

Supporting Students eligible for Pupil Premium Grant/Catch up Funding 2017-18

The DfE states that:

'The pupil premium funding, which is currently additional to the main school budget, is the best way to address the current underlying inequalities between children eligible for free school meals and their wealthier peers, ensuring that funding to tackle disadvantage reaches those pupils who need it most'

Pupil Premium funding is a specific grant based on Census figures and is applicable from reception to Y11 (not 6th form)

Eligibility for Pupil Premium includes;

1. Students who have been in receipt of FSM within the last 6 years – Ever 6
2. Students who are Looked After
3. Students who have been adopted (on confirmation from adoptive parents)
4. Students whose parents are currently serving in the armed forces are eligible for the Service Premium that is designed to address the emotional and social well-being of the student. (current allocation is £300 per student)

The funding is used to provide a programme of interventions planned by our Subject Leaders and Inclusion team, with a specific focus to narrow the gaps in progress and attainment for disadvantaged students. The whole school aim is for students eligible for Pupil Premium Grant funding to perform better than non-pupil premium students nationally. The Senior Leadership team prioritise the support and tracking of pupil premium students and work across the school to champion their needs.

Senior Leaders ensure:

Regular monitoring and evaluation by the Inclusion and/or pastoral team enable the review of student progress and enable swift and effective identification of potential unmet need of our students.

Pupil Premium funding is allocated to classes, groups or individuals identified as a priority. It is recognised that when making provision for socially disadvantaged students, not all students in receipt of free school meals will be socially disadvantaged and not all socially disadvantaged students will be in receipt of free school meals. By implication not all children receiving free school meals

will be receipt of pupil premium interventions at any one time, but every student within the categories of vulnerability will have their needs and progress regularly reviewed by Senior Leadership.

Review of the Broad Outcomes for 2016-17

| | Desired Outcome and they will be measured | Success criteria | Outcome |
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| A. | <p>Progress and attainment gap between disadvantaged students and others to close through swift and accurate identification and intervention for disadvantaged student underperformance. Effective inter-departmental moderation of assessment and tracking of impact of intervention.</p> | <p>Improved accuracy of in year data leading to early identification and intervention for underperforming students leading to improved progress and attainment particularly in maths and English. Teacher estimates will match actual exam results with a tolerance of 5% The progress and attainment gap between disadvantaged students and others will narrow. (5A*-C en/ma 64.7, 3LOP ma/en 75.8/73.4, P8 0.12, Attain 8 52)</p> | <p>The production and subsequent review of the Y10 into Y11 PP action plan clearly identified students that required intervention. This intervention was tiered according to need, to enable the most effective use of resource. (Tier one most engaged, Tier 2 requires intervention in maths and/or English, Tier 3 require intervention in core subjects and other support e.g. attendance and Tier 4 more complex needs).</p> <p>16% of the cohort was identified as tier 1 and achieved a P8 0.5, which is on average half a grade higher than expected.</p> <p>41% of the cohort were identified as tier 2. Within this cohort almost half went onto to achieve a +P8 score and of the 30% of the cohort identified in tier 3 only one of the students went on to achieve a +P* score.</p> <p>Tier 2 and particularly, tier 3 failed to have the impact desired and the gap in performance between our current PP students and others did not close sufficiently.</p> |

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| | | | <p>Attendance of students within tier 3 is likely to have to had a significant impact (ave 85%).</p> <p>Tier 4 identified 14% of the cohort which had a significant impact on the overall headline figures for this academic year. This is a larger cohort than would normally be identified due to the particular circumstances the school was in. Of the 9 students in this cohort only 3 completed their education and exams in school.</p> <p>There are 12 students who either did not have access to the full curriculum or did not complete Y11 in school. If these 12 students are removed the cohort the P8 of the current PP becomes -0.28 closing the gap significantly.</p> <p>This area requires improvement</p> |
| B. | Improved rates of progress for disadvantaged KS4 students across all subjects, but particularly in Maths | <p>Improved progress, particularly in maths and improved P8 scores for disadvantaged students. The progress and attainment gap between disadvantaged students and others will narrow.</p> <p>(3LOP ma/en 75.8/73.4, P8 0.12) Target - average grade C+ or equivalent</p> | <p>Intervention at tier 2 and tier 3 failed to have the impacted desired and the gap in performance between our current PP students and others did not close sufficiently.</p> <p>See above</p> <p>This area requires improvement</p> |
| C. | Improved attendance rates for disadvantaged students | Reduce the number of PA among disadvantaged students | Significant work has been done to improve the attendance of all students, but with particular focus on |

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| | | <p>in line with Others in school. Overall attendance of disadvantaged student to improve to close the gap between disadvantaged attendance and national others.</p> <p>Disadvantaged absence target 5% and PA target 5.5%</p> | <p>students eligible for PPG. This has included the appointment of a new Attendance Data Administrator and Attendance Officer. The school have also invested a new Information Management System, which allows the much more effective monitoring of attendance data. We are now starting to see the impact of these new initiatives and the gap between the absence of PP students and others is reducing and are confident once these new embed, we will see significant improvement.</p> <p>In 2016-17 the absence of current PP students reduced from 9.7% to 7.2% and is line with national PP absence. Although moving in the right direction, this requires further improvement.</p> |
| <p>D.</p> | <p>Reduction in number of occasions disadvantaged students miss lessons due to serious sanction by ensuring access to quality first teaching and individual barriers to learning for disadvantaged students are addressed through the appropriate level of pastoral support (IBPs/PSPs) and clear thresholds for intervention.</p> | <p>Fewer behaviour sanctions applied to disadvantaged students</p> <p>Isolation and exclusion data to reflect the % of disadvantaged students within the school, i.e. to ensure disadvantaged students are no more likely than others to receive a serious sanction.</p> | <p>In attempt to re-establish basic discipline and improve behaviour the school there has been an increase in overall exclusions in the school, including two permanent exclusions.</p> <p>New structures in place ensure that Pastoral Care is more rigorously monitored and supportive interventions are in place.</p> <p>The number of exclusions including those of vulnerable students are reported following each KPI window ensuring no group is being disadvantaged. By KPI 4 27% of the exclusions obtained this year are from students eligible for PPG, which is only slightly higher than the % of PP students in the school. The two students permanently excluded were not eligible for PPG.</p> |

