

Impact Report for Pupil Premium Funding (2017-18)

Summary information					
Academic Year	2017 – 2018	Total PP budget	£ 354,000	Date of most recent PP Review	September 2018
Total number of pupils	586	Number of pupils eligible for PP	358	Date for next internal review of this strategy	July 2019

Current attainment			
	Pupils eligible for PP	National Average Pupils eligible for the PP (current validated 16/17)	National Average Pupils not eligible for PP (current validated 16/17)
% achieving 5A* - C incl. EM	29.73%	37.2%	65.16%
Progress 8 score average	-0.53	-0.38	0.10
Attainment 8 score average	32.27	41.1	53.3

Barriers to future attainment	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Lower levels of attainment on entry and in some cases very low basic skill levels.
B.	GCSE attainment for high ability pupils eligible for the pupil premium is lower than their peers.
C.	Behaviour issues for a small group of pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.
D.	Lower aspiration than their peers and a lack of cultural opportunity.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for pupils eligible for PP are 87.5%. This reduces their school hours and causes them to fall behind on average.

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Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Improve rates of progress for KS3 pupils eligible for PP.	Pupils eligible for PP in KS3 make more progress by the end of the year than 'other' pupils so that at least 80% are on track to make three levels of progress. This will be evidenced using the progress point data analysis.
B.	Improved rates of progress for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, so that 80% or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments have evidence of interventions put in place, which are evaluated regularly.
C.	Behavioural issues of identified group of students to be addressed.	Fewer behaviour incidents recorded for pupils eligible for pupil premium on the school system. Reduced send outs and FT exclusions.
D.	Raise the aspirations and increase the 'cultural capital' of pupils eligible for the pupil premium.	Reduce NEETs and increase proportions taking progressive steps post 16. Ensure next steps for PP students match those of their peers.
E.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible by 50%. Overall attendance among pupils eligible for PP improves to 94%, in line with their peers.

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Desired Outcome	Chosen Approach	Cost	Impact
<p>A. Improve rates of progress for KS3 pupils eligible for PP.</p>	<p>Increase CPD time to deliver training on strategies that have a proven track record i.e. Guided Learning, metacognition and feedback strategies. Celebrate success of high impact strategies at T&L briefings.</p>	<p>£133,414</p>	<p>Quality of teaching has improved as evidenced by internal school lesson observation data. This is further backed up by book scrutiny and learning walk data. Weekly teaching and learning briefings were also completed throughout the academic year and this further supported the implementation of these strategies.</p>
	<p>Increased staffing in Maths to ensure targeted support is provided to accelerate the progress of identified students.</p>		<p>A new Lead Practitioner for Mathematics was employed in September 2017. One of the key roles was to focus on the attainment of high and middle ability PP students.</p> <p>Data for the whole academic year is difficult to reference due to the change in assessment and data collections in the summer term, but from Progress Point 1 (September 2017) until the most recent progress point before the change the following can be found:</p> <p>A small gap of 0.5 CVA steps in year 7, no significant gap (less than 0.1) in years 8 and 10 and a gap of 0.3 in year 9.</p> <p>HLTA taught a small group of key students in years 7, 8 and 9 with performance of PP students doing better than non-PP.</p>
	<p>Targeted HLTA English intervention for students who are falling behind.</p>		<p>All students moved from intervention groups back into mainstream lessons.</p> <p>A group of students taught by HLTA in English was less successful than in Maths, partly due to the larger size, with a gap of 0.9 CVA steps.</p> <p>The only significant gap in English is within year 8. This is 0.8 CVA steps.</p> <p>Reading pens have been provided for all PP students with a low reading age.</p>

