

PUPIL PREMIUM STATEMENT

“Students achieve well. All groups of students make good progress from their starting points so that they make up much of the ground they have lost previously.” OFSTED NOV 2013

Kettlebrook is a Pupil Referral Unit for children aged 11-16 years who have been referred through the Tamworth District Inclusion Partnership or other professionals. Levels of attainment upon entry to the school are below average. The catchment area is wide with students drawn from all over Tamworth.

Pupil Premium was introduced in April 2011. The funding is provided to help disadvantaged pupils to 'close the gap' and to raise attainment and improve progress.

Children who are eligible include:

- Pupils who have been registered for Free School Meals (FSM) at any point in the last six years
- Children who have been looked after continuously for more than six months
- Children of armed services personnel.

We will continue to use the pupil premium funding to support students at Kettlebrook Short Stay School to raise social and academic standards of attainment, enabling our students to have a positive economic future. The funding has been used in a number of different areas, including but not limited to:

ENRICHMENT on & off site
Individual Learning Plans
1:1 tuition
Counselling
EP Intervention
Peer Support
Home School Liaison
Work Experience
Alternative Provision Learning Programmes
Vocational Learning
Resources (including staffing levels)
Pending assessment & Interventions

Other intervention strategies that Pupil Premium funds are embedded in the Student's Individual Learning Plan. These include:

- differentiated resources across the curriculum to enable students to engage and access a learning programme – building packs; modeling packs; alternative food to be used in DT etc.
- Alternative Provision – Nails; fitness; bike maintenance;

We have proven success in using these methods of intervention to support disadvantaged pupils in making progress and achievements. Kettlebrook's innovative approach in designing ILP and the use of talented, skilled and experienced staff has enabled Pupil Premium funding to support the progress of all our disadvantaged and vulnerable students.

Please refer to the Pupil Premium funding, KSSS's objectives and impact as located on the website.

The academic progress of our Pupil Premium students are monitored by the classroom staff; discussed per week by staff; logged and tracked by the Headteacher & SLT, reviewed and discussed at termly Management Committee meetings.

The Pupil Premium monies is monitored by the Federation Business Management Committee per term.

Self-review questions for Governing Bodies

Governors' knowledge and awareness

1. Have leaders and governors considered research and reports about what works to inform their decisions about how to spend the Pupil Premium?
2. Do governors know how much money is allocated to the school for the Pupil Premium? Is this identified in the school's budget planning?
3. Is there a clearly understood and shared rationale for how this money is spent and what it should achieve? Is this communicated to all stakeholders including parents?
4. Do governors know how the school spends this money? What improvements has the allocation brought about? How is this measured and reported to governors and parents via the school's website (a new requirement)?
5. If this funding is combined with other resources, can governors isolate and check on the impact of the funding and ascertain the difference it is making?
6. Do governors know whether leaders and managers are checking that the actions are working and are of suitable quality?

Leaders and managers' actions

1. Do the school's improvement/action plans identify whether there are any issues in the performance of pupils who are eligible for the Pupil Premium?
2. Do the actions noted for improving outcomes for Pupil Premium pupils:
 - give details of how the resources are to be allocated?
 - give an overview of the actions to be taken?
 - give a summary of the expected outcomes?
 - identify ways of monitoring the effectiveness of these actions as they are ongoing and note who will be responsible for ensuring that this information is passed to governors?
 - explain what will be evaluated at the end of the action and what measures of success will be applied?
2. Is the leader responsible for this area of the school's work identified?
3. How do governors keep an ongoing check on these actions and ask pertinent questions about progress ahead of any summary evaluations?
4. Are the progress and outcomes of eligible pupils identified and analysed by the school's tracking systems? Is this information reported to governors in a way that enables them to see clearly whether the gap in the performance of eligible pupils and other pupils is closing?

Pupils' progress and attainment

1. Does the summary report of RAISEonline show that there are any gaps in performance between pupils who are eligible for free school meals and those who are not at the end of key stages? (Look at the tables on the previous pages of this document for some indicators to consider)
2. Do the school's systems enable governors to have a clear picture of the progress and attainment of pupils who are eligible for the Pupil Premium **in all year groups across the school**, not just those at the end of key stages?
3. If there are gaps in the attainment of pupils who are eligible for the Pupil Premium and those who are not, are eligible pupils making accelerated progress – are they progressing faster than the expected rate – in order to allow the gaps to close? Even if all pupils make expected progress this will not necessarily make up for previous underperformance.
4. Is the school tracking the attendance, punctuality and behaviour (particularly exclusions) of this group and taking action to address any differences?

Overall, will governors know and be able to intervene quickly if outcomes are not improving in the way that they want them to?

