

## **Pupil Premium Report 2017 – 2018**

## **The Pupil Premium**

The pupil premium was introduced in April 2011 and gives schools extra funding to raise the attainment of disadvantaged pupils from reception to year 11. The school is required to report annually on the spending of pupil premium funding and on its impact.

In the financial year 2017 - 2018 the school received £176,200 of pupil premium funding.

## **Governance of Pupil Premium Spending**

The governing body is responsible for approving the arrangements for the use of the pupil premium and for monitoring the impact of that spending.

In this school the Resources and Personnel committee monitors pupil premium income and spending as part of its financial oversight role. The school's annual Pupil Premium Plan is approved by the Learning and Pastoral committee. This committee also receives reports on the impact of the Pupil Premium Plan and approves this annual report on Pupil Premium spending and its impact.

Governors have chosen to measure impact by tracking:

### **Prior attainment**

KS2 PA

### **Achievement**

Attainment 8

Progress 8

Basics 9-5 English and maths

Basics 9-4 English and maths

### **Curriculum**

Entering triple science

Entering MFL

Entering the full English Baccalaureate

### **Attendance**

Attendance

Persistent absence (90%)

### **Destinations**

Students sustaining post 16 education, employment or training

## **Technical note on the data used**

Analysis of data in this school is complicated by the school's enhanced resource status. The school was created in 2003 by the merger of the local comprehensive school with the local area special school. The school's 36 place enhanced resource, teaching an independent and non-GCSE curriculum, caters for students with a level of need more typical of a special school. Students are placed by local authorities in our enhanced resource, it is named on their EHCPs specifically so that they can have access to this specialist non-GCSE curriculum.

The school's data is therefore difficult to interpret, as results include both the enhanced resource and mainstream cohort. When looking at students eligible for the pupil premium the picture is further complicated because a high percentage of the enhanced resource cohort are eligible for pupil premium.

Of the twelve year 11 enhanced resource students in the 2018 cohort, five students were eligible for pupil premium.

To give a transparent picture of the achievement of students two datasets are presented: all students' data and mainstream students' data without the ERS students.

Where comparative data is used it comes from the 2018 SISRA data collaboration exercise.

## Summary of impact

### What the data tells us:

- Students eligible for the pupil premium join our school from primary schools with much lower average attainment than other students (the average KS2 fine score was 4.21 rather than 4.83 for other students for the 2018 year 11 cohort).
- Headline outcomes for students eligible for the pupil premium have been disappointing in 2017 and 2018 and progress clearly needs to improve (see below). These headlines however conceal a more complex picture. Enhanced resource students studying a non-GCSE curriculum significantly skew the data. The school's inclusive policy of holding onto some very difficult students for welfare and safeguarding reasons also impacts on the data. In the 2018 examination cohort over one third of our students eligible for the pupil premium made better individual progress than would be expected from all students nationally. These students include many for whom our intervention and support programmes had proved critical factors on their success.
- Progression figures to post 16 education for students eligible for the pupil premium remain strong.

The school reviewed its approach to pupil premium in the light of disappointing 2017 results and the data suggests that these changes have had a significant impact:

- A policy of supporting more aspirational option choices for students eligible for the pupil premium has had a significant effect on triple science uptake by the cohort. In MFL and consequently the full English Baccalaureate the impact has been smaller but remains evident.
- Attainment 8 is improving for the eligible cohort, it is close to national for 2018 (for our mainstream students) and is predicted to exceed the national in 2019. Predictions for outcomes in 2017 and 2018 were accurate so these forecasts should be reliable.
- The progress gap as measured by progress has closed significantly between 2017 and 2018 for the mainstream cohort. The 2019 data predicts that the progress of pupils eligible for the pupil premium will be in line with that of other students.
- The basics measures (9 to 4 and 9 to 5) show our students close to or matching the comparable national figures for the cohort. 2019 data suggests a significant improvement with the cohort coming close to closing the gap on the outcome for all students.
- Attendance data shows the impact of a more assertive approach by the school with gaps closing significantly for both overall attendance and persistent absence.

