



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.

Planned spending for 2018-19

Total Budget: £172,000

Barrier to learning and progress	Strategy to overcome barrier	Expenditure	Evaluation and Impact
Attendance. “pupils with no absence are 2.8 times more likely to achieve 5+ GCSEs A*-C including English and mathematics than pupils	Attendance officer with a specific pupil premium workload Attendance rewards for pupil premium students	£21,288 £1,200	Attendance officer employed to track and monitor daily attendance of PP students. Use of truancy call to raise parent awareness of student absence. Attendance officer used to implement individualised intervention plans for hard to reach students (e.g. home visits, co-ordinating with outside agencies, reintegration plans, attendance meetings, Medical Action Plans). Attendance rewards issued termly to PP students to promote excellent attendance and for those whose attendance has improved. The school attendance gap between PP and Non PP has reduced from -6.61% in 2017-8 to -5.12% in 2018-19. To put this in context, there has also been a 17.7% increase in the number of FSM students within these groups from 28.9% (16/17), 39.5% (17/18) to 57.2% in 2018/19. However, overall PP

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	£4,200	absence rate remains high and attendance therefore remains a key focus area for the PP strategy 2019-2020. Uniform was purchased where necessary to prevent this becoming a barrier to attending school.
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	£4,500	5 laptops were purchased to support PP students with their studies at home. 3 were used by Year 11 PP students who used them to complete their Child Development coursework. All three achieved at or above their target grades for this unit. 2 were used by PP students with medical needs so that they could access their work at home and school. After-school staffing of LRC ensured that students had access to IT for homework completion and additional support for PP students when completing their homework tasks. Attendance rewards were used to encourage PP students to attend provision after school. 20% of all PP students have used the provision at least once in 2018-19. With 40.5% of the total number of visits being PP students v non-PP.
Behaviour for learning	Pastoral support worker to work with pupil premium students at risk of exclusion. Behaviour Support Worker to work with pupil premium students at risk of exclusion.	£28,798 (60% of staffing costs)	Pastoral Support Worker used to support PP students with additional needs (e.g. mental health, anxiety, and bereavement) through 1:1 support / mentoring and signposting to school nursing service /Off the Record provision in school. Delivery of mindfulness sessions to Year 11 PP students suffering from exam anxiety. All Y11 PP students suffering from mental health / anxiety were supported effectively; with all sitting their final GCSE examinations. 1:1 support used to mentor 5 Year 11 PP students who were underachieving in their practical subjects. All these students completed their coursework elements in line with their target grades. Pastoral Support also supported the transition process; enabling Year 6 PP students to attend additional transition sessions in Term 6. Behaviour Support Lead used to support students who are at risk of exclusion with targeted intervention strategies. PP exclusion rates only demonstrated a slight increase from 11.54% (17/18) to 11.65% for % of PP students receiving 1 fixed term exclusion. However, the number of students receiving more than 1 fixed term exclusion stayed static at 7.2%.
Literacy skills	Targeted one-to-one literacy	£9,780	The Lexia Reading programme was delivered to improve students’ literacy across KS3 & 4. Targeted sessions implemented for PP students during tutorial time or 1:1 sessions. Results indicated that 100% students made progress (July 19). All Year 7 PP students

