



## 2018-19 expenditure: A breakdown of Pupil Premium spending

2018-19 Pupil Premium funding allocation: £252,415

### Pupil Premium General Academic Data Summary 2018-19

Year	No. of PP at end of year	Percentage of cohort	A8 average grade for PP	A8 average grade for non-PP	A8 average Gap	P8 Score for PP	P8 Score for non-PP	P8 Gap
7	64	44	1.76	2.26	-0.5			
8	53	33	2.27	2.58	-0.31			
9	43	33	3.58	4.47	-0.89	-0.51	-0.27	-0.24
10	51	38	3.61	4.43	-0.82	-0.62	-0.07	-0.55
11	48	31	2.98	4.01	-1.03	-1.1	-0.37	-0.73

In basic terms, A8 looks at attainment in a student's best 8 subjects and P8 looks at progress.

A progress score of 0 means that pupil premium students, on average, across their subjects are achieving their target grades. A positive score means they are doing better (1 = a whole grade, so a score of +0.2 means this is 0.2 of a grade better than target). The same applies to a negative score (-0.4 would mean they are doing 0.4 of a grade worse than target grade).

Our Key Stage 3 is currently classed as Year 7 and 8 with the grades predicted for the end of that particular year. Our Key Stage 4 is currently Year 9, 10 and 11 with the grades predicted for the end of Year 11.

Although year 11 students have a negative progress score of -1.1 and the gap between Pupil Premium students and the rest of the whole cohort is outside the National Average (around 0.5 difference), it is improving over time. This is evidence that the strategies are taking effect and having good impact just not at the speed we would like.

A breakdown of spending is as follows:

Targeted Pupil Premium initiative, strategy or resource	Cost (rounded)	Impact of spending
<p>1. Staff salaries and training (see list below)</p> <ul style="list-style-type: none"> <li>• Proportion of Attendance and Safeguarding staff</li> <li>• Proportion of Pastoral Support staff</li> <li>• Proportion of Learning Mentors</li> <li>• Ed Psych support for PP students</li> </ul>	<p><b>£212,415</b></p>	<p>Our support staff has worked with a number of Disadvantaged students throughout the year. These staff include Pastoral staff, a Welfare team, a Safeguarding team, an SEN department, a Behaviour team and an Attendance team all of which help to ensure Disadvantaged students have accessed support to try remove barriers to their learning.</p> <p>Below is a breakdown of students accessing our behaviour provision:</p> <p><b><u>Term 1</u></b>            Periods spent working with our Behaviour team by Disadvantaged students = 1,460 (292 Full Days)</p> <p><b><u>Term 2</u></b>            Periods spent working with our Behaviour team by Disadvantaged students = 890 (178 Full Days)</p> <p><b><u>Term 3</u></b>            Periods spent working with our Behaviour team by Disadvantaged students = 460 (20 Full Days &amp; 120 Half Days)</p> <p><b><u>Year Totals</u></b>            Total sessions across the year for all students = 7,862            Total PP sessions = 5,124 (65.1%)</p> <p>This data shows a reduction in the behavioural support needed by Disadvantaged students across the year but we are constantly evaluating and adapting our provision to meet the needs of our students.</p> <p>The Counseling impact report document is available on this section of the school's website.</p> <p>Our learning mentors provided support to children who were PP but also on the SEN register. Withdrawal occurred for students with EHCPs and those who required SEN support. The impact on year 11 progress across the year with these requirements was +0.47 and +0.29 respectively.</p>

<p>2. Intervention projects</p> <ul style="list-style-type: none"> <li>• Allocation for departments to bid for funding to provide targeted interventions.</li> </ul>	<p><b>£27,000</b></p>	<p>Bids were approved and interventions run in all subject areas covering a variety of strategies including:</p> <ul style="list-style-type: none"> <li>• Creating professional and comprehensive revision materials.</li> <li>• Workshops led by guest speaker including Chief Examiners and other experts.</li> <li>• Resources to help with organization.</li> <li>• Breakfast Club/Intervention sessions with incentives.</li> <li>• Incentives rewarding good attendance.</li> <li>• Equipment and other materials.</li> <li>• Magazine subscription to develop cultural capital.</li> </ul> <p>These strategies have been mainly focusing on Year 11 which is something we aim to put further down the school next year. All years get the resources gap filled as standard.</p> <p>The impact on Year 11 from when these strategies came in was an improvement of 0.34 on average Attainment 8 grade and 0.38 in Progress 8.</p>
<p>3. Learning Resources</p> <ul style="list-style-type: none"> <li>• Key Stage 4 revision guides</li> <li>• Accelerated Reader</li> <li>• Learning Software</li> <li>• Teaching and Learning subscriptions and memberships e.g. PiXL club membership</li> </ul>	<p><b>£6,000</b></p>	<p>Revision guides were provided to all PP students, free of charge the help them prepare for exams.</p> <p>Accelerated Reader is run with Year 7 and 8 students and the data is as follows:</p> <p><b>Year 7 PP reading age summary</b></p> <p>The average age of Year 7 PP child in September 2018 was 10 years 3 months, and the average age in April 2019 was 10 years 6 months. For this cohort their latest tests give them an average reading age of 10 years 11 months - an increase of 5 months from April and +8 months over Year 7.</p> <p><b>Year 8 PP reading age summary</b></p> <p>The average reading age of year 8 PP child at the start of Accelerated Reader in Year 7 was 10 years 6 months. When these students finished at the end of Year 8 it was 11 years 1 month; showing an increase of +7 months across the programme.</p> <p>This would indicate that the programme has been more successful with year 7 than with year 8. However, the improvement in both years makes them more able to access the curriculum.</p> <p>Membership of other organisations and software such as PiXL including use of various Apps and programs like Mathsbox gave invaluable T&amp;L resources to contribute to raising the outcomes of PP students across subjects.</p>

<p>4.Educational Visits &amp; flexible budget</p> <ul style="list-style-type: none"><li>• All year's access discount for trips</li><li>• Accessible based on individual need for all years, such as exam re-sits, music lesson subsidies, barriers to learning</li></ul>	<p><b>£7,000</b></p>	<p>Every student was allocated £200 to help subsidise any trips or enrichment opportunities. During the year, 121 disadvantaged students have used this budget at least once and student voice has been positive and they have been grateful. This, therefore, has a positive effect on their attitudes to learning within these subject areas.</p> <p>The actual money spent here was £9300 and other cost centres in the school budget were used.</p>
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