



PUPIL PREMIUM 2017-18

What is Pupil Premium?

Pupil Premium is additional funding given to schools in England to improve the achievement of eligible pupils and close the gap between their achievement and that of their peers. Pupil Premium is about ensuring these students can access the same opportunities as non-Pupil Premium students. It is the expectation that this funding is used to support the educational, social and emotional progress of students during their time at school. Students are eligible if they fall into one of these categories:

- Eligible for Free School Meals;
- Have previously been eligible for Free School Meals during some time in the last 6 years;
- Have been in care of a Local Authority for 1 day or more;
- Have a parent serving in the Armed Forces, or a parent that has done so in the last 4 years;
- Ceased to be looked after through adoption;
- Ceased to be looked after through a Special Guardianship Order;
- Ceased to be looked after through a Residence Order; or
- Under a Child Arrangement Order.

What was the impact of our Pupil Premium spending last year?

There are a variety of ways in which we measure the impact of Pupil Premium spending. Some impact is difficult to quantify but is nevertheless evident from student and parent voice, emotional and social development, behaviour and aspiration. Last year we saw further improvements in some key achievement measures, as well as improved involvement in extra-curricular activities and trips by our Pupil Premium students. Trip participation increased 20% between 2015/16 and 2016/17 as a result of a regular tracking, financial support and support and encouragement by staff.

Our Pupil Premium students made particularly strong progress in Maths this summer with initial estimates for the Progress 8 Maths element indicating it has improved by almost +0.4 from 2016 (2017 P8 Maths = 0.32), and our Pupil Premium students are achieving well above the National progress for 'All students'. English attainment has also improved at the 9-4 measure (compared to A*/C in 2016), and this is certainly at least partially a result of spending in this area, namely small-group intervention in English and Maths for students at risk of not achieving. These have positively impacted our 9-4 Basics Indicator (EnMa) for Pupil Premium, indicating an 11% increase compared to 2016, and a year-on-year increase since 2014 when the proportion of students achieving A*-C in English and Maths was just 42%. This is particularly pleasing given the increased content and level of challenge that the reformed GCSEs are reported to have. Attainment at the top end in both English

and Maths has also improved; the % of students achieving 9-7 grades in English (comparing to A*/A) has more than doubled, and in Maths this figure has very nearly doubled.

There has also been improvement in Open bucket subjects for Pupil Premium (+0.18 increase from 2016), continuing the 3-year upward trend from 2014. Overall Progress 8 for Pupil Premium students has been maintained, if not slightly improved (P8 = -0.23), again indicating a 3-year upward trend (2014 = -0.72)

[NB. All Progress 8 figures are estimates at this stage, using Attainment 8 Estimates from SISRA’s Opt-In data collection of 172,000 students in 1,040 schools; Progress 8 figures will be confirmed in October 2017 by DfE].

We do however recognise that the attendance of our Pupil Premium cohort of students was not high enough and it is one of our biggest priorities this year to improve their overall attendance to school and reduce the proportion of persistent absentees, so that they are in line with non-Pupil Premium students.

Achievement

2017 (2016)	Pupil Premium	Non-Pupil Premium	Gap
Attainment			
Basics Indicator (9-4 in Eng and Ma)	58% (45%)	86% (81%)	-28% (-36%)
Basics Indicator (9-5 in Eng and Ma)	44%	69%	-25%
Maths % 9-4	64% (61% A*/C)	91% (86% A*/C)	-27% (-25%)
Maths % 9-5	53%	75%	-22%
Maths % 9-7	31% (16% A*/A)	38% (36% A*/A)	-7% (-20%)
English % 9-4	69% (52% A*/C)	90% (81% A*/C)	-21% (-29%)
English % 9-5	50%	78%	-28%
English % 9-7	17% (7% A*/A)	30% (20% A*/A)	-13% (-13%)
Attainment 8 (direct comparison not possible due to points changes)	43	55	-12
Average grade per subject (Best 8 subjects)	C- (C-)	B- (B-)	
Progress			
Progress 8	-0.23 (-0.29)	0.11 (0.12)	-0.34 (-0.32)
Maths element (P8)	0.34 (-0.07)	0.41 (0.22)	-0.07 (-0.29)
English element (P8)	-0.28 (-0.2)	0.06 (-0.07)	-0.34 (-0.13)
EBacc element (P8)	-0.32 (-0.12)	0.15 (0.30)	-0.47 (-0.42)
Open element (P8)	-0.48 (-0.66)	-0.11 (-0.01)	-0.37 (-0.65)

Attendance

2017 (2016)	Pupil Premium	Non-Pupil Premium	Gap
% Attendance	92.5% (92.1%)	96% (95.9%)	-3.5% (-3.8%)
% Persistent Absentees (<85% attendance)	21% (28.9%)	7.5% (8.5%)	-13.5% (-20.4%)

NEET (Not in Employment, Education or Training)

2017 (2016)	Pupil Premium	Non-Pupil Premium	Gap
% NEET at end of Y11	2.6% (3.1%)	0% (0%)	-2.6% (-3.1%)