			<p>received a book of their choice to encourage a love of reading and all took part in a reading programme during tutorial time in 2018/19.</p> <p>Students identified for 1:1 additional literacy support all made progress from their baseline assessment.</p>
Numeracy skills	<p>One-to-one numeracy tutoring with a qualified maths teacher</p> <p>Purchase of calculators to support pupil premium students in maths</p>	<p>£13,918</p> <p>£500</p>	<p>All PP students received a calculator in September 2019 to ensure all students prepared for lessons. 100% Year 11 student feedback stated this was helpful in preparation for their studies. 96% of PP students who received targeted 1:1 intervention with a Maths specialist with below expectations made progress at KS3 from their baseline assessment.</p>
Equipment to complete in-class work, homework and revision	<p>Purchase of stationery and consumables to support learning and progress</p> <p>Purchase of revision guides to support core subjects in all year groups, and all subjects studied at KS4</p>	<p>£4000</p>	<p>Year 11 exit survey data indicated that 100% of students found the purchased revision guides and stationery revision packs for all PP students in KS4 supportive. This enabled KS4 students to prepare effectively for their mock and final GCSE examinations.</p> <p>PP Art, Photography & Product Design packs provided for all students taking these subjects at KS4 to aid their coursework preparation. Student voice was 100% positive.</p> <p>Ingredients purchased to aid Food Technology practical element at KS4. This led to all PP students meeting or exceeding their targets in the practical examination. Year 8 PP students supported with the purchase of ingredients for the after school 'Let's Get Cooking Club'. 100% of students attending the course felt more confident in food technology as a result.</p>
High quality teaching and learning strategies	<p>PiXL membership – specific teaching and learning strategies driven by use of data</p>	<p>£3,600</p>	<p>PiXL membership has ensured key intervention strategies have been used (e.g. live marking, targeted questioning) to work towards closing the progress gap of PP students when compared to non-PP students. The use of 4 Matrix and ALPS has been embedded this year to ensure specific intervention packages were put in place for KS4 PP students including targeted revision sessions, reward scheme for use of the 'study zone' and explicit teaching of revision techniques via a PP/SLT mentoring scheme in school.</p> <p>Whole school INSET (Sep 18) used to identify barriers for individual PP students. PP students were targeted for after school and holiday revision sessions at Yr11 based on</p>

			their mock examination result data. School leaders feel that now these assessment tools are embedded in the school PIXL membership will not be renewed in 2019-2020.
Access to curriculum enrichment	Part or all costs of curriculum trips that are vital for successful delivery of the curriculum	£5,000	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. 100% of KS3 PP students attended a trip/visit during the academic year. Support provided to allow students to participate in extracurricular activities e.g. music lessons and Let's Get Cooking. 100% of PP students accessing these lessons feel this has helped them develop new skills.
	Sub-total	£96, 784	
Additional costs	Internal Pupil Premium lead (Assistant Headteacher) time	£20,400	Pupil Premium lead used to drive awareness of the barriers facing PP students. Careful analysis of data and the identification of individual barriers towards learning used to identify underachievement. Additional pastoral time used to undertake interventions. Individual Year 11 PP students provided with a bespoke curriculum to ensure barriers were addressed. All PP students sat their English/Maths examinations. Reduced class sizes in KS4 to address underachievement. Although, this did not reduce the progress gap in Year 11 2019 the predicted data for Year 11 2020 indicates a positive impact with a 24% increase in the number of PP students achieving L4+ in both English and Maths.
	Pastoral middle leaders' time: additional pastoral leader	£18,400	
	Staffing in maths, science and English to allow additional groups in both subjects.	£29,500	
Contingency	To support individual students access the curriculum	£6916	Contingency used to provide 1:1 tuition for 3 Year 11 students. All students sat their Year 11 English and Maths exams.
	Total planned expenditure:	£172,000	

Student Outcomes at KS4

2019 GCSE Results

	Pupil Premium	Non-Pupil Premium	Gap	Gap in 2018
English and Maths L5+	17%	48%	-31%	-39.14
English and Maths L4+	40%	75%	-35%	-35
Progress 8	-1.38	+0.06	-1.32	-0.57
Attainment 8	37.53	55	17.5	-17.5
English Progress	-1.67	+0.19	-1.86	-0.02
Maths Progress	-1.17	-0.14	-1.31	-0.73
EBacc progress	-1.15	+0.27	-1.42	-0.18
Open progress	-1.91	-0.12	-1.79	-0.61

Predictions for current Y11 cohort

	Pupil Premium	Non-Pupil Premium	Gap	Gap in 2018
English and Maths L5+	31%	59%	-28	-27.69
English and Maths L4+	64%	86%	-22	-26.29
Progress 8	+0.22	+0.26	-0.04	-1.26
Attainment 8	43.8	54.6	-10.8	-16.68
English Progress	+0.34	+0.28	+0.06	-0.95
Maths Progress	+0.15	+0.20	-0.05	-0.91
EBacc progress	+0.37	+0.36	+0.01	-0.96
Open progress	+0.05	0.18	-0.13	-1.63

