

# Pupil Premium Plan Sep 2015 – Aug 2016 Final Evaluation

For the academic year 2015/16 almost 21% of our pupils are classed as Pupil Premium; this means we have £132,065 to invest in providing a high quality education for all.

	<b>Pupils</b>	<b>Pupil Premium</b>	<b>Proportion</b>
Year 7	143	20	13.9%
Year 8	113	30	26.3%
Year 9	126	34	27%
Year 10	135	27	20%
Year 11	166	30	18.1%
Total	684	141	20.6%

The plan is to narrow the gap in attendance, academic progress and social development between pupil premium pupils and non-pupil premium or 'other' pupils as detailed below and has been split into 5 key areas following on from the 2014/15 plan and the Summer 2015 results

In order to ascertain the effectiveness of the plan, the school will focus on the following priority areas:

Priority number 1 is to reduce the academic gaps between pupil premium and non-pupil premium pupils within our school. This will automatically then help reduce the gaps against national data. The target is to reduce the -0.8% gap in the progress 8 score from the 2015 results as this is the new main measure.

Priority number 2 is to reduce the attendance gaps between pupil premium and non-pupil premium pupils within our whole school. This will automatically help reduce the gaps against national data. The target is to reduce the 3.42% gap that existed at the end of the academic year 2014/15.

Priority number 3 is to increase the social provision for pupil premium students and afford them opportunities they may not normally have access to. Data for these in many cases does not exist and will be collated for the year in the form of registers and uptake for clubs and so on. This can then be used comparatively in future academic years. In addition to reduce the chances of pupil premium students missing lessons through being in ICE or being excluded.

	2014 Exams			2015 Exams			2016 Exams		
	Pupil Premium (33)	Not Pupil Premium (150)	Gap	Pupil Premium (31)	Not Pupil Premium (127)	Gap	Pupil Premium (30)	Not Pupil Premium (138)	Gap
<b>Progress 8</b>				-0.28	0.52	-0.8	-0.32	0.22	-0.54
<b>Attainment 8</b>				42.52	56.94	-14.42	41.87	55.63	-13.76
<b>Basics 2 A*-C in En &amp; Ma</b>				35.5	75.6	-40.1	33.3	67.4	-34.1
<b>% 5 A* - C</b>	64	85	-21	67.7	88.2	-20.5	46.7	79	-32.3
<b>% 5 A* - C inc. E &amp; M</b>	48	64	-16	22.6	61.4	-38.8	26.7	62.3	-35.6
<b>VA</b>	1000.4	1013.7	-13.3	984.1	1026.1	-42	996.4	1024.9	-28.5
<b>% A* - C English</b>	48	65	-17	41.9	70.9	-29	36.7	66.7	-30
<b>% A* - C Mathematics</b>	64	87	-23	58.1	81.9	-23.8	40	74.6	-34.6
<b>Exp Prog in English</b>	27	58	-31	57.1	69.6	-12.5	50	63.7	-13.7
<b>Exp Prog in Mathematics</b>	66	85	-19	51.7	76.4	-24.7	40	73.5	-33.5

## 1. Actions focused on learning in the curriculum affecting directly in the classroom

Activity	Year	When	Action	Impact	Evidence	Tracking 1 Autumn Tracking 2 Spring Tracking 3 Summer V Summer 2015
Appoint TA with particular responsibility for pupil premium	11	All year	Staff provide work and they ensure it is done	To retain disaffected pupils Academic progress, self-esteem, retention of pupils	To reduce academic gap, -0.8 progress 8 2015	-0.8 to -0.54
SLT salary	7-11	All year	M Cunliffe appointed to SLT to oversee pupil premium as part of his roles	Enhanced provision for pupil premium students to improve attainment, attendance and social provision	To reduce academic gap, -0.8 progress 8 2015  To reduce attendance gap of -3.42%. To increase social opportunities for pp students. Registers for activities to be created for future comparison.	-0.8 to -0.54  -3.42 To -2.94
SIMS	7-11	All year	Staff to receive SIMS training to use its functions more intuitively to produce reports on PP students.	Gaps and trends to be easier seen and actioned by both SLT/HOD/HOY thus giving more opportunity to reduce them.	To reduce academic gap, -0.8 progress 8 2015  To reduce attendance gap of -3.42%.	-0.8 to -0.54  -3.42 To -2.94
European driving licence GCSE equivalent qualification	10-11	Sep-Dec (wave 1)	ECDL to be delivered to identified cohort (51 pupils in wave 1)	Cohort to improve academic and social profile	To reduce academic gap, VA score of -42	-42 to -28.5
Employment of a Key Stage 2 specialist	7-8	From Easter onwards	To support the catch up programme and intervene specifically at the lower end of the school	Accelerated improvement in Maths and English for lower ability pupils in KS3.	To faster increase the catch up for those pupils entering BHS on a 3a or lower. Measured by increased LOP	This will be evident in the next academic year
Joining PIXL group	7-11		To become members of the PIXL group	Allow middle and senior leaders access to the latest initiatives in education	To reduce academic gap, VA score of -42	-42 to -28.5
English support	8-11	All year only on a Wednesday, TT to be re-assessed at half term	G Williams to work alongside J Daly who timetables her each half term.	To improve English provision for pupils outside of core lessons	To reduce academic gap, % of A*-C in English of -29	-29 to -30

