

Pupil premium strategy, spend and impact

1. Summary information					
School					
Academic Year	2016/17	Total DP budget	£165,495	Date of most recent PP Review	n/a
Total number of pupils	383	Number of pupils eligible for PP	177	Date for next internal review of this strategy	Jun 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving 5A* - C incl. EM (2015/16 only)	n/a	n/a
% achieving expected progress in English / Maths (2015/16 only)	See data tables	See data tables
Progress 8 score average (from 2016/17)	See data tables	See data tables
Attainment 8 score average (from 2016/17)	See data tables	See data tables

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Low self-esteem and confidence in KS4 cohort leading to exam skill deficit.
B.	Attitude to learning in a small number of Year 11 students impacting key classes.
C.	The ability to self-assess learning and reflect on assessment
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and punctuality rates below national average.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved confidence and progress made by KS4 cohort.	Pupils eligible for DP to achieve in line with the rest of the cohort. No gaps to be found as a results of accessing assessment. KS4 cohort to have raised self esteem levels as a result.
B.	Attitude to learning improved in Year 11 areas.	Fewer behaviour incidents recorded on SIMS as a result of the change. A measurable impact on the progress of students.

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C.	Develop deeper metacognitive skills in all year groups	Develop T&L through CPD to develop higher level thinking skills across all year groups. Continue to develop questioning using Blooms and have a classroom display in every room to guide staff and students into how to approach and establish high level, deep learning in lessons.
D.	Attendance and punctuality to increase.	Improved attendance to meet national average. Punctuality of pupils to improve. SIMS data to be used to evaluate the effectiveness.

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5. Planned expenditure					
Academic year		2016/17			
i. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved assessment results.	Independent learning skills day organised for KS4 cohort.	Student assessment does not match their outcomes. Through discussion with PP pupils it is clear that they have limited independent learning skills or access to facilities to aid this.	Organise an off time table day with specialist external provider with specialist skills in this area. Track assessment data in KS4 through DC 3 & 4 to determine the impact when compared to DC 1 and 2.	Pupil Premium Coordinator	Mar 17
A. Improved performance in Maths	Specialist maths tutor TA to specialise in maths with a specific focus on new GCSE maths curriculum and assessment.	Provide extra support to students who are not making the expected progress but will do with extra support. Provide specialist support through the TA who is fully aware of the new GCSE spec and GCSE assessment in order to work effectively with DP GCSE students who require more support in maths.	Ensure that the students selected will benefit from the extra support. The head of maths to select those students who will benefit the most. Rotate students in or out as assessment data shows measurable improvements.	Head of Maths	Jan 17
B. Improvement in attitude to learning Year 11	Specialist intervention in small groups. Purchase of GCSE pod and PiXL to support home learning and GCSE skills	A small group of students to be removed from normal classes and provided with qualified teacher support. The aim is to focus students on key subjects and also ensure that students that remain are undistracted and not engaging in behaviours.	Measure the number of behaviour incidents occurring before and after using SIMS. Measure the progress data of students in those key classes between DC1 and DC2. Ensure that the teacher provided is well qualified and can offer the relevant support. Monitor the completion of GCSE pod access from home and completion of assignments.	HoF, progress leaders and class teachers.	Jan 17

