

Pupil premium & Year 7 catch-up grant expenditure

Report to parents: 2014/15

Overview of the school

Number of pupils and pupil premium grant (PPG) received in 2014/15	
Total number of pupils on roll	1465 excluding Nursery
Total number of pupils eligible for PPG	Primary 297 Secondary 356
Amount of PPG received per pupil	Primary £1,300 Secondary £935
Pupil Premium	£716,172
Summer School	£32,000
Year 7 Catch-up	£16,500
LAC	£2,853
Total amount of PPG received	£767,525

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 2014/15

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 £25,000
- 4 additional teaching staff in English and maths (2 in each phase) to create smaller class sizes and intervention groups and improve the ratio of staff to pupils £94,000
- Academic mentoring of pupils who were at risk of not achieving 5 A* - C GCSEs with English and maths £18,000
- Additional support from teaching assistants in both primary and secondary phases £91,000
- Booster and revision classes after school, at weekends and school holidays for all pupils £66,750
- 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 £62,000
- Learning Managers (secondary phase) and Heads of Year (primary phase) whose focus is on analysing and using data for FSM and non FSM pupils to raise attainment and address any gaps in performance. Regular data meetings to agree, review and revise actions for different groups of pupils appropriate to their needs £131,475
- Subscription costs for 4-Matrix software to facilitate the analysis of pupil data £1,000
- Data Manager and the creation of a Data Assistant post to support the growing importance of data and its role in identifying areas of underperformance £68,700
- G32 staff who manage the inclusion unit with an emphasis on keeping pupils in school and reducing the impact of a lack of continuity of learning for those pupils at risk of exclusion £64,000
- Employment of additional teaching staff in ICT and science £44,000
- Fortnightly pupil planning meetings to focus on pupils causing concern £5,000
- Improving Quality of Teaching Project (IQT project) to continue, with every teacher having an appraisal objective relating to the quality of teaching & learning, so that 80% is judged good or better £5,000
- Every subject across the school having a challenging scheme of work /scheme of learning in place, with differentiated work to ensure that all pupils are stretched and make progress
- Philosophy for Children is embraced and observed in lessons across all year groups to engage and encourage pupils to be proactive and independent learners. Increasing numbers of staff trained and accredited in Philosophy for Children £2,000

- Challenging targets set and tracked for every pupil, with under-achievement swiftly tackled so that interventions are timely and lead to rapid improvement. Pupils who meet their targets are set new targets which continue to stretch and challenge them
- Literacy and numeracy to remain an academic focus. Continuation of Mathletics software for all year groups to encourage online learning £5,600
- Creation of a Phonics Co-ordinator role in the primary phase to further support and develop literacy £3,000
- Attendance officers in both phases to address areas of concern and additional EWO time to close the gap between FSM attendance and non FSM attendance and additional admin staff £44,000
- Continuing development of learning resource centres in both phases including the purchase of kindles and book stock to encourage a love of reading. Reading corners in primary classrooms established £5,000
- Extended careers guidance including visits to universities and blue chip organisations to explore opportunities available and raise aspirations £4,000
- Developing resources and creating experiences for more able pupils to really challenge them to reach their potential £3,000
- Spoken Word Educator funded in the Summer Term 2014 to engage with pupils, particularly those who are hard to reach or at risk of failing, to encourage and develop creative and speaking skills £8,500
- The above list of expenditure is not exhaustive. As a school we strive to ensure the wellbeing of all our pupils and fund hardship cases in addition to provision listed above.

Gaps between FSM and non-FSM pupils: 2014-15 Results

Closing the Gap at Key Stage 2

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

2014-15	School		National	
	Cohort	%	Non CLA/FSM	Difference
All Pupils	20	25.0%	Not available	
Non CLA/FSM	15	38.0%	Not available	
CLA/FSM	5	13.0%	Not available	
Within school gap		-25.0%		

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

2014-15	School		National	
	Cohort	%	Non CLA/FSM	Difference
All Pupils	28	35.0%	Not available	
Non CLA/FSM	17	43.0%	Not available	
CLA/FSM	11	28.0%	Not available	
Within school gap		-15.0%		

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

2014-15	School		National	
	Cohort	%	Non CLA/FSM	Difference
All Pupils	33	41.0%	Not available	
Non CLA/FSM	20	50.0%	Not available	
CLA/FSM	13	33.0%	Not available	
Within school gap		-17.0%		

Closing the Gap Trends at Key Stage 2:

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

	2012 - English & Mathematics	2013 – Mathematics, Reading & Writing (TA)	2014 – Mathematics, Reading & Writing (TA)	2015 – 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	74	82	84	-2	90	73	81	-8	81	85%	83%	2%	80	78.8%	n/a	
CLA/FSM	39	82	84	-2	50	82	81	+1	38	82%	83%	-1%	40	77.5%	n/a	
Non CLA/FSM	35	83	84	-1	40	63	81	-18	43	88%	83%	5%	40	80.0%	n/a	
Within school gap		-1				+19				-6%				-2.5%		

Closing the Gap at Key Stage 4

Point scores of Key Stage 4 pupils in English:

2015	School		National	
	Cohort	APS	Non CLA/FSM	Difference
All Pupils	132	38.68	Not available	
Non CLA/FSM	55	39.02	Not available	
CLA/FSM	77	38.44	Not available	
Within school gap		-0.58		

Point scores of Key Stage 4 pupils in mathematics:

2015	School		National	
	Cohort	APS	Non CLA/FSM	Difference
All Pupils	136	37.87	Not available	
Non CLA/FSM	57	39.60	Not available	
CLA/FSM	79	36.60	Not available	
Within school gap		-3.00		

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

2015	School		National	
	Cohort	%	Non CLA/FSM	Difference
All Pupils	136	47%	Not available	
CLA/FSM	79	41.8%	Not available	
Non CLA/FSM	57	54.4%	Not available	
Within school gap		-12.6%		

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%		

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.

Next steps

The school will continue to work on narrowing the gap between Pupil Premium and other pupils but will focus on:

Improving attainment for all pupils at KS2 at level 5 and above in reading, writing and mathematics;

Raising attainment at KS4 in mathematics and English whilst ensuring that the minimal gap between Pupil Premium and other pupils continues to reduce further.