Maths support	7-11	All year	Purchase Maths workbooks	Improved results in Maths	To reduce academic gap, % of A*-C in Maths of -23.8	-23.8 to -34.6
CDT	7-11	All year	Provide PP pupils with resources required to participate in technology lessons	Pupil's self-esteem is not affected by lack of participation in the curriculum where resources are required.	LOP scores to increase in Technology	Difficult to measure

## 2. Actions focused on social, emotional and behavioural issues intended to address barriers to learning

Activity	Year	When	Action	Impact	Evidence
Commando Joe programme	7-11	All year, 1 day a week (Friday)	Company bought in to deliver a bespoke programme	Selected students to improve attendance, develop British Values and improve socially	Attendance of students involved compared to EOY % from previous academic year. Evidence attached To date Yr 8 (14 worst) 11 improved 3 same or worse 79% improvement since Jan '16 Yr 9 (14 worst) 9 improved 5 same or worse 64% improvement since Jan '16
Educational psychologist	7-11	All year	On average 10 pupils access this per year	Improved social element of pp pupils school lives	Improved social element of pp pupils school lives
Parenting 2000/School counsellor	7-11	All year	To allow access to this (statutory requirement)	Parents/Students have access to school counsellor and parenting 2000	register of those accessing and parental feedback of course

### 3. Actions focused on enrichment beyond the curriculum intended to extend the learning offer beyond the curriculum

Activity	Year	When	Action	Impact	Evidence
EOY trips/leavers ball	7-11	Jun/Jul 2016	HOY encourages pp students to attend EOY trip	Enhanced social development	PP attendance at trips, registers to be taken for future comparison
Educational trips	8-11	During academic year	Visits to further education institutes	Students to be inspired to attend Higher education.	PP attendance at trips, registers to be taken for future comparison. NEET figures
Residential trips	7-11	During academic year	Visits to overnight trips	Students to experience overnight trip to develop socially	PP attendance at trips, registers to be taken for future comparison
D of E	9-11	All year	To open up the course to all	To develop student socially and give them with many transferable skills. Nationally recognised qualification	PP attendance registers to be taken for future comparison, as well as number gaining qualification
Science club	7-9	All year	BL to further develop club	BL to invite pp pupils to develop socially	PP attendance registers to be taken for future comparison

### 4. Actions focused on families and communities intended to help parents provide a better support to their children by engaging them in their learning

Activity	Year	When	Action	Impact	Evidence
Uniform	7-11	All year	Families to receive 10% discount on all uniform/PE kit bought from the school uniform shop	An increased feeling of being settled and prepared for school	Positive feedback from parents/guardians
Lockers	7	All year	PP pupils in year 7 to be given a free locker to aid transition	An increased feeling of being settled and prepared for school	No prior data to compare. 'Lack of equipment sanctions for PP students to be monitored for future comparisons.
Travel passes	7-11	All year	Pass available if required on average 1 per year	BB to liaise with MC	Improved attendance of any student in receipt of pass.

