Pupil Premium Strategy Statement 2019-20

Context
The pupil premium (PP) is additional funding provided to schools by the Department for Education according to the number of children from low-income families who are currently known to be eligible for Free School Meals (FSM) and children who have been looked after continuously for more than six months. This also includes students eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure). Schools are free to spend the pupil premium as they see fit. However, they will be held accountable for how their pupil premium funding has been used.

<table>
<thead>
<tr>
<th>Number of Pupils Eligible</th>
<th>Total</th>
<th>No. PP</th>
<th>% PP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7 (FSM)</td>
<td>119</td>
<td>37</td>
<td>31%</td>
</tr>
<tr>
<td>Year 8</td>
<td>104</td>
<td>13</td>
<td>13%</td>
</tr>
<tr>
<td>Year 9</td>
<td>88</td>
<td>41</td>
<td>45%</td>
</tr>
<tr>
<td>Year 10</td>
<td>92</td>
<td>29</td>
<td>40%</td>
</tr>
<tr>
<td>Year 11</td>
<td>72</td>
<td>35</td>
<td>48%</td>
</tr>
<tr>
<td>Totals</td>
<td>475</td>
<td>155</td>
<td>33%</td>
</tr>
</tbody>
</table>

Funding
Everest Community Academy expects to receive approximately £150,000 to support PP students

Strategy
The Everest Community Academy strategy for improving the performance of disadvantaged pupils is based on research of schools that made the biggest difference to attendance and progress of disadvantaged students. The following principles have been amended annually to meet and exceed the Ofsted recommendations:

1. Whole-school ethos of supporting our pupil premium students achieve
2. Maintain improvements in attendance
3. High-quality teaching, increasing challenge for all
4. Meeting individual learning needs through every learner’s individual learning and pastoral profile.
5. Deploying staff effectively
6. Data driven and responsive to evidence
7. Clear, responsive leadership
8. Interventions that support progress
Whole-School Ethos
At Everest Community Academy, we maintain an ethos of supporting our PP students to achieve both in the classroom and pastorally. We consciously work to avoid stereotyping PP students by never referring to them as a particular group other than in a professional context. We prefer to view all our students as a group of young, dynamic individual learners aspiring to reach academic success. We acknowledge and believe that some of these children may need a more focused and individualised learning plan to support their educational journey so we ensure we regularly review and revise our approach.

Attendance
The single biggest barrier to achievement is poor attendance. In line with the principle above, we look at attendance on a pupil-by-pupil basis. We do recognise that PP pupils nationally are more likely to have poor attendance and we consider this when dealing with individual cases. We strive to build and maintain positive relationships with parents and carers, offering support to families to ensure that their children attends school every day. We analyse all absence and persistent absence (PA) data on a whole-school basis, as well as by sub groups, analysing them per year group, including PP students. PA students are monitored daily, with a drive to get all students into school every day. Rewards and praise are a paramount part of our attendance strategy to ensure our attendance culture is positive and proactive. We celebrate improvements in attendance daily, weekly, half-termly, termly and annually, through positive academic reports, weekly assemblies, bespoke group meetings, achievement assemblies and specific key attendance reward periods.

High Quality Teaching and Learning
We invest highly in our staff and choose to hold weekly training rather than one-off inset days, as this ensures staff have a continuous and current training experience. This develops their teaching and learning in a collaborative fashion. We hold each other accountable to know our PP students individually and build positive relationships with all, which in turn enables teachers to differentiate according to individual needs. We audit teaching and learning on a regular basis, both internally and externally, via daily learning walks and ensure that PP audits form a part of all such reviews, looking at a whole school basis and then observing each individual department in more detail via department reviews. High attaining PP students will receive a specific focus through mentoring and working collaboratively with HODs.

Meeting individual learning needs
All PP pupils have a learning and pastoral profile, which outlines their needs and gives strategies for teachers, TAs and other involved adults to help to meet these needs. The pupils contribute to these profiles through mentor meeting with their Heads of Years so that their voice can be heard. Teachers are required to consider this information in their planning, teaching and feedback to pupils. These strategies are shared through group discussions in staff training, sharing examples of good practice and case studies. High attaining PP students will receive a specific focus through mentoring and working collaboratively with HODs.

Deploying staff effectively
We overstaff in key areas (Mathematics and English) where possible, so that we are able to create small intervention groups, either on a short-term or long-term basis. We match pupil need to teacher expertise, and assess pupils on entry to intervention for ‘catch-up’, as well as when intervention is complete, so that we are able to evidence impact and adapt future intervention where necessary.
Data driven and responsive to evidence

All pupils are assessed in each subject a minimum of once per half term. The information gathered from assessments is added to teachers’ assessment of classwork and homework as well as to their own professional judgment of pupils’ progress. There is a school-wide approach to marking and feedback (Feedback, Action and Response - FAR) to enable teachers and students to work together on the next steps to improving performance. The SLT line manager then works with Heads of Department to identify pupils for intervention. This identification considers PP needs and is linked with the drive on improving progress for all students as well as Heads of Years using Learning profiles as termly indicators of student’s performance and their application to learning.

Clear, responsive leadership

The new leadership of the school, together with the school’s governing body, has taken significant steps over the past three years to redress the balance in difference between the attainment of pupil premium students and non-pupil premium students. The results of this are clear with an increase in results with a 3-year trend, and gave a mandate for further work to be taken to continue close the gap between different groups of pupils.

Pupil Premium strategy review date

September, academic year 2020-21