



PUPIL PREMIUM ANALYSIS

Summer 2016-17



Supporting the Progress of Pupil Premium Students

2016-17

Funding has been allocated based on what has been considered as successful over the last 12 months. Changes to allocation are based on areas for improvement highlighted in the schools' self-evaluation process

	Intervention	Allocation new, adapted or continued from 2015-16	Action	Target group	Expected impact and how it is measured	Expected Cost	17-18 considerations
Teaching and Learning	Quality First Teaching	Adapted	Whole school approach to intervention within the classroom, including PP identification and specific intervention strategies focusing on learning conversations for all as well as targeted support. Rigorous marking policy including standardising feedback	All students	<i>EEF Toolkit – 'feedback +8 months, high impact. Individualised instruction +2 months</i> Learning walks and work scrutiny that focus on progress – all teachers to be seen for PP practice during the year and feedback given. Half termly 'RAMG' meeting (<i>raising attainment management group</i>) to inform additional intervention strategies where required. Individual meetings with core subjects with MDA/CSM		This will remain a key focus of the school as standard
	PP academic mentor	New	Experienced member of staff working with groups of high prior attainment students with	PP students year 9/10		£3943	Remove this and increase an across the

			the aim of them achieving 4/5 LoP. Development of resource bank to run alongside core subjects that can be used in wider mentoring roles.				board focus within mentoring and tracking
	Wave 2 intervention programme - Maths	Adapted	A rigorous intervention programme which is designed to meet the needs of the individual supporting the EEF findings that ' <i>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs</i> '. A fortnightly intervention meeting including SEN/PP co-ordinator and English and Maths subject leaders will discuss individuals and allocate students into the correct intervention. Interventions have extended out of focus on less able to focus on students meeting or exceeding their expected grades. Personalised Learning Checklists (PLCs) will be used with the most able to ensure targeted intervention. A budget has been added to ensure that recognised, evaluated materials are available	Targeted students	<i>EEF Toolkit – small group tuition +4 months</i> Monitoring progress data throughout the year and continued after the intervention is complete. Individual review and further recommendations shared with teaching staff(See appendix 2 for specific interventions, progress measures and monitoring sheet) Student Voice (Appendix 1)	£3,000	With a focus on mentoring and tracking for 17-18 across all subjects this can be removed as evidence was this did not have a major impact.

Wave 2 intervention programme - English	Adapted	<p>A rigorous intervention programme which is designed to meet the needs of the individual supporting the EEF findings that <i>'Small group tuition is most likely to be effective if it is targeted at pupils' specific needs'</i>. A fortnightly intervention meeting including SEN/PP co-ordinator and English and Maths subject leaders will discuss individuals and allocate students into the correct intervention. Interventions have extended out of focus on less able to focus on students meeting or exceeding their expected grades. Personalised Learning Checklists (PLCs) will be used with the most able to ensure targeted intervention.</p>	Targeted students	<p><i>EEF Toolkit – small group tuition +4 months</i> Monitoring progress data throughout the year and continued after the intervention is complete. Individual review and further recommendations shared with teaching staff(See appendix 2 for specific interventions, progress measures and monitoring sheet) Student Voice (Appendix 1) <i>DfE summary states 'Meta-analyses of mentoring programmes (which include learning mentors) show that mentoring programmes have a significant and measurable effect on the young people who take part in them, but that the size of this effect is generally modest'. (EEF impact +1 month)</i> <i>The school considers that active mentoring, used alongside other intervention strategies has been as success in 2014-15</i> -Student Voice to be completed before and after mentoring (Appendix 1)</p>		
Mentoring and tracking	Continued	<p>Use of Raise Online and SISRA to enhance the school's ability to target underachievement and for correct implementation of 1:1 mentoring as well as wave 2 interventions (see above). Additional hours for intervention co-ordinator to ensure rigorous tracking of interventions and progress of</p>	Data on all to target correct students		£5,000 (+ extra for additional hours)	Increase this provision for 17-18 as an across the board all subjects approach including after school catch up sessions and additional science lessons

