



Pupil Premium Report/ Impact statement 2015-2016

And

Pupil Premium Guide 2016-2017

The effective use of pupil premium to close gaps in attainment
at Northampton School *for Boys*

October 2016

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Section A Introduction

Our annual Pupil Premium guide explains how the pupil premium and pupil premium plus funding is spent in order to secure maximum impact in raising attainment and narrowing the gap for pupils vulnerable to underachievement, and will track the development of our teaching and intervention approaches over time.

The document draws upon proven strategies and interventions delivered within the class and as separate strategies directly aiming to Narrowing the Gap.

The Pupil Premium Policy can be found within this document, and related statements, reports and forms.

Richard Bernard

Headmaster
Northampton School for Boys

Impact statement/ Pupil Premium report

1. Pupil Premium Funding

Analysis of progress data from our years 7-11 shows that on average pupil premium students have previously started at a lower point (from the end of KS2) compared to the rest of the students who come to the school. They have also historically made less progress over the years to GCSE. This is in line with the National trend.

Allocation received: for 2015-16
Total allocation: £144,925

2. Pupil Premium Expenditure 2015/16

These funds were used in a variety of ways to provide additional support and intervention for those students in receipt of Free School Meals (FSM), Looked After Children (LAC) and children whose parents work in the Armed Forces. The funding was targeted to raise the academic achievement of the students in these vulnerable groups primarily through targeted individual and group intervention and through enhancing opportunities designed to maximise student potential both within and outside the curriculum.

We are pleased to report that the data shows that students who have engaged in the programme in 2015-16 have made more progress than their peers and the gap in achievement has been reduced. We are optimistic that, with the additional steps which have been funded in 2015-16 and indications for 2016-17 in terms of financial support for FSM and LAC, we can narrow this gap further.

In 2015-16 pupils received support in the following areas (Direct and Indirect):

Teaching staff and AIT were deployed to provide specific and additional targeted interventions to 'Narrow the Gap'. The focus of work was to maintain 3 levels of progress at least.

Subsidy for residential and other curriculum outreach activities 50% off cost

£50 contribution to school uniform

Subsidised music tuition 50% off cost

Lesson supplements including cookery 100% off

Revision texts and extra materials for KS3 and GCSE examinations

Additional 1:1 on-line tutoring in English, Maths and Science where the student was performing below target

Awarding vouchers to students who reach their targets in these subjects. The vouchers have enabled students to pay for additional support for their education and this has included extra 1:1 tuition, replacement uniform, access to extra-curricular opportunities and laptop computers

Additional teacher mentors have been provided for students whose engagement in the 1:1 lessons has not been successful

Specific examples of the support and interventions which took place and associated costs include:

- Additional one on one support time focussing on Maths and English with learning mentors and/or 1:1 tutors – the focus was on developing low literacy and numeracy levels as well as support where progress was not as expected – £62,290
- Individualised bespoke programme of interventions delivered by LAC specialist £14,010
- Mentoring to develop social and leadership skills – one on one support / counselling and mentoring was given to vulnerable students to enhance their social development and leadership skills and to provide tailored careers guidance for individual students - £12,600
- Trip / Residential Subsidies - curriculum and residential subsidies were given to prevent social exclusion and to help provide challenge for the most able - £1,713.35
- Home liaison & admin – funding to target support work with families of vulnerable students particularly those who struggle to engage with the school - £12,240
- Uniform Subsidies – subsidies for those facing financial difficulties so that school expectations can be fully met - £4,701.50
- IT Equipment - specialist ICT equipment resources provided for students to enhance their progress - £6,592.35
- Additional lessons – additional resource to provide additional teaching groups which were smaller (average 4-5) allowing additional support for under-achieving students and for gifted and talented students aiming for level 6 and A/A* respectively - £10,382.80
- Music Tuition - subsidised music tuition for all abilities of disadvantaged students - £2,904.72
- Revision Guides – to support academic progress being maximised for all abilities of students - £856.00
- Sports equipment – to support sporting potential of most able students in the vulnerable groups - £2,200
- The Library shop was used for additional equipment £352.49
- Breakfast club (with additional Literacy and Numeracy lesson) £ 1217.04
- A course on Mindfulness in Y11 in preparation for exams £429.00

