



## 2015-16 expenditure:

# A break-down of Pupil Premium spending and impact

2015-16 Pupil Premium funding allocation: £227,170

Carried forward from 2014-15: £45,000

### Pupil Premium General Academic Data Summary 2015-16

Year	No at end of year	Average target level	Average level achieved
7	59	5C	4A
8	54	5C	5B
9	44	6C	5A
10	45	(Progress 8 Target) 0.00	(Progress 8 Score) 0.25
11	54	(Progress 8 Target) 0.00	(Progress 8 Score) -0.03

For years 8 and 10, students, on average, eligible for the pupil premium funding are exceeding targets.

For years 7, 9 and 11 students, on average, for the pupil premium funding are closely in line with targets.

Targeted Pupil Premium initiative, strategy or resource	Cost (rounded)	Impact of spending
1. Staff salaries and training (see list below) <ul style="list-style-type: none"> <li>English Learning Mentor</li> <li>Proportion of Pastoral staff</li> <li>Pupil Premium Coordinator</li> <li>Proportion of Learning Mentors (previously Learning Support Assistants)</li> <li>School Councillor</li> </ul>	<b>£181,170</b>	English Learning Mentor <i>Our English Learning Mentor has enabled support to be given to many of our eligible Pupil Premium students across Key Stage 4. Data indicate that the 2016 summer results show 73% of PP students achieved 3LOP in English, compared to 66% in 2015. The national average in 2015 was 58% so the school has exceeded this significantly.</i>  Proportion of Pastoral Worker staff <i>Our Pastoral team worked a number of PP students throughout the year to ensure they accessed support for their behavioural difficulties. During the year 11393 behavioural support sessions</i>

		<p><i>occurred with PP students, translating into positive outcomes throughout the school.</i></p> <p><i>Attendance was a key factor where funding was placed for a part-time Family Support Worker. Attendance for PP students improved slightly in the Autumn Term, but decreased once the Family Support Worker resigned in the Spring Term to 87%. Therefore, we have made a permanent full time appointment for 2016-17.</i></p> <p><b>Pupil Premium Coordinator</b> <i>Our PP co-ordinator worked over the year to allocate funding to the right sources, monitored impact and delivered training to staff.</i></p> <p><b>Proportion of Learning Mentors (previously Learning Support Assistants)</b> <i>Our learning mentors provided support to children who were PP but also on the SEN register. Withdrawal occurred for students with a statement and who required SEN support. The impact was considerable for year 11 with statemented children scoring +0.75 for Progress 8. Those with SEN Support broadly achieved in line with average, with a Progress 8 score of -0.05.</i></p> <p><b>School Councillor</b> <i>See separate councillor report.</i></p>
<p>2.Chromebook provision (proportion)</p> <ul style="list-style-type: none"> <li>• Whole School initiative to improve access to technology as a teaching and learning tool.</li> <li>• Year 10s and Year 12s are all loaned a Chromebook for use over the full academic year.</li> </ul>	<p><b>£5500</b></p>	<p><i>Students in years 10 and 12 were provided with Chromebooks to support learning.</i></p> <p><i>Positive student and staff voice was taken for Chromebook learning.</i></p> <p><i>Year 10 Progress 8 for PP students at the end of the summer term was predicted at + 0.25.</i></p> <p><i>Year 10 Value Added Score</i></p>

		<p>1032</p> <p>Year 10 Pupil Premium/Closing the Gap for English and Maths3 LoP English: Gap 8.6% (National English 16% in 2015)</p> <p>3 LoP Maths: Gap 17.4% (National Maths 23% in 2015)</p> <p>Year 12 PP students had an ALPS learning score of 6 which is just below average. Year 12 into 13 is an area for development on the whole school plan.</p>
<p>3.Weekend and Holiday School</p> <ul style="list-style-type: none"> <li>Allocation for staff payment and student incentives to attend Pupil Premium targeted support sessions.</li> </ul>	<p><b>£6500</b></p>	<p>Staff were paid to run weekend and holiday schools. A comprehensive programme was offered at every holiday period with a minimum attendance expected from PP students to ensure the funding was appropriately allocated. Registers were taken and checked. PP final outcomes for progress 8 were -0.03.</p>
<p>4. End of IMYC subscription and Accelerated Reader</p> <ul style="list-style-type: none"> <li>Key Stage 3 Reading programme</li> <li>Final subscription to IMYC</li> </ul>	<p><b>£4000</b></p>	<p>Outcomes for lower school receiving the end of IMYC were positive with PP students in years 7-9 either exceeding average targets or closely in line. The Accelerated Reader, on average across years 7-9, saw PP students increasing their reading ages from September 2015-June 2016, on average, by 16 months in an 11 month period.</p>
<p>5.Learning Resources</p> <ul style="list-style-type: none"> <li>Key Stage 4 revision guides.</li> <li>Learning Software e.g. MyMaths,</li> <li>TUTE online learning platform.</li> <li>Teaching and Learning subscriptions and memberships e.g. PiXL club membership, Alfiesoft</li> </ul>	<p><b>£13,000</b></p>	<p>Funding here is directly linked to year 11 and the outcomes for Pupil Premium students can be broken down by different categories. Progress 8 was -0.03 in 2015 (-0.58 in 2015). 3LOP for English was 73% (66% in 2015), 3LOP for Maths was 43% (53% in 2015). PP students in Maths is a target for 2016-17.</p>
<p>6.Pupil Premium Bidding – involving Departments</p> <ul style="list-style-type: none"> <li>Year 9 and Key Stage 4 focus</li> </ul>	<p><b>£20,000</b></p>	<p>Funding was bidded for by departments during the year ready to be implemented in 2016-17. Impact to be updated next year. Last years'</p>