Extra-curricular and Trips

2017 (2016)	Pupil Premium	Non-Pupil Premium	Gap
% Trip participation (Y7-11)	69% (49%)	62% (no data for 2016)	7%
% Extra-curricular participation (Y7-11)	58% (no data for 2016)	60% (no data for 2016)	-2%

Leadership Ladder

2017 (2016)	Pupil Premium	Non-Pupil Premium	Gap
Year 7	66%	79%	-13%
Year 8	71% (68%)	93% (76%)	-22% (-9%)
Year 9	70% (60%)	73% (62%)	-3% (-2%)
Year 10	35% (23%)	49% (37%)	-14% (-14%)
Year 11	3% (3%)	4% (4%)	-1% (-1%)

Barriers to educational achievement

We have given considerable thought to the potential barriers that some of our Pupil Premium students face, and those that appear to have the greatest impact on educational achievement are detailed below. However we recognise these are broad generalisations and that Pupil Premium students are not a homogenous group.

The key barriers that a number of our students face are:

- Low aspiration and challenge;
- Difficult home circumstances (this could include: low income; family illness; parents' working hours; food poverty; lack of study environment at home; student acting as young carer; and inadequate housing);
- Lack of feedback on academic progress, both in and out of school;
- Low literacy and/or numeracy;
- Poor behaviour and engagement with school;
- Low attendance;
- Poor social, emotional and mental health; and
- Limited access to extra-curricular opportunities inc. trips.

How has funding been used to address these barriers?

For the academic year 2016/17 we received £140,250 and had 179 students eligible for the Pupil Premium; for 2017/18 we will receive £143,990. This year we have 177 Pupil Premium students and they are made up of FSM, Ever 6 FSM, CLA, ex-CLA, children under Special Guardianship Orders, Adopted children and Service children; individual totals for each year group are detailed below.

	2013/14	2014/15	2015/16	2016/17	2017/18
Year 7	34	35	26	43	37
Year 8	42	32	44	27	45
Year 9	39	40	31	43	32
Year 10	29	31	41	29	37
Year 11	33	31	31	37	26
Total	177	169	173	179	177

- **Aspiration and Challenge:** we believe our Pupil Premium students are capable of greater academic achievement and we are not satisfied to just encourage 'expected progress'. We have a rigorous academic curriculum and do not offer qualifications (academic or vocational) that provide insufficient challenge or value. All our students sit both English Language and English Literature (and have done so for many years), students all sit Dual Science at GCSE, and we insist on at least 1 further EBacc qualification when students choose their options. Pupil Premium students receive additional support and guidance around GCSE and post-16 options. For GCSE, this includes a meeting with SLT and at post-16 it includes priority advice and guidance from our independent Careers Advisor. We run a careers fair in

November for all year groups where, last year, over 40 universities and employers attended. Individual conversations with Pupil Premium students and their form tutor address resilience in academic achievement and promote high aspiration. We also use spending to support the Scholars programme, enabling invited students to access mentors, extra support, extended opportunities (for example the Shooting Stars residential at Tynny) and increased challenge. Impact is measured through academic outcomes, NEET figures and the appropriateness of pathways students choose in and after leaving school.

- **Home circumstances:** spending is used for additional Student Services support where Pupil Premium students are targeted for additional intervention and personalised support tailored to their individual needs. Impact is measured through attendance figures, behavioural incidents, external agency referrals, progress towards objectives of the Flexible Learning Programme and student/parent voice.
- **Feedback on academic progress:** for the last two years we have invested in Show My Homework and parent/student voice has been extremely positive. Similarly our FAR marking policy continues to enable more consistent and effective feedback and research shows that Pupil Premium students benefit even more than non-Pupil Premium students when the quality and frequency of feedback are high. Impact is measured by academic progress and through student/parent voice.
- **Literacy and numeracy:** we will continue the KS4 Step Up programme addressing underperformance in English and Maths, and the similar programme in KS3 called Upgrade. These small-group interventions are focused on diminishing the differences between Pupil Premium and non-Pupil Premium students and are taught by specialist English and Maths staff. Step Up was extremely successful last year, resulting in 81% of GCSE students achieving at least a grade 4 in Maths, and 76% achieving the same in English. 54% of students achieved a grade 4 or higher in both English language and Literature. Impact is measured by academic progress at Progress Report points as well as through 'Diagnosis, Therapy, Testing' as part of the intervention, and ultimately in students' GCSE achievement.
- **Behaviour and engagement:** we will continue to consistently implement our behaviour systems, which have dramatically reduced exclusions and are continuing to reduce low-level disruption in lessons. This is of particular importance to Pupil Premium students with research suggesting that they are disproportionately impacted by such behaviour in lessons. The impact is measured through behavioural incidents, exclusions and isolations, Attendance-Behaviour-Concern (ABC) meetings and student/parent/staff voice.
- **Attendance:** our Attendance Officer and Student Services team prioritise Pupil Premium students for attendance intervention and act quickly to intervene before students become 'persistent absentees'. Where attendance becomes low despite school intervention, external agency support is sought promptly and Student Services work closely with the student and their family to improve attendance, setting achievable targets for improvement. Impact is measured by weekly tracking of attendance and through ABC meetings.
- **Social and emotional skills:** The Flexible Learning Programme (FLP) was highly successful last year (marked improvement in attendance and engagement, as well as

