**Pupil Premium**

Academic Year 2015-16

Allocation: £96,772.50 (for 01 April 15 – 31 Mar 16)

Spending:

|  |  |  |
| --- | --- | --- |
| **Activity** | **Description** | **Cost** |
| 1 to 1 tutoring | Students receive intensive support is regular sessions over a fixed period of time. The programme is focussed on students in key stage 3 who made less progress than expected at primary school in English and mathematics and on those in key stage 4 at risk of underachieving at GCSE | £8,000(£6559 once overspend from previous year accounted for) |
| Careers guidance | Following the withdrawal of the national Connexions provision, we are following Department for Education guidance in using pupil premium funding to buy in provision to meet statutory requirements. Whilst all students will receive a one-to-one interview, follow-up work will be targeted towards vulnerable students | £12,163 |
| Alternative Curriculum | In order to support engagement and hence progress and achievement at in Years 10 and 11, we offer targeted students alternative provision:* Skillforce\*
 | Contribution towards cost £10,000 (of £21,000) |
| House system, including vertical tutoring | In order to provide all students, but particularly those who are disadvantaged and vulnerable, with regular and individual progress management, mentoring, advice and personal support, we have three houses and twelve vertical tutor groups within each house. Each Head of House receives TLR1B and is supported by an Assistant Head of House (TLR2A) and two members of support staff. We also employ a Family Support Key Worker. This intervention ensures we know our students and their needs well | £69677(Cost of three TLR 1Bs, including on-costs (HoH),three TLR 2As, including on-costs (A HoH),Family Support key Worker) |
| Small fund of £35 per disadvantaged student (equal to increase in value of PP for 2014-15)  | In order to support each individual disadvantaged student’s needs (eg equipment, revision materials)In 2015-16, we will use the funds, combined with the balance of funds from 2014-15, to subsidise by £70 the purchase of a mobile device for students currently eligible for Free School Meals | Approx £3500 |

\* SkillForce is an education charity working with 10,000 young people throughout 150 schools in Great Britain who are in danger of leaving school without the skills and qualifications they need to succeed in life

Note that we use the Pupil Premium funding within the context of a coherent whole-school development plan and budget, identifying and implementing the most effective strategies in order to narrow the gap between advantaged and disadvantaged students within our intake. For example, effective feedback can produce a potential maximum gain in progress of additional nine months across an academic year for an average student (‘Toolkit of Strategies to Improve Learning’, Sutton Trust (May 2011)) and is therefore one of the most effective interventions a school can put in place. Reflecting its importance, we devoted one Thursday meeting each term in 2012-13 to marking as a team, and to the development of effective feedback. From 2013-14 onwards, one after school meeting each term has been devoted to work sampling. We also adopted, from September 2012, a standardised format for feedback which we call Triple Impact Marking. Developing feedback is just one strand of our work on embedding Assessment for Learning, which has already been the main focus of our School Development Plan for many years. Improving the effectiveness of feedback is not costly in terms of money, but it is costly in terms of time. Other more costly interventions are supported by the school budget. For example, at Key Stage 3, although we are a six-form entry school, we teach in seven groups, with the seventh group in Year 7 usually an intervention group to support those who join the school at below level 4, particularly in English. We also use funds provided by a local charity to provide counselling, at an annual cost of £12,000. This operates within our Gateway cottage, where many other programmes are in place to help students manage their motivation and emotional well-being, for example anger management, bereavement support and work on self esteem.

Success that we have in supporting vulnerable students to achieve is always the sum total of a wide range of effective strategies, which are carefully led and managed.

The tables below show which specific interventions each disadvantaged student accessed in the academic year 2015-16. In addition all accessed regular and individual progress management, mentoring, advice and personal support through the House system.

Explanation of interventions:

HPA mentor Mentor for High Prior Attainment student

A&G Advice and Guidance

FSKW Family Support Key Worker
EWB/ELSA Emotional well-being

LS Boosters Learning Support Boosters

TPA One-to-one session with tutor

CAFTAC Common assessment framework, team around the child

BYOD support Bring-Your-Own-Device support

SOFEA Specialist KS4 curriculum provision

**Year 7**



**Year 8**



**Year 9**



**Year 10**



The impact of the expenditure on the educational attainment on pupils at the school:

**1 to 1 tutoring**

Academic Year 2015-16

We reviewed the structure of the tuition this year.

Issues with the previous system:

* Administratively complex with apparent duplication of record keeping; large numbers of casual claims to be processed; risk of over-spend as on-costs could only be added to tracking of spending once the payroll data had been received
* Difficulty in recruiting sufficient high quality tutors
* Difficulty in managing strong recruitment process with lots of starters and leavers
* Variability of engagement of tutors with the English/ maths subject teams, leading to variability of engagement with scheme of work, hence variable impact of tuition
* Whilst the referral by teachers did help tutoring to be matched to needs, tutoring only works when the student is ‘ready to engage’. If they are not, better to stop and try again later
* Tuition could reach more students if we were more flexible with group sizes etc

We made the following changes:

**English** – From January 2016, employed two English teachers (three hours per week; five hours per week)
Costs – teacher 1 - 0.14fte £2283 01.01.16-31.05.16.; teacher 2 - 0.2fte £5136 01.02.16-31.07.16.

