

Pupil Premium (2015-16)

Background

The Pupil Premium was introduced nationally in April 2011 in order to help schools to address the inequality in attainment between children eligible for free school meals (FSM) and their peers. The Pupil Premium is allocated to children from families who are either currently eligible for FSM or who have been eligible for FSM in the past six years (Ever 6). It is also allocated to Looked After Children (LAC) and the children of Service Personnel. Nationally, these groups of children have been identified as achieving less highly than other similar students. The Government permits schools to decide how to use the funding but we are required to be clear as to how the funding is spent and what impact it is having on students eligible for the Pupil Premium.

Pupil Premium allocation for 2015-16

The pupil premium allocation for 2015-16 is £127,800 (£935 per Free School Meal Ever 6 student, £1900 per LAC student, £300 per Service student). We are supporting 148 students.

Impact of Pupil Premium strategies 2014-15

Strategy	Impact
<p>Year Group Progress Managers supported by Year Group Progress Leaders supporting Pupil Premium students, acting as intensive academic mentors. Intensive academic mentoring from specialists e.g. SEN or EAL, or from House Leaders in the case of Pupil Premium students with a PSP</p>	<p>Year and Pupil Premium Progress Managers mentored students intensively in relation to academic matters.</p> <p>At KS3 mentors focus upon maintaining and improving care & concentration, and quality of homework grades. The outcomes from autumn 2014 to summer 2015 were as follows (4 = requires improvement, 5 = good; 6 = very good);</p> <p>Year 7 Care and Concentration; 5.8 – 5.7 Quality of homework; 5.5 – 5.4</p> <p>Year 8 Care and Concentration; 5.3 – 5.4 Quality of homework; 4.5 – 4.8</p> <p>Year 9 Care and Concentration; 5.3 – 5.4 Quality of homework; 4.8 – 4.9</p> <p>Outcome; learning standards were largely maintained when they could easily have declined over the school year.</p> <p>Key Stage 4 – Year 11</p> <p>55% of students achieved 5 A*-C including English and Maths. The expectation from KS2 was 50% and so this was target was met. The whole school 5 A*-C including English and Maths figure was 66% and although there is a differential, the Pupil</p>

	<p>Premium outcome is in line with KS2 expectation.</p> <p>KS2-KS4 Progress (English and Maths)</p> <p>English</p> <p>NC Level 3 – expected/accelerated 60% NC Level 3 – below 40%</p> <p>NC Level 4 – expected/accelerated 83% NC Level 4 – below 17%</p> <p>NC Level 5 – expected/accelerated 55% NC Level 5 – below 44%</p> <p>Maths</p> <p>NC Level 3 – expected/accelerated 57% NC Level 3 – below 43%</p> <p>NC Level 4 – expected/accelerated 57% NC Level 4 – below 43%</p> <p>NC Level 5 – expected/accelerated 100%</p>
<p>Regular data tracking and analysis of Pupil Premium student progress, and close attendance monitoring</p>	<p>Non-Pupil Premium attendance 96.48% Pupil Premium-attendance; 93.19%</p> <p>The school attendance officer has worked closely with key students where the attendance was highlighted as becoming a cause for concern. The attendance mentoring aimed to supplement, not replace, the work that Form Tutors were already doing. This approach proved to be effective as, from the group of 9 students we identified we were able help 6 of them achieve over 85%, with 3 of them finishing with figures over 90%. As the reasons for the absences were different in every case (cultural, family related), the mentoring was individually tailored to each student. In some instances this involved working with a fairly 'light touch' and meeting with the students periodically to help them keep on track. In others, where the task was more challenging, a more rigorous approach was taken and has included meetings with the parents and the students present which resulted on all parties agreeing on a course of action and signing an action plan.</p> <p>The Pupil Premium school overall attendance figure was a below the school overall target. The previous year's figure was 92.59 % however and this, therefore, represents a small improvement.</p>

<p>SENCO support for Pupil Premium students who are statemented or School Action +</p>	<p>In Year 7 we focused on supporting our SEN Pupil Premium students with their literacy. A number (6) were targeted for an intensive literacy programme where students received an extra 5 hours of literacy a week. These students made on average 32 months progress with their reading age over the course of the year. All Year 7 students with SEN and Pupil Premium received intervention. In Year 8 all SEN Pupil Premium students received either literacy or numeracy intervention or both. The literacy intervention focused on developing their reading accuracy and fluency to enable them to fully access the curriculum. On average these students made 24 months progress with their reading, which is accelerated progress.</p> <p>In Year 9 SEN Pupil Premium students received support for their SEN, ranging from additional literacy support, afterschool numeracy and social skills programmes. These students made on average 14 months progress with their reading age and received support from the SENCO, House Leaders and Teaching assistants through intervention work.</p> <p>In Year 10 and Year 11 a focus was placed on ensuring that our SEN Pupil Premium students were prepared for their GCSEs in terms of their literacy levels and they were fully prepared for their transition onto post-16 education. The SENCO was involved in key transition events with colleges and organising transition plans. The SENCO worked closely with the head of English and Maths to ensure students were fully supported and any gaps in provision were filled.</p>
<p>KS3 Literacy intervention during PSHE and tutor time</p>	<p>All of the students supported made expected or accelerated progress</p>
<p>Year 10 English support during curriculum time</p>	<p>75% of the students supported are projected to attain their KS2-KS2 expected grade.</p>
<p>After school English support sessions</p>	<p>As measured by GCSE results;</p> <p>Based on KS2 English scores;</p> <p>NC Level 3 – expected/accelerated 60% NC Level 3 – below 40%</p> <p>NC Level 4 – expected/accelerated 83% NC Level 4 – below 17%</p>

