



Impact report: Pupil Premium Grant 2016 – 2017

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Key Priority: To support all students who qualify for the PPG, to allow them to make good progress.

Whole school, targeted and individual measures resulting in students who qualify for the PPG being able to:

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

Leader: Jamie Hudson (Assistant Headteacher), evaluated by the Governors' Curriculum and Finance Committees

This impact report evaluates the 2016/17 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 2017/18 PPG strategy.

There were three strands to the Pupil Premium Strategy for 2016/17:

Whole School Strategies designed to benefit all students but based on research (Educational Endowment Fund) that has shown these measures particularly increase progress in disadvantaged groups. The four key aspects for 2016/17 were:

- High expectations for all students (academic targets, behaviour, attendance, GCSE options)
 - Attendance at 92.1% and has improved by 4.5% since 2013/14 – see also Appendix 1
 - Progress 8 scores of +0.51 for Year 11 and 0.31 for students who qualify for the PPG
- Raise the quality and effectiveness of personal study through whole-school performance management target and development of new policy
 - Improvements in previous year sustained – 90% of work scrutinies fully meet the criteria
 - Students report (via school council meeting, learning and teaching group and student interviews) that personal study is more purposeful but that there remain some inconsistencies in its use.
- Provision of effective feedback through focus on high quality written and verbal dialogue between teacher and student, including use of student targets
 - 90% of work scrutinies fully meeting the criteria
- Development of staff awareness of students that qualify for the PPG through Classroom Support Plans
 - Classroom support plans for all 'double disadvantaged' students available to all teachers. Other staff awareness strategies (especially for transition and exam cohorts) also used.

Targeted strategies providing support for qualifying students:

- Peer Tutoring (Numeracy)
 - 90% of pupils met or exceeded expected levels of progress. This time and focus on numeracy has informed curriculum adjustments in Maths for 2017/18, where all students will have one hour a fortnight of numeracy as part of their timetabled lessons.
- Measures to improve PP students attendance and punctuality
 - There is a marked improvement from last academic year. Attendance in Year 7 (94.76%), Year 8 (93.75%) and Year 10 (93.60%) was stronger than in Year 9 (91.21%) and Year 11 (90.40%). Individual students with specific attendance issues had an impact on the average figures for Years 9 and 11. See Appendix 1 for further information
- Mentoring support including employability skills workshops and the Adviza service
 - Students across all years took part in employability skills workshops. Year 11 students participated in an e-mentoring scheme with university students.
- Measures to remove Barriers to Learning (e.g. uniform/travel costs, educational visits etc)
 - 42 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 94.40%.
- 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 in at least one test) across the intervention period. 93% of students judged the sessions to be 8/10 or better in their usefulness.
- KS4 Intervention (Maths and Science)
 - In Mathematics, students who qualify for the PPG achieved ALPS 4 (very good) and Progress 8 +0.39. Further data for KS4 can be found in Appendix 3
 - In Additional Science (the exam sat in Y11), students who qualify for the PPG achieved ALPS 4 (very good) and Progress 8 +0.19. Further data for KS4 can be found in Appendix 3

Please note that the planned KS4 English intervention did not take place due to staffing changes.

- Those who did receive intervention achieved Progress 8 of +0.34.
- Individual Student Mentoring, Counselling and Life Coaching
 - 64 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 92.3%.
- - 53 students were supported across the school which contributed to full engagement in school life. Attendance for students who qualify for the PPG in this group was 93.8%.

Appendix 1

School Attendance – 3 year trend

WHOLE SCHOOL ATTENDANCE

Term	% Attend	Authorised Absence	Unauthorised Absence	PP	SEN	CLA	EAL
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)
Autumn 2016	96.3	3.4	0.3	92.3	94.9	98.6	96.1
Spring 2017	96.0	3.5	0.6	93.5	94.7	99.1	95.4
Summer 2017	92.7	6.4	0.8	90.4	92.1	98.0	91.6
2016-2017	95.0	4.4	0.6	92.1 (113)	93.9 (63)	98.6 (2)	94.4 (129)

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.

For the 2017/18 academic year, 70% of the students who used the reflection room in 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 and 2017

Context	2016 Best Entry	2017 GCSE Results
Number of students that qualify for the PPG	- 31	- 21
Average KS2 NC	- 24.88 (3 Students with no KS2 data)	- 26.63 (1 student with no KS2 data)
Attainment 8	- 4.11 (D)	- 46.3
Progress 8	- -0.34	- +0.31

Ability Range		No.	Likelihood 5 A*-C En & Ma	Achieved		No.	Likelihood 5 A*-C En & Ma	Achieved	
(2015 National Transitional Matrices)	Low	13	(2% to 13%)	0/13	Low	6	(1%-19%)	1/6	
	Middle	11			Middle	8			
		4c	4	(25%)	1/4	4c	3	(37%)	1/3
		4b	2	(49%)	1/2	4b	2	(60%)	2/2
	4a	5	(73%)	3/5	4a	3	(81%)	1/3	
High	4	(86% to 99%)	4/4	High	6	(94%-100%)	6/6		

SEN		No.	Likelihood 5 A*-C En & Ma	Achieved		No.	Likelihood 5 A*-C En & Ma	Achieved
(Raise15 p35)	Without SEN	24	(63%)	12/24	Without SEN	18	(63%)	11/18
	Statemented	3	(9%)	1/3	Statemented	3	(9%)	1/3
	SEN Support	4	(23%)	0/4	SEN Support	0	(23%)	-

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

Appendix 4 – Key learning for Pupil Premium Strategy 2017/18

- Continue and consolidate evidence-based whole-school strategies using 'Tilting Teachers' approach
- Build on use of Classroom Support Plans to develop further approaches to support individual students via whole-school performance management target
- Introduce intervention approaches in other EBacc subjects
- Develop further the work undertaken to support the academic transition between KS2 and KS3 for students who qualify for the PPG