

## Pupil Premium Impact Statement 2016-17

Desired outcome	Chosen action / approach	Who?	Estimated impact	Lessons learned (and whether we will continue with this approach)	Cost
Raising attainment of year 11 students	<b>Half term support sessions</b> (run over two days in February) organised by ADN/JC. <b>GCSE subjects</b> ran at least one, hour long session. HODs identified students to be invited to attend based on departmental tracking.	HODs	The days were largely very successful and received plenty of <b>positive feedback</b> from staff and student alike. Seventy-six students were invited to attend the two-day event. <b>Thirteen PP students</b> were invited to this and were due to attend although only five attended.	Half term support sessions were a <b>far more effective way</b> of ensuring pupils in need of catch up/revision sessions attended than lunchtime revision sessions. However, of those PP students identified as under target <b>less than 50% attended.</b>	£5000
Raising attainment of year 11 pupils	<b>Fortnightly lunchtime revision sessions</b> run by all departments. All parents emailed with timetable by HOY. <b>Registers taken is revision sessions</b> and parents notified where under target pupils fail to attend.	All staff	Attendance to lunchtime revision sessions <b>was generally higher</b> compared to 2015-16. However, attendance across subjects was not consistent.	Ensuring <i>under target</i> PP students attend these sessions <b>continues to be a struggle</b> , hence the introduction of the half term support sessions. HODs emailing home and chasing up registers was <b>not consistent</b> across the school.	£1300

Raising attainment of KS4 students	<b>Mentors</b> (including utilising all members of SLT) were given to <b>any student below target in six GCSE subjects</b> . Pupil Premium students <b>given priority</b> in terms of available/suitable staff.	ADN/JC and mentors (staff)	More <b>support</b> in school and students are made <b>more aware and more accountable</b> for their progress.	Mentoring needs to <b>start earlier</b> in year 10 in order to build stronger relationships by the time of year 11. Effectiveness of mentors is always dependant on the pool of available/willing staff.	n/a
Coordinated whole school approach to PP strategy and spending.	<b>New position on SLT</b> created in January 2017 - Assistant Headteacher for Key Groups (MK appointed) to begin in September 2017. <b>Oversight of PP students is part of job description.</b>	MK	n/a	The <b>general profile</b> of the <b>progress of Key Groups needs to continue to be raised</b> across the school and this will also be a part of the 2017-19 SIP.	£27,000 (starting from Sep 2017)
All students (whatever their parental income) are able to experience the full range of enrichment activities.	Subsidised visits and trips.	HF	<b>Equality of opportunity</b> for all.	Ongoing. Will <b>continue</b> this approach.	£8500
All students have access to support/IT/ a suitable environment so as to complete homework.	<b>Homework club</b> (in the LRC) – run from 16.00 - 18.00 <b>every Monday to Thursday</b> supervised by a member of staff.	VK/MT	Decreased issues with homework. However, not <b>particularly well attended</b> (average of about 10-15 students on a daily basis).	Strategies to be considered next year to further encourage/target specific students to attend. This is a difficult issue though due to issues with travelling home.	£3800

All students have access to resources	KS5 PP students <b>offered photocopies</b> of textbooks (or spare/donated copies) where necessary. KS4 PP students <b>offered subject revision guides</b> where necessary.	HODs	All pupils have access to resources.	Will continue this approach on a departmental basis. This is not something which occurs very often.	£200
Raising attainment at GCSE Maths	All year 11 GCSE Maths students are offered the chance to purchase <b>"Mathswatch" (DVD) as a learning aid</b> to supplement revision. Thirty-nine DVDs were given to disadvantaged students.	CC	The resource includes <b>hundreds of learning clips</b> ordered by topic and/or level. All pupils had access to this.	Lots of positive feedback regarding the resource from teachers and students. <b>Worth repeating</b> next year for new cohorts.	£185
Increased participation in PE activities both in/out of lesson	Support with kit. Four PP students <b>were provided with free kit</b> from September 2016.	PK	<b>Decreased issues</b> with kit and engagement.	Worth <b>repeating</b> . There is <b>no cost</b> to this as the kit was taken from unclaimed lost property from previous years.	n/a
All students have access to specialist equipment	Art and Design students generally need to purchase their own sketchbooks and some <b>specialist materials</b> . These were <b>made available to PP students</b> without cost if needed.	EL	Allowed <b>all students</b> to access necessary (Specialist) materials. Materials were provided to two GCSE students this year.	Not all PP students needed this but it was <b>available to them if needed</b> .	£50

