

Pupil Premium Impact report 2016-17

Attendance:

Overall attendance has remained relatively stable over the years, the pupil premium gap for 2016-17, narrowed from term to term.

	All Pupils (%)	Pupil Premium (%)	Non-Pupil Premium (%)	Gap (%)
2014-2015	94.27	92.39	95.74	-3.35
2015-2016	94.85	93.37	95.93	-2.56

2016-2017 Summary	94.65	93.23	95.69	-2.46
Autumn	94.38	92.45	95.81	-3.36
Spring	94.78	93.49	95.73	-2.24
Summer	94.84	93.89	95.53	-1.64

Exclusions:

Since 2015 there has been a significant shift in our expectations of pupils with respect to their conduct and behaviour. Subsequent years have result in higher numbers of exclusions but 2016-2017 saw a 22.8% reduction in exclusions.

The large number of exclusions in the autumn term is again the result of a high expectations culture. Pupil premium students receiving an exclusion has remained high, but the number received from autumn to spring then spring to summer terms, has decreased at each stage.

	All	Pupil Premium	Non-Pupil Premium
Exclusions	219	162	57
Autumn Term	118	88	30
Spring Term	54	40	14
Summer Term	47	34	13

All Student Exclusions = 219	Pupil premium = 162	Non – Pupil Premium = 57
= 67 different students	= 44 different students	= 23 different students
= 42 with more than 1 exclusion	= 30 with more than 1 exclusion	=12 with more than 1 exclusion
= 63%	= 68%	= 52%

While the number of exclusions received by pupil premium students during 2016-17 was high, a large number of these exclusions were received by the same students, who have for several and varied reasons, struggled to meet the high expectations and relentless drive for success expected of them. Although there are several supportive measures in place for these students and many made positive changes, some students have continued to be cause for concerns.

Attainment:

Average Point Score (APS) on entry

The table below shows the APS of the cohort on entry. This is a performance measures that compares attainment to other students. The APS a student is expected to achieve at the end of KS2 is 27 points.

This shows that the cohort as a whole were below national expected level, and the pupil premium students were two full points below the national expected level for attainment on entry.

All	Pupil Premium	Non-Pupil Premium	Gap
26.9	25.0	28.2	-3.2

Previous attainment A* - C grades:

		All Pupils	Pupil Premium	Non-PP	Gap
2014-2015	English	58%	41%	69%	-28%
	Maths	61%	50%	67%	-17%
	E + M	52%	38%	61%	-23%
2015-2016	English	58%	44%	66%	-22%
	Maths	60%	47%	68%	-21%
	E + M	50%	29%	60%	-31%

2016-2017 saw the first set of results after the changes to the English and maths curriculums. Grades were reported as 9-1. Below shows the percentage of students achieving strong passes in English and maths.

	All Pupils	Pupil Premium	Non-PP	Gap
English 5+	42.4%	18.2%	56.8	-38.6%*
English P8	-0.42	-1.01	-0.07	-0.94
English A8	7.77	5.74	8.93	-3.19 *
Maths 5+	47.5%	20.5%	63.5%	-43%*
Maths P8	0.36	0.16	0.48	-0.32
Maths A8	8.63	7.0	9.58	-2.58 *
English and maths 5+	37.3%	15.9%	50%	-34.1%*
National	41%			
English and maths P8	0.243	-0.086	0.441	0.527

* These gaps do not show a true picture as significantly less pupil premium students had targets of grade 5 and above. (These gaps relate to attainment, rather than progress, of students).

Some of these Pupil premium gaps will be the result of the below average APS on entry in comparison to their non-pupil premium peers.

The proportion of students who made expected progress (2016 – 2017 = FFT50)

		All Pupils	Pupil Premium	Non-PP	Gap
2014-2015	English (Lit or Lang)	63%	30%	70%	-40%
	Maths	59%	34%	66%	-32%
2015-2016	English (Lit or Lang)	67%	60%	71%	-11%
	Maths	61%	56%	71%	-15%
2016-2017	English (Lit or Lang)	50%	37%	61%	-24%
	Maths	64%	57%	70%	-13%

Although the gap for maths has continued to narrow for the 2016-17 academic year, the gap for English increased; in part this was due to the uncertainty of the new exams, a lack of exam and support materials

