

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 2017 - 2018

Overview of the school

In 2017 – 2018 Redruth School received £245,965 as funded below to support Pupil Premium students.

Free School Meals Ever 6	239 @ £935	£223,465
Looked After Children	3 @ £1,800	£5,400
Children Adopted from Care	6 @ £1,900	£11,400
Service Children	19 @ £300	£5,700

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, Deputy Headteacher on 01209 203721.

Pupil Premium Students 2017-2018

	ALL		Year 7		Year 8		Year 9		Year 10		Year 11	
FSM	Total	118	Total	30	Total	24	Total	23	Total	22	Total	19
	Male	70	Male	19	Male	14	Male	14	Male	16	Male	7
	Female	48	Female	11	Female	10	Female	9	Female	6	Female	12
FSM E6	Total	150	Total	34	Total	33	Total	29	Total	19	Total	35
	Male	74	Male	18	Male	19	Male	16	Male	8	Male	13
	Female	76	Female	16	Female	14	Female	13	Female	11	Female	22
CIC	Total	10	Total	2	Total	1	Total	5	Total	2	Total	0
	Male	3	Male	0	Male	1	Male	1	Male	1	Male	0
	Female	7	Female	2	Female	0	Female	4	Female	1	Female	0
ADOPTED	Total	8	Total	2	Total	2	Total	1	Total	3	Total	0
	Male	5	Male	1	Male	1	Male	1	Male	2	Male	0
	Female	3	Female	1	Female	1	Female	0	Female	1	Female	0
SER C	Total	17	Total	3	Total	5	Total	1	Total	3	Total	5
	Male	10	Male	3	Male	3	Male	0	Male	1	Male	3
	Female	7	Female	0	Female	2	Female	1	Female	2	Female	2
SER C E5	Total	2	Total	0	Total	1	Total	1	Total	0	Total	0
	Male	1	Male	0	Male	1	Male	0	Male	0	Male	0
	Female	1	Female	0	Female	0	Female	1	Female	0	Female	0
Total		305		71		66		60		49		59

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 2017-2018. The impact of the spend has been reviewed in September 2018. 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><u>Maths</u></p> <p>Within year 7 and 8 the Pupil Premium funded teacher was used to resource an additional class. All students yr 7-10 are studying a 4 year scheme of learning – the additional teacher allows students of all abilities to be stretched and challenged, as well as being supported when it is necessary.</p> <p>In year 7 – over 50% of the students are now working towards or are at their target for Maths at the end of year 7. With almost 20 students operating above target and achieving grade 5 at GCSE on foundation papers.</p> <p>This is a very similar picture in year 8 – over 50% of the students are now working towards or are at their target level for maths at the end of year 8.</p> <p>Those students operating above their target grade (including a number of pp students) are involved in the elite maths programme</p> <p>GCSE results</p> <p>The gap between all students and disadvantaged students has reduced this academic year. With 94.74% of all disadvantaged students achieving a Maths GCSE grade 9-1</p> <p>10.53% of disadvantaged students achieved a grade 7+</p>

				<p>28.95% of all disadvantaged students achieved a grade 5+ and 50% of all disadvantaged students achieved a grade 4+ in GCSE</p> <p>English</p> <p>KS3 Year 7 AP3: 71% of PP students were on or above their target grade. With 32% of PP students at target (AT).</p> <p>Year 8 AP3: 82% of PP students were on or above their target grades. With 37% of PP students at AT.</p> <p>KS4 Year 9 AP4: 63% of PP students were on or above target for Language at AP4. With 22% of PP students at AT.</p> <p>67% of PP students were on or above target for Literature at AP4. With 18% of PP students AT.</p> <p>Year 10 AP4: 75% of PP students were on or above target for Language at AP4. With 49% of PP students at AT.</p> <p>52% of PP students were on or above target for Literature at AP4. With 24% of PP students at AT.</p> <p><u>English</u></p> <p>KS3 Year 7 AP3: 71% of PP students were on or above their target grade. With 32% of PP students at AT.</p> <p>Year 8 AP3: 82% of PP students were on or above their target grades. With 37% of PP students at AT.</p> <p>KS4 Year 9 AP4: 63% of PP students were on or above target for Language at AP4. With 22% of PP students at</p>
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					<p>AT.</p> <p>67% of PP students were on or above target for Literature at AP4. With 18% of PP students AT.</p> <p>Year 10 AP4: 75% of PP students were on or above target for Language at AP4. With 49% of PP students at AT.</p> <p>52% of PP students were on or above target for Literature at AP4. With 24% of PP students at AT.</p>
Literacy HLTA and Numeracy TA	£45,581	<p>Literacy HLTAs deliver small group/ 1-1 interventions in reading, spelling, handwriting, keyboard skills, comprehension, paired reading and speech and language.</p> <p>Numeracy HLTAs support in Maths lessons but also deliver small group/ 1-1 intervention.</p> <p><i>*peer tutoring +6months impact</i></p> <p><i>*small group tuition +4months impact</i></p> <p><i>*parental involvement(paired reading) +3months impact</i></p> <p><i>1-1tuition +5 months impact</i></p>	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.	<p><u>Numeracy</u></p> <p>A significant proportion of the higher and middle ability students benefitted from the additional support of a TA. 3 high ability students achieved a grade 9 in Maths at GCSE.</p> <p><u>Literacy</u></p> <p>There were 15 PP students. 100% of those students improved in their reading, 100% improved in their spellings and 100% improved in their writing levels.</p>
Effective Learning Centre (ELC) HLTA (Higher Level Teaching Assistant)	£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>	To improve individual students behaviour and support successful reintegration back into mainstream lessons during a 12 week process.	Behaviour points, detentions and isolations and achievements are measured before and after ELC intervention.	<p>96% of ELC students were reintegrated back into school.</p> <p>Detentions for these students decreased by 61% and isolations decreased by 70%.</p> <p>40% of students were PP and 60% Non PP.</p>
Pastoral	£43,947	The school now has 5 non-teaching	To ensure the	Student feedback	Attendance data