3. Pupil Premium Attendance over time

For 2015-16 the attendance of Pupil Premium supported students at NSB

Attendance of NSB Pupil Premium supported students: 95.8%

Attendance of All students: 96.7%

Persistent Absence (20%plus): 2014/15 16.8% 2015/16 14.8% of NSB Pupil Premium supported students

Persistent Absence (20% plus): 2014/15 16.8% 2015/16 9.3% of all NSB students

4. Impact of funding on educational achievement for disadvantaged students – 2015/16

Overall the school performs significantly better than national expectations in regard to attainment and progress. The disadvantaged cohort performs better than the national disadvantaged cohort for both progress and attainment and significantly better than the national boys disadvantaged cohort. The disadvantaged cohort performs in line with or above the national cohort for boys and all students in the majority of key performance measures with a particular strength being in Maths. Disadvantaged boys in all year groups perform well against national expectations and there are minimal in-school gaps. In the 2015-16 Inspection Dashboard the performance of disadvantaged students in English, Maths and across the curriculum was graded as strengths with no weaknesses identified in the data set.

Attainment Key Stage 4 GCSE 2015/16 Disadvantaged students

Progress 8

Overall

National all 0.00

National all other (non-disadvantaged) students +0.3

Northampton School for Boys all students +0.26

Northampton School for Boys disadvantaged: Score +0.20

Attainment 8

Northampton School for Boys disadvantaged = 51.3 on 48.0 from 2014/15

This is substantially higher than All Boys National

Northampton School for Boys disadvantaged Low ability 42.43

National disadvantaged Low Ability 31.16

Mathematics element:

Northampton School for Boys disadvantaged: Score +0.7

National disadvantaged: Score -0.29

English element:

Northampton School for Boys disadvantaged: Score -0.25 (*in line with National for all Students and better than National Boys*)

Northampton School for Boys all: Score -0.12 (*better than National all Boys*)

National disadvantaged: Score -0.25

National all male pupils Score -0.24

Progress 8 EBACC

Northampton School for Boys disadvantaged: Score +0.58

Northampton School for Boys all: Score +0.62

National disadvantaged: Score -0.41

National all male pupils Score -0.08

Section B

Pupil Premium and narrowing gaps in attainment

Pupil Premium is a relatively recent funding model to support highlighted pupils who are perceived to potentially require additional support to maximise their potential. Our school receive grants to support pupils who are Looked After (or previously looked after), are in receivership of Free School Meals and who are Children of Service Families. The grant is non-specific and is not ring-fenced. The grant is able to be spent at the schools discretion with the aim being to improve results for pupils subject to Pupil Premium and Narrow the Gap between Pupil Premium pupils and their non PP peers.

In 2009-10 national GCSE data highlighted that almost one third of pupils who had been on Free School Meals in the previous six years achieved five or more A* - C grades, when compared to more than two thirds of those who had never been eligible.

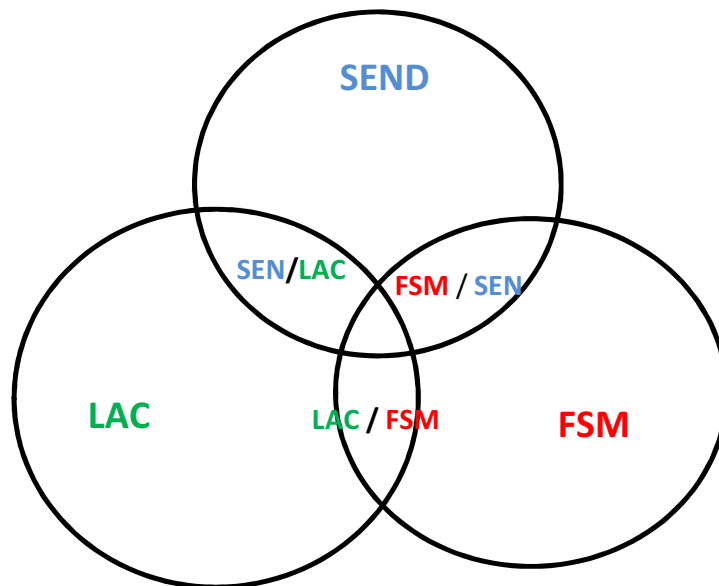
Pupils of secondary school age are also less likely to be registered for Free School Meals even when they are eligible and so are more likely to be picked up by the 'ever six' approach. It is worth noting that many pupils claiming FSM will also fall into other groups vulnerable to underachievement and in planning effective and targeted intervention that will maximise the impact of this new resource we aim to map the range of needs within our pupil population.

