

## Pupil Premium Overview 2016-7

### Summary Sheet

#### Strengths

- “Disadvantaged pupils’ Progress 8 was not significantly below national other overall or for any prior attainment group in English and Mathematics” (*Ofsted Data Dashboard 2016*)
- Disadvantaged pupils’ Progress 8 in the low prior attainment group was above national other
- Disadvantaged pupils’ Progress 8 in the high ability prior attainment group Overall, in English, Mathematics and EBACC was above national other.
- Disadvantaged pupils’ Progress in English overall was above national other.
- Improving picture in Year 11 for disadvantaged pupils’ progress, with rapidly narrowing gaps against national others, in P8 Overall, English, Maths, EBACC and Open elements
- Year 10 disadvantaged pupils Progress in the Open element (with the exception of the high prior attainment group).
- Year 8 disadvantaged pupils’ progress compared to national other in the EBACC and Open elements
- 2016 PPG GCSE English Language outcomes (74% 3LOP, 37% 4LOP) strong with National comparisons.  
Clear Evidence of impact made using combination of supportive strategies.
- Intervention impact of CB in English with Year 11 leavers 2015/26 (average gain = 0.61 grades)
- 1:3 Maths intervention with KH with Year 11 leavers 2015/26 (average gain = 0.3 grades)
- Improving picture with Year 10 English cohort (highlighted as an area of development in SEF last year)
- Improving picture in Year 9 Maths cohort (highlighted as an area of development in SEF last year)
- Improving attendance picture with PPG students.

#### Barriers to educational achievement of disadvantaged children and how they are addressed

Barriers	Detail	Funding
<ul style="list-style-type: none"> <li>• Poor study skills</li> <li>• Limited support from home</li> <li>• Low student engagement and motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Three High Level Teaching Assistants (Maths and English)</li> <li>• Qualified English Teacher three days a week</li> <li>• Qualified Teachers to work with targeted groups</li> <li>• Intervention coordinator</li> <li>• One to one tuition</li> <li>• Contact home</li> <li>• Targeted Parents Evenings</li> <li>• Revision Sessions</li> </ul>	£123,509
<ul style="list-style-type: none"> <li>• Poor Attendance</li> <li>• Mental health Issues</li> <li>• Challenging family circumstances</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance Officer</li> <li>• Pastoral Support Staff</li> <li>• Social Worker one day a week</li> <li>• Qualified Counsellor one day a week</li> </ul>	£51,946
<ul style="list-style-type: none"> <li>• Low income</li> </ul>	Support Free School Meal students accessing curriculum, and resources or any other specific need identified by the school	£5,000
<b>Total</b>	<b>Total</b>	<b>£180,455</b>

#### Areas of Development

- “Progress was significantly below average in at least one of EBACC or open elements or science, languages or humanities for the group disadvantaged middle” (*Ofsted Data Dashboard 2016*)
- Disadvantaged pupils’ progress in the open element for Year 11 leavers 2015/6
- Monitor and ensure that Year 11 disadvantaged pupils’ gaps with national other in each element continue to

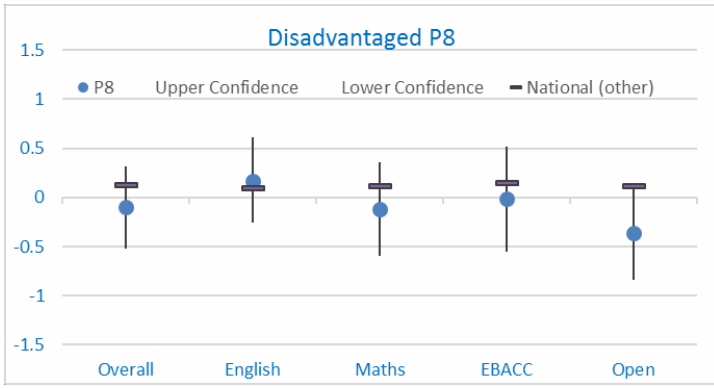
narrow (especially in English and Maths)

