



Inspiring Optimistic Learners

Pupil Premium Policy

Reviewed: April 2019	Next review due: April 2020
Governing Body Committee: CCI	
	CLT contact: Martine Blandin-Neaves Davina Bray – Pupil Premium Advocate
Policy adopted by the Governing Body on: 15/05/2019	

Pupil Premium at Torpoint Community College

Introduction

The Pupil Premium was introduced by the Coalition government in April 2011 to provide additional funding for disadvantaged students. The amount provided has grown over the years to total £935 for secondary students. The premium is paid for students who have been eligible for free school meals over the previous six years or who have been in care. Schools also receive £1,900 for pupils who have been in care but are now adopted or left care under guardianship orders. A separate grant of £300 is paid to schools to enable them to support the emotional and social well-being of service children.

Definition of 'Disadvantaged' Pupils

In the 2015 performance tables, the definition of a disadvantaged pupil changed to reflect changes to the conditions of funding for the pupil premium in 2014/15. The main changes to these conditions were:

- In 2013/14, children looked after continuously for at least six months were eligible for the pupil premium. In 2014/15, this changed so that children looked after continuously for 1 day or more are eligible for the pupil premium
- In 2014/15, the pupil premium also included those pupils recorded on the School Census as being adopted from care.

Since 2015 a pupil will therefore be defined as disadvantaged in the primary performance tables if they are recorded as:

- o **Eligible for Free Schools Meals (FSM) in the last six years; or**
- o **Looked after continuously for 1 day or more; or**
- o **Adopted from care**

This information can be found in the DfE Statement of Intent.

Applying for Free School Meals (FSM)

Torpoint Community College relies on individual parents to apply for free school meals for their child, which means that we only receive the Pupil Premium funding for students once parents and carers have applied. We would therefore encourage parents and carers to apply for FSM where applicable. Application forms are available during Parent Consultations on Academic Review Days or at any time from the College Reception and College website (search for Pupil Premium).

The eligibility criterion to claim for free school meals is to be in receipt of one of the following:

Income Support

Income-based Jobseekers Allowance

Income-related Employment and Support Allowance

Support under Part VI of the Immigration and Asylum Act 1999

The guaranteed element of State Pension Credit

Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)

Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit

Universal Credit

Children who get any of the above benefits in their own right (i.e. they get benefits payments directly, instead of through a parent or guardian) can also get free school meals.

Amount of Pupil Premium Funding at Torpoint Community College

Financial Year	Amount of Pupil Premium Funding
2011-12	£55,120
2012-13	£129,855
2013-14	£197,256
2014-15	£192,540
2015-16	£183,625
2016-17	£165,185
2017-18	£146,185
2018-19	£141,345 indicative sum

Table showing the Pupil Premium grant allocation amount by year since the introduction of the Pupil Premium

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percentage of Pupil Premium for Years 7-11	23%	27%	30%	36%	42%	39%	37%
Number of Pupil Premium	90	176	186	176	158	143 (Oct'16)	65
Number of Pupil Premium	56	67	72	66	63	55	57
Number of Pupil Premium	4	3	5	2 1 post LAC	1	2	2

Table showing numbers of Pupil Premium Students by Year

College Vision

Inspiring optimistic learners.

The overriding aim of the use of the Pupil Premium funding received by the College is to ensure that the attainment gap between students in receipt of Pupil Premium funding is reduced compared to all students not in receipt of the funding nationally. It is used to fund many universal interventions within the college; interventions to support all students, as it is vital to close the gap between all students at TCC and all students nationally in order to achieve this.

Principles

We ensure that teaching and learning opportunities meet the needs of all of the students. We ensure that appropriate provision is made for students who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged students are adequately assessed and addressed.

In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged.

We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any student or groups of students the College has legitimately identified as being socially disadvantaged.

We remind parents to apply for FSM, for example, with application forms available at Academic Review Days and reminders such as the College newsletter and website.