Vulnerable groups: whole-school approach.

At Northampton School *for Boys* we plan an integrated approach to meeting our pupil's needs. To facilitate this process we use provision maps, spread sheets, Venn diagram and other formats to map pupils in the vulnerable categories and track their progress. This is completed at whole school level, by year and by individual student creating a tailor made bespoke programme for each student.

The following Venn shows the Free School Meal group (FSM) mapped against two other key areas: Special Educational Needs and Disability (SEND), Looked After (LAC).

(Note: The circles do not represent cohort population)



In addition, the school wide SEND provision map and "AIT Policy" document aim to ensure that all pupils with additional needs are catered for whilst trying to ensure that finite resources are deployed effectively and interventions are not duplicated.

We know that good teaching can, and does, narrow gaps in attainment. However, there is now evidence that clearly demonstrates that to improve outcomes for learners vulnerable to under achievement, effective schools should develop personalised provision linked to effective planning, specialist pedagogy, good day-to-day assessment, and appropriate, targeted intervention.

Pupil Premium Reporting rationale

When reporting on the use of Pupil Premium, we consider the following factors:

- Progress
- Attainment
- Quality of Teaching and Learning
- Wellbeing and pastoral care

Pupil Premium Accountability

In reporting on the use of Pupil Premium, we ask ourselves the following questions:

What does our school's pupil progress tracking information tell us about any differences in progress and attainment between FSM and non-FSM pupils compared with other schools in the area, in the authority, and nationally?

How effective are the interventions put in place at narrowing attainment gaps between FSM and non-FSM pupils?

How effective are the interventions the school has used to narrow gaps in attainment for vulnerable learners?

How does the school share progress information with all parents?

How is the school linking with other agencies in the private and public sector to help children and families with other / wider issues?

Are our administration team familiar with the systems established by the LA for claiming free school meals and can they handle parent enquiries in an appropriately sensitive manner?

Eligibility for Pupil Premium

In 2012-13 our allocation was £61,677 and in the following years it rose to £108,481 and £116,875 respectively. These totals are based on each section below and the numbers of pupils on roll whose families have applied and/or are recognised within one of the headings below, in 2015-16 our budgeted allocation to rose to £144,925. This figure is based on numbers of students and not an increase in the per student amount.

Free School Meals (Deprivation Pupil Premium)

From 2015/16, different rates of Pupil Premium have been paid to children from deprived backgrounds, defined as a child who has been entitled to FSM at any point in the past six years (i.e. "FSM 'Ever 6'"). The value of the FSM pupil premium (Deprivation Pupil Premium) has risen from £900 to £935 in 2014-15 and remained so for 2015/16

At Northampton School *for Boys* with regard to Pupil Premium pupils we expect to have at least 11% of the school role in receipt of Free School Meals at any given time and with the "ever six" calculation (see below) this can rise.

Looked After Children (LAC) and Pupil Premium (PP)

It is important to recognise from 2014/15 for Looked After Children the following has applied:

- a specific "Pupil Premium Plus" has been introduced, thereby breaking the link between the pupil premium for children from deprived backgrounds and Looked After Children. From 2014/15, the rate of pupil premium for Looked After Children rose to £1,900 from £900 in 2013/14;

Funding for LAC and PLAC are sourced differently and Local Authorities in charge of LAC through Virtual Schools support students in a variety of models that do not always mean the total funding is at the schools discretion to spend. In Northamptonshire schools and academies apply for up to £500 every 2 terms to fund support for LAC students with additional funding available if justified.

Children of Service Families

In the new funding arrangements some pupil premium funding is also available for the children of armed services personnel. Service children – many of whose parents are risking their lives for their country – face unique challenges and stresses. Funding for service children remains at £300 per annum.

Currently, at Northampton School *for Boys*, there is an extremely low incidence of Service Children.

How is Northampton School *for Boys* accountable for the Pupil Premium?

“The Pupil Premium for disadvantaged pupils will provide additional funding specifically linked to disadvantaged pupils, with the primary objective of boosting their attainment... We will expect schools to account to parents for how it is used.”

(page 81, White Paper 2010)

Schools are free to spend the pupil premium as they see fit. However the DfE are clear that schools will be held accountable for how this additional funding to support pupils from low-income families and from service families is used.