		<p><i>impact can be seen on the 2014-15 impact report.</i></p>
<p>7. Careers support</p> <ul style="list-style-type: none"> <li>• Including Focus Five Award and Bright Futures</li> </ul>	<p><b>£2000</b></p>	<p><b>Focus Five</b>  <i>The Focus Five scheme is an employability scheme (Torbay Schools only) targeting 20 x pupil premium students who met specific criteria that could make them vulnerable to becoming NEET in the future. This included low attendance, poor behaviour, from a non-working family background, SEN and a low confidence. Students were paired with an employer mentor and were given portfolios to work through. The students were required to gather evidence of the five main employability skills and targets to improve where necessary (see attached). The students could gain a certificate, or gold silver or bronze award. Five of the 20 students got Awards – including 3 Gold and 1 Silver. These students attended a big awards ceremony The other students did engage and build good relationships with the employers but the main issues were: attendance (too many students were absent on the day of their mentor sessions) and teachers refusing to release students from the lesson despite notice (this only happened once or twice and usually during a double lesson). All the students felt the scheme was worthwhile, and the award winners felt that they had something valuable for their CV, greater confidence and a more employable skill set. Research shows that students who engage with employers are more likely to achieve higher in school and less likely to become NEET in the future.</i></p> <p><b>Bright Futures</b>  <i>The Bright Futures team came in during March to deliver vital</i></p>

		<p><i>employability, personal finance and enterprise skills to all year 9 and 10 students. Here is a link to Bright futures, and the framework they use. Year 9: <a href="http://brightfutures-experience.com/programmes/enterprise-experience/">http://brightfutures-experience.com/programmes/enterprise-experience/</a> Year 10: <a href="http://brightfutures-experience.com/programmes/money-matters-experience/">http://brightfutures-experience.com/programmes/money-matters-experience/</a> These are vital life skills and the experience also improves teamwork as students are working in non-friendship and non-Teaching groups. As with Focus Five research shows that students with greater enterprise and financial skills will go on to have more meaningful working lives and make better life decisions than students who do not have these experiences.</i></p> <p><b>Careers Support</b>  <i>The funds were used to pay for contact time in school with Darren Baker from Careers South West. Every year 11 pupil premium student received one-to-one guidance with Darren. Although I am equally qualified and experienced, it benefits students to engage with Darren as he can support these students after they leave STCM through their LEA contract. This means students have a familiar contact in the future for support – this is particularly essential for the more vulnerable students who may be more likely to require careers intervention on a regular basis.</i></p>
<p>8.Educational Visits</p> <ul style="list-style-type: none"> <li>• All years access discount for trips</li> </ul>	<p><b>£9,000</b></p>	<p><i>Funding here was allocated for students to achieve enrichment trips.</i></p>
<p>9.Personal and flexible budget</p> <ul style="list-style-type: none"> <li>• Accessible based on individual need for all years, such as exam re-sits, music lesson subsidies, barriers to learning, additional Tutoring, LAC support</li> </ul>	<p><b>£5000</b></p>	<p><i>Funding was allocated to PP students only when required. For example, exam resits saw, on average, students improving by at least 1 grade.</i></p>

<p>10.Extrnal agency support</p> <ul style="list-style-type: none"> <li>• Educational Psychology and welfare</li> </ul>	<p><b>£5000</b></p>	<p><i>Our Pastoral team worked a number of PP students throughout the year to ensure they accessed support for their behavioural difficulties. Occasionally funding was allocated to the Ed Psyc to support our PP students. This was accessed by PP students.</i></p>
<p><i>10.Other strategies and initiatives to be implemented throughout the year (remaining funding)</i></p>	<p><b>£21,000</b></p>	<p><i>Impact based on student outcomes.</i></p>