Total £7419

**Maths** – From September 2015, employed one HLTA

Actual work – 01/09/15 – 24/3/15 17 hours per week (16 hours of tuition plus one hour admin)

Total £3976

Grand total cost **£11,395**

***Note these tutors provided 1 to 1 tutoring both for disadvantaged students and for those eligible for Y7 catch up premium. Where students were eligible for both catch up and pupil premium support, support was provided through catch up funding.***

Total budget: £6559 (PP) plus £7000 (Y7 catch up) = £13,559

Total expenditure: £11,395

***English***

|  |  |  |  |
| --- | --- | --- | --- |
|  | Number of students receiving tutoring | Average number of 1 hour sessions | Average group size |
| Y7 | 10 | 8 | 4 |
| Y8 | 7 | 7 | 2 |
| Y9 | 0 |  |  |
| Y10 | 0 |  |  |
| Y11 | 13 | 3 | 5 |

***Maths***

|  |  |  |  |
| --- | --- | --- | --- |
|  | Number of students receiving tutoring | Average number of 1 hour sessions | Average group size |
| Y7 | 2 | 9 | 3 |
| Y8 | 8 | 8 | 3 |
| Y9 | 19 | 9 | 4 |
| Y10 | 14 | 6 | 2 |
| Y11 | 11 | 10 | 3 |

The overall progress achieved by the students over the academic year (measured in new GCSE sub-grades, where 3 subgrades = 1 grade, and expected progress is 2 sub-grades per year) was as follows:

***English***

|  |  |  |
| --- | --- | --- |
|  | **Receiving tuition** | **All students** |
|  | **Reading** | **Writing** | **English** |
| Y7 | 1 | 0.3 | 2.1 |
| Y8 | 1.7 | 1.0 | 1.8 |
| Y11 | 1.8 | 1.55 |

***Maths***

|  |  |  |
| --- | --- | --- |
|  | **Tuition** | **All** |
| Y7 | 0.3 | 2.8 |
| Y8 | 0.6 | 0.7 |
| Y9 | 1.5 | 2.0 |
| Y10 | 0 | 1.11 |
| Y11 | 1.1 | 0.9 |

Note that in September 2015 we introduced a new tracking system based on the new GCSE (9-1) grading structures. Data from term 6 reporting in the academic year 2014-15 was translated to the new scale. Reliability of grading will have been significantly impacted by this change. The new 9-1 grades are also ‘non-linear’ with fewer grades at the bottom and more grades at the top.

The impact of the expenditure on the educational attainment on pupils at the school:

**Alternative Curriculum**

Skillforce

| **Year** | **Number of students** | **GCSE equivalence** | **Grades** | **Subject residual** |
| --- | --- | --- | --- | --- |
| 2015-16 | 6 | None | All (but one) achieved:ASDAN Level 2 Wider Key Skills and Level 2 COPE ('worth' 2 GCSE B grades to the students)plus...ST John's Ambulance Young First Aider, DoD Navigation Award (Bronze)One only achieved Level 2 COPE |  |

**Careers Guidance**

2016 Leavers

|  |  |  |
| --- | --- | --- |
|  | **Whole cohort (173)** | **FSM6/CLA** |
| Education | 97% | 19 (95%) |
| Apprenticeship | 2% |  |
| Employment | 0% |  |
| NEET | 1% | 1 (5%) |
| Unknown | 1% |  |

Further analysis of the types of courses on which FSM6/LAC enrolled:

|  |  |
| --- | --- |
|  | **Number of students** |
| A levels (Level 3) | 11 |
| BTEC (Level 3) | 4 |
| BTEC (Level 1) | 4 |
| NEET | 1 |

The impact of the expenditure on the educational achievement of pupils at the school:

**Achievement by disadvantaged pupils (2016)**

*It should be noted that the number of students eligible for Pupil Premium each year is small and therefore group comparisons should be treated with care.*

**Progress 8 – disadvantaged (18 pupils)**

*Disadvantaged pupils consistently making more progress than all pupils nationally, except LPA (4 pupils), and in some cases much more (English Rank 14, Ebacc Rank 11)*

