

Pupil Premium. Expected impacts. 2015-2016

Key aims for our work with Pupil Premium students taken from the BEMAT policy:

- Raise progress and narrow and close the gap between the achievement of these pupils/students and their peers (measured in gap between PP and non-PP Levels of Progress, particularly in English and Maths)
- Increase social mobility and address any underlying inequalities between children eligible for pupil premium and others, improving engagement with education.
- So that we make a significant impact on students' education and lives.

How much money we expect to receive:

	No. of Students	% of school	Amount per student	Total Projected Income
Free School Meals	153	9.1%	£935	£143,055
Looked After Children	10	0.6%	£1,500	£15,000
Adopted Children	4	0.24%	£1,900	£7,600
Service Children	54	3.2%	£300	£16,200
Total	221	13.1%		£181,855

How we plan to spend it, and the expected impact:

We believe that the very best way to improve the outcomes for all of our young people is to provide them with outstanding teachers who can help them to excel in their learning and make excellent progress. That is why we spend the vast majority of the grant (76%) on staff. This is also broadly in line with BEMAT objectives for staffing costs.

We believe that leadership is critical to success in our school too, we have chosen to spend some of the grant so that excellent leaders can develop the skills required in all of our staff to enable our young people to achieve brilliant results.

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Raise progress and close the gap				
Area of work	Activity/Staffing	Cost	Expected impact	Review (to be completed in January, May and September 2016)
Whole School leadership	<p>Leadership and management:</p> <ul style="list-style-type: none"> Assistant Principal to oversee all of the work. Accountable for the outcomes. Lead Teachers for Pupil Premium Progress so that we can develop excellent Teaching and Learning Progress Leader Whole School to make sure that all students are receiving the right interventions at the right time Target potential FSM parents at parents' evenings/meetings and physically help them to complete the FSM forms while on site. Maintain the school's keen focus on the academic progress of PP students, particularly in the core subjects Strengthen the collection & analysis of data on parental engagement in school events 	<p>£4545</p> <p>£5600</p> <p>£2800</p>	<p>Rapidly narrowing gap of students achieving 3LoP and 5A*-C including English and Maths to be at least less than 20% different in core subjects.</p> <p>We believe all students should benefit from outstanding teaching. We will develop a pedagogy (style of teaching) that is specifically suited to the needs of our Pupil Premium students.</p> <p>We want all underperforming PP students¹ to receive timely and appropriate intervention so that any underperformance is challenged and that progress is made. We want this to start as soon as possible in year 9 and not wait until year 11 to act.</p>	<p>Gap in English reduced to -1.3% in progress -6% in terms of achievement (A*-C) this is a tremendous achievement</p> <p>Gap in Maths -22% Progress and -28% in achievement.</p> <p>Interventions for years 10 and 11 through Learning support mentoring took place and improved outcomes for some.</p> <p>Action plan for KS4, assessment expectations and more precise strategy for this in place in school</p>

¹ Underperformance will be tackled within individual subjects led by the Head of Department or Progress Leaders in the department. Where the underperformance for an individual is in 3 or more subjects a whole school approach, using Head of Year and Learning Mentors will be used.

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	<ul style="list-style-type: none">• Explore PiXL membership and their improvement strategies• Include baseline data in PP action plan evaluations to show whether performance has improved or not• SLT line managers: Ensure all subjects are setting a common assessment task and using it to moderate their marking & students' progress• SLT: Create a whole school KS4 Strategy to consolidate & clarify the termly actions for all departments re: setting assessment tasks, marking & feedback, moderation, identification of wave 1-3 intervention, etc• Use SIMS to provide a system for capturing wave 1-3 intervention needs of individual students/groups, planned intervention activities, & their impact• Continue to provide training for departments on producing truly diagnostic assessment activities for classwork & homework• Use lesson observations to assess the teacher's ability to develop students' speaking, listening and collaboration skills• Use lesson observations to assess the teacher's ability to develop student independence and study			
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	<p>skills.</p> <ul style="list-style-type: none"> • 			
English	<ul style="list-style-type: none"> • Employ 1 full time English teacher to enable us to do more small group and one to one tuition • 0.5 English tutor for one to one tuition • TLR in English PP progress leader to coordinate and lead the interventions • English Easter School to provide support for underperforming students and to raise aspirations • Use qualified English teachers to deliver intervention in place of LSAs • Develop a school-wide approach to building vocabulary, speaking & listening skills (eg: opportunities for promoting talk in lessons/across the school) – Language for Learning (DH/LC) 	<p>£36500</p> <p>£8400</p> <p>£2800</p> <p>£3000</p>	<p>Ensure that the gap in Progress and standards in English remains lower than 20% and is reducing year on year to 0%.</p> <p>Ensure that any students in all year groups receive high quality teaching, and address any gaps in learning with high quality, targeted interventions (See English development plan for more details)</p>	<p>Gap in English reduced to -1.3% in progress -6% in terms of achievement (A*-C) this is a tremendous achievement</p>
Maths	<ul style="list-style-type: none"> • Employ 1 full time Maths teacher to enable us to do more small group and one to one tuition • 0.5 Maths tutor for one to one tuition • TLR in Maths PP progress leader to coordinate and lead the interventions • Maths Easter School to provide 	<p>£36500</p> <p>£8400</p> <p>£2800</p> <p>£3000</p>	<p>Ensure that the gap in Progress and standards in Maths remains lower than 20% and is reducing year on year to 0%.</p> <p>Ensure that any students in all year groups receive high quality teaching, and address any gaps in learning with high quality, targeted interventions (see Maths Development plan for more</p>	<p>Gap in Maths -22% Progress and -28% in achievement.</p>

