



St. Crispin's School Pupil Premium 2014 - 2015

The Pupil Premium was introduced by the Government in April 2011. Schools receive funding for children who have been looked after continuously for more than six months (CLA), children of service personnel, children who have been adopted from local authority care and children eligible for Free School Meals in the last six years.

The number of students on roll at St. Crispin's 2014-15 who qualified for the pupil premium was 121, including 2 CLA children. The breakdown of these is:

Year 7 = 26, Year 8 = 19, Year 9 = 23, Year 10 = 28, Year 11 = 19, Year 12 = 6

The amount of Pupil Premium allocated to St. Crispin's School during the 2014 – 15 financial year was £105,339.

The data below is based on best entry data. It is also important to note that, because each PP cohort is small and different, one has to be careful about making comparisons between the overall achievement of one's year cohort with another. Similarly, the percentage of the PP cohort expected to make 3 or 4 levels of progress will vary from one year to the next.

Pupil Premium Data – Three Year Trends 2013 to 2015

- Pupil Premium is a consistent title but the makeup of the group is far from consistent each year
- There is also little consistency with the curriculum and accountability measure, year on year to be able to look across three years.
- The Gap between Pupil Premium and non-pupil premium students will remain open if comparing attainment because of the ability range of the students – PP are proportionately more low ability (10% against 50%)
- All Pupil Premium students have been included not just Disadvantaged (FSM Ever6 and LAC)



Context	2013 No Entry Rules	2014 Best Entry	2015 Best Entry
Number of PP students	- 22	- 19	- 19
Average KS2 NC	- 25.45	- 24.79	- 24.16

Ability Range	No.	Likelihood	Achieved	No.	Likelihood	Achieved	No.	Likelihood	Achieved		
Low	7	(3% to 12%)	(1/7)	Low	10	(2% to 9%)	(3/10)	Low	9	(2% to 13%)	(1/9)
Middle	12			Middle	6			Middle	6		
4c	3	(28%)	(0/3)	4c	1	(22%)	(0/1)	4c	2	(25%)	(1/2)
4b	7	(52%)	(4/7)	4b	3	(44%)	(2/3)	4b	3	(49%)	(1/3)
4a	2	(77%)	(2/2)	4a	2	(70%)	(2/2)	4a	1	(73%)	(1/1)
High	3	(93% to 99%)	(2/3)	High	3	(89% to 97%)	(3/3)	High	4	(86% to 99%)	(4/4)

SEN	No.	Likelihood	Achieved	No.	Likelihood	Achieved	No.	Likelihood	Achieved		
Without SEN	12	(69%)	(7/12)	Without SEN	19	(64%)	(10/19)	Without SEN	15	(64%)	(8/15)
Statemented	1	(9%)	(0/1)	Statemented	0			Statemented	2	(8%)	(0/2)
SEN Support	9	(26%)	(3/9)	SEN Support	0			SEN Support	2	(23%)	(0/2)
LAC	- Yes - 0 - No - 22			- Yes - 1 - No - 18				- Yes - 1 - No - 18			
English as Additional Language	- Yes - 1 - No - 21			- Yes - 2 - No - 17				- Yes - 0 - No - 19			
Ethnicity	- White British - 17 - Any Other White Background - 2 - White and Black African - 2 - Other - 1			- White British - 14 - Other - 5				- White British - 14 - Indian - 3 - Other - 2			
Attendance	- PA (85%) - 7 (3/7) - <90% - 14 (5/14) - <95% - 21 (8/21)			- PA (85%) - 17 (9/17) - <90% - 18 (10/18) - <95% - 18 (10/18)				- PA (85%) - 4 (1/4) - <90% - 9 (3/9) - <95% - 14 (5/13) - 0% 2 dual registered not included in attendance figs			



National Data	2013 Transitional Matrices	Attainment at End of KS4		2014 Transitional Matrices	Attainment at End of KS4		2015 Transitional Matrices	Attainment at end of key stage 4	
		Not Achieved	Achieved		Not Achieved	Achieved		Not Achieved	Achieved
5 A* to C including English and Maths	W	100%	0%	W	100%	0%	W	100%	0%
	1	99%	1%	1	99%	1%	1	100%	0%
	2	98%	2%	2	98%	2%	2	98%	2%
	3c	97%	3%	3c	98%	2%	3c	97%	3%
	3b	95%	5%	3b	96%	4%	3b	94%	6%
	3a	88%	12%	3a	91%	9%	3a	87%	13%
	4c	72%	28%	4c	78%	22%	4c	75%	25%
	4b	48%	52%	4b	56%	44%	4b	51%	49%
	4a	23%	77%	4a	30%	70%	4a	27%	73%
	5c	7%	93%	5c	11%	89%	5c	14%	86%
	5b	2%	98%	5b	3%	97%	5b	4%	96%
	5a	1%	99%	5a	1%	99%	5a	1%	99%