5 New measures are included in the national performance tables that will capture the achievement of those deprived pupils covered by the pupil premium. Ofsted will also look at the performance of pupils vulnerable to under achievement as part of the inspection process.

From September 2012, schools have also been required to publish online information about how they have used the pupil premium and its impact on attainment. This will help ensure that parents and others are made fully aware of the attainment of pupils covered by the pupil premium.

The most effective schools know that to maximise pupil progress strong assessment and progress tracking procedures are essential. These same principles apply when measuring the impact of the interventions employed through the use of the pupil premium.

The intelligent use of tracking data enables schools to identify under-performing pupils and to then target intervention and support to promote accelerated progress towards age-related expectations. The interventions funded by the pupil premium need to be part of our schools overall plans of support for these pupils through Quality First teaching, targeted intervention and provision mapping.

We follow five key objectives:

1. Curriculum: to develop further the range of intervention strategies in use to ensure PP students in all years make progress in line with or exceeding the progress of their non PP peers
2. Teaching and Learning: to further improve teaching and learning across school and for targeted cohorts
3. Wider Outcomes: to provide a range of opportunities for students, no matter what their background to access learning opportunities outside the classroom
4. Attendance: to implement strategies ensuring the attendance of PP remains in line with non PP students
5. Behaviour: to implement strategies to ensure the exclusion of PP students remains low

Closing the FSM claim gap

A good starting point for us is to monitor the percentage of FSM pupils.

If there is a gap between entitlement and registration we consider the following action:

- Sending a general letter home encouraging parents to enquire about eligibility.
- Briefing administration staff about the application process in order to make applications as simple as possible.
- Placing information on the school web site, in the entrance area and in school newsletters.

- Offering parents confidential support in making a claim.

Meals and FSM Uptake

Many children from low income families are not registered for free school meals or choose not to eat them. Many parents do not even realise that their child is entitled to a free school meal.

Y11 Breakfast Revision club

At Northampton School *for Boys* we introduced a free breakfast for FSM pupils in Year 11 arriving early to prepare for examination work, which has been very popular.

Numeracy and Literacy Breakfast clubs

Students in Year 7 and 8 are invited to attend **Numeracy and Literacy Breakfast clubs** where a free breakfast is offered with the early morning pre-school lesson.

We work with our catering team to do the following:

Menus - offering nutritious & appetising meals that all children will want to eat.

Menus are carefully prepared with a meal, drink and desert having a rounded off cost to ensure FSM pupils can have a full meal.

Lunch service

- **Children entitled to free school meals** – We do not give children having free school meals a special dinner ticket or token. We operate a cashless catering system that is discrete and avoids stigma.
- **Queuing** – We try to operate a fair system which keeps queuing to a minimum.
- **A social time** – We encourage our pupils to sit together and share a meal.
- **Staff** – We encourage school staff to eat with pupils. It can help boost the confidence of shy or younger children and creates a positive atmosphere.
- **Pricing** - Prices are coded clearly so free school meal pupils know exactly what meal options they have, to avoid confusion or embarrassment at the till.
- **Stay-on-site policy** - We have a stay-on-site policy, as this helps encourage those entitled to a free school meal to stay on site and eat their meal. Allowing pupils to leave school at lunchtime reduces this likelihood.
- **Cashless Catering** - Cashless systems remove the need for cash transactions in the dining room, service points and some vending machines. When pupils are not using cash to pay for their meals, it is easier for free school meal pupils to remain anonymous, as paying parents can send cheques to the school office or pay online and swipe cards and biometric systems are implemented at the counters.

Interventions that make a difference

What aspects of intervention make the difference for pupils?

- Working with a qualified and experienced teacher with the confidence to adapt and differentiate their sessions to meet the learning needs of the individual pupil.
- Working with a qualified and experienced intervention specialist can be more expensive than with a TA, but they take responsibility for the sessions and the pupils they work with, and are able to plan and resource their work with little direction.
- Quality time
- Working one to one

There are clear advantages to being able to work with one pupil or one teacher/intervention leader. Pupils are more open about their difficulties. Pupils have their own space and are not having to compete for attention. The sessions are completely focussed on the needs of the pupil, both in terms of curricular targets and also their needs as a learner in more general terms. It is hoped that that the first and most significant change for pupils who have had tuition is an increase in confidence and self-esteem.

