



Impact report: Pupil Premium Grant 2017 – 2018

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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 LAB Resources Committee

This impact report evaluates the 2017/18 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 3 and inform the 2018/19 PPG strategy.

There were three strands to the Pupil Premium Grant Strategy for 2017/18:

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 2017/18 were:

- High expectations for all students (academic targets, behaviour, attendance, GCSE options)
 - Attendance remains at 92.1% and has improved by 4.5% since 2013/14 – see also Appendix 1
 - Progress 8 scores of +0.39 for Year 11 and +0.25 for students who qualify for the PPG. This is the second year in a row where students at St. Crispin's who qualify for the PPG have achieved better than their national non-PPG peers
- Continue and consolidate evidence-based whole-school strategies using 'Tilting Teachers' approach. Develop further approaches to support individual students who qualify for the PPG through staff training, support plans and the whole-school performance management target
 - Leaders report improved use of evidence-based strategies. This is seen through performance management lesson observations and work scrutiny activities.
 - Teachers have shared a number of practical metacognition approaches with colleagues and students via Learning and Teaching group, lessons, assemblies, whole-staff training and departmental inset). This work continues in the common performance management target of 2018/19.
- Lesson Study groups of teachers investigating pedagogical approaches from educational research
 - Teachers have shared a number of practical recommendations with colleagues (via Learning and Teaching group, Lesson Study groups and departmental inset). One example of this learning being applied is in the History department, where KS4 revision materials have been adjusted.

Targeted strategies providing support for qualifying students:

- Tilt all aspects of teaching towards students who qualify for the PPG through the whole-school performance management target and through the school's internal review processes
 - There is a clear improvement in teachers' understanding of the students who qualify for the PPG and how best to support them. This has been achieved by each teacher having five named students whose progress they are held accountable for as a central part of their performance management. The professional dialogue that has stemmed from this and the focussed attention on proven strategies in meetings, training, observations and work scrutiny mean that this strategy has been successful.
- Measures to improve the attendance and punctuality of students who qualify for the PPG including Mentoring, Restorative Practice, Individual Targeted Intervention and the Reflection Room.
 - The improvement of last year has been sustained with attendance for students who qualify for the PPG remaining at 92.1%. The attendance of students in the younger years is slightly better than that of those in the older years. The attendance gap between students who qualify for the PPG and the whole cohort remains at 3% - a gap that we aim to close, but significant improvement on the figures of previous years (which averaged 4.6%). Please see Appendix 1 for information about attendance and also Appendix 2 for information about the Reflection Room
- Mentoring support including employability skills workshops, mentoring schemes and the Adviza service
 - Students across all years took part in employability skills workshops. Future ambitions remain a focus of discussions in mentoring sessions with pastoral leaders. Support is given to all students in Bridge with visits to colleges arranged by the school.
- Measures to remove Barriers to Learning
 - 69 students received support to remove Barriers to Learning or to support enrichment activities. This included support with activities in school such as transport, educational equipment and uniform. It also included support so that students are able to take a full part in school life such as educational visits, enrichment sports and arts activities.

During this year we have continued to monitor participation in the enriched curriculum. It is clear that students in receipt of the PPG are very well represented in activities such as the school council, sports and the arts, however participation in educational visits is still below that of other students. To further remove Barriers to Learning we will pilot Learning Bursaries in KS4 in 2018/19.

- Transition support – Family First approach, liaison between KS2 and KS3 teachers
 - In addition to the excellent and established pastoral and SEN transition support, Academic Transition work became more established in 2017/18. Seven KS3 teachers of English and Maths took part in visits to primary schools and we welcomed six KS2 teachers to St. Crispin's to support the Academic Transition of students. As well as sharing pedagogical practice, this work focussed on getting to know and supporting students that qualify for the PPG. Examples of Y6 students' written work are now more consistently being shared and being used as a reference point for all teachers to help reduce the chances of a dip in performance at the start of KS3.

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. 62.5% of students made significant progression (greater than 8 standardised points in at least one of the three tests) across the


intervention period. (The average progress was 6.1 standardised points). 87% of students judged the sessions to be 8/10 or better in their usefulness.