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A. Improved self-confidence	External support agencies.	<p>Large numbers of DP pupils have social and emotional issues affecting their progress. Providing specialist support to these students will ensure that they are given timely help to resolve these complex issues.</p> <p>Laptops and iPads provided for students who have been identified as requiring exam access in order to make them confident users of laptops during exam. iPad used for DP students who have no access to technology at home</p>	Engage with agencies that have provided high quality support (use previous year's results as evidence). Monitor the time from referral to first contact to ensure no delays and subsequent declined performance. Monitor the progress of pupil's performance before, during and after intervention using attendance, behaviour and assessment data.	Pastoral Manager	Mar 17
A. Improved study skills	Parental engagement evening GCSE pod training for staff and students to ensure students can access GCSE pod at home.	Ensure that parents understand the tools and support the school is offering to students. Ensure they understand the importance of personal study and how they can support and aid the progress of their child.	<p>Ensure a high level of turn out by KS4 parents. Provide them with the relevant information and offer further training as needed.</p> <p>This can be tracked using the tools on Doodle and GCSE Pod to determine the volume of traffic by DP Students. 80% of DP students to be accessing 5 pods per week.</p>	PP Co-ordinator	Jan 17
D. Improve metacognition skills	Learn2Learn, walk and talk mock procedures each fortnight.	<p>Develop a detailed and holistic approach to metacognitive learning. Pupils should be able to make self-informed judgements on their performance and identify areas to improve.</p> <p>Provide holiday sessions for GCSE students for learning skills and exam skills for all GCSE subjects.</p>	<p>Embed self-assessment skills in all curriculum areas.</p> <p>Summer school to develop the learn to learn skills of all students joining from the next academic year. Create a scheme of learning to slot into KS3 intervention time as part of the clubs make up.</p> <p>Track the use of self-assessment through work scrutiny. Measure the impact on assessment.</p>	ALL STAFF	Jun 17
Total budgeted cost					£77,600

ii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>C. Improved attendance and punctuality.</p>	<p>Breakfast club and nutritionist.</p> <p>Attendance officer position to be advertised and allocated.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Providing a nutritional breakfast to DP students has a number of impacts. It will improve punctuality as we ensure that students know what time breakfast is available from. It provides DP students with a balanced, designed breakfast that should impact on concentration levels and behaviour. It will also improve attendance as it provides a hook to get students in school.</p> <p>Monitor attendance and punctuality and determine if it is leading to a shift towards national average.</p>	<p>Pupil Premium Coordinator/principal</p>	<p>Jan 17</p>
<p>C. Reduction in the number of absence occasions.</p>	<p>Delivery of work to pupils. Additional afterschool sessions for revision, pizza revision sessions to encourage student participation.</p> <p>Rewards towards prom discounts for students with improving attendance and good attendance.</p>	<p>Targeting students with persistent absence by delivering work to students will make it an inconvenience to be absent. This also encourages discussions with both parents and pupils so barriers to attendance can be identified.</p> <p>Ensuring that lessons are engaging and provide exciting opportunities for students that are outside the classroom – building on the T&L work that creates an ethos of lessons being something that students do not want to miss and so will improve attendance.</p>	<p>Ensure identification of pupils is fair, transparent and properly recorded.</p> <p>Use heads of year to drop work at home and ensure that conversations are had with both pupil and parent.</p> <p>Barriers to attending school to be identified and appropriate intervention to be put in place.</p> <p>Attendance to be monitored for those pupils with persistent absence.</p> <p>Theatre trip for DP students paid for to allow them to see Blood Brothers play (that they are studying as part of the course).</p> <p>KS3 DP students attending the RE trip to different places of worship paid for to enrich their educational experiences.</p> <p>DP students taking part in GCSE PE attending a residential to complete controlled assessments paid for to ensure they have the same opportunity to participate in activities such as rock climbing.</p>	<p>Pastoral Manager/Heads of year</p>	<p>Jun 17</p>
<p>E. Implement a highly focused and swift intervention programme to target DP students who are showing RED or Amber in core areas.</p>	<p>Employ an experienced progress leader who will analyse PP data, identify students who need to be placed on 'Project 15' and ensure that they are placed in appropriate interventions, monitor the effectiveness of interventions and feedback to staff, students and parents.</p> <p>Employ a dedicated TA to work in PE with DP students due to historic</p>	<p>Having a progress leader who will focus purely on DP students who are underachieving will allow gaps to be identified quickly and effective interventions to be applied at the earliest stages.</p> <p>Having 100% of participation of DP students in PE and 100% of GCSE PE students who are DP making at least expected progress to eliminate the attainment gap in this subject.</p>	<p>Employ a progress leader, provide training on analysing data. Each half term a PP data analysis to identify DP underachieving in core subjects.</p> <p>Leadership meetings held each fortnight in order to identify DP students who require intervention, arrange intervention appropriate to each student and review impact of interventions each half term.</p> <p>DP students for GCSE geography have residential field study paid for them to provide opportunity to complete river investigation and river formation as part of the GCSE.</p> <p>DP students for GCSE catering having visit to restaurant paid for them in order to support them in the controlled assessment.</p>	<p>Pastoral manager</p>	<p>Every half term</p>