Accountability for the funding

One to one tuition has had a significant impact on many pupils. There is evidence that it works and the present model is tried and tested.

Literacy and numeracy interventions that work

The following section comprises **suggestions and examples only**. The actual format of booster/similar provision is determined by the Director of Inclusion, SENCo, English Team Leader, Science Team Leader and Mathematics Team Leader. Provision maps are in place to deploy finite resources to ensure that pupils are supported effectively.

The following outline for literacy and numeracy provide an example overview of some of the significant Wave 3 programmes which have been shown to be successful both locally and nationally. All the Wave 2 and 3 programmes below require specific training for teachers and often Support Staff need to convert to Specialist Intervention Roles. At Northampton School for Boys our Support Staff are now all specialists relative to identified need.

Mindfulness Year 11 exam preparation: During Year 11 our disadvantaged students work with a Mindfulness worker to in small groups to prepare and train their working mind to cope with exam stress and delivering potential

Example Literacy provisions

Wave 1	Quality First Teaching 'Dyslexia friendly classroom' Accelerated reader Guided Reading/Writing Support for writing materials	Support the majority of children in a class
Wave 2	Group interventions Early Literacy Support Set ¾ English support lessons Summer Schools KS3 Easter Revision Classes KS4	Just below average
Wave 3	1 to 1 teaching Lucid testing Catch Up Literacy (focused on need) CPG Spelling LDA Reading Scheme Toe by Toe Catch Up Summer Camps In KS3 and KS4	Struggling Lowest attaining

Example Numeracy provisions

Wave 1	Quality First Teaching 'Dyscalculia friendly classroom'	Majority
Wave 2	Group interventions based on Overcoming Barriers materials, Set ¾ Maths support lessons Easter Revision Classes KS4	Just below average
Wave 3	My Maths 1:1 1 to 1 teaching Mathletics Basic Skills Focus Tutoring 1:1 Catch Up Summer Camp	Lowest attaining Struggling

Additional Intervention strategies at Northampton School for Boys

Where additional intervention is required with secondary school pupils, carefully managed and evaluated strategies have been proven to have the greatest impact. These might include:

- Pupils encouraged to take advantage of a range of out-of-lesson support; both in identified groups and individually. E.g. Additional Lunchtime catch up lessons for students not maintaining target levels.
- A range of carefully tailored interventions made available, including maths club, catch up sessions, one to one tuition, small group and 1-1 withdrawal, Mathletics (a computer programme available to all pupils in and out of school, monitored and supported by teachers) and additional on line lessons.
- Where possible overstaffing to enable a range of targeted Wave 2 intervention to be deployed within KS3
- An effective mentoring system can also help towards pupil progress.
- Intervention specialist leaders, staff mentors & student mentors providing support for personal organisation skills. Motivational mentors and activities aimed to raise students' career aspirations.

A targeted approach to supporting secondary-age pupils

The strategy set out below can help narrow gaps in attainment.

1. Identify target pupils- Director of Inclusion / SENCo/ Intervention Team Leaders

The DoI, SENCo & Curriculum Team Leader, with others in the Additional Intervention Team, identifies a target group of pupils who require intervention. The priority group for intervention are pupils who:

- are below the level expected for pupils of their age
- have identified slippage against targets
- have the potential to reach the expected level.

The NSB Team plans strategically for a programme of intervention for these pupils that might include tailored teaching in main lessons and additional programmes where these are appropriate.

2. Identifying pupils' learning needs

The Curriculum team Leaders collaboratively with the Director of Inclusion and SENCo work with other teachers to review the assessment information available for the target pupils and to identify their learning needs. The available information may be detailed and diagnostic, or less so. In either case, DOI/SENCo will help to identify clearly the appropriate next steps in pupils' learning. Identifying the next steps in learning for pupils has always been at the heart of good teaching, but it isn't always easy

3. Set curricular targets and allocate pupils to programmes

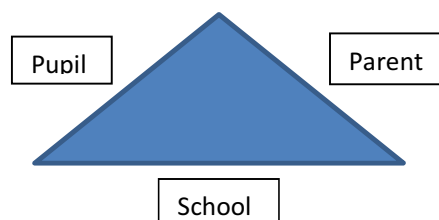
Curricular targets for pupils are identified in the Provision Maps and these are agreed with and communicated to all teachers if required. Pupils are allocated to intervention programmes that match their needs. Pupils identified for intervention will be monitored and assessed throughout and will have a formal assessment at the beginning and end.

