



# Pupil Premium Review 2015-16

## **Context**

*Where GCSE outcomes are referred to in this report this involved 60 PP student (23.5% of the total cohort). Of this 60 students 7 (12% of the Y11 PP) were complex and vulnerable young people. These students followed an alternative provision based around social and emotional support, multiagency involvement, core curriculum offer and CIAG and work place provision to avoid permanent exclusion and ensure they did not become NEET. These 7 students had an obvious impact on the recorded PP outcomes, however their successes can be measured in many other ways. The impact of the PP strategy 2015-16 on the remaining PP students was positive and the figures shown in green reflect the outcomes for the other 88%)*

Review of expenditure 2015-16																											
Previous Academic Year																											
i. Quality of teaching for all																											
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned																								
Increase % of students with <ul style="list-style-type: none"> <li>• 4+LoP in English</li> <li>• 3&amp;4+LoP in Maths</li> <li>• 3&amp;4+LoP Science</li> </ul>	<ul style="list-style-type: none"> <li>- Additional staffing to provide extra 2 classes in all year groups to ensure targeted teaching.</li> <li>- Numeracy and Literacy interventions.</li> <li>- Weekend/holiday &amp; after school study support to help students prep for exams</li> <li>- Professional Associate Post in each dept – additional staffing for 1-1 or small gp intervention to address gaps.</li> <li>- English/Maths residential funded – targeted at borderline and match up students</li> <li>- Investment in GCSEPod to support teaching and learning as a revision and teaching tool for students in and out of school.</li> </ul>	<p>The majority of the Core Subjects achieved highly for PP students :</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>3+LoP</th> <th>4+LoP</th> </tr> </thead> <tbody> <tr> <td>Biology</td> <td>93%</td> <td>50%</td> </tr> <tr> <td>Chemistry</td> <td>93%</td> <td>64%</td> </tr> <tr> <td>English</td> <td>82%</td> <td>55%</td> </tr> <tr> <td>En Lang</td> <td>89%</td> <td>57%</td> </tr> <tr> <td>En Lit</td> <td>87%</td> <td>47%</td> </tr> <tr> <td>Add. Sci</td> <td>90%</td> <td>70%</td> </tr> <tr> <td>Physics</td> <td>93%</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• English VA               <ul style="list-style-type: none"> <li>○ Non PP 1002.4 (2015) to 1003.5 (1004.4)</li> <li>○ PP =1000 (2015) 1000 (1005.6) (2016)</li> </ul> </li> <li>• Maths VA               <ul style="list-style-type: none"> <li>○ Non PP 1000.3 (2015) to 1000.6 (1000.9)</li> <li>○ PP =998 (2015) to 996.2 (999.7)</li> </ul> </li> <li>• Science VA               <ul style="list-style-type: none"> <li>○ Non PP 1001.5 (2015) to 1001.9 (1001.9)</li> <li>○ PP =1000.7 (2015) to 1003 (1003)</li> </ul> </li> <li>• English P8               <ul style="list-style-type: none"> <li>○ Non PP = 0.47 (2015) to 0.31 (0.39)</li> <li>○ PP = 0.11 (2015) to 0.05 (0.58)</li> </ul> </li> <li>• Maths P8               <ul style="list-style-type: none"> <li>○ Non PP = 0.05 (2015) to 0.06 (0.11)</li> <li>○ PP = -0.28 (2015) to -0.52 (-0.1)</li> </ul> </li> <li>• English A8               <ul style="list-style-type: none"> <li>○ Non PP = 11.85 (2015) to 11.66 (11.83)</li> <li>○ PP = 10.62 (2015) to 9.88 (11.1)</li> </ul> </li> <li>• Maths A8               <ul style="list-style-type: none"> <li>○ Non PP = 10.39 (2015) to 10.52 (10.63)</li> <li>○ PP = 9.02 (2015) to 7.7 (8.82)</li> </ul> </li> </ul>	Subject	3+LoP	4+LoP	Biology	93%	50%	Chemistry	93%	64%	English	82%	55%	En Lang	89%	57%	En Lit	87%	47%	Add. Sci	90%	70%	Physics	93%		<p>Maths improved on 3+ and 4+ LoP (all pupils) however PP gap widened. Alternative interventions/approaches needed for 2016-17 in Maths</p> <p>Interventions for Core/Applied science students not as effective as Applied and Triple Science courses. Alternative interventions/approaches needed for 2016-17.</p>
