



### Intended use of additional “Pupil Premium” funds

The department for education provides funding for each student from a disadvantaged background. The evidence shows that economically disadvantaged students perform significantly less well on average than non-disadvantaged students, at all levels of school education; furthermore, economically disadvantaged students are also associated with slower progress compared to their peers with the same level of attainment. Disadvantaged students are currently defined as those who have been registered for Free School Meals (FSM) at any point in the past six years and children looked after for six months or more. Ensuring high quality teaching and learning for all is the fundamental upon which the strategy is built. The evidence clearly shows that the impacts of poor quality teaching disproportionately impact disadvantaged students.

### Spending for 2017-18

Total Budget: £173,000

| Barrier to learning and progress  | Strategy to overcome barrier  | Expenditure    | Evaluation and Impact   |
|---|---|----------------|---|
| Attendance.<br>“pupils with no absence are 2.8 times more likely to achieve 5+ GCSEs 4-9 including English and mathematics than pupils missing 15-20% of KS4 lessons.”<br>(DfE February 2015) | Attendance officer with a specific pupil premium workload   | <b>£18,500</b> | Attendance officer used to track & monitor attendance of PP students and implement individualised intervention plans (e.g. home visits, reintegration plans, Medical Action Plans & referrals to outside agencies) to support improved attendance. Attendance rewards issued termly to PP students to promote excellent attendance. Truancy call used to raise the profile of attendance with parents. The school attendance gap between PP v Non-PP has increased from -4.02% (2016-17) to -6.61% (2017-18), although this trend is projected to reduce in 2018-19 (-4.75% Feb 19). To put this in context, there has been a 10.6% |
|   | Attendance rewards for pupil premium students   | <b>£1,000</b>  |   |
|   | Uniform purchases where necessary to ensure lack of uniform does not become a barrier to attendance | <b>£4,700</b>  |   |

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|   |  |  | <p>increase in the number of FSM students within these groups from 28.9% (16/17) to 39.5% (17/18). This has played a part in causing the gap. Although whole school absence rates are 0.2% below the national average, PP absence rates remain above. However, the % number of Persistent Absentees reduced by 4.9% in the same period. Attendance therefore remains a key focus area for the PP strategy 2018-19.</p> <p>Uniform was purchased where necessary to prevent this becoming a barrier to attending school.</p>  |
| Access to a suitable home learning environment, or reduced or no access to IT | Staffed after-school support in the Learning Resource Centre to enable students to access e-learning or to complete homework tasks   | <b>£5,000</b>                          | After-school staffing of LRC ensured that students had access to IT for homework completion and additional support for PP students when completing homework tasks.   |
| Behaviour for learning  | <p>Pastoral support worker to work with pupil premium students at risk of exclusion.</p> <p>Behaviour Support Lead to work with pupil premium students at risk of exclusion.</p> | <b>£27,400 (60% of staffing costs)</b> | <p>Behaviour Support Lead used to support students who are at risk of exclusion with targeted intervention strategies. As a result, PP exclusion rates fell from 11.86% (16/17) to 11.54% (17/18) for % of PP students receiving 1 fixed term exclusion. However, the number of students receiving more than 1 fixed term exclusion slightly increased from 6.7% in 16/17 to 7.21% 17/18.</p> <p>Pastoral Support Worker used to support PP students with additional needs (e.g. mental health, anxiety, and bereavement) through 1:1 support / mentoring. All Y11 PP students suffering from mental health / anxiety were supported effectively with all sitting their final GCSE examinations.</p> |
| Literacy skills   | Targeted one-to-one literacy tutoring with a qualified English teacher   | <b>£10,500</b>                         | The Lexia Reading programme was delivered to improve students' literacy across KS3 & 4. Targeted sessions implemented for PP students during tutorial time / 1:1 session. Results indicated that 100% students made progress (July 18). All Year 7 PP students received a book of their choice to  |

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|  | Reading programme to rapidly develop reading skills to enable pupil premium students to access the curriculum   |                                   | encourage a love of reading. A reading programme was incorporated into the weekly tutorial programme to raise students' reading skills in Yr7-11. 1:1 English tuition delivered to PP students with below expectations at KS3 & 4. Yr11 PP students who were below target at their mock examinations in April 18 provided with 1:1 tuition in the lead up to GCSE examinations. 100% of this group improved their final GCSE grade v mock examination result. Overall, the gap narrowed by +0.06 v 2017 results.  |
| Numeracy skills  | One-to-one numeracy tutoring with a qualified maths teacher<br><br>Purchase of calculators to support pupil premium students in maths   | <b>£13,100</b><br><br><b>£500</b> | PP students with below expectations in maths in KS3 and KS4 were targeted for 1:1 intervention with a Maths specialist. Calculators were not purchased in 2017-18 but have already been provided for PP students in Sep 2018-19.  |
| Access to home computing/IT                                | Purchase of tablets to loan to pupil premium students where necessary   | <b>£5,000</b>                     | Laptops issued to PP students to complete their GCSE coursework modules on a short term loan basis. All students completed modules prior to examinations. Reading pens purchased to support PP SEND students. All SEND PP students prepared prior to final examinations and used confidently.   |
| Equipment to complete in-class work, homework and revision | Purchase of stationary and consumables to support learning and progress<br><br>Purchase of revision guides to support core subjects in all year groups, and all subjects studied at KS4 | <b>£4,500</b>                     | Revision guides and stationery packs purchased for all PP students in KS4 for all subjects studied. This enabled KS4 students to prepare effectively for their mock and final GCSE examinations. KS4 student voice stated that these helped to support their revision programme.<br><br>PP Art & Product Design packs provided for all students taking these subjects at KS4 to aid their coursework preparation. Student voice was 100% positive.<br><br>Ingredients purchased to aid Food Technology practical element. This led to all PP students meeting their targets in the practical examination. |