			<p>PP pupils is tracked and evaluated; as well as supporting action plans on moving forward where the intervention has not worked.</p> <p>Mentoring is considered part of an approach in supporting a student and not an exclusive intervention in itself</p>		-Progress data shows improvement		
Wave 2 Intervention Science	New	<p>Following the design of English and Maths interventions; focusing on a range of needs and abilities in order to develop scientific skills and knowledge to be successful in the GCSE</p>	Year 11	<p><i>EEF Toolkit – small group tuition +4 months</i></p> <p>Monitoring progress data throughout the year and continued after the intervention is complete. Individual review and further recommendations shared with teaching staff(See appendix 2 for specific interventions, progress measures and monitoring sheet)</p> <p>Student Voice (Appendix 1)</p>	£3,000	Increase in science teaching for 17-18 so remove this strategy	
Accelerated Reader Programme	Continued/ Developed further	<p>All students in years 7 to 9 will undertake a daily reading session of 20 minutes. Based on analysis from testing, students will be allocated books that are appropriate for their ability and students will complete reading practice</p>	All in yr 7-9; selected students in year 10	<p><i>EEF Project evaluation: appears to be effective for weaker readers as a catch-up intervention at the start of secondary school and indicates a positive on FSM eligible students</i></p>	£3,500	Improving literacy skills so keep for further 12 months	

			questions after each book they read. Progress will be measured termly and this will inform which students require further intervention. Students on the Purple Pathway in year 10 will carry out a community project based around Accelerated Reader Programme; where they organise events within the community that use their reading and wider skills.		Impact will be measured through programmes own rigorous analysis tool (Appendix 3)		
	SAM Learning	Continued	Available to all students. Training was provided last year to students and will be delivered to year 10 in the coming weeks. Students are encouraged to use in a variety of ways. PP students are given additional support and encouragement to use this by learning mentor mentoring. Introduce use for intervention programmes and track progress of individuals Staff training to develop wider use around the school, using as homework.	All students year 10/11	<i>SAM Learning impact statement: 'FSM students who use SAM Learning for 10 or more hours during the year achieve an average of three GCSE grades (+19.2 capped points score) better than expected'.</i> Analysis through progress data and Student Voice (Appendix 1)	£3145	Access to support for all students – keep for 17-18, explore other provision for following year
	Learning Mentor	Continued	Continuation of support from learning mentors, focusing on preparing students for education and helping them	Targeted students	<i>EEF impact: Social and emotional learning + 3 months, metacognition and self-</i>	£9,500	Remove, funded from main school

			<p>overcome their concerns through:</p> <ul style="list-style-type: none"> -Social and emotional support (including through transition) -Developing self-regulation and independent study skills -Engaging parents in a child's learning -Feeding back key information and strategies to staff 		<p><i>regulation + 8 months, parental engagement +3 months</i></p> <p>Impact measured through...</p> <p>Student voice appendix 1 (mentoring)</p> <p>Attendance</p> <p>Behaviour points</p> <p>Outcomes of progress reviews (data)</p> <p>Case studies: start and end points</p>		budget for 17-18
Social Mental and Emotional Well Being	Relate Counselling	Continued	Confidential support and guidance for students who are struggling with social and emotional issues, from an external provider	Targeted students	<p><i>EEF impact: Social and emotional learning +3 months</i></p> <p>Impact measured through questionnaire before and sometime after intervention</p>	£6,000	Keep
	Educational Psychologist Copper Package	New	Better understand individual students' needs in order to give targeted support	Individual student support	External report with actions for the school. Evaluation of impact of recommendations once complete	£1,410	Keep
	Learning Mentor – Information, Advice and Guidance	Adapted	Individualised discussions discussing hopes and ambitions for individual students. Mapping out future and completing research on options of how to get there. Informing intervention group of need of support in order to get there. Providing experience to intrinsically motivate and	All PP yr 11 focus	<p><i>Building on EEFs point 'underachievement results not from low aspiration itself but from a gap between the aspirations that do exist and the knowledge and skills that are required achieve them'.</i></p> <p><i>Metacognition and self-regulation +8 months</i></p> <p>Analysis through evaluation of role, Success against outcomes</p>	£9,500	Remove, funded from main school budget for 17-18

