**Pupil Premium**

Academic Year 2016-17

Allocation: £92,625 (for 01 April 16 – 31 Mar 17)

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 | Bfrwd £9000 |
| 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 | £12,173 |
| 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 | £71940(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 2016-17, we will use the funds, to subsidise by up to £140 the purchase of a mobile device for Y7 students and those not previously provided with a device who are 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, we 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. We have achieved success in:

* Reducing fixed term exclusions
* Securing family engagement, in particular through our Family Support Key Workers
* Increasing opportunities for trips, through securing funding for individuals from a local charity
* Securing effective transition, through our Pioneer and Pioneer Plus programmes
* Securing sustained destinations, through our careers guidance

The tables below show which specific interventions each disadvantaged student accessed in the academic year 2016-17. 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**



**Year 11**



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

**1 to 1 tutoring**

Academic Year 2016-17

We continued the revised structure of the tuition implemented in 2015-16.

**English** – From January 2017, employed one English teacher, one day per week
Budgeted costs – £200 per day, for 22 days; Total £4400

Actual costs - £200 per day, for 17.5 days; Total £3500

**Maths** – From September 2016, employed one HLTA, 12 hours per week, for 38 weeks

Budgeted total £6665

Actual total £3579

Budgeted grand total cost **£11,065**

Actual grand total cost **£7079**

***Note these tutors provided 1 to 1 tutoring both for disadvantaged students and for those eligible for Y7 catch up premium.***

Total budget: £9000 (PP) plus £7503 (Y7 catch up) = £16,503

Total expenditure: £7,079

***English***

|  |  |  |  |
| --- | --- | --- | --- |
|  | Number of students receiving tutoring | Average number of 1 hour sessions | Average group size |
| Y11 | 16 | 9 | tbc |

***Maths***

|  |  |  |  |
| --- | --- | --- | --- |
|  | Number of students receiving tutoring | Average number of 1 hour sessions | Average group size |
| Y10 | 16 | 11 | 4 |
| Y11 | 21 | 11 | 4 |

The overall progress achieved by the students over the academic year (measured in new GCSE grades) was as follows:

***English***

|  |  |  |
| --- | --- | --- |
|  | **Tuition** | **All students** |
| Y11 | 0.1 | 0.6 |

***Maths***

|  |  |  |
| --- | --- | --- |
|  | **Tuition** | **All** |
| Y10 | -1.6 | -0.3 |
| Y11 | 1.8 | 1.9 |

Note that in September 2015, alongside the introduction of the new more challenging 9-1 GCSEs in English and mathematics, we introduced a new tracking system based on the new GCSE (9-1) grading structures. 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.

However the lack of impact of 1to 1 tuition in this format has caused us to revise our model for 2017-18.

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** |
| --- | --- | --- | --- | --- |
| 2016-17 | 6 | None | All achieved:ASDAN Level 2 Wider Key Skills and Level 2 COPEplus... St John's Ambulance Young Life Saver, NNAS Navigation Award | tbc |

**Careers Guidance**

2017 Leavers

|  |  |  |
| --- | --- | --- |
|  | **Whole cohort (157)** | **FSM6/CLA** |
| Education | 97% | 17 (89%) |
| Apprenticeship | 0% |  |
| Employment | 1% | 1 (5%) |
| NEET | 2% | 1 (5%) |
| Unknown | 0% |  |

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

|  |  |
| --- | --- |
|  | **Number of students** |
| A levels (Level 3) | 3 |
| Vocational (Level 3) | 7 |
| Vocational (Level 2) | 3 |
| Vocational (Level 1) | 3 |
| Football academy | 1 |
| Employment | 1 |
| NEET | 1 |

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

**Achievement by disadvantaged pupils (2017)**

*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 (15 pupils)**

*The progress of disadvantaged pupils is below average overall and in English and Humanities. It is above average in Mathematics and Languages and average in Science.*

*Note the small group sizes.*

|  |  |  |
| --- | --- | --- |
|  |  | **National** |
| **Overall** | -0.54 | 0.11 |
| LPA (3) | 0.17 | - |
| MPA (8) | -0.79 | - |
| HPA (4) | -0.56 | - |

|  |  |  |
| --- | --- | --- |
|  |  | **National** |
| **English** | -0.81 | 0.11 |
| LPA | -0.01 | - |
| MPA | -1.35 | - |
| HPA | -0.32 | - |

|  |  |  |
| --- | --- | --- |
|  |  | **National** |
| **Mathematics** | 0.24 | 0.12 |
| LPA | 1.21 | - |
| MPA | 0.03 | - |
| HPA | -0.07 | - |

|  |  |  |
| --- | --- | --- |
|  |  | **National** |
| **EBacc** | -0.33 | 0.13 |
| LPA | 0.50 | - |
| MPA | -0.48 | - |
| HPA | -0.65 | - |

|  |  |  |
| --- | --- | --- |
|  |  | **National** |
| **EBacc – Science (14)** | 0.00 | 0.10 |
| LPA (3) | 0.19 | - |
| MPA (7) | 0.02 | - |
| HPA (4) | -0.18 | - |

|  |  |  |
| --- | --- | --- |
|  |  | **National** |
| **EBacc – Languages (4)** | 0.75 | 0.04 |
| LPA (1) | 2.00 | - |
| MPA (1) | 0.00 | - |
| HPA (2) | 0.50 | - |

|  |  |  |
| --- | --- | --- |
|  |  | **National** |
| **EBacc – Humanities (8)** | -0.65 | 0.14 |
| LPA (0) | N/A | - |
| MPA (5) | -0.91 | - |
| HPA (3) | -0.23 | - |

**Attainment 8 – disadvantaged (15 pupils)**

|  |  |  |
| --- | --- | --- |
|  |  | **National** |
| **Overall** | 34.22 | 49.51 (all other) |
| LPA (3) | 24.67 | - |
| MPA (8) | 28.72 | - |
| HPA (4) | 52.38 | - |

|  |  |  |
| --- | --- | --- |
|  |  | **National** |
| **English** | 7.07 | 10.51 (all other) |
| LPA | 5.33 | - |
| MPA | 5.50 | - |
| HPA | 11.50 | - |

|  |  |  |
| --- | --- | --- |
|  |  | **National** |
| **Mathematics** | 7.87 | 9.67 (all other) |
| LPA | 6.00 | - |
| MPA | 6.75 | - |
| HPA | 11.50 | - |

|  |  |  |
| --- | --- | --- |
|  |  | **National** |
| **Ebacc** | 9.33 | 13.69 (all other) |
| LPA | 6.67 | - |
| MPA | 7.75 | - |
| HPA | 14.50 | - |

**Attainment - %5+(EM) – disadvantaged (19 pupils)**

|  |  |  |
| --- | --- | --- |
|  |  | **National** |
| **Overall** | 20 | 49 (all other) |
| LPA (3) | 0 | - |
| MPA (8) | 0 | - |
| HPA (4) | 75 |  |

**Attainment - Ebacc – disadvantaged (15 pupils)**

|  |  |  |
| --- | --- | --- |
|  |  | **National** |
| **Overall** | 13 | 25 (all other) |
| LPA (3) | 0 | - |
| MPA (8) | 0 | - |
| HPA (4) | 50 | - |