Pupil Premium Evaluation Report 2017-18

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| **Total Funding** | **Audience** | **Staff Link** | **Evaluation and Impact** | **Cost** |
| Pupil Premium Intervention  (PPI) (Subjects) | All Years (Focus on Yr 11) | Subject Leaders & ROM | Subject timetables had PPI incorporated into teacher’s timetables to provide additional support and bespoke intervention. The majority of the PPI time was directed at targeted groups and individuals across different subjects. As a result there was a +0.06 improvement in the progress of PP students (excluding outliers) compared to last year, which is an increase of 0.16 compared to national figures for disadvantaged students.  Year 11 students were targeted over the year in individual subjects. The largest impacts from P2S1 to the GCSE results being in Drama (1.25), Business Studies (0.85) and Separates (Biology 0.17, Chemistry 0.67 and Physics 0.73).  English trialled the use of Year 11 PP groups with experienced members of staff teaching the classes. The impact of this can be seen in attainment results. For example, there is a significant improvement (+10%) from 2017 in the % of PP students achieving a 9, 8 and 7. The percentage of PP students achieving a 9-5 has significantly increased from 2017 by 18% which has led to a diminution in the gap in attainment between PP and Non PP students of 5%. Furthermore, +10% more PP students achieved a 9-4 compared to 2017 and increased the percentage of PP students on MEG by 6%. Finally, as a result of the focused teaching of PP students, +10% more PP students made expected progress compared to 2016-2017.  **OVERALL**  Year 7 Pupil Premium students out performed Non Pupil Premium in 46% of the subjects. English had 72% of PP students on or above MEG compared to 66% Non PP. 70% of all subjects were within the 10% threshold.  In Year 8, 50% of all subjects were within the 10% threshold with Technology PP students on 83% on or above MEG.  In Year 9 Pupil Premium students out performed Non Pupil Premium in 21% of subjects. Separates and Creative I. media showing the largest positive differences. (Biology gap PP – 86% Non PP – 47%, Chemistry gap PP – 71% Non PP -54%, Physics gap PP - 71% Non PP – 36% and Creative Imedia gap PP – 62% Non PP 42%. Progress in History and PE between P2S1 and 3, History increased from 18% to 47% on MEG and closed the gap by 3% between PP and Non PP, Physical Education PP pupil’s progress from 17% to 33% and maintained the gap at a respectable 11.  In year 11 Pupil Premium students out performed non pupil premium in Chemistry, Creative iMedia, Dance and Drama. Students generally made significant progress from P2S1 to the GCSE exams in a variety of subjects in particular; Chemistry (33%), Physics (33%), Business Studies (30%), PE (13%) and the greatest improvement by Drama of 50% from P2S1 and P2S3.  Pupil Premium Intervention (PPI) has been responsible for a decrease in ATL (Attitude to Learning) incidents and the recording of lates into lesson. On SIMs classroom teachers record a 2, 3 or L for students who are late to lesson or their ATL is lower than expected. Whole school has seen a steady decline in incidents recorded from an average of 7.3 per student in the first half term to 4.5 in the final half term. Year 10 and 11 from January has seen the largest decrease in ATL incidents and lates falling from 10.5 to 5 for Year 10 and 9.3 to 5 for Year 11. | 170,000 |
| In Class Support and  SEND Specialist/  Anger Management | All Years | HAL | During the year 2017-2018, the SEND department used funding to appoint 4 classroom assistants to increase the support provided across the curriculum for our PP pupils with SEND.  **Number of EHCP, Enhanced Provision and SEN Support**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **EHCP** | **Enhanced Provision** | **SEN Support** | **SEN Monitoring** | **Total** | **% SEND that are PP** | | Yr 7 | 1 | 2 | 20 | 11 | 34 | 44% | | Yr 8 | 4 | 1 | 20 | 11 | 36 | 39% | | Yr 9 | 0 | 2 | 10 | 5 | 17 | 47% | | Yr 10 | 0 | 0 | 19 | 9 | 28 | 54% | | Yr 11 | 1 | 1 | 20 | 14 | 36 | 47% | | **Total** | **6** | **6** | **89** | **50** | **151** | **46%** |   See Separate SEND results overview.  **Early Morning Intervention**  Literacy and Numeracy intervention was led by the SEND classroom assistants throughout the year. 70 year 7 pupils were identified and a further 40 year 8 pupils attended two mornings a week for a block of intervention over a term.  