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	data showing poorer progress in PE of PP students.				
Total budgeted cost					£98,104

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Impact

Y11	Y9 14-15 (%)	Y10 15-16 (%)	Y11 Current (%)
Cohort	63.78	72.28	82.1
Males	60.17	71.71	80.53
Females	69.34	72.56	84.94
HA	59.72	65.22	79.07
LAYP	N/A	15.09	42.14
Non-LAYP	63.78	71.69	82.8
DP	58.22	59.23	84.27
Non-DP	67.68	92.23	80.53
SEN	55.76	45.87	76.94
Non-SEN	67.10	78.35	84.74

3 year trend that demonstrates impact over time. No gap between DP and non-DP.

The table shows the numbers of pupils making **at least** expected progress in all subjects and shows the 3 year trend for our current Year 11 cohort. From this table it is clear that not only are more and more students making **at least** expected progress in this year group, we are also now significantly above national average for this group.

Attainment on entry of this cohort was significantly below national average at 27.1, making outstanding progress to achieve results at or above national average in most indicators.

Attainment KPIs:

Standard Pass (Grade 4) 5 A*-C E&M:

66% – Cohort

61% - Disadvantaged Pupils

76% - None Disadvantaged Pupils

Good Pass (Grade 5) 5 A*-C E&M:

36% – Cohort

27% - Disadvantaged Pupils

53% - None Disadvantaged Pupils

5 A*-G including E&M:

94% - Cohort

94% - Disadvantaged Pupils

94% - None Disadvantaged Pupils

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There is a gap between DP and Non DP students. This gap is only in attainment and is not in progress (as shown in the first table).

Overall A8

ACS vs Nat

Cohort
School
National
Difference

All	DP
42	27
46.60	44.43
49.50	52.72
-2.90	-8.29

1 or more grades above National
0.5 to <1 grade above National
0.5 to <1 grade below National
1 or more grades below National

Cohort	LAT		MAT		HAT	
	All	DP	All	DP	All	DP
	15	10	20	12	5	3
School	39.44	36.45	47.50	46.87	62.33	59.00
National	28.56	31.32	49.01	50.77	64.30	65.12
Difference	10.88	5.13	-1.51	-3.90	-1.97	-6.12
Diff (Grades)	1.09	0.51	-0.15	-0.39	-0.20	-0.61

This demonstrates that LAT (DP and non DP) are all performing significantly above national average. Our MAT (DP and non DP) are not significantly different from national average (although these are both below). Our HAT non DP students (2) are not significantly underperforming compared to national (they are actually in line when the DP HAT students are taken out) however, the DP HAT students (3) appear to be massively underperforming. This is caused by one student significantly underachieving.

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Year 10 Progress

Y10	Y8 14-15 (%)	Y9 15-16 (%)	Y10 Current (%)
Cohort	77.84	73.96	79.79
Males	69.88	63.52	72.37
Females	83.24	83.04	86.09
HA	80.95	76.99	79.44
LAYP	63.89	55	81.65
Non-LAYP	77.48	74.36	79.75
DP	71.18	68.32	77.51
Non-DP	82.14	80.56	82.34
SEN	77.57	65.05	72.58
Non-SEN	76.26	75.66	79.31

As with Year 11, year 10 show significant progress over time towards and beyond national average. This table does demonstrate the issue of a dip in year 9 progress (which can be seen in current year 9 progress also).

Again all gaps have either closed or are moving rapidly towards closing and the only obvious gap that exists is the gender gap where males underperform compared to females.

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	Year 9 English	Year 9 Maths	Year 8 English	Year 8 Maths	Year 7 English	Year 7 Maths
Cohort	63.29%	25.33%	94.87%	51.95%	94.39%	71.91%
DP	66.67%	37.93%	100.00%	50.00%	92.11%	60.53%
Non-DP	63.64%	16.28%	91.31%	55.56%	95.92%	81.64%

**Key Stage
3
Progress**

KS3 data shows no significant gap between DP and Non-DP students – Y9 maths data has been identified and further information regarding this can be found in the SEF and SDP.