4. Differentiated Teaching

Taking account of curriculum targets, teachers tailor their teaching to help the target pupils make faster progress. Teachers and AIT staff deliver packages and use the curriculum targets to focus their support.

5. Involve other adults in support

The support of other adults is critical to the success of the intervention process. Who might offer support? Parents are a vital part of the triangle of success at Northampton School *for Boys*. How will you measure impact?



6. Evaluate and review

The Additional Intervention Team and Curriculum Team Leaders monitor and evaluate the impact of the intervention programmes in order to:

- assure pupils' progress
- identify and develop best practice in learning and teaching.

The outcome of this review process will mean a return to point 1 and/or other points on the road.

Use of the pupil premium to raise the attainment of looked after children

Looked after children (children in care) represent the full range of ability and achievement in the pupil population. They are, nevertheless, a vulnerable group of young people.

The role of the governing body

- The governing body must ensure that the Designated Senior Leader is prepared and able to fulfil his/ her duty.

At Northampton School for Boys Governors receive an annual report from the Designated Senior Leader which contains the information regarding the progress of looked after children in the school. The Link Governor for LAC also meets on a more regular basis to examine interventions and progress.

- The governing body and Senior Staff should act on any issues raised so as to support the Designated Senior Leader and maximise the impact of the role.

The role of the Designated Senior Leader within the school

- The DSL should have lead responsibility for helping school staff understand the things which affect how looked after children learn and achieve.

The DSL should:

- promote a culture of high expectations and aspirations for how looked after children learn
- make sure the young person has a voice in setting learning targets
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children
- make sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home
- have lead responsibility for ensuring the development and implementation of the child's personal education plan (PEP) within the school.

Use of the Pupil Premium to help the DSL and other school staff achieve good outcomes for looked after children will depend on the circumstances for each child.

If you would like further advice on supporting Looked After Children please contact Mr Matt Kneeshaw, Director of Inclusion

The pupil premium and Physical Education and school sport

For many years it has been recognised that high quality PE and school sport is worth investing in. From 2001 until 2011, there was an investment of £2.5 billion into a PE and Sport Strategy for Young People. The focus was to improve rates of participation in PE, sport and physical activity. Through a national research project conducted between 2001 and 2008 by QCA on behalf of the DfE and DCMS, evidence collected in 145 schools across England proved that high quality PE and school sport was making a substantial difference to children and young people. Not only was the evidence clear in the increase in participation, but the research also showed an impact on whole school improvement. Standards in attainment, pupil progress, behaviour, attendance and leadership to name but a few were rising. Children and young people were also becoming more committed, confident, and self-assured

In January 2012 the government launched 'Creating a sporting habit for life'; a new youth sport strategy. The key educational pillars of this strategy are:

- To inspire a generation of young people to take up sport as a habit for life;
- To build a lasting legacy of competitive sport in schools;

Improving links between schools and community sports clubs.

For some children and young people to participate confidently and enjoyably in regular PE and sport remains a barrier to climb. The pupil premium offers schools the opportunity and flexibility to allocate funding where it matters most. *'We know a good education is the key to improving young people's life chances, to enable them to progress into adulthood with the skills and confidence for success. The Pupil Premium will provide schools with the resources with which to address inequalities in the system and raise the attainment of those pupils from low income families'*.(DfE) As part of that 'good education' it is worth every school considering the opportunities available in sport to break down some of these inequalities.

At Northampton School for Boys we have an award winning PE department that many pupils including Free School Meal and Looked After Children have taken an active role within. Many of these have bought into the philosophy of success and have represented the school at the highest level and on occasion the highest platform for that sport.

We will consider:

- A donation towards a sports kit to take part in an activity held on the school site after school or during school hours;
- Purchasing a piece of sports equipment so that the young person can participate safely, confidently and appropriately in a sports club;
- Contribution towards transport to a game, match or activity;
- Buying in a specialist coach for a term/half term to work with a targeted group of children and young people;
- Organising a trip to a sporting event for a targeted group of pupils;
- Organising C, D, E teams so that everyone has an opportunity to participate in competitions against other schools, not just the 'elite' performers;
- Organising partnership sporting events, linking up with other local schools and pool a pupil premium amount to widen opportunities and quality and develop a sustainable model;
- Contributions towards residential trips with a sports focus
- Supporting whole schools events where all pupils benefit from equal opportunities to participate;

Section C
Pupil Premium Policy



Northampton School *for Boys*

Pupil Premium Policy **Including Looked After Children**

Approved by: **Governors' Welfare Committee**

Date: **July 2016**

Review Date: **July 2017**

Northampton School for Boys **PUPIL PREMIUM POLICY (Known as PP)**

This policy is based on the devolvement of the Department for Education grant awarded each year and funded support to targeted pupils who are specifically subject to Pupil Premium conditions of support.