			opportunities to gain contacts and work experience		on the Moving on Plan for students (Appendix 5)		
Raising Aspirations	Information advice and guidance - resources	New	Additional support to fund academic learning outside of the classroom that promotes aspirational values and participation.	Targeted students	<p><i>Building on EEFs point 'underachievement results not from low aspiration itself but from a gap between the aspirations that do exist and the knowledge and skills that are required achieve them'. Metacognition and self-regulation +8 months</i></p> <p>Analysis through evaluation of role, Success against outcomes on the Moving on Plan for students (Appendix 5) <i>The course has 3 main aims: To stimulate a positive attitude to studying and revision; to empower students with effective study techniques; to raise self-belief and aspirations</i> Analysis through student voice (appendix 1)</p>	£2,000	Remove, funded from school budget for 17-18 with new focus within this area
	Transport	Continued	Providing students with hassle free, direct transport to and from school from areas that were previously a cause for concern	Targeted students	Analysis of impact by monitoring attendance of those PP students who access this service by the Learning Mentors. Case Studies of Impact	£3,000	Consideration of level of funding allocated for this for 17-18

Attendance	Learning Mentor	Continued	Part of the learning mentor's role looks at supporting those PP students with low attendance, working with the Head of relevant year groups, looking for patterns and putting relevant support in place. Education Welfare Officer (EWO) time will continue to be commissioned so that the EWO can be directed towards PP students whose attendance is causing concern.	Targeted students	Analysis of impact by monitoring attendance PP students throughout the year	£9,500	Remove, funded from main school budget for 17-18
	Educational Visits	Continued	Continue to enable targeted bespoke support for students in a range of areas and activities. Practical barriers to learning will be reduced as a result of this fund. Pupil Premium students will be provided with a fully inclusive educational experience.	Targeted PP students	Impact will be measured by observations and personal conversations with students involved Appendix 4	£2,000	Consideration for allocation of funding for this, request letter from student on what impact a trip may have on them
Educational Experiences/Individual	Music lessons	Adapted	Continue to enable targeted bespoke support for students in a range of areas and activities. Practical barriers to learning will be reduced as a result of this fund. Pupil Premium students will be provided with a fully inclusive educational experience. Students who	Targeted PP students Individual PP student	Impact will be measured by observations and personal conversations with students involved Appendix 4 No data available. Report upon completion	£1500	Consideration for allocation of funding for this for 17-18
	Uniform	Continued				£400	
	Students resources	Continued				£2,000	

			receive the music bursary will need to apply for it and it will be granted as a £300 award towards the cost over the year. A total of 5 grants will be on offer				
	LDA		Support transition programme from Primary to secondary working with the community to develop links between the school and the wider area, using PP students to gain motivation and experience outside of school. Team building, event planning, supporting talent and finding opportunities for PP students in school	Targeted PP students and year groups		£4000	Remove, funded from other sources for 17-18 and availability of staff member to deliver project for future years.

Overall analysis 2017

KS4 exam outcomes for disadvantaged students

- At GCSE disadvantaged pupils in Year 11 had a progress 8 score of 0.08 which is better progress than non-disadvantaged students in the school (0.03) and close to the national average for non-disadvantaged students of 0.11.
- 47% of disadvantaged students in Year 11 achieved grade 5 or above in English and Maths, again almost in line with the national average for non-disadvantaged students (49%).
- 29% of disadvantaged students achieved the Ebacc at grade 5/C or above, which is above the national average for non-disadvantaged pupils (26%).

Progress of current pupils (September 2017)

- **Year 8:** Disadvantaged students made more progress towards targets than non-disadvantaged students over the year, in school gap closed by progress score of 0.16 on average across subjects.
- **Year 9:** Disadvantaged students made more progress towards targets than non-disadvantaged students over the year, in school gap closed to progress score of 0.04 on average across subjects.
- **Year 10:** Disadvantaged students made more progress towards targets than non-disadvantaged students over the year, in school gap closed by progress score of 0.25 on average across subjects.
- **Year 11:** Expected final grades based on end of year data estimate a progress score of -0.14 for disadvantaged students, which is above national average for disadvantaged students but remains a focus to improve further with current year's spending.