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| High quality teaching and learning strategies | PiXL membership – specific teaching and learning strategies driven by laser-sharp use of data   | <b>£3,600</b>   | <p>PiXL membership has ensured key intervention strategies are implemented to work towards closing the progress gap of PP students when compared to non-PP students.</p> <p>The use of 4 Matrix combined with ALPS by all Learning Areas has enabled specific intervention packages to be put in place for KS4 including targeted interventions for PP students.</p> <p>Whole School INSET focused on T&amp;L strategies for PP students (Sept 17 &amp; March 18). PP students were targeted for after school and holiday revision sessions at Yr11. Gap from AP3 report data to final result reduced by 0.08. Y11 Predictions indicate that the gap will narrow in Eng /Maths 4+ &amp; 5+ with an increase in the % of PP students achieving these grades also increasing.</p> |
| Access to curriculum enrichment               | Part or all costs of curriculum trips that are vital for successful delivery of the curriculum  | <b>£6,000</b>   | <p>PP students received funding for a wide range of trips/visits to develop / widen their understanding of the curriculum. No PP student was excluded from a visit due to financial reasons as a result.</p> <p>Support provided to allow students to participate in extracurricular activities e.g. music lessons. This has led to an increase in the number of PP students selecting Music as an option subject at GCSE.</p>  |
| <b>Additional costs</b>                       | <p>Internal Pupil Premium lead (Assistant Headteacher) time</p> <p>Pastoral middle leaders' time: additional pastoral leader</p> <p>Staffing in maths and English to allow an additional groups in both subjects.</p> | <p><b>£14,200</b></p> <p><b>£20,000</b></p> <p><b>£32,620</b></p> | <p>Pastoral support clearly focussed on driving progress rates for PP students, by ensuring that the complete package of interventions that they receive addresses their individual needs, through careful analysis of data.</p> <p>Reduced class sizes in KS4 used to improve outcomes, with a focus on PP students after Mocks (Nov 17). The progress gap in both English and Maths significantly reduced in both subjects, Maths from -1.78 to -0.59, English from -2.37 to -0.21.</p>   |

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| <b>Contingency</b> | To support individual students where required. | <b>£5,380</b>   | £1000 of the contingency used to provide rewards for poor attenders in Year 11. Students who achieved the school attendance target in Term 5 were given a discount of their prom ticket.<br>£4,380 carried over to 2018-2019 spend. |
|                    | <b>Total planned expenditure:</b>              | <b>£166,620</b> |   |

## Student Outcomes at KS4

### 2018 GCSE Results

|                       | <b>Pupil Premium</b> | <b>Non-Pupil Premium</b> | <b>Gap</b> | <b>Gap in 2017</b> |
|-----------------------|----------------------|--------------------------|------------|--------------------|
| English and Maths L5+ | 18.78%               | 57.89%                   | -39.14     | -18                |
| English and Maths L4+ | 46.88%               | 81.87%                   | -35        | -23                |
| Progress 8            | -0.51                | +0.06                    | -0.57      | -0.22              |
| Attainment 8          | 37.53                | 55                       | -17.47     | -8.14              |
| English Progress      | -0.21                | +0.19                    | -0.02      | -0.08              |
| Maths Progress        | -0.59                | -0.14                    | -0.73      | -0.26              |
| EBacc progress        | -0.45                | +0.27                    | -0.18      | -0.17              |
| Open progress         | -0.73                | -0.12                    | -0.61      | -0.35              |

### Predictions for current Y11 cohort

|                       | <b>Pupil Premium</b> | <b>Non-Pupil Premium</b> | <b>Gap</b> |
|-----------------------|----------------------|--------------------------|------------|
| English and Maths L5+ | 24.14%               | 51.83%                   | -27.69     |
| English and Maths L4+ | 51.72                | 78.01%                   | -26.29     |
| Progress 8            | -1.22                | +0.04                    | -1.26      |
| Attainment 8          | 34.03                | 50.72                    | -16.68     |
| English Progress      | -0.93                | -0.02                    | -0.95      |

|                |       |       |       |
|----------------|-------|-------|-------|
| Maths Progress | -0.97 | -0.06 | -0.91 |
| EBacc progress | -1.16 | +0.2  | -0.96 |
| Open progress  | -1.63 | 0.0   | -1.63 |