

Pupil Premium Grant

Academic Year 2017- 2018

School lead: Mark Grimsey

Funding: £134,120

Pupil information:

Qualifying pupils for pupil premium	Free school meals	Adopted from care	Children in care	Service families
Numbers involved	135	5	3	4

Spending Plan:

- Staffing costs related to additional intervention in English, maths and science
- External Organisation to run TalentEd programme
- Funding for staff in the Student Support Team
- Family support for: uniform, trips, equipment and resources, private tutoring, transport and breakfasts

Targets for this Academic Year:

- To continue to work towards narrowing the gap in achievement between disadvantaged and non-disadvantaged students
- To improve the aspirations and outcomes of high ability students
- To improve parental engagement, including attendance at parents' evenings
- To improve the attendance of disadvantaged students who are Persistent Absentees
- To support the personal development of students, particularly around mental health and resilience

Action plan:

Approach/resource	Description of support	Measuring Impact
Work towards narrowing the gap in achievement between disadvantaged and non-disadvantaged students	<ul style="list-style-type: none"> • Additional 20 hours per fortnight intervention provision each to English, maths and science departments to focus on small groups with particular weaknesses • Funded places for students to attend a school run residential revision weekend • Collapsed timetable from Easter enabling extended revision crammers for all Year 11 students • Targeted form time intervention programmes in English, maths and science 	<ul style="list-style-type: none"> • Students meeting or exceeding their targets 63.2% for non-disadvantaged and 57.6% for disadvantaged. • Non-disadvantaged APS = 5.58, disadvantaged APS = 4.09 • 60% met or exceeded their target in Eng Lang • 55% met or exceeded their target in Eng Lit

	<ul style="list-style-type: none"> • Creation of subject specialist Year 11 form groups for English, maths and science from Easter 	<ul style="list-style-type: none"> • 65% met or exceeded their target in Maths • 82% met or exceeded their target in Combined Science • All students invited and encouraged to attend. Places funded on Revision Weekend for FSM students • Year 7, 8 and 9 form time interventions run by Heads of English, maths and Science • Y11 specialist form groups run from Easter by Heads of English, maths and Science <p>Summary: There was some significant success with certain students, however, making an impact with all was a challenge due to persistence absentees.</p>
<p>To improve the aspirations and outcomes of high ability students</p>	<ul style="list-style-type: none"> • Run a TalentEd programme for selected Year 9 and Year 10 students • Programme ran for 21 weeks with 8 places for Year 9 and 8 places for Year 10 	<ul style="list-style-type: none"> • Student voice – majority of students enjoyed the programme. • Some activities not differentiated enough between year groups • Staff voice – improvements in behaviour and attitude noted <p>Summary: The programme was good and met the needs of those who attended mostly, however, the length of the course and the same</p>

		materials used for Year 9 and Year 10 has led us to implement our own “improved” version.
To improve parental engagement, including attendance at parents’ evenings	<ul style="list-style-type: none"> • Phone calls, letters, emails to parents in advance of parents’ evenings. • Non-attendance followed up by School lead. • Improved communication logging by Student Services team and other staff 	<ul style="list-style-type: none"> • Family Support Worker employed. • In regular contact with students and parents • Offering appointments at all parents’ evenings in future <p>Summary: The need to be in such regular contact with parents and students has led to the employment of a Family Support Worker who is already making a significant impact for the students.</p>
To improve the attendance of disadvantaged students who are Persistent Absentees	<ul style="list-style-type: none"> • Weekly meetings for the Student Support Team to improve coordination of information • Timetabled line management meetings for Student Support Team members • Implementation of colour coded attendance percentages on parental reports. • Parental letter appropriate to student attendance percentage sent home. 	<ul style="list-style-type: none"> • Family Support Worker now taking the lead on disadvantaged student attendance • Colour coded reports issued for attendance • Praise postcards for great attendance • Three extreme cases in Year 11 where no impact on attendance <p>Summary: The Family Support Worker is already making regular contact with parents and students to get them in to school.</p>
To support the personal development of students, particularly around	<ul style="list-style-type: none"> • Appropriate sessions on Personal Development days • TalentEd programme • Senior Mentoring 	<ul style="list-style-type: none"> • Custom activities on Year 8 Personal Development Day for disadvantaged students.