Identifying potential barriers to learning

TCC is a small college and staff know students well. Regular feedback from students for example after focussed student group meetings, surveys, and meetings with the Student Council, as well as learning walks and lesson observations, feedback from staff at pastoral and department meetings and feedback from the Student Support Centre and Intervention Assistants have helped to identify and monitor potential barriers to learning.

The main barriers of learning for students that have been identified are as follows and are addressed by the Pupil Premium Action plan.

1. Lower confidence in ability which impact on learning skills, achievement and attainment
2. High social and emotional needs which manifest in lack of confidence in risk taking
3. Higher level of Child protection and Care (safeguarding, emotional, physical, social and mental health needs) needs across the population
4. Unrealistic aspirations for self and lack of awareness of career and life chances
5. Lack of parental knowledge and at times experience of the qualifications framework
6. Low literacy skills for some Pupil Premium eligible students limiting access not only to English but also to the curriculum
7. Low levels of confidence with Maths and numeracy skills across the curriculum for some Pupil Premium eligible students
8. A lack of awareness of the big picture due to our location in a rural and coastal area and lack of facilities and range of employers

Pupil Premium funding has allowed us to introduce a range of interventions and strategies to support these students and to help address these barriers. The College's self-review cycle means that interventions are monitored, reviewed, evaluated and adapted as necessary.

Provision

The interventions and provisions funded by Pupil Premium are detailed in the Pupil Premium Action Plan and include universal, focussed and targeted strategies to support students.

All our work through the Pupil Premium will be aimed at accelerating progress moving students to at least age related expectations and in line with non-disadvantaged students nationally.

Universal interventions include funding for a Pupil Premium Advocate, an additional Maths teaching post to reduce class sizes and key stage 4, funding for teaching staff, Literacy across the Curriculum Coordinator post (CPE), Study Skills programme such as tutor sessions, intervention passport for year 11 and weekly Key Stage 4 Study Café, Accelerated Reader for years 7 and 8, teaching and learning CPD to ensure high quality teaching and learning for all students, work scrutiny and marking initiatives such as 'DIRT', key stage 4 revision classes. Recognition and rewards coordinator role (GBA), transition programme into key stage 3 (lead JCH), Careers and IAG – work experience coordinator role (PMA) to ensure all students have a high quality work experience placement in year 10. Forest School Coordinator (DLU), Homework club and Show My Homework subscription, Attendance Coordinator role (GBA), Cashless Catering and use of Parent Pay, e-learning subscriptions such as SAM learning, state registered school nurse drop in sessions, exam access arrangement and preparations.

Focussed small group strategies include use of Learning Mentors to work with groups of students to help raise self-esteem and confidence and promote positive behaviour. Small group literacy and maths support, More Able Coordinator to help focus on supporting more able pupil premium students (BLO), targeted careers interventions.

Targeted intervention include emotional, health and well-being support in SSC, pupil premium admin such as phoning parents to improve parental attendance at parents' evenings and Academic Review Days, individual support programmes – such as use of hardship fund to buy book and uniform on a case by case basis, exam entries for alternative curriculum provisions for students at alternative placements, targeted attendance interventions, pupil premium revision guides that can be loaned to students, free books to promote reading to Pupil Premium students in year 7.

Reporting

Documentation for parents, students, staff and governors about the Pupil Premium can be found on the College website and include documents such as this Pupil Premium policy, a Pupil Premium statement, the Action Plan for Pupil Premium for the current academic year, an evaluative report based on the impact of pupil premium funding in the previous academic year.

Staff with responsibility for Pupil Premium

Acting Deputy Head Teacher: Martine Blandin-Neaves (MBL)

Pupil Premium Advocate: Davina Bray (DBR)

Link Governor: Colin Parton

Business Manager: Ian Smart

Please address any queries about applying for FSM to Pip Stephens in the Admin Office.

MBL and DBR meet once a fortnight to monitor the progress, attendance and behaviour concerns for students in receipt of Pupil Premium funding in order to plan and evaluate strategies and interventions used to support the students.

Appeal

Any appeals against this policy will be through the governor's complaints procedure.