

# Pupil Premium at Dover Grammar School for Boys

## What is the Pupil Premium?

The Pupil Premium is a grant allocated by the Government to support disadvantaged students to achieve their potential and close the significant achievement gap nationally, between these students and their peers.

Disadvantaged students, for the purposes of this grant, are defined as being those who are eligible for Free School Meals (FSM), either currently or in the previous 6 years, those who come from Service families or those who are designated as Looked After Children (LACs). Although the Pupil Premium Grant is not ring-fenced, and the school can spend the grant in any way it sees fit, we have to be able to demonstrate that the specific needs of the students on whose needs the funding formulae is based, are addressed and how this funding is being used to close the gap in attainment.

## Pupil Premium Funding

### **For 2015/16,**

Pupil Premium Grant allocation is £935 per pupil, and the funding formula based on any child on roll who has been in receipt of Free School Meals in the last 6 years.

Dover Grammar School for Boys will receive **£96755** based on the formula below:

Pupil Premium children	93 @ £935 ('ever' FSM)	£86955
Post LAC	1 @ £1900	£ 1900
Service children	13 @ £300	£ 3900
Summer School/Transition activities (addnl funding bid)		£ 4000
Total		£ 96755

### **For 2016/17,**

Pupil Premium Grant allocation is £935 per pupil, and the funding formula based on any child on roll who has been in receipt of Free School Meals in the last 6 years.

Dover Grammar School for Boys will receive **£98385** based on the formula below:

Pupil Premium children	91 @ £935 ('ever' FSM)	£85085
Post LAC	4 @ £1900	£ 7600
Service children	19 @ £300	£ 5700
Total		£ 98385

## Use of the Pupil Premium to support progress in 2015-16

Category	Action	Detail	£ (% of PP)
OUTCOMES	<b>Tracking and Monitoring:</b> The school maintains a detailed database of assessment tracking information, using current levels and grades.	All members of staff in school have access to this database, updated 4 times a year and can easily track progress for their PP students. The database is sortable and filterable and can easily group targeted students such as these, in order to review and track their progress.	£46442 (48%)
	<b>Tracking and Monitoring:</b> PP Profiles	Development and management of "Intervention Profiles" for each PP student to track and monitor their progress and impact of interventions	
	<b>4Matrix</b>	Acquisition to support tracking and monitoring of progress	
	Subscription to 'My Maths' and "Stuck for Schools"	To support interventions and more rapid progress in Mathematics	
	<b>Provision of classroom support hours</b>	Through TA employment	
	<b>Provision of additional Maths staff</b>	To support more rapid progress in Maths at KS4 through one to one and small group interventions as well as through TA activities in lessons	
	<b>Holiday and Saturday morning revision sessions</b>	For Year 11-13 students during the Easter holiday and on Term 5 Saturdays	
	<b>A Mentoring scheme for Year 11 students</b>	As part of the Need to Achieve (NAch) programme	
	<b>One to one meetings with Senior Leaders</b>	To discuss options of study and plans for post 16 & post-18 to identify current progress and potential outcomes	
	<b>KS3 Literacy support programme</b>	Focuses on improving literacy skills in Years 7 & 8 through 1:1 and small group work within the Learning Centre	
	<b>Provision of books, revision guides and other equipment</b>	As per PP student need	
	<b>Rewards</b>	Termly merit prizes, End of Year awards	
	<b>GCSE POD</b>	Subscription to GCSE POD to support KS4 (but accessible for all students)	
	<b>Respond to specific individual PP needs</b>	As needs arise	
BEHAVIOUR & SAFETY	<b>Professional counselling service</b>	Employed one day per week	£28059 (29%)
	<b>Year 7 Support worker</b>	Acquisition of additional Cover Supervisor with responsibilities to support progress of Year 7 students with emphasis on vulnerable groups	

	<b>Attendance Officer</b>	To monitor and address attendance issues & additional family support across the PP cohort	
	<b>We operate two School Minibuses</b>	Enables students to take part in school sport, school trips & visits, events and initiatives.	
	<b>Subsidising of school trips</b>	As need arises	
	<b>Student Welfare Officers and Student Support Officers KS3 and KS4</b>	Change to Pastoral Support Structure – new Student Welfare Officers and Student Support Officers in Key Stages 3 and 4	
	<b>Parent Pay</b>	Adoption of Parent Pay – cashless catering system with automatic per-day crediting of FSM accounts	
	<b>Transport support</b>	Subsidising transport to school for some PP students in acute need	
	<b>Uniform support</b>	Subsidising uniform for some PP students in acute need	
	<b>Independent Careers Advice and Guidance</b>	Bought in through CkX and provided for Year 9, 11, 12 and 13 through the year.	
	<b>Learning Mentors</b>	Individual support for the students who experience significant barriers to learning. Help to support an effective learning environment for all students.	
	<b>Summer School</b>	To aid transition into Year 7 for all PP students and other vulnerable groups	
<b>LEADERSHIP</b>	<b>Management Information System transition</b>	Part contribution towards change to SIMS management information system	<b>£22254 (23%)</b>
	<b>Primary School Transition Visits</b>	Developing the school's work with feeder primary schools to support the integration of all students, in particular PP students	
	<b>SLG oversight of PP programme</b>	Planning; monitoring, planning interventions; carrying out impact evaluation of expenditure. Identifying research and best practice to affect future PP developments.	
			<b>£96755 (100%)</b>

## **Impact Assessment: 2015-16 GCSE outcomes**

*This Impact Assessment will be re-evaluated once new Progress 8 and Attainment 8 data can be set against the national context.*

In 2016 there were 19 Year 11 disadvantaged students from a cohort of 117 (16%).

%5A*-CEM gap	= -3.3% (+8 in 2015, +5 in 2014, +1 in 2013)
%Pass English and Maths gap	= -3.3% (+8 in 2015, +5 in 2014, -2 in 2013)
%English A*-C gap	= -3.3% (+5 in 2015, +5 in 2014, 0 in 2013)
%Maths A*-C gap	= Gap CLOSED (0 in 2016, +4 in 2015, -3 in 2014, -2 in 2013).
English APS gap	= -1.6 (+1.5 in 2015, -1.8 in 2014, -0.8 in 2013)
Maths APS gap	= -1.1 (+1.5 in 2015, -2.7 in 2014, -1.9 in 2013)

### *Gap to Non-PP National Average 2015:*

Expected Progress in English L4	= +14%
Expected Progress in English L5	= -6% (1 student equivalent)
Good Progress in English L4	= +7%
Good Progress in English L5	= -22% (3 students equivalent)
Expected Progress in Maths L4	= +26%
Expected Progress in Maths L5	= -2% (1 student equivalent)
Good Progress in Maths L4	= +49%
Good Progress in Maths L5	= -18% (3 students equivalent)

Overall on these measures the within-school gaps are small or closed.

Against national figures for progress in English and Maths Level 4 performs strongly. Level 5 PP students tend to have a gap to their non-PP peers nationally albeit one focused on a very small number of students and by just one grade.

The composition of the PP cohort varies from year to year in terms of academic profile and barriers to learning. This requires an ongoing, flexible and individualised programme of monitoring, support and intervention.

## **Planned use of the Pupil Premium to support progress in 2016-17**

Maintenance of the programme for 2015-16 with increased costs incorporated and continued improvements to provision via:

Category	Planned Expenditure (% of PP)
OUTCOMES	£47224 (48%)
WELFARE	£28531 (29%)
LEADERSHIP	£22628 (23%)
Total	£98385 (100%)