• Attainment at end of key stage 2



Evaluation and Impact 2014 - 2015

Whole School Strategies		Cost - £545
Target	Actions	Impact
Metacognition skills approaches to learning 2 yr programme	A two year research project is currently being carried out with Harvard into Growth Mindset and Grit. The second year 2015/16 will be trialling specific interventions and strategies.	Impact will be assessed at end of second year.
Effective feedback focus in performance management & learning & teaching CPD	Whole school Learning and Teaching focus on effective written and verbal feedback – and on student response to feedback. Pilot study (yr 8 students) on setting Smart targets in response to teacher feedback	85% of students reported that they are able to improve their work after verbal feedback (both whole class and individual). Student attainment rose as a result of setting Smart targets. Pilot to be extended to rest of year group in year 9.
Close monitoring and personalised intervention of pp students who underperform	High expectations for Target setting both in years 7, 8 and 9 and KS4. Regular Tracking analysis of student progress against expected progress. Specific action taken where students underperforming. Focussed use of tracking data and targets to secure best outcome for students in terms of first and best	School's data (4-Matrix) shows PP students with whom school worked achieved expected progress (-0.04) at end of KS4



	GCSE entry.	
Science Alfie programme	Teacher and students have clear data on progress and areas for improvement at KS3 and clear identification where intervention is required (content, skills, extended writing etc).	Enables early, focussed intervention for students underperforming or at risk of underperforming. 20% increase in Yr 9 PP students on target or above .
Targeted Strategies		Cost - £40,557
Target	Actions	Impact
Year 7 Peer Mentoring Maths	Peer mentor programme pairs student Leaders in Maths (from yrs 9 and 10) with PP students in yr 7 and 8 who come into school with low numeracy skills or who are not making expected progress.	75% of pupils met or exceeded expected levels of progress as a result. Pupil reported that they found the sessions interesting and that they enjoyed working with their peer tutor and that they were more confident in a number of areas of Maths.
School attendance and punctuality	Close focus on PP students and whole school strategy to improve attendance. PP premium used to support identified students to remove barriers to good attendance.	Gap closed between PP students and whole school. (See Attendance figures in Appendix 1)
Mentor Programme	Support ranged from arranging	Attendance at and engagement (both parents and



	parents' evening appointments to weekly parental visits and mentoring of students including arranging support from outside agencies (eg youth workers).	students) with school improved.
Measures to remove barriers to learning – residential trips, uniform cost	52 students were supported across all the year groups with uniform, educational trips (including university open days), materials for D&T GCSEs, enriched activities (eg music lessons, trampolining).	Improved attainment and achievement and improved self-esteem and confidence and emotional wellbeing.
Payment of ingredients, equipment, and revision guides	Removed barriers to learning for these students and made the curriculum available to all.	PP students able to participate in lessons and has contributed to improved attendance.
Reflection room	Reflection room established to provide a quiet, safe and purposeful space for students. Clear basis for sanction of Reflection room in Behaviour system, and clear expectations of behaviour in Reflection room.	Maintained students' focus on learning and improved attendance. Very few instances of repeat sanction of RR. Since the establishment of the Reflection Room, we have had no fixed term exclusions.
Individual Strategies		Cost - £85,468
Target	Actions	Impact
KS3 Intervention assistant	Identified students from Yr 7 through to Yr 9 being supported in lessons and with specific literacy skills (including the Lexia resource).	Increased confidence in students and achieved expected level of progress in English and Maths. KS3 curriculum available to all. 95% of students made progress – 45% 2 or more levels