Raising attainment of KS3 students	Introduction of <b>academic reports</b> (paper) which pupils have to submit to all teachers every day to <b>comment on progress and is reviewed by HOY</b> . Students who were reported to be "X" amount of subjects <i>under target</i> (depending on year group) are placed on this report and would run <b>under supervision of HOY</b> for a set amount of weeks.	HOY	Numbers of <b>KS3 pupils below target decreased overall</b> but not in every case. This process allows for more scrutiny of individual students and <b>further interventions</b> where necessary e.g. IBPs	<b>System is effective</b> but a number of teacher's feedback to HOY that it did not always make a difference. Next year <b>group mentoring sessions</b> will be attempted looking to create an award/prize for improvement in academic achievement.	n/a
Parental support/engagement in raising attainment of year 11 students	<b>Parent Intervention Evening</b> for parents of any student <i>under target</i> in five or more subjects. The session focused on <b>supporting students with revision</b> and providing <b>information about resources</b> .	ADN	<b>Ten parents attended in total</b> – two of which were parents of Pupil Premium students. <b>Excellent feedback</b> from parents. Parents have more information at their disposal to support struggling children at GCSE.	Will be <b>run again</b> next year.	£200
Provide additional (pastoral) support and all vulnerable students	Range of <b>care given</b> through the role of the <b>Pastoral Managers</b> . This will involve <b>one to one</b> mentoring and support, informing tutors, teachers and parents and where necessary involving outside agencies.	PMs	PM's are <b>not subject teachers</b> and therefore can devote their time <i>fully</i> to pastoral support. Students therefore have an extra source of pastoral support and <b>feel supported</b> .	Role of PMs continue to be an <b>integral and essential part</b> of support for PP students. Accurate records of conversations, actions and interventions are crucial.	£35,000

				CS's role from 2017 will focus <b>more exclusively on attendance.</b>	
PP attendance to be above 95%	Every Assessment Data Collection (run every half term by data manager) includes individual pupil attendance and <b>any pupil below 90% is flagged up to HOYs/PMs/JC.</b> In addition there are <b>weekly automated reports</b> that are sent to HOYs/PMs/JC on attendance <b>including PP students.</b>	LL	Ensures that up to date information is <b>regularly available</b> to relevant staff and is used to <b>initiate appropriate interventions</b> including letters home and meetings with parents. Overall PP attendance (2016-17) = <b>93.2%</b> (this increased from <b>89.98%</b> in 2015-16). Percentage Gap from "ALL" and "PP" attendance (2016-17) = <b>-0.81%</b> (this decreased from <b>-1.13%</b> in 2015-16).	This will continue next year although MK will need to be included in this process to <b>focus on attendance of PP students.</b> Raising attendance will also be a key part of the 2017-19 SIP with a view to <b>increase attendance of all pupils to 96%</b>	£15,000
Admin support regarding attendance	LL <b>collates and provides data collection</b> for JC/HOY and PMs. LW's <b>daily role</b> is to log pupil's attendance who are absent and chase parents <b>with an immediate email or phone call</b> on the same day if they have <b>failed to contact</b> the absence line.	LW	This process <b>allows HOYs/PMs to track relevant students</b> who appear on their attendance watch list. This system ensures <b>up-to-date information</b> re attendance. Overall PP attendance (2016-17) = <b>93.2%</b> (this increased from <b>89.98%</b> in 2015-16).	There will be a new Attendance Policy for 2017-18 with a view to making the current policy even more robust (JC). Role of the <b>pastoral manager (CS) to be readdressed</b> for next year to focus more explicitly on raising <b>attendance.</b>	n/a

