

Pupil Premium Policy

Redruth School guarantees to use the funding from the Pupil Premium Grant (PPG) to support all vulnerable young people to achieve their full potential.

We offer an extensive package of universal support through our Year Teams and the Welfare Centre as well as targeted support where needed to remove barriers to learning.

Pupil Premium 2016 - 2017

Overview of the school

In 2016 – 2017 Redruth School received £254,370 as funded below to support Pupil Premium students.

Free School Meals Ever 6	252 @ £935	£235,620
Looked After Children	5 @ £1,800	£8,550
Children Adopted from Care	3 @ £1,900	£5,700
Service Children	15 @ £300	£4,500

Schools will also receive £1,900 for each pupil who has left local-authority care because of 1 of the following:

- **adoption**
- **a special guardianship order**
- **a child arrangements order**
- **a residence order**

If you feel your child meets any of the above criteria and you are in need of some financial support for any activity within the school please do not hesitate to contact Mrs Alex Kettlewell, Assistant Headteacher on 01209 203721.

Pupil Premium Students 2016-2017

	ALL		Year 7		Year 8		Year 9		Year 10		Year 11	
FSM	Total	116	Total	32	Total	25	Total	25	Total	22	Total	12
	Male	69	Male	20	Male	17	Male	17	Male	8	Male	7
	Female	47	Female	12	Female	8	Female	8	Female	14	Female	5
FSM E6	Total	122	Total	35	Total	27	Total	20	Total	22	Total	18
	Male	61	Male	17	Male	13	Male	8	Male	11	Male	12
	Female	61	Female	18	Female	14	Female	12	Female	11	Female	6
CIC	Total	5	Total	1	Total	4	Total	0	Total	0	Total	0
	Male	1	Male	0	Male	1	Male	0	Male	0	Male	0
	Female	4	Female	1	Female	3	Female	0	Female	0	Female	0
ADOPTED	Total	6	Total	2	Total	0	Total	3	Total	1	Total	0
	Male	2	Male	0	Male	0	Male	2	Male	0	Male	0
	Female	4	Female	2	Female	0	Female	1	Female	1	Female	0
SER C	Total	13	Total	5	Total	0	Total	3	Total	4	Total	1
	Male	7	Male	3	Male	0	Male	1	Male	3	Male	0
	Female	5	Female	2	Female	0	Female	2	Female	1	Female	1
SER C E5	Total	0	Total	0	Total	0	Total	0	Total	0	Total	0
	Male	0	Male	0	Male	0	Male	0	Male	0	Male	0
	Female	1	Female	0	Female	0	Female	0	Female	0	Female	0
Total		262		75		56		51		49		31

Objectives when spending the Pupil Premium Grant

To narrow the disadvantage gap by addressing inequality and raising the attainment of children from low income families.

To improve the provision and opportunities for PPG students in every lesson as part of an Inclusive School where every child can and will succeed.

To provide extensive pastoral, social and emotional support for students who experience barriers to their learning.

To provide support required to improve attendance.

Table showing Pupil Premium Grant spending for 2016-2017. The impact of the spend has been reviewed in September 2017. The Pupil Spend will now be reviewed during termly Personal Development and Wellbeing Governors meetings.

Area of Spend	Cost	Description of intervention *where identified by Sutton Trust/Hattie	Intended outcomes	How impact is measured	
Teaching staff – Additional English/Maths Posts	£60,865	Additional teachers 1 in English and 1 in Maths are funded to reduce class sizes. <i>*reducing class sizes +3 months impact</i>	To secure greater levels of progress in English and Maths	Greater rates of progress in English and Maths. Improved grades achieved. Both achievement and progress of PP students should increase.	<p>Maths</p> <p>Within year 7 and 8 the Pupil Premium funded teacher was used to resource an additional class. In year 7 – 50% of the students are now working towards or are at their target for Maths at the end of year 7. With one student operating above target.</p> <p>In year 8 - 50% of the students are now working towards or are at their target level for maths at the end of year 8.</p> <p>GCSE results</p> <p>85.71% (28 students in total)</p>