<p>mental health and resilience</p>		<ul style="list-style-type: none"> • TalentEd programme completed • Senior Leader mentoring once per month for Year 11 <p>Summary: All of these actions made a positive difference and will be continued with even greater work done on the content of the activities.</p>
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Case Studies:

Study 1

Student A, a Year 11 on Free School Meals, had Senior Mentoring on a monthly basis. She mentioned that she did not feel confident in English and would like to be in an intervention class. PP money funded additional revision guides for her. She spent time working independently as she was withdrawn from Religious Education by parental request. Checking the timetable, there was suitable English intervention on at the time of her independent study so the mentor arranged through the English Curriculum Leader to attend the intervention sessions. With target grades of 4 for both English Language and Literature, the student achieved a grade 4 in Language and a grade 5 in Literature.

Study 2

A disadvantaged student in Year 11 had poor attendance. The student lived in a different town and was highly anxious about travelling alone on public transport. Her family situation was difficult. Through discussions with the student and family, a range of measures were put in place to ensure the student attended as many days as possible in school and that she completed all her examinations. The measures involved, taxis, collection by staff, regular communication to identify where the student was staying and support with uniform. The actions here ensured the student completed all 8 qualifications and although she did not achieve her target grades, she passed all of them and this has allowed her to progress on to a college course of her choice.

Study 3

A year 9 student was in the TalentEd group. She regularly attended the after school sessions and took part fully in the discussions and activities. Staff commented on how the student's attitude towards school had changed from being very negative and troublesome in normal lessons to being much more positive with her regularly staying after school. The student enjoyed having an external tutor to discuss issues with and also commented that her achievements included "to show my thoughts on a certain topic and be more confident with my ideas to back them up"

Academic Year 2018- 2019

School lead: Mark Grimsey

Funding: £140,720

Pupil information:

Qualifying pupils for pupil premium	Free school meals	Adopted from care	Children in care	Service families
Numbers involved	137	7	9	4

Spending Plan:

- Staffing costs related to additional intervention in English, maths and science
- Additional staffing costs to run InspirEd programme
- Funding for Family Support Worker
- Family support for: uniform, lockers, trips, equipment and resources, menstrual products, challenge activities, transport and breakfasts

Targets for this Academic Year:

- To continue to work towards narrowing the gap in achievement between disadvantaged and non-disadvantaged students
- To improve the aspirations and outcomes of all ability students
- To improve parental engagement, including attendance at parents' evenings
- To improve the attendance of disadvantaged students who are Persistent Absentees
- To support the personal development of students, particularly around aspirations and resilience

Action plan:

Approach/resource	Description of support	Measuring Impact
Work towards narrowing the gap in achievement between disadvantaged and non-disadvantaged students	<ul style="list-style-type: none">• Additional 20 hours per fortnight intervention provision each to English, maths and science departments to focus on small groups with particular weaknesses• Funded places for students to attend a school run residential revision weekend• Collapsed timetable from Easter enabling extended revision crammers for all Year 11 students• Targeted form time intervention programmes in English, maths and science• Creation of subject specialist Year 11 form groups for English, maths and science from Easter	<ul style="list-style-type: none">• Analysis of student results

<p>To improve the aspirations and outcomes for all students</p>	<ul style="list-style-type: none"> • InspirEd programme to be delivered in school • Year 8 trip/event to get to know students' aspirations better • Challenge events offered to all students 	<ul style="list-style-type: none"> • Monitor student attendance at sessions • Student voice
<p>To improve parental engagement, including attendance at parents' evenings</p>	<ul style="list-style-type: none"> • Parental information pack issued to all families showing entitlement and contacts • Family Support Worker available at all parents' evenings for private discussions 	<ul style="list-style-type: none"> • Student record system analysis • Analysis of parents' evening attendance
<p>To improve the attendance of disadvantaged students who are Persistent Absentees</p>	<ul style="list-style-type: none"> • Praise postcards for good attendance • Targeted actions by Family Support Worker • Free menstrual products 	<ul style="list-style-type: none"> • Regular monthly attendance reviews • Action plans for individual students depending upon circumstances
<p>To support the personal development of students, particularly around aspirations and resilience</p>	<ul style="list-style-type: none"> • Deliver an internally developed, fully differentiated, InspirEd programme to students across all year groups. • Regular senior mentoring meetings • Daily breakfast club with the opportunity to discuss issues • Family Support Worker available in school for student and parent drop in 	<ul style="list-style-type: none"> • Monitor student attendance at sessions • Student voice • Mentoring notes • Student record system analysis