		in yr 9.
KS4 Intervention assistants for English, Maths & Science	Subject specialist intervention assistants provide small group and 1:1 targeted intervention in Core subjects.	See English and Maths data at start of this report. Science actual results A* to C (including BTEC) – 92% in 2015
Alternative Education Foundry	Support for identified students at risk of disengagement/becoming Neet.	Personalised individual support and education for 3 students
Targeted enrichment	Extra-curricular support (e.g dance, music classes).	Increased confidence and wellbeing and relationship with school.
Restorative Justice approach through Family First	Working with targeted families with a holistic approach to overcome barriers to student education.	Shown improved attendance and attainment.
Year 7 vulnerable students	7 students received a programme of equine therapy to raise self-esteem and confidence..	Attendance is above national average and on track regarding progress
Life Coaching	Targeted intervention to support students who require a cognitive approach to overcome barriers to learning (3 students)..	Attendance above 95% and increased engagement with curriculum
Year 6 Intervention	Worked with Primary Schools to identify Year 6 students who would struggle with transition. Ran self-esteem, motivation and organisational skills day for them (provided by Ufton Court).	Settled into year 7 at St Crispin's smoothly – good peer relationships and attendance.



Appendix 1

School Attendance – 3 year trend

WHOLE SCHOOL ATTENDANCE							
Term	% Attend	Authorised Absence	Unauthorised Absence	PP	SEN	CLA	EAL
Autumn 2012	94.1	4.8	1.0	89.3	89.8	86.9	94.9
Spring 2013	93.3	5.0	1.7	89.4	87.5	90.6	93.9
Summer 2013	91.6	6.4	1.9	87.9	85.3	94.1	91.4
2012-2013	93.0	5.4	1.5	88.9	87.5	90.5	93.4
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	87.3	76.2	91.5
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	91.0	91.8	89.6	95.9



Appendix 2

Pupil Premium Report by Local Authority on St. Crispin's Strategy for Pupil Premium Pupils (P Devereux) July 2015

Primary school liaison	<ul style="list-style-type: none"> • Good links with feeder primary schools – continuity of Yr 6 interventions that work and mentoring that bridges the transition.
After school drop-in sessions	<ul style="list-style-type: none"> • Every Yr 11 parent knows what additional subject support is being provided – updated every two weeks. • Additional targeted Maths and Science support at half term and in the Easter holiday. • After school sessions for Yr 11. • Breakfast club provides support in school time.
Intensive ST withdrawal into small groups for targeted PP Pupils	<ul style="list-style-type: none"> • Measures to maximise students' in-school learning. • Both KS3 (targeting pupils at risk of not attending L5) and KS4. • In 2013-14 a Yr 9 group made 1L progress in 1 year.
Mentoring for PP pupils	<ul style="list-style-type: none"> • Support provided by selected Yr 12 as part of their Community Service. • Yr 7 & Yr 8 have Tutor Group Friends (2 years their senior) providing support for Numeracy.
Meeting when parents can meet	<ul style="list-style-type: none"> • As and when required to achieve the desired outcome.
Transition matrices for identifying underperformance	<ul style="list-style-type: none"> • Development of school's data systems for tracking of students' progress from Yr 7 onwards. • Reviews 3x year with a focus on individual pupils led by the PP Champion.



Access to Learning resources	<ul style="list-style-type: none"> Measures to remove barriers to learning (e.g uniform assistance, travel costs).
Targeted English/Maths intervention e.g 1-2-1 tuition	<ul style="list-style-type: none"> KS3 intervention (Literacy) KS4 Intervention (English, Maths and Science)
Access to extracurricular activities	<ul style="list-style-type: none"> Team building weekends.
Behaviour and attendance support	<ul style="list-style-type: none"> Quantitative reporting to improve PP students' attendance and punctuality in order to measure outcomes and assess impact of interventions.
Access to off-site extension activities	<ul style="list-style-type: none"> Trips, visits – for some pupils these will be their first experience and would not otherwise have happened. Additional support for ambition. e.g through drama and sports activities outside school.
Revision skills support	<ul style="list-style-type: none"> The school's emphasis on improving the quality of teaching over the course – good and effective teachers will identify gaps in individual learning and seek ways to ensure those gaps are filled.
Key worker (intervention support – liaise with teachers – attend all meetings about P – build + ve relationships with parents)	<ul style="list-style-type: none"> Intervention assistants. Teachers employed for extra hours to tutor in holidays and half term.
Family support	<ul style="list-style-type: none"> Extended services and Family First project.
School support agencies	<ul style="list-style-type: none"> Extended services provided by JAC.