			Percentage Gap from "ALL" and "PP" attendance (2016-17) = <b>-0.81%</b> (this decreased from <b>-1.13%</b> in 2015-16.		
Raising attendance of long term absentee students.	Utilising <b>Education Liaison Officer</b> (local authority) to support students with <b>long term absentee issues</b> . Additional hours (of telephone advice) purchased where necessary.	PM (CS)	Offered <b>advice and guidance</b> to CS in <b>supporting one PP student</b> in KS4. This led to a range of <b>further interventions</b> including meetings with outside professionals, social workers and counsellors. <b>Attendance improved</b> from 50.3% (2015-16) to 60.9% (2016-17) of this particular student.	Will be utilised <b>if/where necessary</b> in future years.	£800
All students have correct uniform for school	Continue to <b>provide uniform</b> to PP students where appropriate.	HF	All students <b>have access</b> to full school uniform (including PE)	Will <b>continue</b> as appropriate. There is always extra uniform from lost property to provide for any PP students who needs it.	n/a
Raising attainment in literacy	<b>Literacy Support</b> run by SEND department for 25 minutes once a week (one day a week per year group during registration period). Students selected based on KS2 data (for year 7) September testing, CAT scores in addition to KS3/KS4 report windows.	LT/HLTA/LSAs	Small groups of <b>12-14 students</b> have enabled sessions to be run effectively. <b>Progress of students tracked</b> each half term (report window) and tracked by LT. <b>Two PP students</b> in years 7-9 received literacy support.	<b>Expanding the intervention</b> to Year 11 as well as KS3 was successful. <b>This will be repeated next year</b> . No intervention 2016-2017 for year 10 as the school wide focus was Year 11 underachievers. There was no capacity to	£3500

	Subject teacher/HOY referral to groups throughout year.		<b>One PP student</b> in year 11 received literacy support.	include Year 10s. <b>This will be reviewed in September 2017.</b>	
Raising attainment in numeracy	<b>Numeracy Support</b> run by SEND department for 25 minutes once a week (one day a week per year group). Students selected based on KS2 data (for year 7) CAT scores in addition to KS3/KS4 report windows. Subject teacher/HOY referral to groups throughout year.	LT/HLTA/LSAs	Small groups of <b>12-14 students</b> have enabled sessions to be run effectively. <b>Progress of students tracked</b> each half term (report window) and tracked by LT. <b>Two PP students</b> in years 7-9 received numeracy support. <b>One PP student</b> in year 11 received numeracy support.	<b>Expanding the intervention</b> to Year 11 as well as KS3 was successful. <b>This will be repeated next year.</b> No intervention 2016-2017 for year 10 as the school wide focus was Year 11 underachievers. There was no capacity to include Year 10s. <b>This will be reviewed in September 2017.</b>	£3500
Improving behaviour standards of all students	<b>Behaviour Support Programme</b> run by SEND department for a period of 6 weeks. This focused on a <b>range of different aspects</b> of behaviour e.g. volume control, anger management. <b>Students monitored after intervention</b> and receive <b>additional support sessions</b> as appropriate.	LT/HLTA	<b>Clear targets</b> set for students to <b>manage/improve</b> behaviour. Fortnightly meetings with LT/PMs/HOY to discuss progress of students and potential <b>further sanctions/interventions.</b>	<b>Feedback and monitoring of progress</b> of students needs to be more structured. Fortnightly meetings with HOYs and PMs informative but time consuming. Consider meeting as a key stage? <b>This year focused largely on year 8.</b> This needs to be more spread out across year groups. Resource/time implications.	£3000

Catch up funding	Ten <b>group sessions</b> for year 7 pupils who failed to achieve a level 4 in English and/or Maths at KS2	LT	<b>Small groups</b> enabled sessions to be effective and meaningful. Baseline tests run at the start of the programme allowed progress to be tracked/monitored throughout.	Funding for 2016/17 has <b>not yet been allocated</b> . This intervention is worth repeating but needs a <b>suitable member of staff</b> to run it. Larger group tuition more cost effective, easier to manage and organise than individual 1:1 tutors.	n/a (funded separately)
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**TOTAL COST = £80,035**