Intervention Strategies for academic year 2017-2018

Intervention	Summary	Details	Current Impact	Allocation
Maths and English director support, including intervention – small group and one-to-one support	Moderate impact for high cost. +5 months	Subject directors of the trust will be working with the maths and English departments once and twice a week respectively for both teacher development and PP interventions for students identified by the heads of departments.	The maths director worked with students identified by the head of department, increasing the frequency of maths lessons taught in school. Attainment in maths has increased and progress of both other and PP students is positive. The English director will be working on a similar agenda with the English department during the 2017-2018 academic year.	£36,000
TLC Groups	High Impact	Whole school CPD based around AfL and with the support of teaching and learning communities.	The majority of lessons around school are now good with some outstanding,	£15,000
High quality teaching and learning support.	High impact	Teachers who are not yet securing consistently good lessons will be assigned a coach who will help them with the development of their teaching.	Learning walks, formal observations and faculty reviews have demonstrated that the majority of lessons and therefore teaching is consistently good.	£10,000
Attendance	Moderate impact for very high cost. + 4 months	Student welfare officer targets PP students on their first day of absence.	Attendance has remained relatively stable over the academic years with the gap in attendance	£7,000

			between PP and non PP students starting to close.	
Free revision resources including calculators, planners and uniform.	Very low/no impact	All PP students receive free revision guides for all appropriate subjects. All students receive a free planner. All students receive a free blazer and tie. Any PP student who needs support with purchasing uniform are supported in the cost aspect.	Revision guides have contributed to increasing student's attainment particularly in maths and science. Student voice has demonstrated that revision guides and equipment have contributed to an increase in student's organisation and independence. A positive impact has also been made on student's self-esteem through having the correct equipment, resources and uniform.	£5,000
Trips/Visits	Moderate impact for moderate cost. +3 months	All essential academic trips are free to PP students and other non-essential trips are heavily subsidised.	While this is difficult to quantify, attendance on trips has increased student motivation levels and raised aspirations and self-esteem. Through the Me and Meden programme, more departments will be running trips, visits and other academic activities than in previous years.	£7,000
Music Tuition	121 tuition. Moderate impact for high	Tuition heavily subsidised for PP students.	All students have the opportunity to play an instrument with very	£2,000

	cost. 5+ months		little cost to them. This adds breadth and widens their cultural experiences.	
Accelerated reader	Moderate impact	All students in KS3 will receive at least one lesson a week focusing of their reading and interpretation skills.	Students in KS3 have demonstrated increased reading ages.	
KS3 and KS4 learning mentors.	Low impact for moderate cost. +1	Key stage mentors work with PP students identified for additional English, maths or behavioural support. This takes place both in and out of lessons depending on the individual student.	Currently there is no quantifiable date to show impact. For the academic year 2017-2018, mentors will keep logs and perform half termly reviews of their students to track and measure progress.	£50,000
Behaviour mentors	Low impact for moderate cost. +1	Students who require additional behaviour support will be assigned a school behaviour mentor who will act as a go-to person for the student and will visit them in their target lessons.		£10,000
Homework club		Homework club after school and at lunch will provide PP students with		£3,000

		<p>support for homework and access to equipment and computers.</p> <p>One of these sessions each week will be invite only.</p>		
Careers		<p>PP and vulnerable students identified as possible NEET have 121 careers advice and guidance provided throughout yr11.</p> <p>Whole year careers events also take place for yr10 students in preparation for their work experience.</p>	100% of students have a place in education or employment for after yr11.	£6,000
Alternative provision		PP funding is used for those students who need alternative provision.	There is no current quantifiable data to show impact.	£2,000
Enrichment (extra-curricular)	Moderate impact for moderate cost	For half of the year there was a period assigned on the TT for enrichment – student’s choosing a preferred activity. This ran alongside departmental extra-curricular activities.	<p>Involvement results in raised aspirations, levels of interest and engagement in different and extra activities.</p> <p>Academic year 2017-2018 will see the start of the Me at Meden programme which will encourage students to take part in extra activities that help develop their</p>	£30,000

			employability, sense of British values and understand of the world around them.	
Cross-curricular learning	Low impact for low cost	For example STEM events so students have a deeper understanding of how students link together and to help them develop transferable curriculum and life skills.		£10,000
Transition Events	Low impact for low cost	Working with primary feeder schools to identify and work with underachieving PP students.		£15,000