## 5. Alternative learning pathways and curricular providing alternative to learners who are having difficulty with traditional learning pathways

Activity	Year	When	Action	Impact	Evidence
Alternative curriculum	9-11	All year	Money to go towards alternative provision	Retention of pupils	To avoid permanent exclusion of PP students.
Employment of Internal exclusion coordinator	7-11	All year	¾ of wages to be paid for through PP as around 25%+ are PP	BB to oversee ICE and ensure pupils in classrooms are allowed to learn whilst disruptive pupils are removed	<p>ICE used by PP students to be reduced. No prior data available for comparison. Data to be collected for future target setting.</p> <p>Term 1a (37 days) ICE used 39 times By PP students 18 times (46%) 3 PP pupils account for 28% of whole school and 66% of PP uses of ICE</p> <p>Term 1b (35 days) ICE used 64 times By PP students 27 times (42%) 2 PP pupils account for 28% of whole school and 66% of PP uses of ICE</p> <p>Term 2a (29 days) ICE used 54 times By PP students 21 times (39%) 3 PP pupils account for 17% of whole school and 43% of PP uses of ICE</p> <p>Term 2b ICE used 52 times By PP students 24 times (46%) No significant data for repeat offenders, no PP pupil with more than 3 visits to ICE during the half term</p> <p>Term 3a ICE used 32 times By PP students 15 (46%) 3 PP pupil accounts for 28% of whole school and 60% off PP uses of ICE PP use of ICE drops to 26% if you remove that 1 pupil.</p> <p>Term 3b ICE used 23 times By PP students 8 (34%) 3 pp pupils account for 26% of whole school and 75% of pp uses of ICE. PP use of ICE drops to 9% if you remove those 3 pupils.</p>

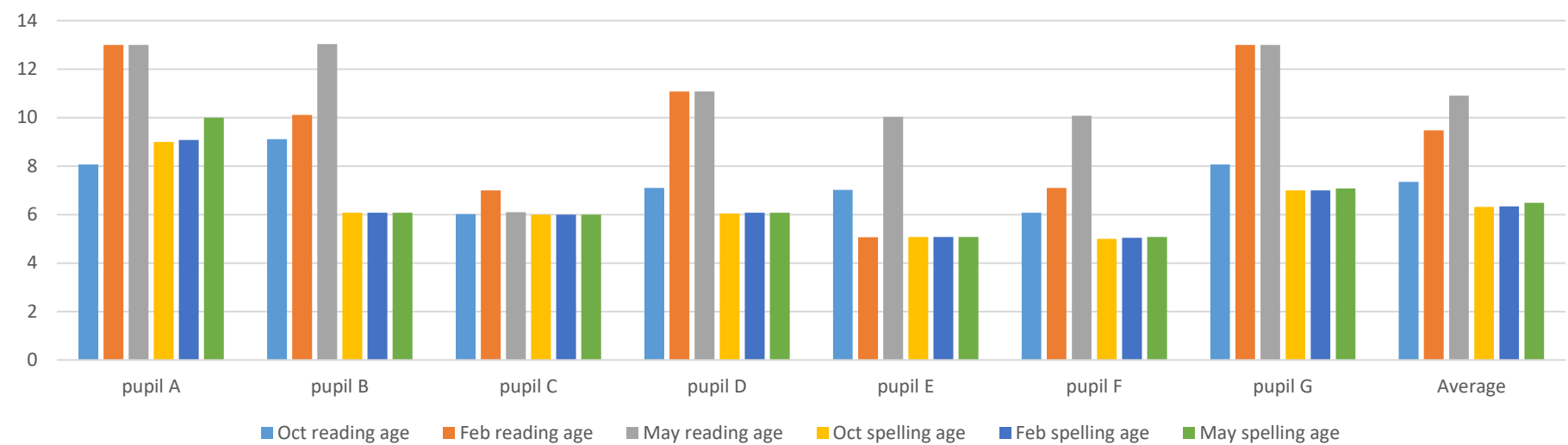
# Catch up premium Plan Sep 2015 – Aug 2016

For the academic year September 2015/16, we have received £7,000 for 14 students who have been identified as requiring catch up intervention. Below is the provision for those students and the impact.

