



Impact report: Pupil Premium Grant 2015 – 2016

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Key Priority: To close the gap in progress and address inequality for pupil premium students.

Whole school and targeted measures resulting in pupil premium students being able to:

- Improve their levels of attainment and progress
- Close attainment gaps relative to school averages
- Have full access to our curriculum
- Be supported in accessing all aspects of their education

Executive Leader: Assistant Headteacher, evaluated by the Governors' Curriculum and Finance Committees

This impact report evaluates the 2015/16 strategy. In this evaluation, each aspect is RAG rated, where the school's judgement is as follows: ● indicates that this was an effective strategy, ● indicates that this was partly successful and ● indicates that this strategy was not effective. Please note that these strategies do not happen in isolation and the circumstances of individuals and groups involved may vary.

The school's next steps for PPG strategy, partly based on this evaluation, are listed at Appendix 4 and inform the 2016/17 PPG strategy.

There were three strands to the Pupil Premium Strategy for 2015/16:

Whole School Strategies designed to benefit all students but based on research (Educational Trust) that has shown these measures particularly increase progress in disadvantaged groups. The four key aspects for 2015/16 were:

- High expectations for all students (academic targets, behaviour, attendance, GCSE options)
 - Attendance just below 2014/15, but clear improvement since 2013/14 – see Appendix 1
 - Progress 8 scores of +0.32 for Year 11 and -0.06 for students who qualify for the PPG
- High quality, effective written and verbal dialogue for learning
 - Improvements in previous year sustained – 80% of work scrutinies fully meet the criteria
 - Students report (via school council meeting) that feedback is helpful and more consistent
- Development of students' response to feedback
 - Students report (via school council meeting) that the student response is more frequently used, for example in planning the next homework task
- Development of staff awareness of PP students through one-page profiles (yr 7 initially)
 - Year 7 classroom support plans now created and available to all teachers

Targeted strategies providing support for qualifying students:

- Peer Tutoring (Numeracy)
 - 50% of pupils met or exceeded expected levels of progress. The pairing of students was not always successful and this will be carefully considered in 2016/17.
- Measures to improve PP students attendance and punctuality
 - Attendance in Year 7 (95.24%), Year 8 (91.34%) and Year 10 (93.90%) was stronger than in Year 9 (86.10%) and Year 11 (85.37%), where individual students with specific attendance issues had a large impact on the average figures. See Appendix 1 for further information

- Measures to remove Barriers to Learning (e.g. uniform/travel costs, educational visits etc)
 - 53 students were supported across the school. Students that qualify for the PPG were able to fully participate in school life which contributed to improved attendance. Attendance for this group was 95.12%. 70.9% of this cohort were meeting or exceeding their target level/grade at the end of the year.
- Measures to maximise students' in-school learning. (Reflection room, restorative practice)
 - Reflection room and restorative practice continue to support in-school learning – see Appendix 2 for further information

Individual Strategies to support those Pupil Premium students who are underperforming, at risk of underperforming or at risk of disengagement with Education:

- KS3 Intervention (Literacy)
 - Students met or exceeded expected progress in reading comprehension. 66% of students made significant progression (greater than 8 standardised points) across the intervention period.
- KS4 Intervention (English, Maths and Science)
 - In Mathematics, students who qualify for the PPG achieved ALPS 5 (average performance) and Progress 8 -0.18. Further data for KS4 can be found in Appendix 3
 - In English, students who qualify for the PPG achieved ALPS 2 (exceptional performance) and Progress 8 - 0.01. Further data for KS4 can be found in Appendix 3
- Individual Student Mentoring
 - 67 students were supported across the school which contributed to improved attendance (see also Appendix 1). Attendance for students who qualify for the PPG in this group was 88.6%. 55% of this cohort were meeting or exceeding their target level/grade at the end of the year.
- Life Coaching
 - Attendance for this group was above 95% and the students showed increased engagement with the curriculum