					<p>of the disadvantaged students achieved a grade 1-9 in maths GCSE.</p> <p>8 higher ability students all achieved a grade 7+</p> <p>13 middle ability students of which 7 students achieved a grade 5+ and 9 students achieved a grade 4+</p> <p>English</p> <p>At AP3: 76% of students in yr 7 were on or above target grade, with 49% above their target grade. 75% of students in yr. 8 were at or above target grade, with 42% above their target grade.</p>
Literacy HLTA and Numeracy TA	£45,581	Literacy HLTAs deliver small group/ 1-1 interventions in reading, spelling, handwriting, keyboard skills, comprehension, paired reading and speech and language. Numeracy HLTAs support in Maths lessons but also deliver small group/ 1-1 intervention.	To improve basic literacy and numeracy skills for students	Greater rates of progress in English and Maths. Improved grades achieved. Both achievement and progress of PP students should increase.	1 higher ability disadvantaged student achieved a grade 9 in GCSE maths after

		<p><i>*peer tutoring +6months impact</i> <i>*small group tuition +4months impact</i> <i>*parental involvement(paired reading)</i> <i>+3months impact</i> <i>1-1tuition +5 months impact</i></p>			<p>having 1-2-1 tutoring of grade 9 work.</p> <p>A significant proportion of the middle ability students received weekly 1-2-small group work with the TA specific to maths</p> <p>English Language: 30/139 students were PP. 27% of PP students achieved on or above their target. (30% non PP).</p> <p>Literature:</p> <p>30/139 students were PP. 23% of PP students achieved on or about their target. (30% of non-PP).</p> <p>In Literacy:</p> <p>97% of the students made progress in their</p>
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					<p>reading.</p> <p>78% of the students made progress in their spelling.</p> <p>35% of the students made progress in their writing.</p>
<p>Effective Learning Centre (ELC) HLTA (Higher Level Teaching Assistant)</p>	£30,401	<p>The Effective Learning Centre (ELC) provides behaviour support and intervention for some of our most vulnerable/ difficult students. Those students based in the ELC benefit from small group support to remove barriers and allow students to more successfully access their learning. High proportion of PP students.</p> <p><i>*Behaviour interventions +4 months impact</i></p>	<p>To improve individual students behaviour and support successful reintegration back into mainstream lessons during a 12 week process.</p>	<p>Behaviour points, detentions and isolations and achievements are measured before and after ELC intervention.</p>	<p>100% of ELC students were reintegrated back into school. Detentions for these students decreased by 77% and isolations decreased by 50%. 36% of students were PP and 64% Non PP.</p>
<p>Pastoral Leads/ Heads of Year</p>	£43,957	<p>The school now has 5 non-teaching Pastoral Heads of Year. 2 are paid for out of the PP budget. Their roles are varied but include sorting any issues within the year group including, safeguarding, attendance, behaviour, improve links with parents and outside agencies, bullying, and mentoring students.</p> <p><i>*Behaviour interventions +4 months impact</i></p> <p><i>*parental involvement +3 months Impact</i></p> <p><i>*mentoring +1 month impact</i></p>	<p>To ensure the pastoral well – being of all students thus enabling all students to make maximum progress.</p>	<p>Student feedback Attendance figures Behaviour and isolation logs. Results.</p>	<p>Attendance data Whole school 95.10%</p> <p>Non PP PP</p> <p>Overall 95.18 93.64</p> <p>Year 7 96.33 93.95</p> <p>Year 8 95.53 94.19</p> <p>Year 9 94.49 94.03</p> <p>Year 10</p>

					<p>95.46 93.79 Year 11 95.94 94.30</p> <p>Students and parents value the pastoral team – feedback from parents evening forms, thank you letters and cards.</p> <p>Isolation was used less as a sanction this year indicating progress with student behaviour across the school.</p> <p>We believe that our PP students have performed above at above national average again this year. This would not have been achieved without the significant support of our pastoral team. The wellbeing of our students is key to success.</p> <p>No PP students</p>
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					were permanently excluded but 2 received fixed term exclusions.
Outdoor Learning And Animal Care	£16,463 £570 (This was an additional cost to cover equipment required to support our Outdoor Learning programme).	Member of staff employed to work with students to deliver Outdoor Learning to identified Pupil Premium students in Year 7 and 8 and to deliver Animal care to students in 9, 10 and 11 as part of the options programme <i>*Outdoor adventure learning +3months impact</i> <i>*social and emotional learning +4months impact</i>	To boost self-esteem and confidence in identified Pupil Premium students	The impact of Outdoor Learning was measured in a variety of ways. A student questionnaire at the beginning and the end of the course, to show comparison of skills learnt and developed. Students set themselves personal targets that were revisited each term and evaluated throughout and at the end of the year. Teachers also set targets based on information from HOY to help with social/behavioural issues etc. All lessons were planned, assessed and linked with curriculum subjects and PLTS. Evidence both photographic and written was collected each lesson and throughout the year in their workbooks. Routines were embedded into the lessons with regards to managing equipment and themselves, to help with routines in school. Students completed photographic self-assessments on how well they developed in Outdoor learning lessons with staff feedback and communication with Tutors and HOY. This coming year all Outdoor	Students showed improvement in communication skills. In small groups all students have the opportunity to participate throughout, with a real sense of achievement. Students improve Problem solving and resilience with challenging outdoor tasks. Improved awareness of their environment from revisiting Outdoor learning throughout the year and working in a natural environment. As lessons were linked with the curriculum students took new and developed skills back into the