Activity	Year	When	Action	Impact	Evidence
Accelerated reading scheme	7-9	All year	A licence for 2015/16 for all Key Stage 3 pupils, used in English lessons. Pupils read and then are tested online about their comprehension. The test gives them a level and then advises them on their next book	Improved reading impacting across the curriculum	Improved chronological reading ages compared to starting point.
Literature to support accelerated reading scheme	7-9	All year	Purchase of reading material	Develop reading skills of students in line with targets from accelerated reading scheme	Improved chronological reading ages compared to starting point.
Paired reading scheme	7	Term 1b onwards	Targeted pupils read with senior prefects and TA's for around 90 minutes extra a week	TA support during 2 form times a week and after school, parental engagement for those identified to improve reading	Improved reading age during re-test from their chronological reading age baseline test.
Paired Maths scheme	7	Term 1b onwards	Targeted pupils do times tables with senior prefects and TA's for around 90 minutes extra a week. 25 CD's bought to help students and parents.	TA support during 2 form times a week and after school, parental engagement for those identified to learn times tables	Improved times table scores during re-test from their baseline test.

The year 7 Literacy catch up programme covered 7 students. The main area of focus was to improve their reading age. We had massive success with all 7 pupils (100%) improving their reading ages. Those that progressed quickest were then asked to work on their spelling. The impact of this was not as successful with 4 from the 7 pupils improving (57%) this was because Pupils B, C and E failed to attend the majority of the sessions despite reminders and contact with parents. However, the spelling package has not produced the same accelerated progress as the reading intervention, and therefore alternative spelling interventions are currently being researched for next year.

Year 7 Literacy Catch Up 2015/16

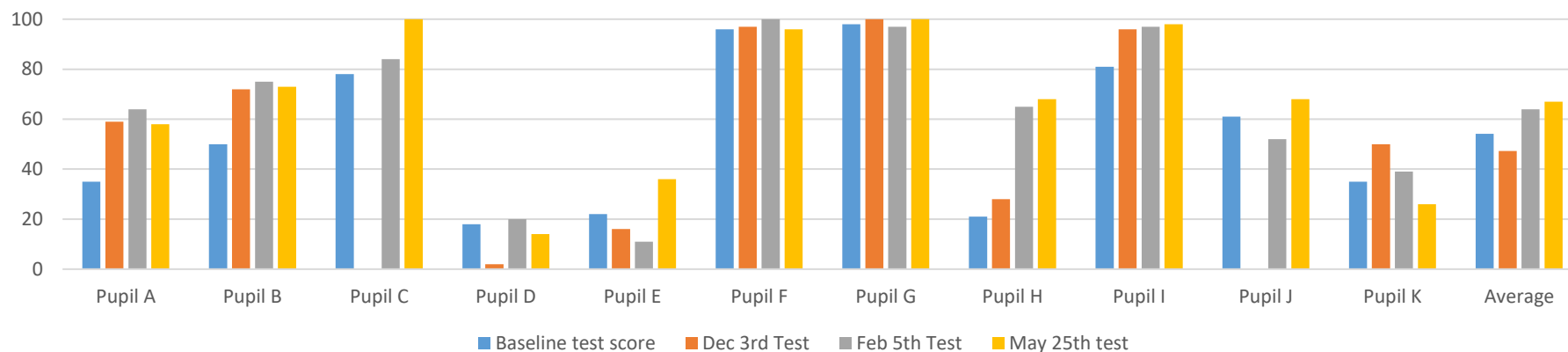


	Oct reading age	Feb reading age	May reading age	Oct spelling age	Feb spelling age	May spelling age
pupil A	8.06	13	13	9	9.08	10
pupil B	9.11	10.11	13.03	6.08	6.08	6.08
pupil C	6.02	7	6.1	6	6	6
pupil D	7.1	11.08	11.08	6.04	6.08	6.08
pupil E	7.02	5.06	10.03	5.08	5.08	5.08
pupil F	6.07	7.1	10.07	5	5.04	5.08
pupil G	8.06	13	13	7	7	7.08
Average	7.35	9.48	10.90	6.31	6.34	6.49



The Maths intervention took place during registration times, and after school during the year and encompassed 11 students. 8 students from the group improved their times tables cores (73%), 1 stayed the same and 2 regressed. This is because pupil C has complex learning needs which are currently being assessed by our SENCO, pupil F displayed little engagement and enthusiasm for the intervention and is currently being assessed by the educational psychologist and pupil K was a poor attender to the intervention.