## What worked well?

- A shift made in 2017 to focus more heavily on classroom practice and its impact on students eligible for the pupil premium is having an impact. In line with national research findings we believe that investment in high quality teaching and quality feedback for students has had the biggest impact in improving the achievement of students eligible for the pupil premium.
- Investment in data tracking, both in improved systems and in leadership capacity has had great benefits both for tracking and intervention and for governance, our governors are now much better informed than they have been in the past.
- Our Saturday School continues to receive superb feedback from students and their parents and appears to have boosted the motivation and confidence of the cohort who took part, year 11 cohorts now coming through the school took part in the Saturday School in year 8 and have had the chance to work as Saturday School leaders in year 9, it is possible that the step change seen in the 2019 data can be attributed in part to this initiative.
- Our Student Support Centre provision has allowed us to keep some students in school who otherwise would have been unlikely to complete year 11 for external reasons. This provision has now closed and has been replaced with “The Learning Centre”, early indications suggest that this will have even more impact on the young people it works with.
- The counselling service has received very positive feedback from parents and students and allowed some students to engage with school better.
- Additional careers support for the pupil premium cohort and “seeding” of key pupil premium students into some “raising aspirations” trips, to Oxford and Cambridge Universities for example, has had a very positive impact on these students. The school’s Post 16 week and its impact on students, including those eligible for the pupil premium appears to be very successful in improving post 16 progression opportunities for these young people.
- One to one and small group tuition in English and maths has had a direct impact on improving outcomes for some students eligible for the pupil premium.
- A more assertive approach to attendance, with a focus on students eligible for the pupil premium has had a significant impact.
- Additional support and challenge around the options process has improved triple science entries significantly for students eligible for the pupil premium.
- The significant efforts of pastoral and teaching staff to go well beyond “the extra mile” allowed us to get some students from exceptionally difficult backgrounds to the end of year 11 safely and to manage a move into post 16 education even when these students were not successful at GCSE.
- Students eligible for pupil premium, with moderate to severe SEND, working in our enhanced resource all overcame very significant difficulties to leave with a suite of entry level qualifications and vastly enhanced confidence, communication skills and life skills. All progressed successfully to post 16 education.
- The school’s systems leadership work with the Peak 11 federation continues to provide valuable professional development for staff around the pupil premium issue.

### **What needs to be improved?**

- Clearly progress for the 2018 cohort of students eligible for the pupil premium is still not good enough. The focus on classroom practice supported by EEF research and the work of Professor John Hattie continues and 2019 internal data would suggest that it is now having an impact.
- The school's Student Support Centre provision worked well but perhaps needed to be refocussed on challenge, rather than "support". The closure of this facility and its replacement with The Learning Centre with a more rigorous curriculum and more input from specialist qualified teachers should improve outcomes.
- The school's longstanding dedicated support services for Looked after Children have been discontinued and merged into the main pastoral system of the school with an assistant headteacher taking on the role of teacher responsible for LAC. This again, aims to rebalance challenge and support, and to avoid issues of attachment that were occurring with the former arrangements.
- Intervention tutor groups have mixed success and are being kept under review with no new groups being created in 2018 – 2019.
- Despite the significant efforts of pastoral and teaching staff improving the engagement of a minority of families with the school continues to be difficult.
- Mentoring programmes for students eligible for the pupil premium had variable impact.
- The quality of the Attachment Aware School training provided by an external body brokered through the local authority was poor and had limited impact.

The data: prior attainment and achievement

	2017		2018		2019 current		2018 national
	all	mainstream	all	mainstream	all	mainstream	
<b>KS2 PA</b>							
all	4.73	4.83	4.74	4.87	4.83	4.92	4.75
other	4.80	4.86	4.83	4.92	4.92	4.97	4.85
disadvantaged	4.27	4.59	4.21	4.57	4.45	4.68	4.53
gap	-0.53	-0.27	-0.62	-0.35	-0.47	-0.29	-0.32
<b>Attainment 8</b>							
all	47.97	49.62	47.80	50.55	47.96	50.31	46.55
other	50.31	51.45	51.03	52.72	50.23	51.49	49.89
disadvantaged	30.84	34.68	29.81	36.29	38.49	44.77	38.54
gap	-19.47	-16.77	-21.22	-16.43	-11.74	-6.72	-11.35
<b>Progress 8</b>							
all	0.09	0.14	-0.02	0.08	-0.02	0.06	0.00
other	0.23	0.27	0.13	0.19	0.01	0.06	0.11
disadvantaged	-0.96	-0.93	-0.86	-0.68	-0.17	0.05	-0.38
gap	-1.19	-1.20	-0.99	-0.87	-0.18	-0.01	-0.49
<b>9-5 Eng and maths</b>							
all	43.7	45.3	48.9	51.7	47.5	50.0	42.2
other	47.4	48.5	53.8	55.6	50.7	52.1	49.0
disadvantaged	16.7	19.0	21.4	26.1	34.3	40.0	26.0
gap	-30.70	-29.50	-32.40	-29.50	-16.40	-12.10	-23.00
<b>9-4 Eng and maths</b>							
all	70.9	73.4	70.7	74.7	69.1	72.7	64.0
other	76.0	77.8	76.9	79.5	71.9	73.9	71.3
disadvantaged	33.3	38.1	35.7	43.5	57.1	66.7	46.7
gap	-42.70	-39.70	-41.20	-36.00	-14.80	-7.20	-24.60