- Particular focus and support for low prior attainment Year 11 group in English and middle prior attainment group in Maths.
- Year 10 disadvantaged pupils' progress in English and Maths generally but with particular reference to the middle ability prior attainment group.
- Year 8 disadvantaged pupils' progress in English (especially high prior attainment) and Maths (low prior attainment)
- Review the use of PPG funded staff working in Maths to ensure that intervention has a greater impact
- Narrow progress gap between PPG and non PPG (in school variation). Particular focus on Year 11 in

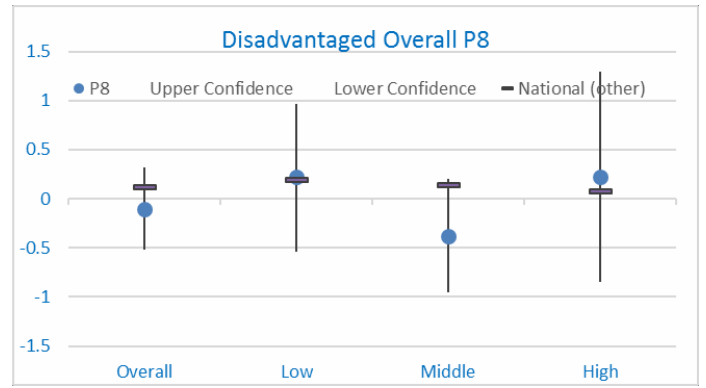
Additional Science, Humanities and PE

- Maximise the progress gains in Vocational qualifications by thorough support and effective assessment of coursework/assignment tasks. Share good practice in BTEC IT with BTEC Sport and BTEC H&S.
- Improve the support and guidance given to PPG students in relation to revision and exam preparation so there is not a dip before exam sitting.
- Improve PPG parental attendance at parents evening and review alternative forms of communication.

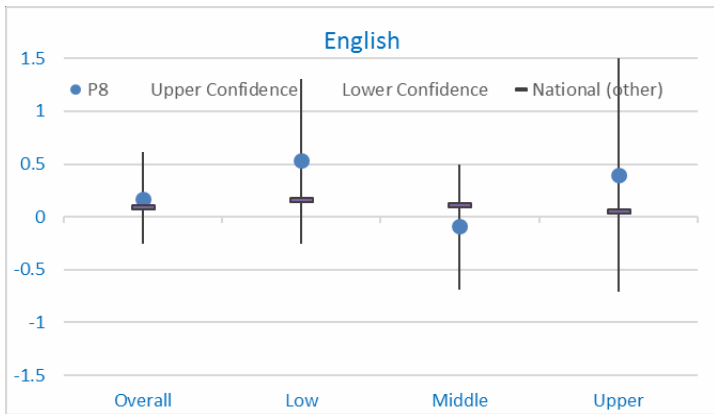
Mr P Finch  
Deputy Headteacher  
January 2017