Leads/ Heads of Year		<p>Pastoral Heads of Year. 2 are paid for out of the PP budget.</p> <p>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>	pastoral well – being of all students thus enabling all students to make maximum progress.	Attendance figures Behaviour and isolation logs. Results.	<p>Whole school 94.99%</p> <p>Non PP PP Overall 95.41 93.88</p> <p>Year 7 96.40 93.46</p> <p>Year 8 95.47 94.39</p> <p>Year 9 95.49 93.62</p> <p>Year 10 93.63 92.84</p> <p>Year 11 96.36 95.30</p> <p>Students and parents value the pastoral team – feedback from parents evening forms, thank you letters and cards, Kirkland Rowell Survey.</p> <p>3 PP students were permanently excluded. There were 14 incidents where PP students were fixed term excluded.</p>
Outdoor Learning And Animal Care	<p>£16,463</p> <p>£400 (This was an additional cost to cover equipment required to</p>	<p>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</p> <p><i>*Outdoor adventure learning +3months impact</i></p> <p><i>*social and emotional learning +4months impact</i></p>	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	<p>This year we had 3 groups of students on Outdoor learning to give more students the experience the outdoors.</p> <p>14 PP students were included.</p> <p>The John Muir award was completed by some students and others are continuing into this year. We ran a series of trips to Tehidy and saw a huge improvement with the engagement of students throughout and improved focus.</p> <p>We provided outdoor kit to students and all equipment including food to cook on the trips.</p>

	support our Outdoor Learning programme).			personnel 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	
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				<p>in Outdoor learning lessons with staff feedback and communication with Tutors and HOY. 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</p> <p>This coming year all Outdoor learning students will</p>	
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				<p>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>	
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Education Off Site	£6,800	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>	To allow students with behaviour difficulties to remain in education and prevent them becoming NEET.	Students remain in the education system.	Dreadnought is funded for 12 students at risk of becoming NEET. Last year all students following this programme remained in school.
Sound Training	£4,300	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	There were 43 PP students. The 33 students that participated in ST gained an average of 33 months in their reading ages. 4 students were educated off site and the other 6 did not complete the course.
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 96%.	Attendance data can be seen under Pastoral Leads. The EWO is part of our pastoral team, attends Student Services and Multi Agency meetings.
General	£7,170	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.	We provide uniform for our PP students on request. Trips are funded/ part funded on request. PP students were given revision guides.
Homework Club	£3,794	HLTAs support Homework Club after school from 3-4 after school Mon to Thurs supervised by 2 members of staff. Students have computer access, printing access and support if they are having difficulty. Transport home is provided to outlying villages.	To support students who are unable to complete homework at home	Attendance of PP students at homework club.	Homework club averages about 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.	We have decided not to use this provision again as students miss too much time out of lessons with minimal impact on their results.
Thrive/ TIS	£3,895	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	We are now a TIS school. We have 6 staff who have received Thrive/TIS training. We plan to have all our pastoral team TIS trained by the end of the next academic year. We operate many courses for our local schools. Mr McGovern is now a TIS trainer and supports on courses. We have a Wellbeing room. Mr McGovern works alongside 12 students who access him on a daily basis. So far all students he has worked with have remained in school.
D of E	£2,000	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 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.	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, Volunteering and Expedition. Many young people find achieving a DofE Award life-changing. A fun adventure and	Out of the 38 bronze DofE students who completed last years, 8 were PP students. Extra support was put in with selected students, helping with kit including rucksacks and out door clothing and suitable food to take on expedition. We also gave help towards the cost of the award, including the registration and this will continue for those opting for Silver and the new uptake of bronze students. This year will also be targeting year 9 PP students to enrol in the award, with help again towards registration. 8 students were PP students.

				<p>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 work independently and as part of a team. They will be externally assessed by qualified staff, who monitor and assess their navigational skills, team work/collaboration and survival skills cooking, shelter building etc.</p>	
<p>CAT Testing & GL Assessment</p>	<p>£3,000 £2,150</p>	<p>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.</p>	<p>The data from these tests is used to make sure that all our students' needs are met through appropriate interventions.</p>	<p>Students are tested in Year 7 and then again in Year 9 to measure progress</p>	<p>The majority of students make progress in English and Maths from Year 7 to Year 9. Students in Maths make better progress.</p>

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 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 laptops, 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. 2018

Progress scores

	Pupil Premium	All pupils in School
All	-0.11	0.05
Boys	-0.51	-0.266
Girls	0.139	0.392
High	0.264	0.03
Middle	-0.444	0.08
Low	0.239	0.24
Eng	-0.35	-0.04
Maths	-0.17	0.23
open	0.28	0.24
EBacc	-0.32	-0.19

Attainment scores

	Pupil premium	All pupils in school
Average Attainment 8	38.08	46.78
English Average grade	3.975	4.93
Maths Average grade	3.515	4.565
EBacc Average grade	3.32	4.22
Open Average grade	4.38	4.94
%entering Ebacc	13.51	22.2
%achieving 5+ in EBacc	8.11	10

Pupil Premium Spend 2017/18

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	£6,800	£43,947	£4,300	£5,000	£3,794	£5,400	£3,895	£400	£3,000	£2,000	£4,800	£9,320

Pupil Premium Spend 2017-18

