



### 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. In 2014, only 36.5% of disadvantaged students achieved 5 A\* - C including English and maths GCSEs, compared with 64% of non-pupil premium students (DfE – GCSE and equivalent attainment by pupil characteristics, January 2015), and disadvantage has a big influence on pupils’ life chances. They are twice as likely to be NEET (not in education, employment or training) and are at a higher risk of ending up in poverty as adults (“State of the Nation 2014” - Social Mobility and Child Poverty Commission). Ensuring high quality teaching and learning for all is the fundamental upon which the strategy is build. The evidence clearly shows that the impacts of poor quality teaching disproportionately impact disadvantaged students (improving the impact of teachers on pupil achievement in the UK – Sutton Trust 2011).

### Planned spending for 2016-17

Total Budget: £158,000

Barrier to learning and progress	Strategy to overcome barrier	Expenditure	Impact
Attendance. “pupils with no absence are 2.8 times more likely to achieve 5+ GCSEs A*-C including English and	Attendance officer with a specific pupil premium workload	<b>£15,800</b>	Attendance rewards issued termly to PP students to promote excellent attendance. Truancy call implemented to raise the profile of attendance with parents. Attendance officer used to track attendance of PP students and monitor attendance interventions including referrals to the Education Welfare
	Attendance rewards for pupil premium students	<b>£1,000</b>	

mathematics than pupils missing 15-20% of KS4 lessons." (DfE February 2015)	Uniform purchases where necessary to ensure lack of uniform does not become a barrier to attendance	<b>£4,500</b>	Officer, home visits, Individual Support Plans & Medical Action Plans. Although PP attendance remains below the school target that gap has continued to narrow.
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>£3,671</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	Pastoral support worker to work with pupil premium students at risk of exclusion	<b>£23,943</b>	Behaviour Support Worker appointed to support students who are at risk of exclusion with targeted intervention packages. This included 1:1 support in and outside of the classroom to help students use behaviour & anger management strategies. As a result, PP exclusion rates fell in 2016/17 from 6.16% in 2015-6 to 4.12% last academic year for % of PP students receiving 1 fixed term exclusion. Additionally, the number of students receiving more than 1 fixed term exclusion also dropped from 1.37% to 1.03%. These figures are below the national average exclusion rates for this group.
Literacy skills	Targeted one-to-one literacy tutoring with a qualified English teacher  Reading programme to rapidly develop reading skills to enable pupil premium students to access the curriculum	<b>£8,600</b>	The Lexia Reading programme and PiXL Phonics was delivered to improve students' literacy. Targetted sessions for PP students occurred during tutorial time for Y11 and during small group sessions for KS3. A reading programme is now incorporated into the weekly tutorial programme to raise students reading skills.
Numeracy skills	One-to-one numeracy tutoring with a qualified maths teacher  Purchase of calculators to support pupil premium students in maths	<b>£17,200</b>  <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 2016-17 but will be provided next academic year.

Access to home computing/IT	Purchase of tablets to loan to pupil premium students where necessary	<b>£5,000</b>	Laptops issued instead to students in need of IT access when they didn't have it at home. This enabled Yr11 students to complete their GCSE coursework modules.
Equipment to complete in-class work, homework and revision	Purchase of stationery and consumables to support learning and progress  Purchase of revision guides to support core subjects in all year groups, and all subjects studied at KS4	<b>£4,200</b>	Revision guides 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. This has resulted in the PP gap significantly reducing (examination results Aug 17). AP6 data for Yr 11 (July 17) demonstrates the gap has reduced further.
High quality teaching and learning strategies	PiXL membership – specific teaching and learning strategies driven by laser-sharp use of data  Teaching and Learning CPD focussed on raising progress and attainment of PP	<b>£3,600</b>  <b>£9,000</b>	PiXL membership has ensured key intervention strategies are implemented to successfully close the progress gap of PP students when compared to non-PP students. The use of 4 Matrix by all Learning Areas has enabled specific intervention packages to be put in place for KS4. Sutton Trust findings on impact of T and L impact on PP students has been fundamental in improving the quality of T & L across the school. PP students always have their work marked and assessed first, questioning is targeted towards PP students and quality of T & L continues to target PP students.
Access to curriculum enrichment	Part or all costs of curriculum trips that are vital for successful delivery of the curriculum	<b>£5,500</b>	PP students receive funding for trips that are essential to the curriculum to ensure that they have access to these, and extra-curricular trips are regularly subsidised. Music lessons have also been funded to develop students' key skills.
<b>Additional costs</b>	Internal Pupil premium lead (deputy headteacher) time  Pastoral middle leaders' time: additional pastoral leader (TLR 2c) Staffing in maths and English to allow an additional Year 11 teaching groups in both subjects	<b>£16,000</b>  <b>£18,000</b>  <b>£16,000</b>	Pastoral support clearly focussed on driving progress rates in PP students, by ensuring that the complete package of interventions that they receive addresses their individual needs, through careful analysis of data. Reduced class sizes in KS4 to improve outcomes, with a focus on PP students.
	<b>Total expenditure:</b>	<b>£152,514</b>	

## Student Outcomes at KS4

### 2017 GCSE Results

	Pupil Premium	Non-Pupil Premium	Gap
English and maths L5+	29%	47%	-18%
English and maths L4+	52%	75%	-23%
Progress 8	-0.28	-0.06 (all)	-0.22
Attainment 8	40.35	48.89 (all)	-8.14
English progress	-0.23	-0.15 (all)	-0.08
Maths progress	-0.47	-0.21 (all)	-0.26
EBacc progress	-0.49	-0.32 (all)	-0.17
Open progress	0.02	0.37 (all)	-0.35

### Predictions for current Y11 cohort:

	Pupil Premium	Non-Pupil Premium	Gap
English and maths L5+	70%	46%	-24%
English and maths L4+	84%	70%	-14%
Progress 8	0.06	0.06	0
Attainment 8	47.89	56.25 (all)	-8.36
English progress	0.13	-0.04	+0.17
Maths progress	-0.14	-0.16	+0.02
EBacc progress	0.37	0.38	-0.01
Open progress	-0.16	-0.04	-0.12