Year 7 Reading- average progress made in 10 months for this cohort was 16 months (3.4ss)  Year 7 Numeracy- average progress made in 10 months for this cohort was 19 months (8ss)  Year 8 Reading- average progress made in 12 months for this cohort was 30 months (9ss)  Year 8 Numeracy- average progress made in 12 months for this cohort was 19 months (6ss)  **Anger Management**  J. Shaw’s work is ongoing with identified students by progress leaders. All students have had 8-12 sessions with a formal review.  In 2016-17; 20 Pupil Premium students had Fixed Term Exclusions (FTE) totalling 29 incidents resulting in 65.5 total number of days. In 2017-18 only 14 Pupil Premium students had an FTE for 20 incidents resulting in 45.5 total number of days. This indicates that PP student’s behaviour is getting better over time and the number of behavioural incidents is reducing. | 80,000  7,000 |
| Attendance | All Years | ROM/EWO | EWO working with the attendance team, targeted Pupil Premium students to improve attendance. Main strategies included surgery meetings with parents and students, Attendance Planning Meetings (APM) and penalty notice warnings. This academic year has seen 42 students involved in surgery meetings (Year 7- 4 students, Year 8- 6 students, Year 9 – 12 students, Year 10 – 12 students and Year 11 – 8 students) and 32 at APM (Year 7-5 students, Year 8 – 5 students, Year 9 – 7students, Year 10 – 9 students and Year 11 – 6 students)  From surgery meetings 18 students met their attendance targets and the file closed by the EWO and these students are now closely monitored by the school. In Year 11; 5 out the 6 students met their attendance targets after APMs and therefore the file is closed due to their improvement.  Pupil Premium attendance was 92.6% compared to 96.4% Non PP with a gap of 3.8%. A bout of illness affected all local schools in December. The average drop across the LA was 0.9% for December with Wade Deacon dropping 0.7%. The 420 PP students attendance at this time also dropped by the same percentage which was 0.7%.  Year 7 Pupil Premium students compared to last year’s Year 7 attendance have diminished the difference between PP and Non PP by 0.91%. The difference changed from -2.23% to -1.32%. The authorised absences reduced between PP and Non PP which improved by 1.07%. Year 8 has seen improvements in the gap between PP and Non PP compared to last academic year. In overall attendance there was a 0.45% reduction in the gap, unauthorised absences by O code reduced by 0.42% and reported authorised illness reduced by 0.12%. Year 10s authorised illness difference between PP and Non PP students has diminished by 0.65% and the attendance gap closed by 0.15%. | 14,000 |
| Tutor Time | All Years | Progress Leaders | Similar to PPI, tutor teams were given extra capacity to provide bespoke mentoring for Pupil Premium students. Discussions took place around Attitude to Learning (ATL) and progress in lessons, attendance and behaviour. Tutors had one to one conversations about relationships, friendships and progress, contact with parents via email or telephone calls, book checks and equipment checks.  Below is a comparison between Pupil Premium and Non Pupil premium students in regards to their achievement points, behaviour incidents and number of incidents of ATL issues.  Even though there is a slight difference between the two groups of students, the ATL for Pupil Premium students is improving. Tutor intervention has been responsible for a decrease in ATL (Attitude to Learning) incidents and the recording of lates into lesson. On SIMs classroom teachers record a 2, 3 or L for students who are late to lesson or their ATL is lower than expected. Whole school has seen a steady decline in incidents recorded from an average of 7.3 per student in the first half term to 4.5 in the final half term. From February PP student ATL incidents and lates fell by 47% across the school.  **Year 7**   |  |  |  | | --- | --- | --- | |  | Pupil Premium (54) | Non Pupil Premium (285) | | Achievement | **35** | **44** | | Behaviour | **1.9** | **1.3** | | Number ATL 2,3 or L | **24.8** | **15.3** |   Year 7 Pupil Premium students have the lowest recording of ATL incidents and late marks. From January ATL incidents have decreased by 28%. From the case studies provided a student went from 97.2% attendance to 97.5% and the progress in their subjects studied improved from 5 subjects not achieving their MEG to just 1 subject not achieving their MEG  **Year 8**   |  |  |  | | --- | --- | --- | |  | Pupil Premium (89) | Non Pupil Premium (227) | | Achievement | **33** | **42** | | Behaviour | **5** | **11** | | Number ATL 2,3 or L | **33** | **14** |   There has been a steady decline in ATL incidents for Year 8 PP students, the largest decrease was between January half term to May half term. In this time period Year 8 Pupil Premium students improved their ATL by 20%. From a case study provided, after intervention, a student improved their attendance by 2.1% and improved their progress to MEG.  **Year 9**   |  |  |  | | --- | --- | --- | |  | Pupil Premium (83) | Non Pupil Premium (236) | | Achievement | **30** | **40** | | Behaviour | **6.8** | **2.8** | | Number ATL 2,3 or L | **38.9** | **22.2** |   From February Year 9 Pupil Premium students decreased their ATL incidents from 9.6 to 6.2 per student, a positive improvement of 35%. In a case study a student, after intervention, improved their attendance from 88% in the first term to 100% in the second.  **Year 10**   |  |  |  | | --- | --- | --- | |  | Pupil Premium (99) | Non Pupil Premium (208) | | Achievement | **24** | **35** | | Behaviour | **8.8** | **2.1** | | Number ATL 2,3 or L | **48** | **20** |   Year 10 PP students’ first term ATL incidents fell from 20.7 to 12 for the final term. This is a positive improvement of 42%. In a case study a student before intervention had recorded over 100 ATL incidents and 42 behaviour points. After intervention for a full term no behaviour or ATL issues were recorded in all subjects.  **Year 11**   |  |  |  | | --- | --- | --- | |  | Pupil Premium (95) | Non Pupil Premium (208) | | Achievement | **13** | **20** | | Behaviour | **3** | **2.2** | | Number ATL 2,3 or L | **39** | **24** |   In Year 11 the differences between Pupil Premium and Non Pupils Premium Achievement, Behaviour and ATL are smaller. From the first half term ATL and late marks fell from 8.5 to 5, a positive improvement of 41%.  **Year 11 PP progress group impact**  21 Year 11 PP students were chosen for tutor mentoring after P2S2. On average the cohort raised their P8 score from -0.59 to -0.17; an improvement of 0.42. The variance to MEG improved by 1.4 grades. This intervention was led by the AVP for PP. The strategies included a separate parents evening which focussed on progress and revision techniques, one to one coaching, ensuring each student had Personal Learning Checks for each subject, revision timetable building and checking on revision clinic attendance provided by each subject area.  Awaiting further information from ROM   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Progress 8 Score P2S2 | Progress 8 P2S3 | Difference | Total Variance from MEG P2S2 | Total Variance from MEG P2S3 | Difference | | -0.33 | -0.7 | **-0.37** | -5 | -7 | **-2** | | -1.47 | -0.31 | **1.16** | -12 | -11 | **1** | | -0.69 | -0.81 | **-0.12** | -13 | -12 | **1** | | -0.48 | -1.01 | **-0.54** | -10 | -13 | **-3** | | -0.36 | -0.29 | **0.07** | -10 | -9 | **1** | | -0.2 | 0.33 | **0.53** | -11 | -8 | **3** | | -0.18 | -0.31 | **-0.13** | -11 | -11 | **0** | | -1.06 | -0.99 | **0.07** | -16 | -15 | **1** | | -1.42 | -0.08 | **1.34** | -9 | -9 | **0** | | -0.6 | -0.83 | **-0.23** | -17 | -17 | **0** | | -0.19 | 0.19 | **0.38** | -2 | -1 | **1** | | -0.12 | -0.15 | **-0.03** | -10 | -9 | **1** | | -0.32 | 1.02 | **1.34** | -3 | -2 | **1** | | -0.56 | 0.99 | **1.55** | -5 | -3 | **2** | | -0.4 | 0.27 | **0.67** | -16 | -9 | **7** | | -0.15 | 0.38 | **0.53** | -12 | -6 | **6** | | -0.88 | -0.91 | **-0.03** | -17 | -15 | **2** | | -0.31 | -0.34 | **-0.03** | -12 | -13 | **-1** | | -0.78 | 0.27 | **1.05** | -13 | -9 | **4** | | -0.95 | 0.17 | **1.12** | -7 | -6 | **1** | | -0.88 | -0.41 | **0.4** | -14 | -12 | **2** | | -0.59 | -0.17 | **0.42** | -10.8 | -9.4 | **1.4** | | 50,000 |
| Assistant Designated Teacher for CiC | CiC Pupils | WON | **Progress and Attainment: MEG comparison CiC v Non-CiC**   |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | **P2S1** | | | | **P2S2** | | | | **P2S3** | | | | |  | **Number of Students**  **CIC v Non-CIC** | **Expected Progress CIC** | **Expected Progress Non-CIC** | **Exceptional Progress CIC** | **Exceptional Progress Non-CIC** | **Expected Progress CIC** | **Expected Progress Non-CIC** | **Exceptional Progress CIC** | **Exceptional Progress Non-CIC** | **Expected Progress CIC** | **Expected Progress Non-CIC** | **Exceptional Progress CIC** | **Exceptional Progress Non-CIC** | | 7 | 5 v 338 | 58% | 68% | 42% | 58% | 61% | 71% | 46% | 64% | 60% | 75% | 45% | 69% | | 8 | 8 v 313 | 69% | 74% | 59% | 68% | 73% | 75% | 67% | 69% | 71% | 78% | 62% | 74% | | 9 | 3 v 317 | 67% | 65% | 57% | 54% | 67% | 66% | 56% | 55% | 68% | 68% | 56% | 59% | | 10 | 5 v 306 | 39% | 63% | 12% | 52% | 36% | 63% | 10% | 52% | 22% | 44% | 7% | 33% | | 11 | 3 v 302 | 42% | 54% | 15% | 37% | 35% | 51% | 23% | 34% | 31% | 56% | 15% | 40% |   **Summary**  Year 7 Expected Progress and Exceptional Progress have both increased by 2% and 3% throughout the academic year. However, the gap has increased for Expected Progress from 10% to 15% from P2S1 to P2S3. Exceptional Progress gap has increased from 16% to 24% from P2S1 to P2S3.  