				<p>learning students will complete the John Muir award. This nationally recognised award focuses on Environmental awareness and will give the students a real focus and aim to their work, which in turn will lead to improved engagement to the lessons. Whilst still continuing with Outdoor Skills students will gain more awareness of environmental issues and local community. During the discovery section students will go on a trip once a term to compare different local environments. At the end of the course students will present their findings to others and achieve their award.</p>	<p>classroom afterwards. I found that a lot of the students who struggle to settle in class thrived in the woodland environment, with hands on lessons; behavioural issues outdoors were reduced through practical lessons. Students are really keen to carry on in year 8 and to join the after school club.</p>
Education Off Site	£5,800	<p>Pupil Premium funding used to support placement at the Pupil Referral Unit or anything additional students required to remove barriers to learning. <i>*Behaviour interventions +4 months impact</i></p>	<p>To allow students with behaviour difficulties to remain in education and prevent them becoming NEET.</p>	<p>Students remain in the education system.</p>	<p>We had 1 PP student with a diagnosis of ASD educated at home through a tutor (SAVY Education), regular TAC meetings and home visits. He succeeded in achieving functional skills in English and Maths – level 2</p>

					He had a large transition package to college and is now studying Animal Care. Students at our Pupil Referral unit remain in the education system.
Sound Training	£7,450	School have purchased the Sound Training licence and have had 5 staff trained in delivering this programme. This is a 6 week course for 1 lesson a week delivered in 1 hour on a rolling programme <i>*phonics +4months impact</i> <i>*Reading comprehension strategies +5months impact</i>	To improve students comprehension of what they are reading through being able to break down unfamiliar words and glean meaning.	Pre and post test data. Results	On average, our Pupil Premium students have gained 37 months on their reading ages after the six weekly training sessions. This is up from last school year which was a gain of 25 months. In total this year, 116 Year 10 students have taken part in Sound Training. 37 Pupil Premium students took part with 32 students making progress, 3 students were already at the top of the scale, 1 student made no

					progress and 1 student fell behind by 5 months.
EWO (Education Welfare Officer)	£5,000	Funding use to narrow the gap in attendance between PP and non PP students <i>*parental involvement +3 months Impact</i>	To support families with their needs and remove any barriers to learning.	Attendance improves – target for all cohorts is 95%.	Attendance data can be seen under Pastoral Leads. The EWO is part of our pastoral team, attends Student Services and Multi Agency meetings. Next academic year the target for all our cohorts is 96%.
General	£13,000	Financial support for Pupil Premium students: Uniform, trips, revision books, equipment, prom. <i>*social and emotional learning +4months impact</i>	Financial support is given to those who request it to remove any barriers to learning.	Students making maximum progress. Attendance data.	Overall attendance is above national average for the school. Indicating that students feel safe and want to come to school. Progress scores are good for our Pupil Premium students and above National average in all areas but slightly below in English and Maths.
Homework Club	£3,794	HLTAs support Homework Club after school from 3-4 after school Mon to Thurs supervised by 2 members of staff.	To support students who	Attendance of PP students at homework club.	Homework club averages about

		Students have computer access, printing access and support if they are having difficulty. Transport home is provided to outlying villages.	are unable to complete homework at home		15 students many of which are PP students. All staff are informed via email which students attended on a daily basis. This is also logged under student intervention.
Pegasus	£4,800	Pegasus is a Project we buy in to work with students we identify who are struggling socially, emotionally and academically. It is a 10 week course. We try not to hit the same subjects so we roll the days. Target setting is involved – students the <i>*Outdoor adventure learning +3months impact</i> <i>*social and emotional learning +4months impact</i>	Pegasus combines indoor and outdoor learning. It promoted emotional intelligence and academic growth. It is about making young people feel good about themselves.	Students feelings and emotions will be measured through a meeting at the start and finish of the course.	Data collected shows that all students made progress.
Thrive	£4,000	Wellbeing program established within School to assess students' wellbeing allowing for strategies to be developed for both educational and home settings. Deliverable by both trained practitioners in school and untrained within the home. Co-Constructed reassessment can then be carried out with progress measured and new strategies put in place to continue the developed wellbeing to continue.	To develop and enhance the wellbeing of students, throughout the school	Measureable outcomes based on the full Thrive package. School will continue to develop program moving to the Headstart Kernow Wellbeing package. School to become a Centre of Excellence for Headstart Kernow	So far all THRIVE assessments have shown measurable progress.
D of E	£4,000	Duke of Edinburgh is now part of the after school curriculum. Equipment, membership and training has been funded for staff	This enriches the curriculum offer for young people	As part of the Duke of Edinburgh we offer Bronze and Silver Awards. To achieve this students are required to undertake 4 sections: Skills, Physical,	The following number of students continue on the DofE 3