Maths Catch Up Impact 2015/16

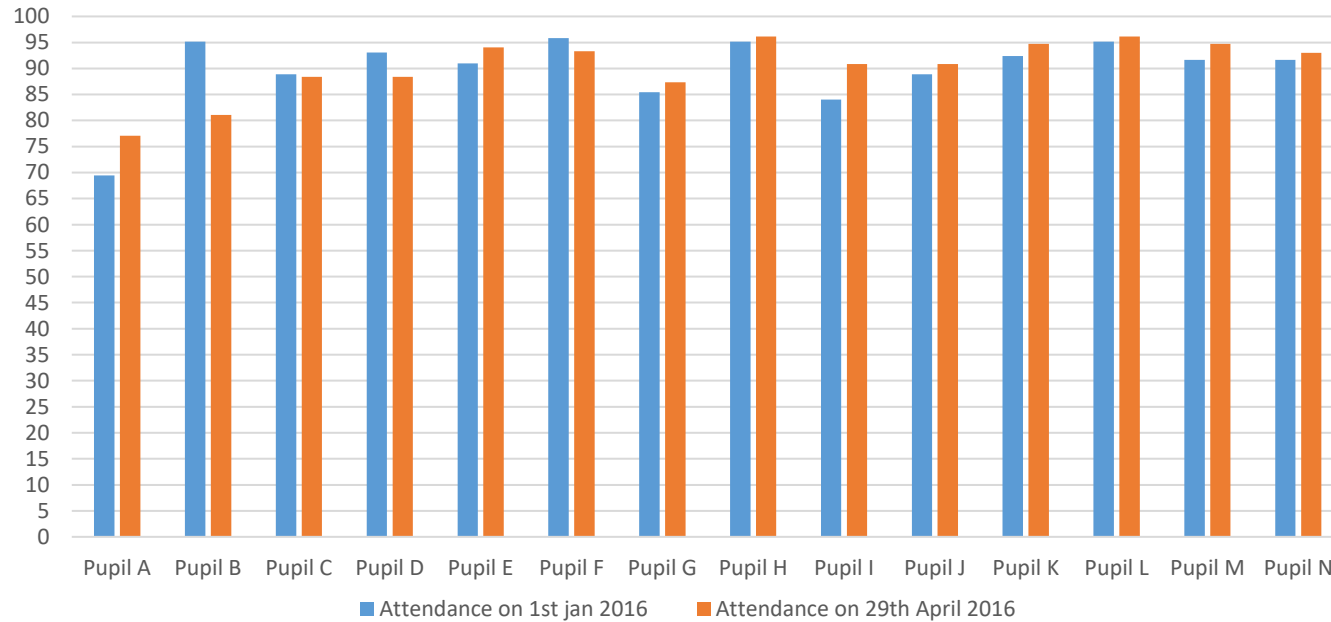


	Baseline test score	Dec 3rd Test	Feb 5th Test	May 25th test
Pupil A	35	59	64	58
Pupil B	50	72	75	73
Pupil C	78	0	84	100
Pupil D	18	2	20	14
Pupil E	22	16	11	36
Pupil F	96	97	100	96
Pupil G	98	100	97	100
Pupil H	21	28	65	68
Pupil I	81	96	97	98
Pupil J	61	0	52	68
Pupil K	35	50	39	26
Average	54	47	64	67