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<p>Increase % of students with</p> <ul style="list-style-type: none"> <li>• 3&amp;4+ LoP Geog.</li> </ul>	<ul style="list-style-type: none"> <li>- New CL appointed</li> <li>- TLR post holder appointed</li> <li>- Additional staffing provided</li> <li>- Resources provided to support students</li> <li>- Funding of residential for some students</li> <li>- Weekend/holiday &amp; after school study support to help students prep for exams</li> </ul>	<p>PP student performance significantly improved compared to 2015</p> <p>3+LoP 43% (2015= 12%) +31%</p> <p>4+LoP 29% (2015=6%) +23%</p> <p>Non-PP</p> <p>3+LoP fallen by 1%</p> <p>4+LoP incr by 3%</p>	<p>Improved progress seen in Geography, however this needs to improve further for all students so that they all meet targets set. This remains a focus in 2016-17</p>
<p>High 3+LoP and 4+LoP in all GCSE subject outcomes</p> <p>Improve outcomes for PP students at the end of KS4</p>	<ul style="list-style-type: none"> <li>• Whole school CPD focus on developing excellent classroom practice : <ul style="list-style-type: none"> <li>○ Stretching the more able</li> <li>○ Meeting the needs of all learners</li> <li>○ Effective marking and feedback</li> <li>○ Cross curricular literacy</li> </ul> </li> <li>• Intensive monitoring and intervention programme in place</li> <li>• Assertive mentoring</li> <li>• Parental liaison</li> <li>• Achievement and attainment coordinators appointed and working with key students</li> <li>• Weekend, Easter and May Half-Term Study Support and Revision Programme</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance to sessions was high</li> <li>• Student evaluations were very positive about all sessions. Students said that they felt well supported and that they felt more confident about taking their final assessments.</li> <li>• Externally validated data reflects a positive outcome for progress and attainment in the vast majority of subjects examined at GCSE. <ul style="list-style-type: none"> <li>○ 19 subjects above 70% 3+LoP</li> <li>○ 20 subjects above 40% 4+LoP</li> <li>○ 17 subjects with improved 4+LoP compared to 2015</li> <li>○ 18 subjects with improved 5+LoP compared to 2015</li> </ul> </li> <li>• Total P8 <ul style="list-style-type: none"> <li>○ NonPP = -0.01 (2015) to -0.04 (0.04)</li> <li>○ PP = -0.4 (2015) to -0.51 (-0.03)</li> </ul> </li> <li>• EBacc P8 <ul style="list-style-type: none"> <li>○ NonPP = -0.52 (2015) to -0.46 (-0.38)</li> <li>○ PP = -1.06 (2015) to -1.01 (-0.68)</li> </ul> </li> <li>• Open P8 <ul style="list-style-type: none"> <li>○ NonPP = 0.14 (2015) to 0.08 (0.16)</li> <li>○ PP = -0.17 (2015) to -0.36 (0.26)</li> </ul> </li> </ul>	<p>Focus for 2016-17 is to continue to build on this by embedding high quality classroom practice to further accelerate progress in the classroom and not just in intervention/out of hours learning.</p> <p>Focus to be across all year groups on :</p> <ul style="list-style-type: none"> <li>• High quality learning experiences for all</li> <li>• Building a creative and exciting learning culture</li> <li>• High quality feedback</li> <li>• Accurate and rigorous assessment</li> </ul>

