

Pupil Premium spend 2015-16

The pupil premium funding is provided to support disadvantaged students to raise their levels of attainment and progress, to close the gap with their non-disadvantaged peers.

In the last academic year, Oldfield School had £115,000 allocated to the pupil premium budget (though greater funding ultimately came in to the school, which has been rolled forward).

Purpose:

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. In addition schools receive funding for children who have been looked after continuously for more than six months, and children of service personnel. The money is used to target our most disadvantaged students to help close the gap and ensure that deprivation isn't a reason for academic underperformance.

Dr John Dunford (the "National Pupil Premium Champion") lists five key areas to focus on:

1. Keep your focus relentlessly on the quality of teaching and learning in your school
2. Take a look at excellent practice in other schools
3. Use the Sutton Trust / Education Endowment Foundation toolkit
4. Study Ofsted reports that focus on the pupil premium
5. An important part of your responsibility for raising achievement is not only to play a part in deciding on the best focus for your strategy and being responsible for implementing it, but it is also the accountability you hold for the use of the pupil premium and for ensuring the best outcomes for FSM pupils – this means using data to closely monitor the progress
6. Plan how you can develop skills as well as knowledge in all young people

In addition, key findings from an often cited Ofsted paper (2) are that schools that are committed to 'closing the gap' (or to use the current parlance) and that have robust tracking systems are showing most improvement.

1. Research priorities and questions – Pupil Premium: raising achievement of disadvantaged pupils (03.2014) *Department for Education*
2. The pupil premium: an update (07.2014) *Ofsted*

The table below is a breakdown of how this money was used in 2015-16 been used:

Activity	Description of barrier to overcome	Expenditure	Analysis of impact
One-to-one maths tuition	PP students that are underperforming in maths and numeracy are placed into a programme of intervention to raise their maths skills.	£33,200	Students were identified that were underperforming in all year groups, to receive one
Home-learning support	Use of e-learning to ensure students have access to the most up-to-date resources, which may otherwise be inaccessible to them. GCSE Pod SAM Learning Show My Homework	£5,650	The impact of this will really begin to be seen this academic year as the practice becomes embedded
Data analysis tools	4Matrix to focus on in-school and national differences between PP and non-PP Pupil premium teacher display	£2,540	Awareness of the differences of performance, leading to targeted interventions throughout the school
Revision guides and materials	Purchase of subject specific revision guides and materials to ensure access to the most suitable resources is not a barrier.	£3,450	All Y11 pupil premium students had their own revision guides for all GCSE topics
Revision skills training	A package tailored to support our PP students in the best ways to acquire knowledge and ensure they are best prepared for their public examinations.	£2,400	KS4 students given the key skills to revise and retain knowledge. Impact on Y11s possibly too late in the cycle, but Y10s implementing strategies effectively
Attendance Officer	An attendance officer to focus on PP students to ensure that non-attendance of school is not a barrier to progress.	£15,500	Impact was minimised due to a change in personnel mid-year, and a period with the post being unfilled
Pastoral support worker	This role is to focus on PP students to ensure that their behaviour for learning and school engagement does not impede their progress.	£12,600	Reduction
Uniform support	Some of our most disadvantaged	£3,460	Incorrect uniform was not a

	pupils will have replacement uniform purchased for them, to ensure that lack of uniform does not become a barrier to engagement in school		reason for attendance issues
Trips and visits	Support for costs on extra-curricular and residential trips directly linked to the curriculum, to ensure cost of trips does not impede PP students' engagement with them.	£4,200	Costs of curriculum based trips was not a barrier for pupil premium students to participate
Teaching and learning strategies	PixL membership - to develop teaching and learning strategies to ensure front-line teaching. Teaching and Learning CPD focussed on raising progress and attainment of PP	£3,600 £8,900	
Y11 Maths catch-up in Easter break	One day maths event in Colston Hall aimed at key Y11 pupil premium students underperforming in their maths GCSE	£1,600	Some of those that attended did secure maths grades to make expected progress
Leadership of pupil premium strategy across the school	Leadership time to co-ordinate PP interventions	£18,000	
Total Spend		£115,100	

Evaluation of impact

Y11 2015-16

Many of the interventions that were introduced during the year had some impact upon the Y11 students, but the impact was minimised due to the timing. Attendance was a specific issue with the PP students in Y11, and the outcome of this was not as positive as it now is lower down the school (and for the current Y11 students). The overall outcomes are skewed by the small cohort of PP students in Y11 (16 in total), but that said are still disappointing.

Pupil Premium KS4

	Pupil premium raw scores	Pupil premium without 2 students*	Non-pupil premium
5 A* - C	35.71%	41.67%	78.10%
English and maths threshold (C+)	35.71%	41.67%	67.62%
Progress 8	-0.83	-0.36	+0.12
Attainment 8	3.96 (D+)	4.3 (C)	5.42 (B)

*2 students were on long term hospital education withdrawal from school. Whilst they remained on role, our input and impact with them was minimal, but their impact on our results was very significant

The impact on the targeted PP intervention is clearer to see lower down the school. For example the Y10 PP cohort (our current Y11 students for the year 2016-17) demonstrate far higher levels of attendance, positive behaviours for learning and therefore progress.

Predictions for current Y11 cohort:

	Cohort	PP	Non-PP
5 A* - C	90%	83%	92%
English and maths threshold (4+; what was C+)	83%	67%	90%

Levels of progress

Maths			
	Whole cohort	PP	Non-PP
3 LOP	79%	65%	84%
4 LOP	40%	34%	42%

English Language			
	Whole cohort	PP	Non-PP
3 LOP	89%	93%	88%
4 LOP	41%	27%	46%

English Literature			
	Whole cohort	PP	Non-PP
3 LOP	84%	82%	86%
4 LOP	42%	27%	46%