*Disadvantaged pupils make more progress than other pupils nationally with similar starting points, except LPA (4 pupils), LPA-Maths (4 pupils), LPA-Lang (1 pupil), and in some cases significantly so (MPA-Hums (8 pupils))*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **National** |  |  |
| **Overall** | 0.2 | - | NS | - |
| LPA (4) | -0.07 | 0.19 (LPA other) | NS | - |
| MPA (9) | 0.18 | 0.14 (MPA other) | NS | - |
| HPA (5) | 0.33 | 0.07 (HPA other) | NS | Rank 12 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **National** |  |  |
| **English** | 0.4 | - | NS | Rank 14 |
| LPA | 0.41 | 0.16 (LPA other) | NS | - |
| MPA | 0.29 | 0.11 (MPA other) | NS | - |
| HPA | 0.51 | 0.05 (HPA other) | NS | Rank 6 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **National** |  |  |
| **Mathematics** | 0.2 | - | NS | - |
| LPA | -0.18 | 0.19 (LPA other) | NS | - |
| MPA | 0.44 | 0.12 (HPA other) | NS | Rank 14 |
| HPA | 0.16 | 0.06 (HPA other) | NS | - |

*Note weaker progress for LPA disadvantaged (only 4 pupils)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **National** |  |  |
| **EBacc** | 0.6 | - | NS | Rank 11 |
| LPA | 0.43 | 0.21(LPA other) | NS | - |
| MPA | 0.62 | 0.18 (MPA other) | NS | Rank 14 |
| HPA | 0.58 | 0.09 (HPA other) | NS | Rank 6 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **National** |  |  |
| **EBacc – Science (17)** | 0.4 | - | NS | - |
| LPA | 0.28 | 0.13 (LPA other) | NS | - |
| MPA | 0.48 | 0.10 (MPA other) | NS | - |
| HPA | 0.37 | 0.06 (HPA other) | NS | - |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **National** |  |  |
| **EBacc – Languages (9)** | 0.7 | - | NS | Rank 10 |
| LPA | 0.03 | 0.10 (LPA other) | NS | - |
| MPA | 0.92 | 0.03 (MPA other) | NS | - |
| HPA | 0.78 | 0.40 (HPA other) | NS | - |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **National** |  |  |
| **EBacc – Humanities (12)** | 1.1 | - | Sig+ | Rank 1 |
| LPA | 0.70 | 0.20 | NS | - |
| MPA | 1.23 | 0.15 | Sig+ | - |
| HPA | 0.73 | 0.08 | NS | - |

**Attainment 8 – disadvantaged (19 pupils)**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **National** | **Difference (grades)** |
| **Overall** | 48.53 | 52.56 (all other) | -0.4 |
| LPA (4) | 28.75 | 31.16 (LPA other) | -0.2 |
| MPA (9) | 47.33 | 50.63 (MPA other) | -0.3 |
| HPA (5) | 65.20 | 65.00 (HPA other) | 0 |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **National** | **Difference (grades)** |
| **English** | 10.74 | 10.95 (all other) | -0.21 |
| LPA | 8.00 | 7.33 (LPA other) | 0.3 |
| MPA | 10.44 | 10.69 (MPA other) | -0.1 |
| HPA | 13.60 | 13.10 (HPA other) | 0.3 |

*Relative to their starting points, in English, disadvantaged pupils have done as well as other pupils nationally*

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **National** | **Difference (grades)** |
| **Mathematics** | 9.58 | 10.39 (all other) | -0.4 |
| LPA | 4.50 | 5.46 (LPA other) | -0.5 |
| MPA | 9.78 | 9.95 (MPA other) | -0.1 |
| HPA | 12.80 | 13.14 (HPA other) | -0.2 |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **National** | **Difference (grades)** |
| **Ebacc** | 14.32 | 14.78 (all other) | -0.2 |
| LPA | 7.75 | 7.20 (LPA other) | 0.2 |
| MPA | 13.78 | 13.93 (MPA other) | -0.1 |
| HPA | 19.80 | 19.19 (HPA other) | 0.2 |

*Relative to their starting points, in Ebacc, disadvantaged pupils have done as well as other pupils nationally*

|  |  |  |
| --- | --- | --- |
|  |  | **National** |
| **Open – GCSE only** | 13.58 | 13.84 (all other) |

**Attainment - %A\*-C(EM) – disadvantaged (19 pupils)**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **National** | **Difference (no of pupils)** |
| **Overall** | 63 | 69 (all other) | 1 |
| LPA (4) | 0 | 13 (LPA other) | 0 |
| MPA (9) | 67 | 68 (MPA other) | 0 |
| HPA (5) | 100 | 97 (HPA other) | 0 |

*On this measure, disadvantaged pupils from all starting points do as well as all other pupils nationally*

**Attainment - Ebacc – disadvantaged (19 pupils)**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **National** | **Difference (no of pupils)** |
| **Overall** | 32 | 29 (all other) | 0 |
| LPA (4) | 0 | 1 (LPA other) | 0 |
| MPA (9) | 33 | 17 (MPA other) | 1 |
| HPA (5) | 40 | 57 (HPA other) | 0 |

*On this measure, disadvantaged pupils from all starting points do as well as all other pupils nationally*