The data: subject entries

	2017		2018		2019 current		2018 national
	all	mainstream	all	mainstream	all	mainstream	
<b>Entered 3 x science</b>							
all	39.7	41.1	37.5	39.7	54.7	57.6	25.8
other	44.0	45.0	43.6	45.0	56.8	58.5	30.0
disadvantaged	8.3	9.5	3.6	4.3	45.7	53.3	15.8
gap	-35.70	-35.50	-40.00	-40.70	-11.10	-5.20	-14.20
<b>Entered MFL</b>							
all	34.7	35.9	28.8	30.5	33.1	34.9	44.1
other	37.1	38.0	32.7	33.8	37.0	38.0	48.3
disadvantaged	16.7	19.0	7.1	8.7	17.1	20.0	33.8
gap	-20.40	-19.00	-25.60	-25.10	-19.90	-18.00	-14.50
<b>Entered E.Bacc</b>							
all	31.2	32.3	23.9	25.3	24.9	26.2	36.7
other	33.1	33.9	26.9	27.8	28.1	28.9	40.9
disadvantaged	16.7	19.0	7.1	8.7	11.4	13.3	26.7
gap	-16.40	-14.90	-19.80	-19.10	-16.70	-15.60	-14.20



The data: attendance and progression

	2016-2017	2017-2018	current	2018 national
	all	all	all	
<b>Attendance</b>				
all	95.60	95.69	96.37	94.60
disadvantaged	92.50	93.10	95.05	92.20
gap	-3.10	-2.59	-1.32	
<b>% persistent absence &lt;95%</b>				
all	10.50	9.70		13.60
disadvantaged	23.60	20.80		23.50
gap	13.10	11.10		
<b>Progression: sustaining post 16</b>	<b>2014 leavers</b>	<b>2015 leavers</b>	<b>2016 leavers</b>	<b>2016 national</b>
DfE data	all	all	all	
all	98	97	96	94
disadvantaged	94	91	89	n/a
gap	-4.00	-6.00	-7.00	

## Spending 2017-2018

		Total Cost	% Charged to PP	Budget Sept - August	Actual Sept- August
1	Promoting excellent teaching & learning	£8,706	100	£8,706	£7,334
2	Provision for looked after children	£31,065	100	£31,065	£31,446
3	1:1 tuition for all looked after children in English and Maths	£5,054	100	£5,054	£4,707
4	1:1 tuition for pupil premium students in English and Maths	£5,054	100	£5,054	£4,707
5	Interventions in Maths and Science	£11,097	80	£8,958	£9,051
6	Provision of additional support services in school (counselling)	£31,095	35	£10,883	£11,187
7	Student Support Centre provision	£125,534	20	£25,588	£28,230
8	Targeted Careers Advice and Guidance aimed at students eligible for the pupil premium	£6,009	48	£2,889	£4,662
9	Increasing parental engagement with school: additional Pastoral Leader hours	£538	100	£538	£320
10	Improving the attendance of students eligible for the pupil premium	£4,355	100	£4,355	£3,593
11	Attachment Aware School - training and INSET day	£3,150	100	£3,150	£4,150
12	Removing financial barriers to engagement	£9,000	100	£9,000	£6,908
13	Sharing best practice and supporting other schools: work with the Peak 11 Federation	£1,408	100	£1,408	£1,603
14	Intervention tutor groups	£5,600	67	£3,751	£3,387
15	Additional management salary costs, tracking software costs.	£79,417	28	£22,328	£26,035
16	Supporting students: mentoring programmes	£15,487	100	£15,487	£14,580
17	Raising aspirations: Post 16 week work with students eligible for the pupil premium	£1,942	100	£1,942	£1,726
18	Summer Term "Saturday School" for KS3 students.	£12,000	100	£12,000	£9,784
19	Supporting homework and exam preparation: Period 6 provision	£4,957	25	£1,239	£1,263
20	Residential revision visit with outdoor education experience for KS4 students	£5,000	50	£2,500	£2,280
	<b>Total spending</b>	<b>£366,467</b>		<b>£175,895</b>	<b>£176,953</b>
	Total pupil premium income			£176,200	£157,223
	<b>Variance</b>			£305	