**Pupil Premium**

Academic Year 2017-18

Allocation: £87,980 (for 01 April 17 – 31 Mar 18)

Spending: £108,181 (plus £9,424 brought forward)

| **Outcome** | **Activity** | **Description** | **Cost** | **Impact** |
| --- | --- | --- | --- | --- |
| Improve the progress of disadvantaged students in English and mathematics so that it is as good as all other students nationally | English and mathematics intervention – Years 7-9 | This is led by the English and mathematics Subject Leaders and delivered by the Senior Learning Support Assistants (Literacy and Numeracy), in lessons and through small group withdrawal. The programme is focussed on students who made less progress than expected at primary school in English and mathematics and on those eligible for Pupil Premium. | (£7461  Y7 Catch-up Premium) | *See report on  Year 7 Catch-up Premium* |
| Improve the progress of disadvantaged students in English and mathematics so that it is as good as all other students nationally | English and mathematics intervention - GCSE | Students are able to opt for additional English and mathematics as one of their option choices. Students whom data suggested would benefit for this, with a particular focus on those eligible for Pupil Premium, received targeted information through the options process.  Previously we provided intervention through 1:1 and small group tuition but this meant withdrawing students from other lessons. Following the evidence that quality first teaching is one of the most effective interventions, we have therefore changed our model so intervention is planned as an integral part of the curriculum model, not a bolt-on. | £10,000  (two groups in Y10, includes £9,424 brought forward from 1:1 tuition in 1617) | *See page 12* |
| Improve the progress of disadvantaged students so it is as good as all other students nationally | 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 £12,200  (of £23,200) | *See page 13* |
| Improve the progress of disadvantaged students so it is as good as all other students nationally | Small fund per disadvantaged student | In order to support each individual disadvantaged student’s needs (eg equipment, revision materials)  In 2017-18, 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 £400  Approx £2100 | *See pages 14-15* |
| Ensure the proportion of disadvantaged students achieving sustained destinations continues to meet or exceed that for all other students nationally | 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 | *See page 13* |
| Improve the attendance and engagement of disadvantaged students so it is as good as all other students nationally | 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 two Family Support Key Workers. This intervention ensures we know our students and their needs well and build effective relationships with parents. | £80,732  (Cost of  three TLR 1Bs, including on-costs (HoH),  three TLR 2As, including on-costs  (A HoH),  Family Support key Workers) | *See pages 14-15* |

\* 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 2017-18. In addition all accessed regular and individual progress management, mentoring, advice and personal support through the House system.

Explanation of interventions:

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

EHA/TAF Early Help Assessment, Team Around the Family

BYOD support Bring-Your-Own-Device support

**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 2017-18

English and mathematics intervention – Years 7-9 *– see report on Year 7 Catch-up Premium*

English and mathematics intervention - GCSE

Students were able to opt for additional English and mathematics as one of their option choices. Students whom data suggested would benefit for this, with a particular focus on those eligible for Pupil Premium, received targeted information through the options process. Eight of the 17 disadvantaged students chose this option.

The table below shows the progress made (in GCSE grades) from Year 9 term 6 to Year 10 term 6:

|  |  |  |
| --- | --- | --- |
|  | **English** | **Mathematics** |
| All students | 0.96 | 1.76 |
| Student taking additional En+Ma | 0.73 | 1.79 |
| Disadvantaged students taking additional En+Ma | 0.62 | 1.43 |

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

**Alternative Curriculum**

Skillforce

| **Year** | **Number of students** | **GCSE equivalence** | **Grades** |
| --- | --- | --- | --- |
| 2017-18 | 8 | None | All achieved:   * ASDAN Level 2 Wider Key Skills in Improving Own Learning & Performance, and Working With Others * ASDAN Level 2 ASDAN Adventure & Residential Award * St John's Ambulance Young Life Saver * NNAS Bronze Navigation Award   7 of the 8 achieved:   * Certificate of Personal Effectiveness (CoPE) |

**Careers Guidance**

2018 Leavers

|  |  |  |
| --- | --- | --- |
|  | **Whole cohort (146)** | **FSM6/CLA (16)** |
| Education | 97% | 14 (88%) |
| Apprenticeship | 3% | 1(6%) |
| Employment | 0% | 0 |
| NEET | 1% | 1 (6%) |

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

|  |  |
| --- | --- |
|  | **Number of students (16)** |
| A levels (Level 3) | 4 |
| Vocational (Level 3) | 3 |
| Vocational (Level 2) | 2 |
| Vocational (Level 1) | 4 |
| Apprenticeship | 1 |
| Employment | 0 |
| NEET | 1 |
| Unknown | 1 |

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

**Achievement by disadvantaged pupils (2018)**

*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)**

*The progress of disadvantaged pupils is broadly in line with all pupils nationally, and also in English. It is above that of all other pupils nationally for HPA. It is above average for all other pupils in Mathematics and in line with all other pupils nationally in Science. It is well above average for all other pupils nationally in Languages and Humanities.*

*Note the small group sizes.*

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **National** | **Rank** |
| **Overall** | -0.04 (NS) | 0.13 | Q2 (NS) |
| LPA (4) | -0.31(NS) | 0.04 | - |
| MPA (9) | -0.16 (NS) | 0.17 | - |
| HPA (5) | 0.35 (NS) | 0.12 | - |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **National** | **Rank** |
| **English** | -0.02 (NS) | 0.11 | Q2 |
| LPA | -0.13 | - | - |
| MPA | -0.06 | - | - |
| HPA | 0.16 | - | - |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **National** | **Rank** |
| **Mathematics** | 0.25 (NS) | 0.12 | Q1 |
| LPA | 0.24 | - | - |
| MPA | 0.11 | - | - |
| HPA | 0.52 | - | - |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **National** | **Rank** |
| **EBacc** | 0.01 (NS) | 0.14 | Q2 |
| LPA | -0.44 | - | - |
| MPA | -0.11 | - | - |
| HPA | 0.58 | - | - |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **National** | **Rank** |
| **EBacc – Science (18)** | 0.11 (NS) | 0.13 | Q2 |
| LPA | 0.27 | - | - |
| MPA | 0.25 | - | - |
| HPA | 0.31 | - | - |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **National** | **Rank** |
| **EBacc – Languages (7)** | 1.37 | 0.05 | Q1 |
| LPA | -0.29 | - | - |
| MPA | 0.49 | - | - |
| HPA | 0.53 | - | - |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **National** | **Rank** |
| **EBacc – Humanities (5)** | 1.08 | 0.16 | Q1 |
| LPA | 0.95 | - | - |
| MPA | 0.96 | - | - |
| HPA | 0.83 | - | - |

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

|  |  |  |
| --- | --- | --- |
|  |  | **National** |
| **Overall** | 40.78 | 49.96 (all other) |
| LPA (4) | 23.50 | 25.11 |
| MPA (9) | 35.50 | 42.76 |
| HPA (5) | 64.10 | 62.45 |

|  |  |  |
| --- | --- | --- |
|  |  | **National** |
| **English** | 9.00 | 10.55 (all other) |
| LPA | 6.00 | - |
| MPA | 8.22 | - |
| HPA | 12.80 | - |

|  |  |  |
| --- | --- | --- |
|  |  | **National** |
| **Mathematics** | 8.33 | 9.75 (all other) |
| LPA | 5.00 | - |
| MPA | 7.11 | - |
| HPA | 13.20 | - |

|  |  |  |
| --- | --- | --- |
|  |  | **National** |
| **Ebacc** | 11.56 | 14.57 (all other) |
| LPA | 5.50 | - |
| MPA | 9.67 | - |
| HPA | 19.80 | - |