- KS4 Intervention (English, Maths, Science and other EBacc subjects)
 - All students who qualify for the PPG were supported in intervention work in at least one subject, with most receiving additional support in all three subjects
 - In English, students who qualify for the PPG achieved ALPS 4 and Progress 8 -0.23
 - In Mathematics, students who qualify for the PPG achieved ALPS 5 and Progress 8 +0.25.
 - In Science (Trilogy), students who qualify for the PPG achieved ALPS 8 and Progress 8 +0.16.
 - In other EBacc subjects (Computer Science [P8 +0.91] and History [P8 +0.21]) intervention work took place with a small number of students. This work was most effective when the attendance and motivation of the students was good. Please note that further data for KS4 can be found at Appendix 4.

- Individual Student Mentoring, Counselling and Life Coaching
 - 68 students were supported across the school which contributed to improved attendance for the individual and the school (see also Appendix 1). It is clear that, like many other schools nationally, there is an increased need for individual support for mental health illness.

Appendix 1

School Attendance – medium-term trends

WHOLE SCHOOL ATTENDANCE								
Term	% Attend	Authorised Absence	Unauthorised Absence	PP	SEN	CLA	EAL	RAISE /ASP
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	95.6
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 <small>(128)</small>	91.8 <small>(101)</small>	89.6 <small>(2)</small>	95.9 <small>(166)</small>	
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	95.7
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 <small>(124)</small>	91.4 <small>(143)</small>	75.4 <small>(3)</small>	95.2 <small>(169)</small>	
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	96.15
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 <small>(113)</small>	93.9 <small>(63)</small>	98.6 <small>(2)</small>	94.4 <small>(129)</small>	
Autumn 2017	96.3	3.4	0.3	94.1	95.1	98.2	96.4	
Spring 2018	95.5	4.1	0.5	91.6	92.5	93.4	96.1	95.9
Summer 2018	93.6	5.89	0.5	90.5	91.8	89.7	93.6	

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. Nationally, students in receipt of the Pupil Premium are more likely to receive a Fixed Term Exclusion than other students.

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, 78% of the students who used the reflection room did not have to have the sanction repeated due to further serious poor behaviour. 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 – Key learning for Pupil Premium Strategy 2018/19

- Continue and consolidate evidence-based whole-school strategies using 'Tilting Teachers' approach, focussing on Metacognition, Oracy and Personal Study.
- To continue removing Barriers to Learning, we will introduce Learning Bursaries for students in KS4 (this is based on recommended best practice from a school with a strong record of securing strong outcomes for students that qualify for the PPG).
- Continue the intervention programme in other EBacc subjects, taking time to carefully build the attendance and motivation of students.
- Continue and expand the work undertaken to support the academic transition between KS2 and KS3 for students who qualify for the PPG.
- Increase the availability of mental health, behavioural support and counselling provision at school.

Appendix 4

KS4 Results – Three Year trend

Please 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. Please note that Pupil Premium is calculated over a financial year and we included students who were in receipt of the PPG (and our targeted interventions) in the Academic Year listed.

Context	2015/16 Best Entry	2016/17 KS4 Results	2017/18 KS4 Results
Number of students that qualify for the PPG	- 31	- 21	- 11
Average KS2 NC	- 24.88 (3 Students with no KS2 data)	- 26.63 (1 student with no KS2 data)	- 24.89
Attainment 8	- 4.11 (D)	- 46.3	- 43.59
Progress 8	- -0.34	- +0.31	- +0.25

Ability Range	No.	Likelihood 5 A*-C En & Ma	Achieved	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	Low	1	(1%-4%)	0/1
	Middle	11			Middle	8			Middle	8		
	4c	4	(25%)	1/4	4c	3	(37%)	1/3	4c	2	(7%)	1/2
	4b	2	(49%)	1/2	4b	2	(60%)	2/2	4b	4	(18%)	2/4
	4a	5	(73%)	3/5	4a	3	(81%)	1/3	4a	2	(37%)	2/2
	High	4	(86% to 99%)	4/4	High	6	(94%-100%)	6/6	High	2	(64%-97%)	1/2

SEN	No.	Likelihood 5 A*-C En & Ma	Achieved	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	Without SEN	9	(63%)	4/10
	Statemented	3	(9%)	1/3	Statemented	3	(9%)	1/3	EHCP	1	(9%)	1/1
	SEN Support	4	(23%)	0/4	SEN Support	0	(23%)	-	SEN Support	1	(23%)	1/1