Background

The Department for Education (DfE) published the Pupil Premium Grant information saying:

“The aim of the Government’s new Pupil Premium is to raise achievement among disadvantaged children.”

- to increase social mobility;
- to enable more pupils from disadvantaged backgrounds to get to the top Universities;
- to reduce the attainment gap between the highest and lowest achieving pupils nationally.

Information

This grant is made to schools irrespective of the existence of any deficit of school budget share expenditure and is not part of school budget share.

The payment for 2016-2017 is made for pupils based on information derived in the January 2016 school census (those known to have been eligible for Free School Meals in any of the previous 6 years as well as those first eligible in January 2016). It is also made for Looked-After Children, Previously Looked After Children and for Service Children, (the latter at a lower rate). Some of the Pupil Premium may be carried forward to future years.

Our aim, when devolving Pupil Premium funds to support disadvantaged pupils must be to ensure that there is both:

- **A DIRECT ALLOCATION**

A clear educational objective in terms of raising attainment or closing the attainment gap

- **INDIRECT ALLOCATION**

A clear rationale for allocating funds in such a way that a pupil is afforded significantly better and more equal access to school and to learning,

Purpose of the grant

Pupil Premium funding is received by Northampton School *for Boys* pursuant to Section 14 of the Education Act. The Pupil Premium will be spent for the purposes of the school which is defined as “the educational benefit of the pupils registered at that school, or for the benefit of pupils registered at other maintained schools; and on community facilities”.

Rationale

We know that pupils from disadvantaged backgrounds perform less well than pupils from higher socio-economic backgrounds. In 2012 only 50% of children nationally on Free School Meals achieved 5x GCSE’s (including English & Maths) in Northamptonshire that number was lower. In 2015 Looked after Children made significantly Lower Progress than no LAC. Other learners not highlighted by Pupil Premium achieved much higher. Equally, the notion of a premium to support less advantaged learners is not a new one and has been present in various forms for

many years. The challenge for Northampton School *for Boys* is to ensure that the funding now available is deployed to enhance learning and outcomes, and is impact-driven. In meeting this responsibility, we will be mindful of the sensitivities and perceptions of parents

Those in receipt of Free School Meals:

We will ensure that wherever possible, correspondence will be sent directly home, and that letters are not distributed to pupils, as they may be opened in front of peers. Reception staff are reminded about the possible sensitivities attached to conversations and form-filling and a discreet place is offered where necessary.

Teaching and non-teaching staff, although aware of the FSM, LAC and other pupils for tracking purposes, will not share this information with pupils and will observe best practice in maintaining confidentiality of data.

Only Northampton School *for Boys* Senior Staff will draft letters relating to FSM and there will be a proof-read process to ensure that tone and content are appropriate.

From September 2014, Pupil Premium spending has been tracked more closely, in order to answer the following questions:

How has Pupil Premium been used?

How have we made sure that it is used effectively?

What effect has Pupil-Premium- funded provision had on disadvantaged pupils?

We will use PP funding within two main areas:

Direct allocation or Indirect allocation

PP spending will be reported to the Governing Body annually as part of monitoring procedures.

Although more effective teachers, physical resources, smaller class sizes and other strategies can have a significant impact on achievement, increased funding does not automatically mean increased results. We will strive to select imaginative and appropriate methods for tailoring support to the individual and will use statistical analysis and correlation of key factors to determine the areas of greatest need. We will aim to devolve PP spending to raise attainment, in some or all the following ways:

DIRECT ALLOCATION- academic standards

- Additional Transition Time for Additional Intervention Staff to focus on PP students during the transition from KS2 Primary setting to Northampton School *for Boys*
- Extra group sessions during lunchtime and some focussed smaller group interventions during lesson time
- Focus PP booster groups during school summer and spring holidays
- 1 to 1 tuition by teachers, AIT staff and when appropriate 6th Form mentors (Focusing on Literacy and Numeracy across the curriculum in KS3 and subject specific booster sessions in KS4)
- Lessons in English, Maths and Science completed at Lunchtime and at home for all PP students who are not on target.
- Additional weekend Saturday clinics if required to ensure PP Y11 students achieve potential
- Resources to support learning outcomes for PP students