		<ul style="list-style-type: none"> <li>• Total A8 <ul style="list-style-type: none"> <li>○ NonPP = 50.9 (2015) to 52.21 (53.02)</li> <li>○ PP = 43.56 (2015) to 40.18 (46.07)</li> </ul> </li> <li>• EBacc A8 <ul style="list-style-type: none"> <li>○ NonPP = 11.98 (2015) to 13.27 (13.53)</li> <li>○ PP = 8.92 (2015) to 8.75 (10.18)</li> </ul> </li> <li>• Open A8 <ul style="list-style-type: none"> <li>○ NonPP = 16.68 (2015) to 16.77 (17.03)</li> <li>○ PP = 15.01 (2015) to 13.84 (15.97)</li> </ul> </li> </ul> <p>Whole school VA score up from 997 to 1004 (1017.7)  NonPP = 1003.2 (2015) to 1011.6 (1017.5)  PP = 979.1 (2015) to 977.5 (1018.9)  Languages VA score up from 1003 to 1005 PP=1006</p>	
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**ii. Targeted support**

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned
<ul style="list-style-type: none"> <li>• Smooth transition of new Y7</li> <li>• Early identification of need</li> <li>• Provision in place where identified</li> <li>• Establish relationships with parents/carers</li> </ul>	<p>Transition Summer School  Week long programme – focus on team building skills, developing confidence, new relationships.</p>	<ul style="list-style-type: none"> <li>• Student and parent evaluations of the week were very positive.</li> <li>• Year 7 Tutors noted that those students who had taken part in the summer school were more confident at the start of the new term and better prepared to make new friends.</li> <li>• Students who were 'singletons' had established friendship groups ahead of the start of term in September.</li> <li>• Staff and student relationships established ahead of the move to Secondary School.</li> <li>• Teachers across subject areas noted that those students who took part in the Summer School were more confident in contributing to class discussions in the early weeks of term.</li> <li>• Students who took part in the Summer school were keener to participate in after school clubs and extra- curricular activities in the Autumn Term 2016.</li> </ul>	

<p>Appropriate programme in place for a small number of complex and vulnerable students in Y11 (10 students), with a view to preventing permanent exclusion and risk of NEET.</p>	<ul style="list-style-type: none"> <li>• ASPIRE provision set up</li> <li>• ASPIRE Tutor and mentor appointed</li> <li>• Bespoke timetable in place with English, Maths, Science, and 2 options.</li> <li>• Work placement where relevant</li> <li>• Intensive Careers advice and support</li> <li>• Visits to post 16 providers</li> <li>• Multiagency involvement</li> <li>• Access to counselling services</li> <li>• Extensive liaison with parents/carers.</li> </ul>	<ul style="list-style-type: none"> <li>• Significant reduction in permanent and/or fixed term exclusions for this group of students.</li> <li>• Raised aspiration – 0% NEET with the ASPIRE cohort.</li> <li>• 100% of Year 11 ASPIRE students were offered places with local providers to continue their education, post-16, on full time courses or on apprenticeship programmes.</li> <li>• Only 1 student in the whole of Y11 at risk of NEET</li> </ul>	
<p>Accurately identifying and addressing barriers to learning</p>	<ul style="list-style-type: none"> <li>• KS3, KS4 and KS5 Attainment &amp; Achievement Coordinators appointed</li> <li>• Individual interviews with students</li> <li>• Discussion with parents where relevant</li> <li>• PP tracker of interventions and impact set up and maintained</li> <li>• Individual pupil profiles in place and reviewed at every data drop</li> </ul>	<ul style="list-style-type: none"> <li>• Improving rates of student attendance for these at risk students</li> <li>• Students say that they feel well supported by the Student Support Coordinators and Achievement and Attainment Coordinators to overcome difficulties and to be able to focus on achieving well at school</li> <li>• Able to provide resources/funding/support where necessary to enable student to continue to make progress.</li> </ul>	<p>Good practice from KS5 rolled in to KS4 and now KS3 to ensure earliest possible intervention.</p>

### iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned
<p>Students affected by mental health issues, bereavement, home life issues are supported and able to continue to focus on their studies and future.</p>	<p>Student access to counselling Service</p>	<ul style="list-style-type: none"> <li>• This has helped improve attendance and engagement of these students in school.</li> <li>• Students engage well with this service and report that it has helped them to cope with issues and focus on school life</li> </ul>	<p>Offer will continue.</p>

<p>To Eradicate NEET students</p>	<p>CIAG provision</p> <ul style="list-style-type: none"> <li>• Careers fair – academic and vocational</li> <li>• Accompanied visits to post 16 providers where relevant</li> <li>• Personal careers interviews</li> <li>• Careers study programme</li> <li>• Mock interviews</li> <li>• Business partner mentors for students</li> <li>• Key103 Apprenticeship bus</li> <li>• Visits to Universities</li> </ul>	<ul style="list-style-type: none"> <li>• Low NEET figures (only 1 student from 2016 leavers at risk of NEET)</li> <li>• Pupils at the end of KS4 and KS5 move on to a range of appropriate destinations which further support their achievements and progress.</li> </ul>	<p>Offer will continue with a wider range of providers to ensure all potential pathways are covered</p>
<p>Further develop school – parent partnerships that support student progress</p>	<ul style="list-style-type: none"> <li>• Parent Support Conferences</li> <li>• Resource packs given to parents to support home learning</li> <li>• GCSE Pod master class given</li> <li>• Introduction to new assessment methods</li> <li>• Introduction to new GCSE's</li> <li>• Cause for concern evenings</li> <li>• Online reporting to parents</li> </ul>	<ul style="list-style-type: none"> <li>• Parental evaluation showed that they had increased understanding of how to help their child in school and at home.</li> <li>• Discussions with parents helped to reveal issues such as lack of IT at home, limited funding for revision materials etc.. Pupil Premium money was therefore used, where appropriate, to assist these parents</li> </ul>	

