



Pupil Premium Statement 2018-19

General Info

The pupil premium is additional funding given to publicly funded schools in England to improve the outcomes for disadvantaged pupils (progress, attainment, destinations, wellbeing) and to diminish any differences between them and their non-disadvantaged peers nationally.

In the 2017 to 2018 financial year, schools receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6
- £935 for pupils in year 7 to year 11

Children who have been in local-authority care for 1 day or more attract £2,300 of pupil premium funding. Funding for these pupils doesn't go directly to the school they attend but is paid to the [virtual school head \(VSH\)](#) in the local authority that looks after the child. This funding is then transferred from the virtual school to the pupil's school.

What we get

In the 2017/18 academic year we will receive £52,360 pupil premium funding. This is paid in three termly instalments.

How we spend it

It should be noted that in our school, as in all Alternative Provision schools, we receive more 'per pupil' funding for all our pupils than a mainstream school would. This is so that we are able to provide a more personalised education for our pupils, meet their needs more fully, and therefore support them to achieve the best possible outcomes. Therefore, the examples below are areas that we are able to enhance *in addition to the offer we make to all our pupils* due to pupil premium funding.

IAG (Information, Advice and Guidance)

All our students have a greatly increased chance of becoming NEET (Not in Education, Employment or Training). One of our key goals is to ensure that all our students are exceptionally well prepared for the next stage of their life, whether that be in education, training or employment. Furthermore, we believe it is important to monitor and support students when they have left us to ensure that the plans they leave us with are genuinely sustainable. Therefore, we provide an 'enhanced' IAG service to all our students including not only bespoke, independent IAG, but short term and extended work experience opportunities, accompanied college interviews, accompanied visits and first days, tracking and support throughout the first year of leaving us, and a multi-faceted work skills programme.

Impact: Destinations data; TQS - 5% NEET (17/18 cohort in Oct'18), National - 12% NEET*

*https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/346026/NEET_Supplementary_tables_16_24_v0.1.xls

Rewards system

Due to our school being the only AP provision in Poole, students travel to our different bases from a large geographical area. Typically, students have to get two buses and travel for over 90mins to get

to school. This makes lateness and attendance, particularly amongst students such as ours with social, emotional and mental health difficulties, a potential problem. Therefore, we fund a range of help and incentives to encourage good punctuality and attendance. These include rewards for 100% weekly attendance, punctuality breakfasts, a weekly punctuality and attendance prize and a minibus pickup service that brings our students directly to school.

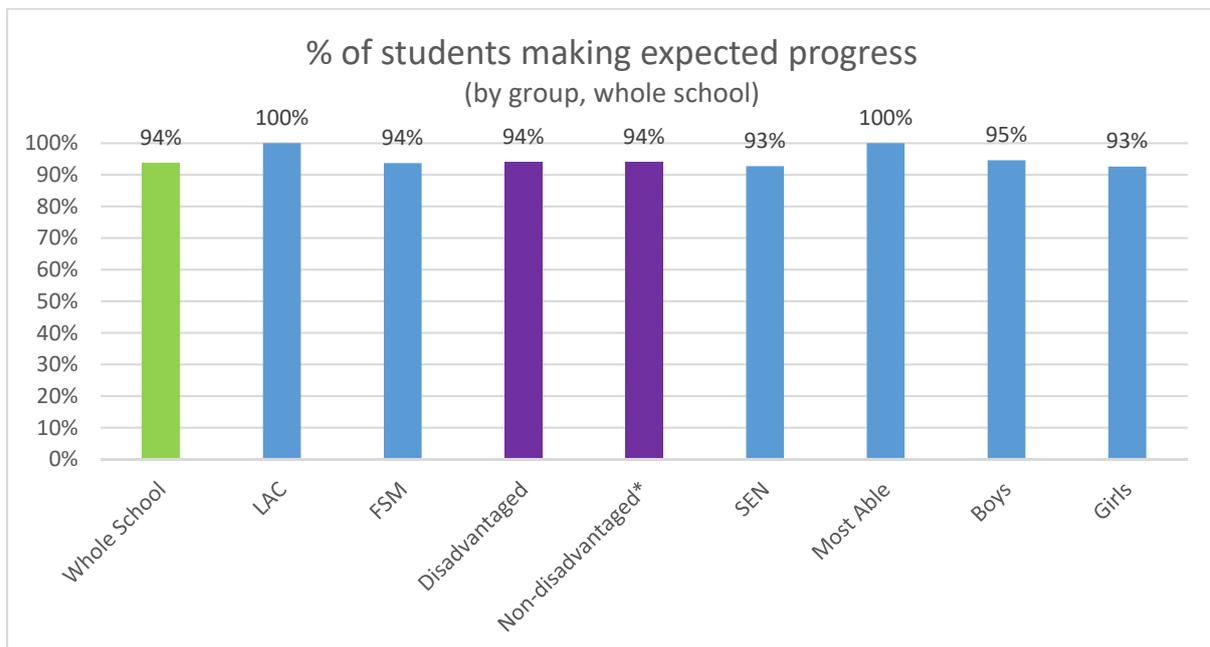
Impact: Attendance data 2018/19 (Sept to current)

- Disadvantaged pupils current attendance – 75%, non-disadvantaged 76%
- Disadvantaged pupils previous school attendance – 71%, current attendance – 75%

Extra-curricular activities

We also use part of the pupil premium to ensure that, like many schools, every student has an equal opportunity to participate in extra-curricular activities. These activities provide an important element of our whole school emotional wellbeing programme. One example of using this extra funding is that we subsidised the cost of our Year 11 activities week in July 2016 for 5 students who were eligible for the pupil premium.

Progress data for pupils receiving the pupil premium against those who do not
(disadvantaged pupils / non-disadvantaged pupils)*



*this measure of comparative progress (from similar starting points) is usually ‘disadvantaged pupils / non-disadvantaged pupils *nationally*. However, for an AP setting such as TQS this measure would not be a true comparison due to the unreliability of the national ‘starting point’ measure for our pupils.