- Small groups focusing on self-esteem, organisational skills, behaviour and emotional intelligence (EQ) to improve curriculum accessibility and success
- Extra teaching sets as required
- Focussed 1 to 1 intervention where additional needs such as behaviour and attendance have become a priority

INDIRECT ALLOCATION- to facilitate access to learning

- Attendance/absence monitoring and administration including additional Family Liaison time
- Conditional attendance on optional clubs including lunch-time sports or activities for FSM/LAC pupils (where behaviour/attendance may be an issue)
- CPD resources to assist AIT staff and teachers in analysis of FSM performance
- Other support resources including revision guides for all students
- Free breakfast club places for FSM pupils during Y11 examination period.
- School / P.E. uniform- a specific subsidy set aside for parents/carers of each FSM pupil as an annual contribution towards the cost of uniform
- Support with sports or PE clubs and/or residential educational visit as appropriate
- "Hard-ship fund"- a specific amount to be made available, calculated by overall FSM numbers, in a ring-fenced budget. Activities may include trips and visits but MUST be judged as having a clear educational objective or be clearly linked to increasing the pupils' ability to access learning. In exceptional cases, this could possibly be extended to a contribution towards home computer equipment/similar

Measuring progress and improving outcomes

Pupil Premium spending will be tracked by Senior Staff in close liaison with the Head Teacher and from March 2014 detailed information has been and will continue to be provided separately each term to the governing body. This will be continued in 2016-17. This will show numbers of pupils who have received Pupil-Premium-funded provision and track impact.

The school will dedicate a separate section of the web-site to Pupil Premium in which a brief report of recent spending and allocated funding will reside.

Within school, the progress of Free School Meal pupils will be also be tracked against the following correlations:

- FSM- low attainment (performing below expectations)
- FSM- low progress (performing below expectations)
- FSM- absenteeism
- FSM- SEN
- FSM- English as an additional language (EAL)

In curriculum teams and whole-school evaluation, the relative performance of FSM, LAC and other groups will be individually tracked and monitored, with a view to ensuring that expertise is maintained and adequate focus remains.

The school will continue to take steps to ensure that FSM, LAC are effectively identified, in order that all teachers and AIT staff directly involved in learning can fully exercise their duties with respect to "Narrowing The Gap"

Objectives/ developments 2016-2017

In the following academic year, we are considering a number of new approaches for the devolvement of FSM funds and our aim is to investigate the following:

- Provide rewards for identified FSM pupils who have exceeded expected progress targets, in an effort to help the individual extend their high performance, and maximise their chances of meeting their targets
- Establish and develop existing additional classes that focus on Progress and achieving Minimum Achievement Grades and exceeding MAGs
- Provide special 1-1 booster tuition for any FSM year 7 or year 11 pupils for whom a level 4 or on the GCSE level structure 'C' (Level 4 for the new framework) respectively is an achievable challenge. The thresholds for this will be established in early autumn.
- Increase intervention staff hours from NSBs own staff in order to bring forwards the traditional start point for intervention for FSM pupils into the early autumn term
- Appoint an additional designated EAL manager to oversee EAL progress
- Maintain and develop levels of LAC support embedded in 2015-16
- Appoint an administrator and contact point to provide with a particular focus on LAC pupils to promote a single point of contact and develop trust
- Provide additional boosters for year 7 pupils who have not made adequate (expected) progress in year 6 in the core subjects (including Science)
- Offer support with sports or PE, prioritizing those which run in or with school, to maximise well-being, attendance and personal development
- Identify any individuals who may already receive or may have a reduced need for academic intervention and investigate alternative "life experience" provision which might be offered (as appropriate)

Northampton School *for Boys* will devolve a percentage of the Pupil Premium grant towards a 'Hardship Fund' and parents of learners who are in receipt of Free School Meals will be able to request financial assistance for resources or services which support the improvement of learning and raising of standards. It should be borne in mind that this is a finite fund and there must be a clear indication of the proposed outcome or impact which the extra assistance is aiming to produce.