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	Lexia Programme to be run during tutor time and after school for Year 7.		Accelerated Reader and Lexia programmes being used to improve reading. Lexia targeted students. Reading pens in place for PP students with low reading ages. Reading data from AR suggests 85% students have made progress with their reading ages. However, a significant number of students still have reading ages below their chronological reading age based on AR Star test data.
	Accelerated Reader to run during English lesson time in KS3.		
Improved rates of progress for high attaining pupils eligible for PP.	Girls' Network programme to run with high ability Year 10 girls.	£35,000	The Girls' Network had a strong impact on the confidence and aspirations of a group of girls eligible for the Pupil Premium. See GN analysis.
	Tutor time intervention to target Year 11 high ability students.		Intervention for high ability students ran until Christmas. Success evident with individual students. Drive to raise attainment of the 7 high ability PP students in Y11 through raising standards. Tutor time intervention for high ability Year 11s took place in the Autumn term for identified students. Improvements evident in 6 of the 7 students, with particularly strong progress made in English and Maths. Students still negatively scoring due to low attainment in option subjects.
	Individual support for high ability KS4 students from careers advisor.		All identified students had 1:1 support from careers advisor.
	Improve use of data to track performance of disadvantaged students. Progress point data can be used to report on the progress of high, middle and low ability disadvantaged students in each year group.		Rank Order Assessment data introduced which has enabled more careful tracking of individual students. All pupils can be additionally tracked now by sub groups including FSM, FSM6, LAC, EAL and service children.
	Develop specific interventions to raise the attainment of Y7 – 9 pupil premium students in core subjects.		Teachers responsible for identifying pupil premium students within lessons and making in class interventions. Evidenced by teaching files.
C. Behavioural issues of identified group of students to be addressed.	Revision/motivation programmes to be run for students to improve students' motivation, independence and confidence in preparing for their exams, narrowing the gap in attainment for PP students.	£90,000	<p>Revision and motivation sessions had a strong impact on students; a strong increase from mock result data to final GCSE outcomes.</p> <p>A range of revision opportunities were used to support Year 11 in their preparation for the exams (such as revision packs). Incentives were also used to encourage attendance to catch up support sessions. Increased attendance</p>

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			at revision sessions.
	Raise awareness of PP students, particularly the most able, through house meetings, RS meetings with HODs and monitoring of mark books/seating plans and strategies in place through learning walks.		Pupil premium a regular agenda item at leadership, middle leader and department meetings. Pupil premium exercise books a focus of book scrutiny work. Evidenced through meeting minutes.
	Increase provision within school for students at risk of exclusion.		Changes in the structure of the pastoral system and the Behaviour Policy meant that students at risk of exclusion had support in place and necessary interventions made.
	Restorative Practice training for staff.		Whole school restorative practice training, alongside further training for middle and senior leaders, meant that staff were more equipped to have positive conversations with students in order to rectify behavioural concerns. This was further supported by changes to the Behaviour Policy.
D. Raise the aspirations and increase the 'cultural capital' of pupils eligible for the pupil premium.	Increase ways students can be valued/recognised. Make better use of effort data. Raise profile of awards and celebratory events.	£36,000	Increased the frequency of student rewards (Golden Ticket, Celebration Evenings). Student effort data recorded and celebrated regularly through tutor time and assemblies.
	To provide mentoring programmes for targeted pupils.		The EBP mentoring programme had a strong impact on supporting college application process and aspirations of Year 10 students. 74% of students who participated in the EBP programme improved their progress 8 score during or after participating on the programme.
	1:1 careers advice and a range of careers fairs, university trips and events.		Careers week was extremely successful and well received by students. Over 80% of students completed the CV, job application and mock interview process. Still awaiting participation figures and data on college applications.
E. Increased attendance rates for pupils eligible for PP.	Additional finances for trips/unique educational experiences.	£60,000	A range of trips accessed by pupil premium students i.e. Duke of Edinburgh Award, WW1 battlefield trip.
	Additional funds to establish new clubs/experiences as part of the enrichment programme.		A range of enrichment activities accessed by KS3 students such as First Aid training, Computer Game design and a range of sporting activities.

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	Attendance mentors allocated to improve attendance for identified students, particularly those in Year 7 and 8.		41 students allocated attendance mentors in September. 23% had better attendance in July 2017 in comparison to the previous academic year. A complete restructure of our attendance procedures will begin in September 2018 and further support this.
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