Year 8 Expected Progress and Exceptional Progress have both increased by 2% and 3% throughout the academic year. However, the gap has increased for Expected Progress from 5% to 7% from P2S1 to P2S3. Exceptional Progress gap has increased from 9% to 12% from P2S1 to P2S3.  Expected Progress and Exceptional Progress gaps are closest in Year 9. At P2S1 and P2S2, CIC were 2% and 1% above non-CIC for Expected Progress. CIC were 3% and 1% above non-CIC for Exceptional Progress at P2S1 and P2S2. At P2S3, Expected Progress was equal at 68% and there was a 3% gap for Exceptional Progress.  Expected Progress has increased slightly in Year 11 from P2S2; with the gap narrowing by 4% to non-CIC. Exceptional Progress in the percentage of grades across all subjects has increased by +6% from P2S1 to the GCSE results with the gap between non-CIC students diminishing by 6%. | 35,000 |
| Transport, Uniform, Resources and Trips | Various | CRI | Ensure all pupils have the same access to curriculum and chances as other pupils. This has provided uniform items and bus passes for individual students and families in times of need.  The purchase of ingredients for PP students in food technology helped to improve student progress. In Year 11 55% of PP students made exceptional progress in the GCSE. In addition, the gap between PP and non-PP students was reduced by 5%.  PP students were provided with financial support to enable them to attend Drama trips and enrichment activities. The impact can be seen in the progress made; PP students outperformed non-PP students. In addition, the percentage of PP students making exceptional progress increased by 50% from P2S1; with the attainment average improving by 1.25 from P2S1. | 4,000 |
| Alice Woodward (Counsellor) | Various | CRI | Mental health support for target groups of students. Individual feedback sheets are kept by the school counsellor and shared, if appropriate, with the safeguarding team.  **From the parents questionnaire:**  100% found the counsellor easy to talk to.  100% parents understood what the counselling was aiming to achieve.  92% parents felt included in the counselling progress  100% parents are happy with the service provided  **From the students questionnaire:**  100% found the process helpful.  On a Likert scale pupils scored 4.5 on How easy did you find it to talk to the counsellor and 5 on Did you feel your counsellor listened to you during your sessions. | 14,000 |
| Peripatetic tuition | Various | HUH | 35 PP students from Years 7 to Year 10 were given the opportunity for extra music tuition. All students made progress towards their graded exams and the students levels achieved ranged from Intermediate Beginner to Grade 5. | 5,000 |
| Revision | Year 11 | CRI | Bespoke revision delivered by staff to Year 11 students in February, Easter & May holidays.  Year 11 students were targeted over the year in individual subjects. The largest impacts from P2S1 to the GCSE results being in Drama (1.25), Business Studies (0.85) and Separates (Biology 0.17, Chemistry 0.67 and Physics 0.73).  In Year 11 pupil premium students out performed non pupil premium in Chemistry, Creative iMedia, Dance and Drama. Students generally made significant progress from P2S1 to the GCSE exams in a variety of subjects in particular; Chemistry (33%), Physics (33%), Business Studies (30%), PE (13%) and the greatest improvement by Drama of 50% from P2S1 and P2S3. | 15,000 |
| Department Capitation | Year 11 | ROM | Each department was given some additional funding to provide resources for PP students which consisted of text books, revision guides & on-line packages.  Year 11 students were targeted over the year in individual subjects. The largest impacts from P2S1 to the GCSE results being in Drama (1.25), Business Studies (0.85) and Separates (Biology 0.17, Chemistry 0.67 and Physics 0.73).  In Year 11 pupil premium students out performed non pupil premium in Chemistry, Creative iMedia, Dance and Drama. Students generally made significant progress from P2S1 to the GCSE exams in a variety of subjects in particular; Chemistry (33%), Physics (33%), Business Studies (30%), PE (13%) and the greatest improvement by Drama of 50% from P2S1 and P2S3. | 15,000 |
|  |  |  | **Total** | **409,000** |