

Pupil Premium & Service Premium Funding – under About the School heading

Eligibility for funding – [Pupil Premium Eligibility document](#)

Background information

The challenge set by the Department for Education (DfE) is for every educational establishment to ‘diminish the difference’ that exists between our disadvantaged and non-disadvantaged young people. In April 2011 the DfE introduced Pupil Premium funding to help schools support students who may be disadvantaged by their context. This funding contributes towards the strategies we implement at The John of Gaunt School in an attempt to provide equity of support and opportunity for all our students.

The proportion of The John of Gaunt whole school cohort that is eligible for Pupil Premium funding fluctuates around 27%. This is in-line with the national figure but greater than Wiltshire’s average of 13%. The 2018/19 Year 11 group had 28% of the students being pupil premium, this was above the national average of 25% for that year group. We have a three year trend of improving P8. We are in-line with the national average.

The attendance of pupil premium students has improved over the last three years and was 93.97% for 2018/19. Persistent absence for this group of students was 10.39% in the same academic year. We are expecting these figures to be better than the national average.

Our aspirations for the life-chances of the disadvantaged child

We are determined to provide all of our students the opportunities to be involved in a broad range of experiences, to access all possible learning activities and resources and be able to achieve the results required to study at university or have a career in a highly skilled occupation. Our aim is to have no attainment or progress gap between Pupil Premium students and their peers.

An overview of the approaches taken by The John of Gaunt School

We plan the allocation of the additional funding in an attempt to maximise the impact on all our disadvantaged students dependent on their needs and desires. We use evidenced-based research from leading educationalists and educational groups such as John Hattie, Sir John Dunford, Ofsted, the Sutton Trust, the Education Endowment Foundation (EEF) toolkit and the PPR guide (Spring 2016) to inform our decision making. We also take into consideration the views of the students and the families that we serve.

Our strategies vary from individual support to whole-school initiatives that may have a positive effect on closing the attainment gap, including those disadvantaged students who are deemed to be more able. We understand that fundamentally, the

most effective action the school can take is to provide high quality Teaching and Learning (T&L). Considerable effort by all staff is placed on ensuring the experience and guidance students receive in the classroom is highly effective and this includes positive discrimination in planning, delivery of lessons and feedback provided to our disadvantaged students who may not be able to access the same amount of support and provision outside of school compared to their peers. Training is provided to increase the awareness of the support these disadvantaged students require and how these pedagogical strategies can be implemented.

The funds allocated for this group are distributed in a way that each child has the equipment and resources required to access the curriculum, to feel and believe they are on an equal standing with their peers and they are as aspirational as their peers about their future pathways. The school has a Pupil Premium spending plan clearly lays out how the additional funds are used, the aims of the strategies, the impact made and the next steps the school needs to make to either ensure positive outcomes or enhance the progress made to that point.

[Pupil Premium Funding Plan 2019v3](#)