**Pupil Premium Information**

**2016-2017**

Schools receive a payment, or Pupil Premium (PP), for each child who is registered for free school meals (FSM), children who have been eligible for FSM at any point in the last six years (Ever6) and those who have been in continuous care for six months or more (CLA). The grant for the academic year 2015-2016 was £935 for FSM and Ever6 students and £1,500 for students identified as CLA. Schools also received £300 (2011-2012) for student whose parents are serving in the armed forces.

The % of pupils in the school who are receiving free school meals, have received free school meals in one or more of the previous 6 years, or are a child looked after, or a child from a service personnel:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Academic Year | Number of students on roll | Number of Secondary pupils eligible Pupil Premium | Percentage of Secondary pupils eligible for Pupil Premium | Pupil Premium Allocation |
| 2015-2016 | 1064 | 188 | 17.7% | **£178,552** |
| 2016-2017 | 1126 | 209 | 18.6% | **£176,000 \* Estimated** |

Schools, headteachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

At Bushey Meads School, we recognise the need to target and support pupils from low income homes since poverty is the single most important factor in predicting a child's future life chances. To this end the Pupil Premium is used to:

1. Personalise the timetable to ensure that each pupil follows an appropriate curriculum such as the Princes Trust.
2. Provide literacy and numeracy support to enable all pupils to access the curriculum.
3. Provide a counsellor to support the emotional needs of PP/CLA students.
4. Provide learning resources for students to ensure they are able to maximise the learning opportunities.
5. Run intervention sessions which address the academic, social, emotional and behavioural needs of pupils, including concerns that prevent any PP/CLA pupil from using appropriate learning behaviour in mainstream lessons.
6. Have an extended school day so resources and support are available before and after school, ensuring that all FSM/CLA pupils can access computers and other resources that may not be available at home.
7. Provide support for pupils at lunchtime and after school to enhance the quality of their class work and their homework ensuring that there is always a supervised space for FSM/CLA pupils to work.
8. Ensuring pupils are able to access appropriate resources and opportunities, including contributing to the costs of school trips for FSM/CLA pupils if feasible and considered appropriate by the school.

**Trends in narrowing the in school gap 2014-2016**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2014****Whole School** | **2014****Pupil Premium** | **2015****Whole School** | **2015****Pupil Premium** | **2016****Whole School** | **2016****Pupil Premium** |
| GCSE 5 + A\*-A | 22 | 0 | 16 | 5 | 20 | 15 |
| GCSE 5 + A\*-C | 72 | 52 | 75 | 58 | 77 | 62 |
| GCSE 5 + A\*-C in En & Ma | 67 | 43 | 60 | 47 | 69 | 59 |
| GCSE 5 + A\*-G | 99 | 100 | 96 | 84 | 97 | 95 |
| GCSE 1+ A\*-G | 99 | 100 | 99 | 95 | 99 | 97 |
| KS2 - KS4 Ma 3 Lvls Prog | 73 | 43 | 69 | 56 | 75 | 66 |
| KS2 - KS4 En 3 Lvls Prog | 66 | 70 | 64 | 40 | 81 | 61 |
| KS2 - KS4 Sc 3 Lvls Prog | 58 | 35 | 56 | 45 | 57 | 55 |
| KS2 - KS4 En 4 Lvls Prog | 22 | 13 | 23 | 14 | 42 | 32 |
| KS2 - KS4 Ma 4 Lvls Prog | 39 | 17 | 37 | 28 | 40 | 37 |
| KS2 - KS4 Sc 4 Lvls Prog | 20 | 9 | 19 | 14 | 25 | 16 |
| GCSE 2 Science A\*-C | 57 | 39 | 67 | 54 | 59 | 49 |
| GCSE MFL A\*-C | 46 | 23 | 45 | 34 | 44 | 18 |
| GCSE MFL A\*-G | 64 | 36 | 62 | 53 | 56 | 26 |
| GCSE En A\*-C | 75 | 52 | 71 | 50 | 81 | 64 |
| GCSE Ma A\*-C | 79 | 57 | 72 | 68 | 74 | 64 |

The table above indicates that the gap between disadvantaged students and the rest of the Bushey Meads cohort is closing in most measures. The investment in maths and English interventions, teaching staff to support disadvantaged students learning, behaviour support and teaching aids is having an impact on progress made.

**SPEND 2015-2016**

|  |  |
| --- | --- |
| **INTERVENTION** | **SPEND (£)** |
| Proportion of staff salaries to raise achievement in English and maths | 124,616.98 |
| Individual student requests (trips, uniform, equipment, etc) | 4,113.94 |
| Alternative provision (e.g. college placements) | 4197.20 |
| Rewards | £350.00 |
| HCC counselling | 4502.74 |
| Youth Connexions Support | 5734.8 |
| GCSE Maths pp lunch intervention | 720 |
| GCSE English pp lunch intervention | 274.28 |
| Curriculum support (Prince’s Trust) | 1071.48 |
| Clinical Supervision for Intervention Manager | 900 |
| Key Stage 3 support for students | 3745.92 |
| Safeguarding online programme (CPOMS) | 381.25 |
| Key Stage 4 support for students | 5067.12 |
| Key stage 5 support for students | 710.40 |
| Extra careers guidance for pp students, youth connexions | 5734.80 |
| Interventions sessions and equipment for PP students | 15,950.51 |
| **TOTAL** | **178,071.42** |

**Future spending plans**

* Continue to provide a personalised timetable to ensure that each pupil follows an appropriate curriculum such as the Princes Trust
* Continue to provide literacy and numeracy support to enable all pupils to access the curriculum
* Continue to provide a counsellor to support the emotional needs of PP/CLA students
* Provide appropriate learning resources for students to ensure they are able to maximise the learning opportunities
* Run intervention sessions which address the academic, social, emotional and behavioural needs of pupils, including concerns that prevent any PP/CLA pupil from using appropriate learning behaviour in mainstream lessons.
* Continue to have an extended school day so resources and support are available before and after school, ensuring that all FSM/CLA pupils can access computers and other resources that may not be available at home
* Provide support for pupils at lunchtime and after school to enhance the quality of their class work and their homework ensuring that there is always a supervised space for FSM/CLA pupils to work.
* Ensure pupils are able to access appropriate resources and opportunities, including contributing to the costs of school trips for FSM/CLA pupils if feasible and considered appropriate by the school
* Provide incentives for pupil premium students to improve attendance
* Provide revision guides for all exam students

This will next be reviewed in March 2018.