

Pupil premium & Year 7 catch-up grant expenditure

Report to parents: 2016/17

Overview of the school

Number of pupils and pupil premium grant (PPG) to be received in 2016/17	
Total number of pupils on roll (excluding Nursery)	1528 @ 2015 Census
Total number of pupils eligible for PPG	639
Amount of PPG received per pupil	Primary £1,320 Secondary £935 LAC £1,900
Pupil Premium	£699,025
Year 7 Catch-up	£13,063
LAC	£4,477
Total amount of PPG received	£716,565

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 2016/17

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 2016/17 evaluation

Grammar, punctuation and spelling – disadvantaged pupils outperformed non-disadvantaged pupils at KS2

KS1 reading at expected and greater depth, disadvantaged pupils outperformed non-disadvantaged pupils

KS1 writing at greater depth, disadvantaged pupils outperformed non-disadvantaged pupils

KS1 maths at greater depth, disadvantaged pupils outperformed non-disadvantaged pupils

Disadvantaged groups in reading, writing and maths at KS2 all improved their progress compared to 2016.

Disadvantaged groups at KS4 developed gaps despite the targeted intervention provided through their curriculum and interventions

2017 Results

KS2 (Un-validated):	
% Achieving in reading, writing & maths	57% (increased from 43% in 2016)
Progress in reading	-1.41 (improved from -3.64 sig- in 2016)
Progress in writing	0.81 (improved from 0.64 in 2016)
Progress in maths	-1.37 (improved from -1.67 sig- in 2016)

KS4 (Un-validated):	
Progress in English	-0.25 (declined from 0.5 sig+ in 2016)
Progress in maths	-0.53 (declined from 0.6 sig+ in 2016)
Progress 8 score	-0.63 (declined from 0.5 sig+ in 2016)
Attainment 8 score	34.31 (comparison to 2016 data not appropriate)

Next steps for 2017/18

To continue to strive to improve the progress of disadvantaged pupils in all year groups with their acceleration contributing to the closing of gaps with non-disadvantaged pupils. In particular:

Nursery and EYFS boys progress needs to accelerate as there are significant gaps at baseline

KS1 disadvantaged pupils achieving expected standard in maths

KS2 reading of low and high ability disadvantaged pupils

KS2 maths of middle and high ability disadvantaged pupils

KS4 closing gaps between disadvantaged and non-disadvantaged pupils in Year 11

Disadvantaged pupils in the following year groups are a priority for closing gaps based upon current data:

Year 11

Year 9

Year 6 reading

Year 5 reading

Year 4 writing and maths

Year 3 reading, writing and maths (as gaps have remained static from baseline)

EYFS and KS1 particularly disadvantaged boys