

Pupil premium & Year 7 catch-up grant expenditure

Report to parents: 2015/16

Overview of the school

Number of pupils and pupil premium grant (PPG) to be received in 2015/16	
Total number of pupils on roll (excluding Nursery)	1472 @ 2014 Census 1528 @ 2015 Census
Total number of pupils eligible for PPG	Primary 288 Secondary 351
Amount of PPG received per pupil	Primary £1,320 Secondary £935 LAC £1,900
Pupil Premium	£707,440
Summer School	£29,500
Year 7 Catch-up	£16,000
LAC	£2,500
Total amount of PPG received	£755,440

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 2015/16

Pupils will continue to benefit from Pupil Premium funding in a variety of ways including contributions to the cost of:

- 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 £26,000
- Additional teaching staff in English and maths to create smaller class sizes and intervention groups and improve the ratio of staff to pupils £96,000
- Academic mentoring (£20,000) of pupils who are at risk of not achieving:
 - ✓ 5 A* - C GCSEs with English and maths
 - ✓ improving attainment in maths in the primary phase
- Additional support from teaching assistants in both primary and secondary phases £92,000
- Booster and revision classes after school, at weekends and school holidays for all pupils £20,000
- 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 £69,500
- 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 £133,060
- Subscription costs for 4-Matrix software to facilitate the analysis of pupil data £2,580
- 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 £82,100
- 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 £78,840
- Employment of additional teaching staff in ICT and science £46,665
- Fortnightly pupil planning meetings to focus on pupils causing concern £5,500
- 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 £6,300
- Continuation of a Phonics Co-ordinator role in the primary phase to further support and develop literacy £3,100
- 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 £43,450
- 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 £3,000
- Extended careers guidance including visits to universities and blue chip organisations to explore opportunities available and raise aspirations £8,000
- Developing resources and creating experiences for more able pupils to really challenge them to reach their potential £3,500
- Resources for Looked After Children (LAC) £2,500
- Pupil Hardship Fund to support those pupils experiencing financial difficulties to subsidise trips, uniform, breakfast, lunch and other school resources £6,345
- 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.

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.

Impact of next steps from 2014/15 evaluation

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.

In 2015/16 this is now measured by the 'working at greater depth' standard. Our disadvantaged percentage was 10% below national which amounted to one pupil.

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

In English, disadvantaged pupils had a gap of -0.54 compared to national. Low ability pupils had a positive difference of 1.14; middle ability pupils had a positive difference of 0.72 and high ability pupils had a positive difference of 0.10.

In maths, disadvantaged pupils had a gap of -0.87 compared to national. Low ability pupils had a positive difference of 2.07; middle ability pupils had a positive difference of 0.52 and high ability pupils had a positive difference of 0.46.

In both maths and English, the disadvantaged pupils have done well when considering their ability level on entry. However, our entry attainment profile is significantly negative which then skews our overall attainment creating a negative gap when our disadvantaged pupils are compared to the national other.

2016 Results

KS2 (Un-validated):	
% Achieving in reading, writing & maths	43%
Progress in reading	-3.64 sig-
Progress in writing	0.64
Progress in maths	-1.67 sig-
KS4 (Un-validated):	
Progress in English	0.5 sig+
Progress in maths	0.6 sig+
Progress 8 score	0.5 sig+
Attainment 8 score	48.63

Next steps for 2016/17

To improve progress at KS2 for low ability, disadvantaged pupils in maths;

To improve progress at KS2 for all ability, disadvantaged pupils in reading;

To improve attainment at KS2 for high and middle ability, disadvantaged pupils in reading at expected and greater depth;

To improve attainment at KS2 of middle ability, disadvantaged pupils at expected in maths;

To improve attainment at KS2 of higher ability, disadvantaged pupils in maths at greater depth;

To improve progress at KS4 of higher ability, disadvantaged pupils in languages, science and English (although attainment compares more favourably with national).