## Commando Joe intervention – raising PP attendance

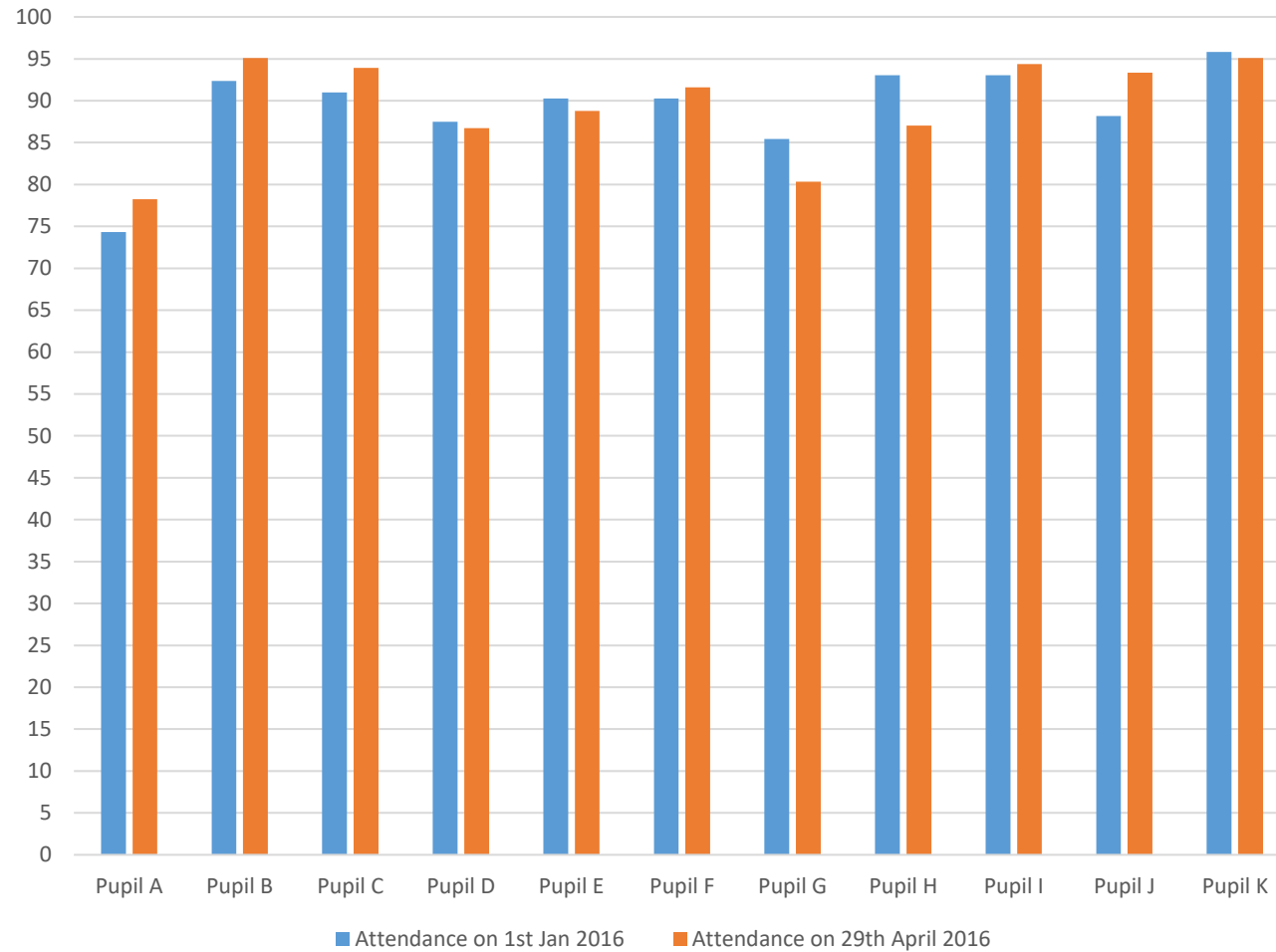
From January 2016 Commando Joe’s were tasked with improving the attendance of some of our statistically weaker year 8 and 9 students in relation to their attendance. In year 8 this covered 14 students. The programme saw 10 of the students (71%) improve from their end of year 7 attendance up to the half term point in May 2016. The year 9 programme saw 11 students finish the programme as 3 left during. From the 11, 6 (55%) improved their attendance compared to their starting point. This was achieved by fortnightly one on one meetings with the students and a reward offered at the end of the programme.

### Year 8 Pupil Premium Attendance Intervention



Pupil	Attendance	
Pupil A	69.44	77.09
Pupil B	95.14	81.05
Pupil C	88.89	88.42
Pupil D	93.06	88.42
Pupil E	90.97	94.04
Pupil F	95.83	93.33
Pupil G	85.42	87.37
Pupil H	95.14	96.14
Pupil I	84.03	90.88
Pupil J	88.89	90.88
Pupil K	92.36	94.74
Pupil L	95.14	96.14
Pupil M	91.67	94.74
Pupil N	91.67	92.98