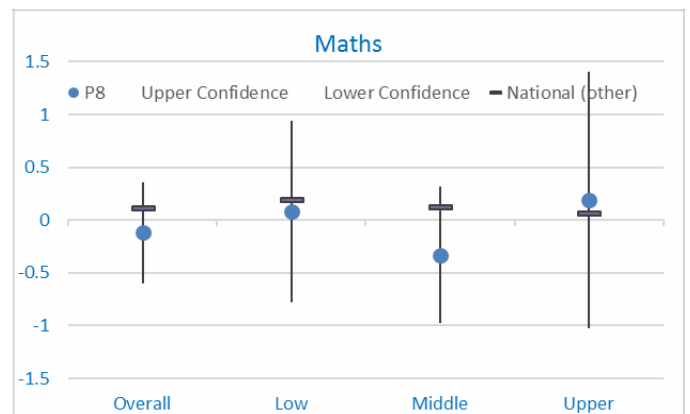
Disadvantaged P8



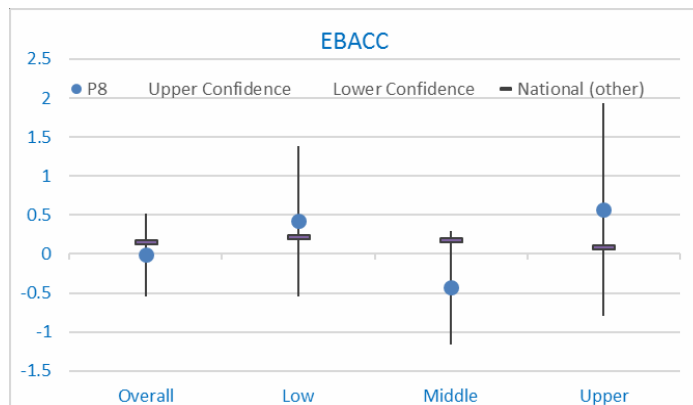
Disadvantaged Overall P8



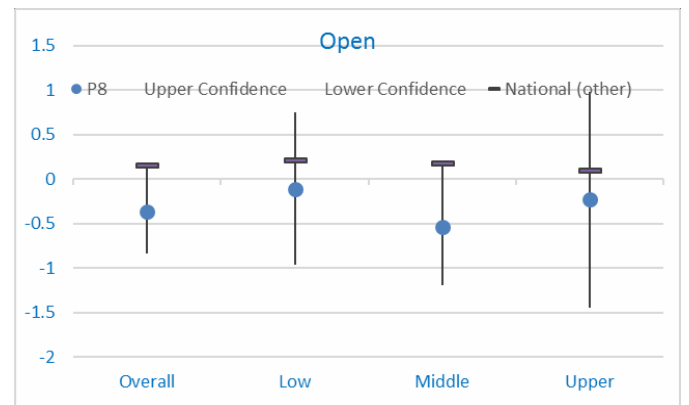
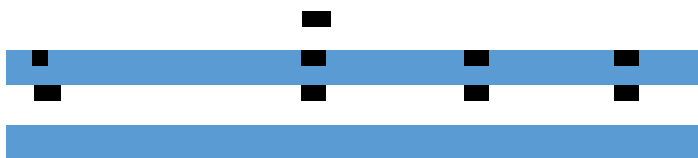
English



Maths



EBACC



Open



Intervention Average Gain - Academic Year 2015 -16  
English

Intervention	Tutor	Number of students that had this intervention	Average Gain at End of Year 2015-16
<b>Year 7</b>			
Catch-up	HPE	23	0.26
Literacy Support	JWE	17	0.17
Literacy Support	SG	13	0.27
LNL/US	JWE	3	0.1-

Year 8

Literacy Support	SG	8	0.38
Focus Group	CBR	1	0.6
LNL/US	JWE	6	0.51

Year 9

Focus Group	CBR	9	0.33
Literacy Support	SG	13	0.41

Year 10

Focus Group	CBR	28	0.21
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Year 11

Focus Group	CBR	14	0.61
Literacy Support	SG	3	0.10

**NB:**

- 1) Some students will have had a combination of these interventions and for varying times throughout the year
- 2) Focus Groups with CBR consist of small groups of students withdrawn from English lessons.
- 3) Literacy support with SG and JWE would also consist of small groups but made up exclusively of PPG students withdrawn from English lessons.
- 4) Catch-up sessions consist of small groups and would be made up of PPG and non PPG students.

Intervention Average Gain - Academic Year 2015 -16  
Maths

Intervention	Tutor	Number of students that had this intervention	Average Grade Gain at End of Year 2015-16
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Year 7

Catch-up	KH	17	0.25
Classroom Support	KAB	9	0.27

Year 8

Classroom Support	KAB	8	0.45
Morning Numeracy	KAB	6	0.36
Paired Numeracy	6th Form students	4	0.72

Year 9

Classroom Support	KAB	18	0.42
Paired Numeracy	6th Form Students	1	0.3

Year 10

Classroom Support	KAB	13	0.37
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Year 11

Focus Group	KAB	19	0.21
Focus Group	KAB/KH	2	0.15
1:1 Tuition	KH	1	0.3

**NB:**

- 1) Some students may have had a combination of intervention.
- 2) Morning numeracy takes place during registration (15 mins per session) and in small groups.
- 3) Classroom support focussed on classes with the highest proportion of PPG students.
- 4) Paired Numeracy takes place during registration (15 mins per session).