			and supports engagement within the community. Part of the funding is used to support PP students access D of E. Financial support is offered to help those with the costs of registration and equipment to those families who might see cost as a barrier.	Volunteering and Expedition. Many young people find achieving a DofE Award life-changing. A fun adventure and major challenge and a wide range of activities offer endless possibilities to anyone aged 14 to 24. Millions of young people in the UK have already taken part in the world's leading youth achievement award – pushing personal boundaries, gaining new skills and enhancing their CVs and university applications. Students are supported throughout the Award but are required to worked independently and as part of a team. They will be externally assessment by qualified staff, who monitor and assess their navigational skills, team work/collaboration and survival skills cooking, shelter building etc.	males Yr 9 - DofE 6 females Yr 9 - DofE 1 female Yr 10 - DofE 1 female Yr 11 DofE
CAT Testing	£3,000	Cognitive Ability testing is used to identify any students who may require additional support from our SEN team. It is also used to further identify any G and T students. Progress is measured across Year 7 to 9.	The data from these tests is used to make sure that all our students' needs are met through appropriate interventions.	Students are tested in Year 7 and then again in Year 9 to measure progress	The majority of students make progress in English and Maths from Year 7 to Year 9. Students in English make better progress.

In addition there are a number of other provisions funded by the school or SEN budget which our disadvantaged students benefit from including:

- TA Support

- 2 Welfare support workers operate from the Oasis. This is a room available to students throughout the school day who may face barriers to learning. They work with students carrying Timeout cards including students with Asperger's and Autistic Spectrum Disorder. They are trained to work with students suffering bereavement. They run social and life skills groups and anger management. They support and work with our Restorative Justice student mentors. They are also the school First Aiders. Students can make themselves breakfast before school in the Oasis kitchen as required.
- Dyslexia testing and access arrangements through our Dyslexia Ambassador
- The school has 3 ASD ambassadors to support inclusion for our ASD students.
- Use of Netbooks, iPads and computer programmes, headphones e.g. Clicker 5, Texthelp
- Accelerated Reading programme in Year 7 and 8
- Multi Agency Support.
- Curriculum courses such as Beauty and Construction to improve our inclusive provision.
- The funding of non-teaching pastoral Heads of Year, who are available at all times to support students and their families. They take the Lead Professional role in TAC meetings if appropriate and attend any meetings regarding students in their Year groups. Their specific role is to remove any barriers to learning.

Summer School was provided for Year 7 students to support with transition.

PP measures. 2017

Progress scores

	Pupil Premium	All pupils in School
All	0.23	0.32
Boys	0.12	0.02
Girls	0.45	0.63
High	0.038	0.12
Middle	0.26	0.47
Low	0.38	0.46
Eng	-0.12	-0.08
Maths	0.06	0.2
Science	-0.21	0. 01
EBacc	1.02	0.98

Attainment scores

	Pupil premium	All pupils in school
Attainment 8	41.59	49.03
English Average grade	4.18	4.85
Maths Average grade	3.72	4.62
EBacc Average grade	3.28	4.13
Open Average grade	4.05	5.91
%entering Ebacc	4%	15%
%achieving 5+ in EBacc	3.57%	11%

Pupil Premium Spend 2016/17

Teaching Staff	Literacy and Numeracy HLTA's	Effective Learning Centre	Forest School and animal Care	Education off site	Pastoral Leads	Sound Training	EWO	Homework Club	Adopted From Care	Thrive	Forest School	CAT Testing	D of E	Pegasus	General
£60,865	£45,581	£30,401	£16,463	£5,800	£43,947	£7,450	£5,000	£3,794	£5,700	£4,000	£570	£3,000	£4,000	£4,800	£13,000

Pupil Premium Spend 2016-17