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	<p>support for underperforming students and to raise aspirations</p> <ul style="list-style-type: none"> • Use the growing expertise in English to sharpen intervention practices in maths & science 		details)	
Science	<ul style="list-style-type: none"> • Use the growing expertise in English to sharpen intervention practices in maths & science • Ensure the high quality APP booklets in science are used regularly across the faculty 			<p>Gaps in Core and Additional science reduced. In terms of progress: Core 2%, Additional 7%, Biol 5%, Chem 12% and Physics 9%. Attainment gaps in Science are 10-12%. Dramatic improvements on previous years.</p>
Learning Support Mentor, mentoring and coaching	<ul style="list-style-type: none"> • We will develop the role of our Learning Mentor in order to support and mentor underperforming students, in lessons and with withdrawal interventions. • We will share what we have learned and give all Learning Support Assistants a case load of 2-3 students to mentor. • Develop a provision map for PP students, using the model adopted for SEND students • Work with Ashcroft High School (AHS) to explore the creation of a Provision Sheet for students, which maps their academic and social development, as well as their engagement in school life • Continue training current LSAs to 	£8500	<p>Clearly identified target students (12-15 most underperforming in each year group)</p> <p>Written Provision Plan for each student to be shared with all staff (using best practice from LS dept)</p> <p>Targeted students make age expected progress in all of their subjects, especially in English, Maths and Science.</p>	<p>Directly supported students. Ave P8 for them was -0.4 . Strategy needs rethinking, move to E&M targeted group work within subjects.</p>

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	<p>intervene even more effectively with PP students</p> <ul style="list-style-type: none"> • Use year 10-13 students to provide academic peer tutoring in the core subjects (as a minimum) for younger PP students • Consider training staff as qualified coaches via the 'coaching in schools' programme to work with PP students • 			
Improve engagement	<ul style="list-style-type: none"> • We will continue the highly successful work in the gym using a member of staff to train and mentor our young people, to raise their aspirations, improve their behaviour and develop their health and wellbeing • Develop a rota of assemblies led by students to further develop their oracy skills and self confidence • Include yr 8 students in PP Easter school 	£2500	Reduction in exclusions and improvement in attendance (to be in line or better than national average) for targeted students, especially an improvement in persistent absenteeism among our boys.	<p>Attendance at or above 96%. Persistent Absenteeism for Pupil Premium 9% at 85% threshold and 17% at new 90% threshold (national average for PP PA at 90% is 28%)</p> <p>Great work in this area, very clear impact.</p>
Improve Study Skills and provide access to out of hours study support	<ul style="list-style-type: none"> • We will continue to run our homework club, but we need to make it more broadly appealing • We will increase our free to students late buses to include a Wednesday night from January so that we can offer more after school 	<p>£1500</p> <p>£10000</p>	<p>Improved attendance at the club</p> <p>More sessions offered and better attendance. Improved outcomes, especially in non-core subjects as this will be the focus for the Wednesday</p>	Nearly 50 weekly sessions are running in school. CHQ software in 2016-17 needed to measure attendance and impact.

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	<p>activities</p> <ul style="list-style-type: none"> • Explore an effective study skills programme for PP students • 		<p>sessions</p>	
Improve access to IT	<ul style="list-style-type: none"> • We will buy 10 more Chromebooks and pay for mobile internet dongles to remove any barriers to learning at home. 	£2500	Students will complete homework and be able to make good progress in their subjects (measured by %gap in 3LoP for all subjects, also Homework survey in year)	More students had access to technology.
Engagement in co-curricular activities	<ul style="list-style-type: none"> • We will develop our emergent house system into a leading co-curricular programme that engages students and provides a broad and exciting range of educational activities. 	£14000	House activities and co-curricular events will be well attended. (Proportion of attendees who are PP will be the same as the proportion of PP in the House, remembering school average is 13%)	Patchy progress here and difficult to get data from House leaders. Need to develop consistent approach to monitoring this.
Improve access to resources and removing barriers to learning	<ul style="list-style-type: none"> • Re-allocate the £25,000 personal budget to more effective academic intervention strategies: this amount could provide intervention input from a qualified teacher • We will maintain our policy of providing all students with a nominal amount to support them with learning resources and to offer support to remove barriers to learning, this could involve: <ul style="list-style-type: none"> ○ Revision Guides ○ Online resources ○ Curriculum resources (food ingredients etc.) 	£18000	<p>This will be measured through whole school monitoring of the attainment and progress of students in all subjects. The gap for FSM+CLA should be lower than 20% and narrowing towards 0%. Attendance for FSM+CLA (especially persistent absenteeism) needs to improve and will be in line with or better than national average</p> <p>Exclusion rates will be lower than national average</p>	This was vastly reduced and directly focussed on raising achievement.

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	<ul style="list-style-type: none"> • And to a much lesser extent we will provide support for hardship for example with: <ul style="list-style-type: none"> ○ Uniform Support ○ Support with trips and visits ○ Transport costs (emergency taxis from after school sessions) • The amount for each child has been changed to reflect the level of grant that we receive and what our evidence tells us we need to spend more money on, namely: <ul style="list-style-type: none"> ○ Free School Meals - £130 ○ Services Children - £40 ○ Adopted Children - £200 ○ Looked After Children on a case by case basis in discussion at PEP meetings with the Virtual Schools. 			
<p>Improve how we communicate PP impact</p>	<ol style="list-style-type: none"> 1. Improve the website PP action plan by: <ol style="list-style-type: none"> a) using language that is accessible to parents b) clarifying the academic year on the plan c) Including impact evidence that is easy to understand, and shows whether improvements have been made <ul style="list-style-type: none"> • 	<p>TAR</p>		<p>Website and plans re-written.</p>