Pupil Premium Priorities 2017-18

The allocation for the school year 16-17 is £275 820

£935 per pupil premium student, £300 per Service Child

Catch Up funding is allocated to support Y7 students who did not meet the expected standard in reading or maths at the end of Key Stage 2.

Aim

- Current Pupil Premium Students to achieve P8 = 0
- To close the gap between the attendance of disadvantaged students and others – whole school target 96%.

| Focus | Measurable Outcomes | Monitoring |
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| Quality first teaching, effective assessment, moderation, marking and feedback | Improved rates of progress for current PP students P8 = 0 | Lesson observations, learning walks work scrutiny Data Collection analysis – whole school, subject and class level, intervention lists |
| Identification of under – achievement and provision of appropriate intervention | Improved rates of progress for current PP students P8 = 0 | Y10 into 11 action plan and reviews – students identified as tier 1 – 4 dependent on support requirements. Attitude to learning (ATL) lesson analysis for tier 2 and tier 3 students Weekly mentor meeting for tier 2 and tier 3 students. Data Collection analysis, Line Management meeting mins, joint Head of Department/Head Of House meeting mins, |

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| | | Individual student action plans, |
| Improve attendance of PP students | Gap between attendance of PP students and others to close. Overall school attendance target 96%. | KPI analyses Review of Improving Attendance Plan 2017-18 |
| Improved behaviour within the PP cohort | Reduced exclusions and isolations for PP students Number of PP students subject to behaviour plan to decrease. PP students should be no more likely than others to receive a behaviour sanction. | Pastoral bulletin KPI analyses LM mins |

Pupil Premium and Catch Up Grant Interventions 2017-18

| Pupil Premium and Catch Up Intervention | Impact |
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| <p>KS3 Maths and English Intervention: SEND support for testing and diagnostic services & dyslexia training (and exam concessions testing mainly for students in y7 & 9). Speech and Language Programmes, supporting students with Dyslexia, Aspergers, social emotional and communication difficulties. Lunch time clubs for students with SEBDs.</p> <p>Literacy and Numeracy</p> | <p>Improvement in reading ages of students whose reading is below age 10 Increase in students making expected progress in Maths and English at KS3 Improved Literacy/numeracy targeting</p> |

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| <p>Literacy and numeracy (13 week programmes) to narrow gaps in attainment, delivered by English and Maths teachers in small groups. In addition catch-up students received one to one support for reading, spelling through specialist intervention programmes</p> | |
| <p>KS4 English Intervention Pupil students failing to make expected progress in English are identified for compulsory intervention. Additional intervention such as quote club, boys' grammar club, pastoral mentoring and lesson by lesson tracking procedure, after school boosters and Saturday schools prior to exam. All interventions to be delivered by English Specialists.</p> | <p>PPG students perform better than non-PP students nationally in English and overall P8</p> |
| <p>KS4 Intervention Maths Pupil students failing to make expected progress in Maths are identified for compulsory intervention. Additional intervention such as maths hub, pastoral mentoring and lesson by lesson tracking procedure, after school boosters and Saturday schools prior to exam. All interventions to be delivered by Maths Specialists.</p> | <p>PPG students perform better than non-PP students nationally in Maths and overall P8</p> |
| <p>Attendance Intervention: Our Attendance Officer provides professional welfare support for families in challenging circumstances, through targeted support and multi-agency working. Priority groups for the attendance officer include Pupil Premium Students. In addition to first day calling, home visits to be carried for this vulnerable group. PA fast track work, 1 to 1 mentoring sessions to improve PPG students' attendance and engagement with education.</p> <p>Inclusion Interventions: Our Inclusion House Tutor, along with Heads Of House and Careers, provide intensive support for Pupil Premium students struggling to access mainstream school. Support includes</p> | <p>PPG & LAC attendance target of 96% (non-PP = 96%) Improved engagement of PPG students on IBP & PSP – increased personalised learning Close the gap between Pupil Premium and non-Pupil Premium exclusion rates.</p> |

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| mentoring, SMASH, academic support, access to step out provision and regular meetings with named link for students who are on, IBPs, or PSPs and at risk of disengaging or becoming NEET. | |
| Access to Technology/Trips and Visits/Revision Materials – revision materials for Maths, English and Science, visits & school trips | Improved access to technology and extra-curricular or out of hours learning |
| Subject Bids for Designated Pupil Premium Grant Projects: Departments to submit bids to Head of School for PPG projects aimed at improving engagement within their subject or improving progress | Improve PPG subject engagement and progress |
| Additional LAC support: one to one support for Maths & English as agreed in student PEP | Improved progress in Maths & English |
| Counselling | Improved participation, engagement and attendance |