



Impact report: Pupil Premium Grant 2018 – 2019

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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 2018/19 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 the PPG strategy, partly based on this evaluation, are listed at Appendix 3 and inform the 2019/20 PPG strategy.

There were three strands to the Pupil Premium Strategy for 2018/19:

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 2018/19 were:

- High expectations for all students (academic targets, behaviour, attendance, GCSE options)
 - Attendance has fallen slightly to 91.4% - however the three year trend shows a significant improvement since 2013/14 – see also Appendix 1
 - Progress 8 scores of +0.22 for Year 11 and -0.18 for students who qualify for the PPG. It is worth noting that the number of students in receipt of the PPG who had an individually tailored curriculum in this cohort was unusually high. A number of students, due to a range of barriers to learning, had adapted curricula and undertook programmes of study and qualifications that are not recognised in the Progress 8 measure.
- 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 continue to share a number of practical metacognition approaches with colleagues and students via the Learning and Teaching group, lessons, whole-staff training and departmental inset. This work has fed into the common performance management target of 2019/20 which is focused on professional reading and developing pedagogical practice.

Targeted strategies providing support for qualifying students:

- Focus the whole-school performance management target (Metacognition) and the school's internal review processes (Personal Study) to support students who qualify for the PPG.

- There is a clear improvement in teachers' understanding and application of metacognition and work scrutiny and observations show that this is now embedded in practice.
- Measures to improve the attendance and punctuality of students who qualify for the PPG including Mentoring, Restorative Practice, Individual Targeted Intervention and use of the Reflection Room
 - The attendance for students in receipt of for the PPG was 91.4%. This slight reduction from the previous year is largely due to a number of students who were persistently absent from school. This underlines the importance of the work done to remove barriers to attendance and participation in school life. In line with national trends, the attendance of students in the younger years remains slightly better than that of those in the older years. Please see also Appendix 2 for information about the Reflection Room
- Mentoring support including employability skills workshops, mentoring schemes and the Adviza service
 - This continues to be successful and informs students' choices of courses at KS4 and KS5. Support is given to those students who are in Bridge and SucSEED with visits to colleges arranged by the school helping vulnerable students secure their next steps in education.
- Measures to remove Barriers to Learning (eg transport, uniform, educational visits, revision guides)
 - This continues to be successful and informs students' choices of courses at KS4 and KS5. Support is given to those students who are in Bridge and SucSEED with visits to colleges arranged by the school helping vulnerable students secure their next steps in education.
 - Learning Bursaries are now further embedded in school, with those Y11 students who made the widest use of the scheme achieving a P8 score of +0.50.
- Transition support – Family First approach, close partnership working between KS2 and KS3 teachers
 - In addition to the excellent and established pastoral and SEN transition support, academic transition work became further established in 2018/19. A wide range of teachers of KS2 and KS3 students participated in cross-phase visits and we took a leading role in the Wokingham Academic Transition Working Party. Examples of Y6 students' written work continue to be shared by many schools and are successfully used as a reference point for teachers to help reduce the chances of a dip in performance during KS3.

Individual Strategies to support those students in receipt of the PPG who are underperforming, at risk of underperforming or at risk of disengagement with Education:

- KS3 Intervention (Literacy)
 - 10 students received individual literacy tuition with a qualified specialist teacher throughout the academic year. Progress is evaluated through standardised testing. At the end of the year, all students had progressed their standard WRAT (Wide Range Achievement Test) in at least two of the three aspects, with 7 out of 10 improving one or more aspect by 6 standard points or more and 4 out of 10 improving one or more aspect by 10 standard points or more. When asked to reflect on their support, students rated the sessions at an average score of 8.5/10. They reported that the sessions were useful in increasing their confidence and fluency in literacy.
- KS4 Intervention (English, Maths and Science)
 - In English, students who qualify for the PPG achieved ALPS 5 and an indicative Progress 8 score of -0.49
 - In Mathematics, students who qualify for the PPG achieved ALPS 7 and an indicative Progress 8 score of -0.30.
 - In Science (Trilogy), students who qualify for the PPG achieved ALPS 8 and an indicative Progress 8 score of -0.60.

- In BTEC Animal Care, students who qualify for the PPG achieved an indicative Progress 8 score of +0.51. (BTEC Animal Care was selected as a course that would encourage better attitudes to learning in Science for lower ability students. In both the attitudes shown and the outcomes of the course it has been a significantly successful programme of study.)