reduction in behavioural incidents, improved emotional well-being and development of friendships) and targeted students who struggle to manage their emotions as well as giving them the tools to improve self-esteem, resilience and self-control. Students work with a specialist in Student Services and different groups of students target different aspects of personal development. It is also important to acknowledge the increased access that PP students have to the FLP: 27% of PP students were involved last year, compared to 9% of non-PP students. Impact is measured through student/parent voice and achievement of personal goals.

- **Extra-curricular opportunities:** again last year we allocated funds towards support for school trips and visits and this will continue, including peripatetic music lessons. Our priority this year is to continue to incentivise participation in our vast extra-curricular programme. Impact is measured by participation rates in extra-curricular activities, trips and visits, and Leadership Ladder.

The key measure this year will continue to be Progress 8, which focuses more broadly on students’ progress in 8 subjects including Maths and the highest grade of English Language and Literature. The other key benchmark will be whether students have achieved a ‘strong pass’ in English and Maths, which the Government deem to be a grade 5 on the new 9-1 GCSE grading system, and we will continue to support students to achieve their target grades, at whatever level they are working.

Projected spending for 2017/18 is detailed below:

Intervention	2016/17	2017/18 projection
KS4 small group intervention in English & Maths	£35,150	£35,150
KS3 small group intervention in English & Maths	£32,000	£32,000
Student Support Officers	£28,200	£28,200
Trips and Visits	£10,859	£15,000
Uniform	£10,442	£10,740
Tutors/Mentors/Tuition	£7,637	£9,000
Growth Mindset workshops	£5,250	
KS4 textbooks, revision guides, texts	£5,040	£3,900
Equipment & rewards	£1,565	£1,500
Tassomai Science revision programme	£1,428	£1,500
Alternative Educational provision	£1,363	£5,000
Transport	£986	£1,200
After-school revision snacks	£330	£500
Attendance Rewards		£300
Total expenditure	£140,250	£143,990
Total income	£140,250	£143,990

What are our priorities for Pupil Premium this year?

This year we are going to use Pupil Premium funding in the following ways:

- Student Support Officers, who support students with difficulties, provide social, emotional and mental health support, make external agency referrals and promote self-esteem, confidence and aspiration through mentoring, individual and group intervention and the Flexible Learning Programme;
- KS4 Step Up programme, raising achievement in English and Maths, ensuring students achieve at least a grade 4 if not higher, enabling choice in their post-16 options;
- KS3 Upgrade programme, targeting numeracy and literacy levels and preparing students for new English and Maths GCSEs;
- Alternative Provision, for students with exceptional personal circumstances and where our curriculum does not meet their needs;
- Scholar's Programme, supporting increased opportunities to stretch and challenge our most able students, raise aspiration and add further depth and complexity to their curriculum;
- Tutors and mentors, for students eligible for the Pupil Premium Plus (children in or previously in care, Adopted children, those under a Special Guardianship or Residency order);
- GCSE subject-specific revision materials;
- Tassomai Science revision programme;
- Uniform;
- Trips and Visits, peripatetic music lessons;
- Transport for parents struggling to access Parents Evenings and IAG evenings, and for students struggling to attend after-school or holiday GCSE revision sessions; and
- Continued staffing of the Revision Room for support with GCSE revision, including equipment and rewards.

Feedback from parents and students:

"GCSE revision guides and texts are expensive and I know having them will really help my son focus his revision and complete his homework – plus it will help me to nag him to study!" (Parent of Year 11 student)

"Student Services helped me with work and showed me where to go when I first started in Year 7. They do a lot for students and we wouldn't have anywhere to go for help without them. Student Services have helped my friends sort out some friendship problems and made sure my friends felt happy with what they were going to do to help" (Year 8 student)

"I go into Student Services nearly every day; I go in there for help with friendship problems, stopping smoking, if I'm ill, problems with my subjects and when my situation at home becomes



tough. They offer lots of solutions when you have a problem; they're honest with you but also tough when you need it! (Year 11 student)

"I find Show My Homework easy to work and get on to. It's really good to have all your deadlines in one place and keep a check on what homework you've still got left to do" (Year 9 student)

"When I've been worrying about things in school like getting my work done and starting my GCSEs, I've been to see my Student Support Officer in Student Services who gives me some time to talk through with her what I'm worried about and we try to figure out a solution – I like it that I have a say in that too. Last year, it made me feel reassured when Student Services talked to me and my Mum because they helped me explain what I was worried about" (Year 10 student)

We will review our Pupil Premium spending and provision at Governing Body 'Student & Staff Wellbeing' committees throughout the year, and we will next update our Pupil Premium Action Plan in February 2018.