Year 9 Pupil Premium Attendance Intervention

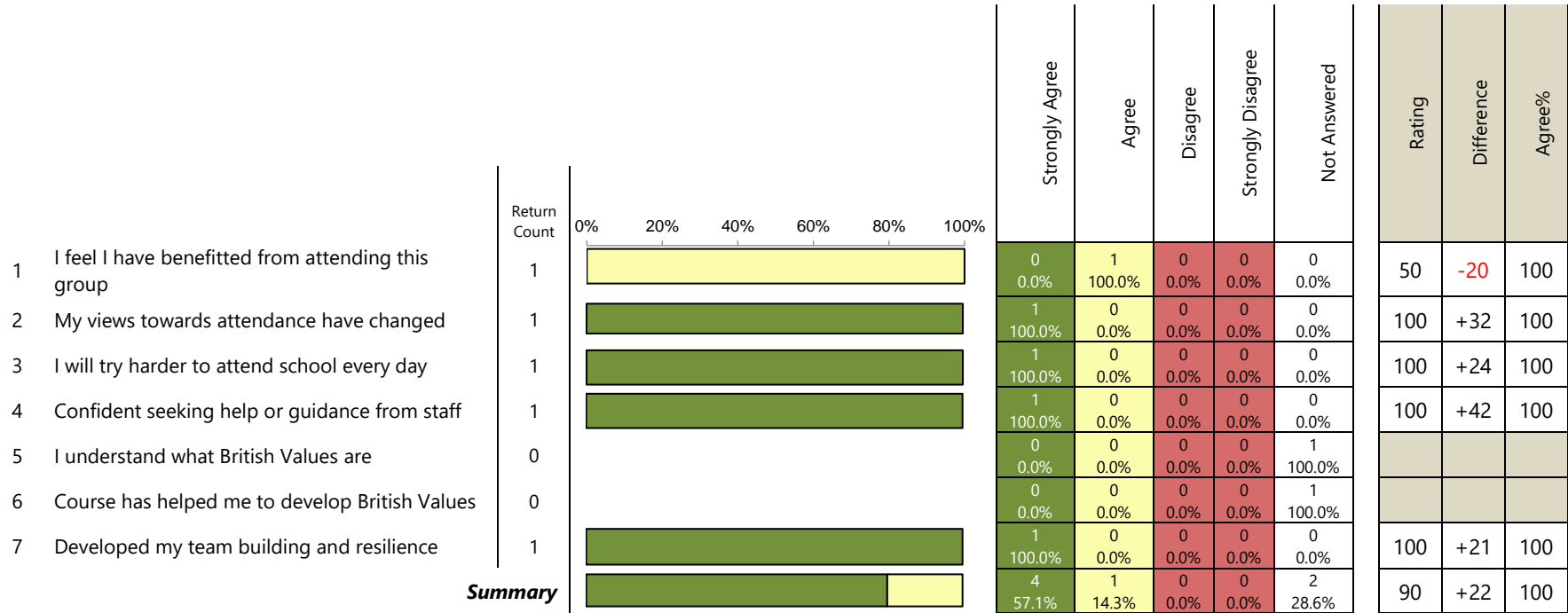


Pupil	Attendance	
	Attendance on 1st Jan 2016	Attendance on 29th April 2016
Pupil A	74.31	78.25
Pupil B	92.36	95.09
Pupil C	90.97	93.91
Pupil D	87.5	86.71
Pupil E	90.28	88.77
Pupil F	90.28	91.58
Pupil G	85.42	80.35
Pupil H	93.06	87.02
Pupil I	93.06	94.39
Pupil J	88.19	93.33
Pupil K	95.83	95.09