Appendix 1

School Attendance – medium-term trends

| St. Cripin's Excellence for all | | | | | | | | |
|------------------------------------|-------------|--------------------|----------------------|--------------------|--------------------|-----------------|-------------------|-----------|
| WHOLE SCHOOL ATTENDANCE | | | | | | | | |
| Term | % Attend | Authorised Absence | Unauthorised Absence | PP | SEN | CLA | EAL | RAISE/ASP |
| 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 | |
| 2017-2018 | 95.1 | 4.5 | 0.4 | 92.1 (1522) | 93.1 (99) | 93.8 (9) | 95.4 (180) | |
| Autumn 2018 | 96.0 | 3.6 | 0.4 | 92.1 | 93.3 | 99.1 | 96.3 | |
| Spring 2019 | 95.3 | 4.2 | 0.5 | 92.3 | 92.5 | 96.8 | 96.1 | 95.7 |
| Summer 2019 | 93.3 | 5.8 | 0.8 | 89.7 | 89.73 | 94.1 | 93.3 | |
| 2018-2019 | 94.9 | 4.5 | 0.6 | 91.4 (1346) | 91.8 (1371) | 96.7 (3) | 95.2 (180) | |

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. In 2018/19 there were 59 occurrences where the Reflection Room was used, with 34 different students.

For the 2018/19 academic year, 68% 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 2019/20

- Continue developing the pedagogical and subject knowledge of staff (further consolidating work on Metacognition, Oracy and Personal Study) through the common performance management target of professional reading.
- Expand Learning Bursaries for students in KS4 into Y9, once students have completed their options choices. Engage Heads of Department and parents in choices of additional materials for students who are reluctant to use the Learning Bursary

Appendix 4

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.

| Context | 2017 GCSE Results | 2018 GCSE results | 2019 GCSE results |
|---|---|----------------------|----------------------|
| Number of students that qualify for the PPG | - 21 | - 11 | - 18 |
| Average KS2 NC | - 26.63 (1 student with no KS2 data) | - 24.89 | - 37.33 |
| Attainment 8 | - 46.3 | - 43.6 | - 34.6 |
| Progress 8 | - +0.31 | - +0.25 | - -0.18 |

| Ability Range | No. | Likelihood 5 A*-C En & Ma | Achieved | No. | Likelihood 5 9-5 En & Ma | Achieved | No. | Likelihood 5 9-5 En & Ma | Achieved | | | |
|---------------------------------------|--------|------------------------------|------------|-----|-----------------------------|----------|-----------|-----------------------------|----------|----|-----------|-----|
| (2015 National Transitional Matrices) | Low | 6 | (1%-19%) | 1/6 | Low | 1 | (1%-4%) | 0/1 | Low | 6 | (1%-4%) | 0/6 |
| | Middle | 8 | | | Middle | 8 | | | Middle | 11 | | |
| | 4c | 3 | (37%) | 1/3 | 4c | 2 | (8%) | 1/2 | 4c | 2 | (8%) | 0/2 |
| | 4b | 2 | (60%) | 2/2 | 4b | 4 | (19%) | 2/4 | 4b | 5 | (19%) | 2/5 |
| | 4a | 3 | (81%) | 1/3 | 4a | 2 | (37%) | 2/2 | 4a | 3 | (37%) | 1/3 |
| | High | 6 | (94%-100%) | 6/6 | High | 2 | (63%-97%) | 1/2 | High | 2 | (63%-97%) | 2/2 |

| SEN | No. | Likelihood 5 A*-C En & Ma | Achieved | No. | Likelihood 5 9-5 En & Ma | Achieved | No. | Likelihood 5 9-5 En & Ma | Achieved | | | |
|---------------|-------------|---------------------------------|----------|-------|-----------------------------|----------|-------|-----------------------------|-------------|----|-------|------|
| (Raise15 p35) | Without SEN | 18 | (63%) | 11/18 | Without SEN | 9 | (63%) | 4/9 | Without SEN | 13 | (63%) | 5/13 |
| | Statemented | 3 | (9%) | 1/3 | EHCP | 1 | (9%) | 1/1 | EHCP | 1 | (9%) | 0/1 |
| | SEN Support | 0 | (23%) | - | SEN Support | 1 | (23%) | 1/1 | SEN Support | 4 | (23%) | 0/4 |