

Pupil premium & Year 7 catch-up grant expenditure

Report to parents: 2013/14

Overview of the school

Number of pupils and pupil premium grant (PPG) received in 2013/14	
Total number of pupils on roll	1356
Total number of pupils eligible for PPG	670
Amount of PPG received per pupil	£900
Total amount of PPG received (including Summer School, Year 7 Catch-up and LAC allocation)	£661,012

What is the Pupil Premium?

The Pupil Premium is additional funding that comes into school each year to support students who are deemed to be economically disadvantaged and therefore more likely to underachieve at school. A student attracts Pupil Premium funding if they are currently in receipt of Free School Meals (FSM) or have been in the last six years. Students also attract additional funding if they are in care, were adopted after December 2005 or have a parent in the armed forces.

The funding is used to target students who may be disadvantaged, either economically or through personal circumstances, in order to increase their academic outcomes and therefore narrow the gap in the achievement and that of their more advantaged peers.

Nature of support 2013/14

Pupils benefitted from pupil premium funding in a variety of ways including:

- Small group work and intervention work across a range of academic subjects but with a focus on English and maths with the intention of raising literacy and numeracy levels across the school £45,000
- Additional teaching staff in English and maths in the secondary phase to create smaller class sizes and improve the ratio of staff to pupils £103,000
- Academic mentoring of pupils who were at risk of not achieving 5 A* - C GCSEs with English and maths £20,000
- Additional support from teaching assistants in both primary and secondary phases £200,000
- Booster and revision classes after school, at weekends and school holidays for primary and secondary pupils £28,240
- Full programme of extended school activities including lunch-time and after school clubs, school holiday activities and Saturday school opportunities designed to engage and support young people in the transition from primary to secondary £63,250
- The continuation of two additional Learning Manager posts to create the post of Transition Manager together with a dedicated Learning Manager for each of Years 7, 8,9,10 and 11, to raise attainment particularly for those pupils who attract pupil premium funding £101,700
- Residential maths revision weekend for Year 11 pupils prior to GCSE exams £5,775 and residential trip subsidies £2,700
- The continuation of five Head of Year posts with Teaching & Learning Responsibility points in the primary phase to work alongside Curriculum Managers with a focus on raising standards £40,000
- The post of Data Apprentice to reflect the increasing importance of pupil tracking and the impact of pupil data in raising standards in all year groups £12,000
- Continuation of the *Improving Quality of Teaching Project* which has created opportunities for teaching staff in both primary and secondary phases to access professional development activities with the intention of increasing the percentage of teaching that is judged good or outstanding and ensuring that differentiation meets the needs of under-achieving pupils £20,000
- Continuation of a further year of Renaissance Reading software to encourage pupils to access the library and improve reading skills by monitoring books read by pupils, giving feedback and suggesting further texts that would stretch and challenge each pupil's reading skills £4,150
- Extension of the contract for our Foreign Language Assistant which usually finishes in May each year to the end of the academic year to support pupils learning languages £3,000
- Mentoring identified pupils by staff £10,000
- Breakfast, healthy snacks and drinks before exams to improve concentration and energy levels £1,000
- Motivational speakers for Year 11 £1,375

Gaps between FSM and non-FSM pupils: 2013-14 Results

Closing the Gap at Key Stage 2

Percentage of Key Stage 2 pupils achieving level 4 or above in mathematics:

2014	School		National	
	Cohort	%	Non CLA/FSM	Difference
All Pupils	86	83%	90%	-7%
Non CLA/FSM	46	85%	90%	-5%
CLA/FSM	40	80%	90%	-10%
Within school gap		-5%		

Percentage of Key Stage 2 pupils achieving level 5 or above in mathematics:

2014	School		National	
	Cohort	%	Non CLA/FSM	Difference
All Pupils	86	44%	48%	-4%
Non CLA/FSM	46	48%	48%	0%
CLA/FSM	40	40%	48%	-8%
Within school gap		-8%		

Closing the Gap Trends at Key Stage 2:

Percentage of pupils attaining level 4 or above at Key Stage 2:

	2011 - English & Mathematics	2012 - English & Mathematics	2013 – Mathematics, Reading & Writing (TA)	2014 – Mathematics, Reading & Writing (TA)
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	Cohort	School	National Non CLA/FSM	Diff	Cohort	School	National Non CLA/FSM	Diff	Cohort	School	National Non CLA/FSM	Diff	Cohort	School	National Non CLA/FSM	Diff
All Pupils	71	77	80	-3	74	82	84	-2	90	73	81	-8	81	85%	83%	2%
CLA/FSM	33	64	80	-16	39	82	84	-2	50	82	81	+1	38	82%	83%	-1%
Non CLA/FSM	38	89	80	+9	35	83	84	-1	40	63	81	-18	43	88%	83%	5%
Within school gap		-25				-1				+19				-6%		

Closing the Gap at Key Stage 4

Point scores of Key Stage 4 pupils in mathematics (EBACC):

2014	School		National	
	Cohort	APS	Non CLA/FSM	Difference
All Pupils	120	38.4	40.9	-2.6
Non CLA/FSM	57	40.8	40.9	-0.1
CLA/FSM	63	36.0	40.9	-4.9
Within school gap		-4.8		

Percentage of Key Stage 4 pupils attaining 5 or more A*-C GCSEs (or equivalent) including English and maths:

2014	School		National	
	Cohort	%	Non CLA/FSM	Difference
All Pupils	120	62.5%	67.0%	-4.5%
CLA/FSM	63	55.6%	67.0%	-11.4%
Non CLA/FSM	57	70.2%	67.0%	3.2%
Within school gap		-14.6%		

Percentage of Key Stage 4 pupils attaining 5 or more A*-C GCSEs (or equivalent) including English and maths:

2013	School		National	
	Cohort	%	Non CLA/FSM	Difference
All Pupils	136	60.0%	67.0%	-7.0%
CLA/FSM	70	70.0%	67.0%	+3.0%
Non CLA/FSM	66	48.0%	67.0%	-19.0%
Within school gap		22.0%		

Percentage of Key Stage 4 pupils attaining 5 or more A*-C GCSEs (or equivalent) including English and maths:

2012	School		National	
	Cohort	%	Non CLA/FSM	Difference
All Pupils	118	47.0%	64.0%	-17.0%
CLA/FSM	61	39.0%	64.0%	-25.0%
Non CLA/FSM	57	54.0%	64.0%	-10.0%
Within school gap		-15.0%		

Percentage of Key Stage 4 pupils attaining 5 or more A*-C GCSEs (or equivalent) including English and maths:

2011	School		National	
	Cohort	%	Non CLA/FSM	Difference
All Pupils	124	44.0%	65.0%	-21.0%
CLA/FSM	72	40.0%	65.0%	-25.0%
Non CLA/FSM	52	50.0%	65.0%	-15.0%
Within school gap		-10.0%		

Closing the Gap Trends at Key Stage 4:

Percentage of pupils achieving 2014 threshold at Key Stage 4 by CLA or FSM:

2014	English Baccalaureate	Basics Indicator	5 A*-C including English & Mathematics	5 A*-G including English & Mathematics
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	School Cohort	School %	National Non CLA/ FSM (2013)	Diff	School Cohort	School %	National Non CLA/ FSM (2013)	Diff	School Cohort	School %	National Non CLA/ FSM (2013)	Diff	School Cohort	School %	National Non CLA/ FSM	Diff
All Pupils	120	21.7%	27.0%	-5.3%	120	63.3%	67.0%	-3.7%	120	62.5%	67.0%	-4.5%	120	94.2%	95.0%	-0.8%
CLA/FSM	63	9.5%	27.0%	-17.5%	63	57.1%	67.0%	-9.9%	63	55.6%	67.0%	-11.4%	63	92.1%	95.0%	-2.9%
Non CLA/FSM	57	35.1%	27.0%	8.1%	57	70.2%	67.0%	3.2%	57	70.2%	67.0%	3.2%	57	96.5%	95.0%	1.5%
Within school gap		-25.6%				-13.0%				-14.6%				-4.4%		

Measuring the impact of PPG spending

The school evaluates pupil progress by:

Regular, half-termly tracking of data and targets to ensure that pupils are achieving and exceeding their potential, with specific groups of pupils tracked and supported;

Regular assessment of pupils in all subjects;

Pupil progress reports shared with parents and supplemented with parents' evenings and advice and guidance events;

Staff performance management objectives linked to raising standards;

School Development Plan disseminated to all staff and reflected in department plans.