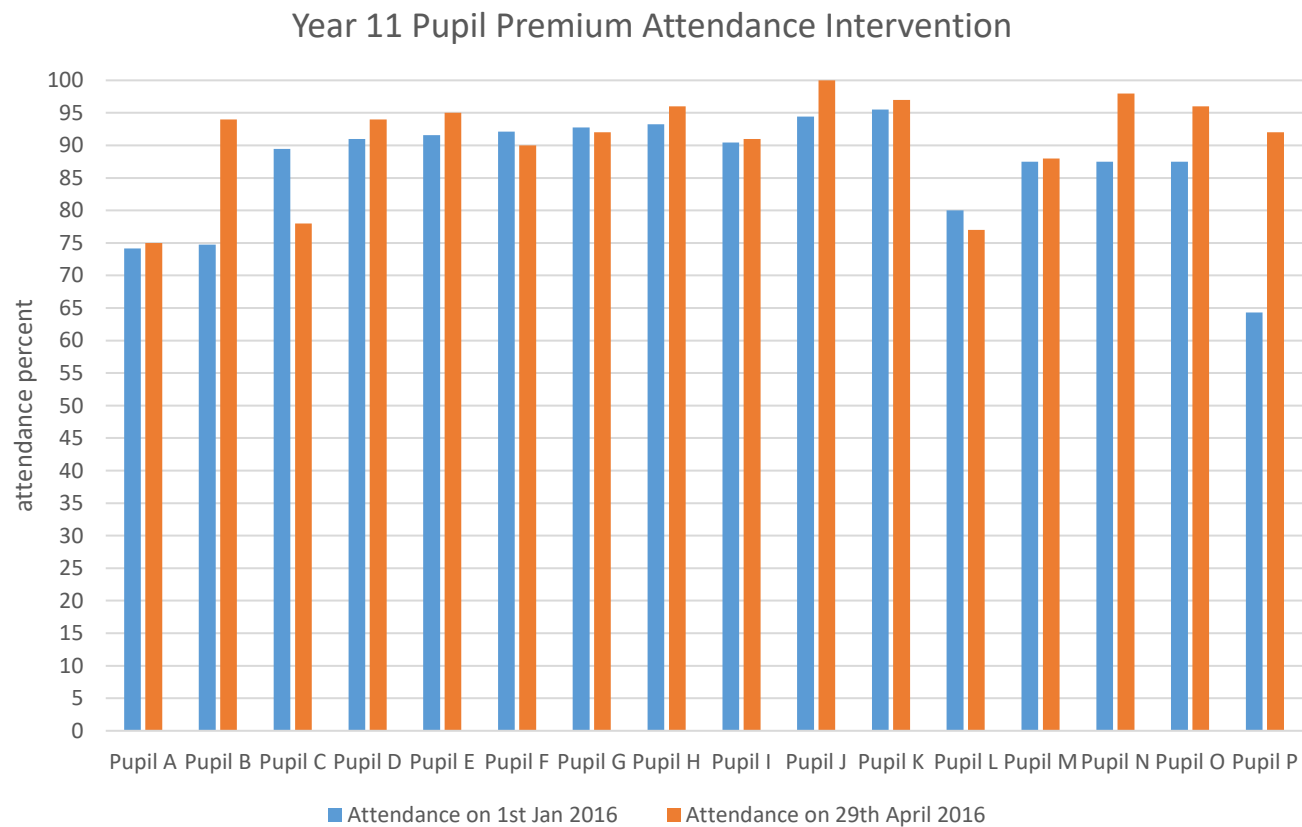
# Year 8 Questionnaire

			Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered	Rating	Difference	Agree%
1	I feel I have benefitted from attending this group	24	15 62.5%	4 16.7%	5 20.8%	0 0.0%	0 0.0%	71	+1	79
2	My views towards attendance have changed	24	13 54.2%	6 25.0%	4 16.7%	1 4.2%	0 0.0%	67	-1	79
3	I will try harder to attend school every day	24	16 66.7%	4 16.7%	3 12.5%	1 4.2%	0 0.0%	75	-1	83
4	Confident seeking help or guidance from staff	24	9 37.5%	9 37.5%	5 20.8%	1 4.2%	0 0.0%	56	-2	75
5	I understand what British Values are	10	4 16.7%	4 16.7%	2 8.3%	0 0.0%	14 58.3%	60	=	80
6	Course has helped me to develop British Values	10	3 12.5%	3 12.5%	4 16.7%	0 0.0%	14 58.3%	45	=	60
7	Developed my team building and resilience	23	16 66.7%	4 16.7%	2 8.3%	1 4.2%	1 4.2%	78	-1	87
<b>Summary</b>			76 45.2%	34 20.2%	25 14.9%	4 2.4%	29 17.3%	67	-1	79

# Year 9 Questionnaire



As part of her performance management, we also had a member of staff work closely monitoring the attendance of 16 year 11 pupil premium students. Of the 16, 13 (81%) improved their attendance. This was achieved by offering students incentives to improve, namely in the form of vouchers. The three that did not improve were because one pupil was under a Health Care Plan and had issues with health, one pupil had a Child in Need Plan and was working closely with J Donker and the third pupil had received (during the monitoring period) a referral for a fixed penalty due to the number of unauthorised absences.



Pupil	Attendance	
Pupil A	74.18	75
Pupil B	74.73	94
Pupil C	89.44	78
Pupil D	91.01	94
Pupil E	91.57	95
Pupil F	92.13	90
Pupil G	92.78	92
Pupil H	93.26	96
Pupil I	90.45	91
Pupil J	94.44	100
Pupil K	95.51	97
Pupil L	80	77
Pupil M	87.5	88
Pupil N	87.5	98
Pupil O	87.5	96
Pupil P	64.29	92