	<p>NC Level 5 – expected/accelerated 55%</p> <p>NC Level 5 – below 44%</p>
<p>Accelerated/Accelwrite support</p>	<p>The new ‘fresh start’ English programme replaced the Accelerated/Accelwrite support, which was not offered.</p>
<p>Sixth Form Reading Buddy support and precision teaching in literacy</p>	<p>All of the students who were supported a Sixth Form Reading Buddy made expected progress in English.</p> <p>The precision teaching element was not operated.</p>
<p>Year 7 and 8 Numeracy Club including homework support</p> <p>KS3 targeted small group Maths tuition during afternoon tutor time</p> <p>Extra-curricular Maths supports classes</p> <p>Lunchtime Maths support</p>	<p>Year 7: 3.3 points of progress – 3 points expected</p> <p>Year 8: 7.5 points of progress) – 6 points expected</p> <p>Year 9: 9.5 points of progress – 9 points expected</p>
<p>KS4 small-group Maths support</p>	<p>NC Level 3 – expected/accelerated 57%</p> <p>NC Level 3 – below 43%</p> <p>NC Level 4 – expected/accelerated 57%</p> <p>NC Level 4 – below 43%</p> <p>NC Level 5 – expected/accelerated 100%</p>
<p>Early IAG from Careers Advisor</p>	<p>In all but a small number of cases students have been interviewed at least once and the schools Careers Advisor has a record of the students’ current intentions for post-16 study which will be monitored in relation to expected grade outcomes. Where projections are unlikely to enable a student to move study their intended programme, guidance will be offered.</p>
<p>Homework support club (PASS)</p>	<p>Each week, around 15 made use of the after-school homework support, largely because it provided a well-resourced space in which to complete their work. In many cases, homework may not have been attempted or may have been less successful if the facility was not available.</p>

Financial support for uniform, equipment and participation in cultural and other extra-curricular opportunities	Funding was used to provide uniform, equipment or access to school visits for all students.
Short-term computer equipment loans - notebook computers	Each notebook computer was on short or long term loan to Pupil Premium students throughout the year and, as such, the resources were well used.

Strategies and targets

- 1 Maximise the progress of all Pupil Premium students through excellent teaching as part of the provision of high quality staff training. Use the TEEP model to develop effective assessment and feedback, develop literacy skills in students, and to ensure pace, support and challenge for all students.

Target: Each Pupil Premium student makes nationally expected progress of two KS3 JMHS progress points in English and Maths each year at KS3, and, at KS4, Pupil Premium students make nationally expected progress by the end of Year 11.

- 2 Maximise the progress of Pupil Premium students by ensuring that attendance is consistent with whole-school targets.

Target: 96.0%

- 3 Maximise the progress of all Pupil Premium students through targeted academic support from intensive mentors for each Pupil Premium student.

Target: As strategy 1

- 4 Maximise the achievement of KS4 Pupil Premium students through the provision of a high quality alternative curriculum and support from a careers advisor.

Target: KS4 Students achieve at least five GCSE equivalent grades at A* to G and go on to secure employment, education or training after Year 11.

- 5 Maximise the progress of KS3 Pupil Premium students in Maths through the provision of support classes and one-to-one and small-group support.

Target: KS3 Pupil Premium students make nationally expected progress of two KS3 JMHS progress points in Maths each year at KS3

- 6 Maximise the progress of KS3 Pupil Premium students in English through the provision of literacy support in and Reading Buddy support.

Target: KS3 Pupil Premium students make nationally expected progress of two KS3 JMHS progress points in English each year at KS3

- 7 Maximise the progress of Pupil Premium students in Years 7 to 11 through the provision of a staffed after-school homework club to which Pupil Premium students are formally invited as requested by subject teachers or mentors.

Target: As strategy 1

- 8 Ensure that Pupil Premium student have equal access to school including sporting, cultural and other extra-curricular opportunities through financial assistance for uniform, equipment, travel and school activities.

- 9 Support students with social and emotional needs in order that they feel safe and happy at school, and thus encourage them to attend school.

Target: As strategy 2

Pupil Premium support strategies for 2015-16 include:

Strategy	Allocation
Year Group Progress Managers supported by Year Group Progress Leaders supporting Pupil Premium students, acting as intensive academic mentors. Intensive academic mentoring from specialists e.g. SEN or EAL, or from House Leaders and House Support Assistants in the case of Pupil Premium students with a Pastoral Support Plan	£52220
SENDCO support for Pupil Premium students who are statemented or School Action +	£4630
KS3 Literacy intervention during PSHE and tutor time	£7500
Literacy and handwriting support	£3400
Fresh Start English support	£6000
KS4 English support during curriculum time	£7500
Reading Buddy support	£7000
KS3 targeted small group Maths tuition during afternoon tutor time	£3500
Year 8 Intensive Numeracy support	£3200
KS4 one-to-one and small-group Maths support	£4800
Social Skills support	£1000
Pastoral Support – Chill and Chat	£1000
Early Information Advice and Guidance for Year 10 students and enhanced Year 11 support from Careers Advisor	£8500
Homework support club (PaSS)	£5000
Financial support for uniform, equipment and participation in cultural and other extra-curricular opportunities	£18000
Short-term computer equipment loans - notebook computers	£1500
Regular data tracking and analysis of Pupil Premium student progress, and close attendance monitoring	£450
	£127800

Management and accountability - The Headteacher and Leadership Team will monitor and review the effectiveness of the Pupil Premium strategies report to Governors annually.