Appendix 1

School Attendance – 3 year trend

WHOLE SCHOOL ATTENDANCE							
Term	% Attend	Authorised Absence	Unauthorised Absence	PP	SEN	CLA	EAL
Autumn 2013	94.3	3.8	2.0	88.7	90.4	61.2	94.9
Spring 2014	93.8	4.0	2.1	88.4	90.9	73.5	95.1
Summer 2014	87.3	10.9	1.7	85.6	80.5	94.0	84.4
2013-2014	91.8	6.2	1.9	87.6 (117)	87.3 (120)	76.2 (2)	91.5 (159)
Autumn 2014	95.2	4.3	0.6	91.7	92.7	94.4	96.2
Spring 2015	96.0	3.3	0.6	90.92	91.63	90.8	97.2
Summer 2015	94.5	4.7	0.83	90.32	90.99	83.6	94.3
2014-2015	95.3	4.0	0.7	91 (128)	91.8 (101)	89.6 (2)	95.9 (166)
Autumn 2015	96.4	3.2	0.5	92.5	92.9	85.6	96.6
Spring 2016	95.0	4.21	0.76	89.73	90.18	69.81	95.37
Summer 2016	94.2	6.3	0.64	88.94	91.1	70.8	93.68
2015-2016	95.2	4.6	0.6	90.4 (124)	91.4 (143)	75.4 (3)	95.2 (169)

Appendix 2 – The Reflection Room

The Reflection Room enables students to reflect on their conduct and prepare for readmission to the main school whilst working in a safe learning environment. Fixed Term Exclusions lead to a loss of valuable learning time and in some cases, result in the student being alone at home for the day and therefore not having the opportunity to learn from their behaviour. Although a meeting with the Headteacher is part of the Fixed Term Exclusion process, in the past, our hard to reach parents would not always attend and in other cases, were unhappy that they had to ‘burden’ the consequences of their child’s behaviour.

The Reflection Room therefore ensures that students are able to reflect on their behaviour, avoid the loss of curriculum time, prepare for readmission to main school and provide a proper apology for poor behaviour (to the member of staff in appropriate as part of our Restorative Practice programme).

Since the establishment of the Reflection Room, we have had no fixed term exclusions. This maintains students’ focus on learning and improved attendance.

84% of the 32 students who use the reflection room in 2015/16 did not have the sanction repeated. In the last full school year (2012/13) prior to establishing the Reflection Room, only 39% of the 41 students who had fixed term exclusions did not have the sanction repeated.

Appendix 3

KS4 Results – 3 year trend

The data below is based on best entry data. It is also important to note that, because each cohort of students that qualify for the PPG is small and different, one has to be careful about making comparisons between the overall achievements of one year with another. Similarly, there have been significant changes in the curriculum and accountability measures, year on year.

2016

Context	2016 Best Entry
Number of students that qualify for the PPG	- 31
Average KS2 NC	- 24.88 (3 Students with no KS2 data)
Attainment 8	- 4.11 (D)
Progress 8	- -0.34

Ability Range	No.	Likelihood 5 A*-C En & Ma	Achieved	
(2015 National Transitional Matrices)	Low	13	(2% to 13%) 0/13	
	Middle	4c	4	(25%) 1/4
		4b	2	(49%) 1/2
		4a	5	(73%) 3/5
	High	4	(86% to 99%) 4/4	

SEN	No.	Likelihood 5 A*-C En & Ma	Achieved
(Raise15 p35)	Without SEN	24	(63%) 12/24
	Statemented	3	(9%) 1/3
	SEN Support	4	(23%) 0/4

2015

	% 5A*-C incl En & Ma	% Eng C or above	% Ma C or above	APS	APS (capped)	% 3 levels of progress English	% 4 levels of progress English	APS English	% 3 levels of progress Maths	% 4 levels of progress Maths	APS Maths
Non PP entries	84%	93%	88%	484	350	94%	50%	45.1	84%	40%	44
PP entries	39%	50%	44%	317	260	72%	44%	39	44%	22%	31.9

2014

	% 5A*-C incl En & Ma	% Eng C or above	% Ma C or above	APS	APS (capped)	% 3 levels of progress English	% 4 levels of progress English	APS English	% 3 levels of progress Maths	% 4 levels of progress Maths	APS Maths
Non PP Entries	81%	87%	88%	453	351	91%	50%	44	88%	47%	43.67
PP entries	53%	65%	65%	320	265	68%	32%	40	68%	32%	38.11

Appendix 4 – Key learning for Pupil Premium Strategy 2016/17

- Sustain progress in effective feedback
- Raise the quality and effectiveness of personal study
- Raise awareness of students who qualify for the PPG through classroom support plans
- Develop more effective pairings of students in Peer Mentoring programme
- Extend mentoring schemes to include other aspects of education, for example careers advice and work related learning
- Develop further the collaboration with Life Coaching mentors to ensure best outcomes for students