the elements of Wave 1 provision are in place. It may well be the considered judgement that despite some of these elements not being in place, a pupil is sufficiently behind their peers to merit additional support. Nevertheless, the thorough implementation of *quality first teaching* should be a priority. Wave 2 interventions should be used for pupils who can be expected to 'catch up' with their peers as a result of the intervention.

To include: Small-group intervention for example after school booster classes; holiday revision camps, withdrawal classes during the school day.

Wave 3 - Specific targeted interventions for identified pupils outside of the classroom.

- Additional time-limited intervention and provision to enhance the progress of identified children where Waves 1 and 2 are not, on their own, having the desired effect.
- This will involve intensely focused teaching activities that tackle fundamental gaps in skills, knowledge and understanding which is preventing progress
- These would usually be conducted on a 1 to 1 basis where the teacher does not expect pupils to make the expected progress in a group situation.

EQUALITY IMPACT AUDIT AND ACTION PLAN

Put X in the PLUS column to indicate if you judge that the policy has a positive impact on a group.

Put X in the neutral column to indicate if you judge that the policy has a neutral impact on a group.

Put X in the MINUS column to indicate if you judge that the policy has a negative impact on a group.

In making a judgement *due regard* has been paid to the requirement to:

- i. Eliminate unlawful discrimination, harassment and victimization
- ii. Advance equality of opportunity
- iii. Foster good relations

PROTECTED CHARACTERISTICS		PLUS	NEUTRAL	MINUS	ACTION
1	Age		X		
2	Disability	X			Should advance equality of opportunity for SEND and pupils with a disability
3	Gender Reassignment		X		
4	Marriage and Civil Partnership		X		
5	Pregnancy and Maternity		X		
6	Race	X			Should advance equality of opportunity through targeted provision for key groups and pupils
7	Religion or Belief		X		
8	Gender		X		
9	Sexual Orientation		X		
Other					



Approved by

Governor: **Date:**

Signature: