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| **Pupil Premium Projected Expenditure (2018-19)** |

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| Key Stage | No. students | Amount/student | Forecast Total for academic year 2017-8 |
| KS4 | Year 11 - 17  Year 10 – 6 (TBC) | £935 | £31,790 |
| LAC Pupils | 1 (Year 11) | £2300 | £2300 |

The Pupil Premium Grant is additional funding provided by the Government to support the education of the most socio-economically disadvantaged students in Years 10 and 11. The funding is specifically targeted to those eligible for free school meals in the least 6 years. Looked after children attract additional funding which is managed by the Virtual School in Hounslow and has to be applied for by the school on a proof of need basis. Last year Logic Studio School received £26,840.30 for the academic year 2017-18. Progress of our students eligible for Pupil Premium was higher than non-Pupil Premium for our GCSE outcomes in 2018.

Our allocation for the financial year 2018/19 £31,790. This is only for KS4 and is based on 18 year 11 pupils eligible for the deprivation pupil premium out of 42 on roll (40%) at time of January census 2018. We now have 17 students eligible in Year 11 and 6 in Year 10 (new admissions September 2018) eligible for pupil premium funding. Each eligible pupil attracts £935 pupil premium. Our commitment at Logic Studio School is to ensure that the money, and much more, is spent on strategies and pedagogies that are proven to help schools ‘close the gap’. These are outlined below and the cost to the school far exceeds the funding outlined above:

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| **Raising Achievement** | | |
| **Commitment** | **Process for Monitoring** | **Expected Impact** |
| Staffing of additional PREP groups (family size) at KS4 to support students at risk of not making progress. | JLO tracking of data  RAP meetings | Yr11 PP students’ progress and attainment in line with pupils with similar starting points nationally.  Students are well prepared and motivated for exams and their ability to be more independent in their learning improves. |
| Staffing for additional period x 1 week of Maths/ English reading in Year 10 and 11 | Progress tracking of students in Maths and English  VGR & CYO. Monitored by JLO | Progress is maximised for identified students in one or both English & Maths and we ensure diminishing gaps between PP and non PP students. |
| Personal coaching sessions to support most vulnerable PP students | SBA/RCO  Monitored by VGR |  |
| Continue to provide high level teaching and learning CPD for all staff focusing on pedagogies that have most impact (as identified by the EEF Toolkit). For example marking & feedback and self-regulation | SLT focusing on CPD provision across the year and ensuring symmetry between key priorities and the SDP  Monitored by JLO | Enhanced staff performance as evidenced by lesson observations, Year reviews etc. |
| Class sizes. Key Stage 4 classes are a maximum of 22. | Set by JLO | Smaller group sizes allows for more concentration on PP students. |
| **Intervention** | | |
| **Commitment** | **Process for Monitoring** | **Expected Impact** |
| Provide KS4 students with post PREP, Easter and other revision opportunities | HoDs using tracker  Monitored by JLO and VGR through RAP meetings | Raising aspirations of PP students and ensuring student meet or exceed their target grades |
| Educational Psychologist | HHU | EP support & intervention enables students to deal with barriers to learning and make progress |
| **Support & Enrichment/ Wider development of the Whole Child** | | |
| Continue to offer full range of educational visits and activities across all year groups through our PBL provision. At KS4 trips include field work trips for Geography and History, MFL trips, University trips. | JCA. Monitored by ACOs and SLT to ensure equality of opportunities for all disadvantaged students. | Increase number of PP students attending trips including residentials in order to raise aspirations and motivate students. |
| Continue to provide uniform and equipment as needed by families.  Identify students that would benefit from having revision guides and other resources prior to GCSEs | PC’s. Liaise with ACOs | Ensure students are not disadvantaged by lack of uniform/ equipment and incidents of being sent home to rectify uniform issues reduced |
| **Advice and Guidance** | | |
| **Commitment** | **Process of Monitoring** | **Expected Impact** |
| Continue to provide all PP students with CEIAG. Ensure RCO meets with all PP students in Y11 if not earlier. SLT interviews with all Y11 to ensure Post 16 provision is appropriate and aspirational.  All students have access to Aim Higher. | VGR/JLO to track Y11 PP students and their progress into possible post 16 destinations | At KS4 PP students follow an academic pathway that maximises their P8 score and provides them with breadth of subjects.  All Y11 students have clear route into post-16 planned through and no PP students are at risk of being NEET |