

Pupil Premium Impact Statement 2016/17

1. Impact Review 2016/17

Previous Academic Year	2016/17		
Intervention			
Desired Outcome	Chosen Action/Approach	Estimated Impact. Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue this approach)
<p>To introduce strategies to support and challenge PP students so that outcomes for PP students come in line with NPP students</p>	<p>To introduce a range of intervention strategies with a focus on targeted support for PP students. Classcharts. Accelerated Reader Lexia Accelerated Maths Catch-up sessions Speech and Language support Most able PP cohort</p>	<p>The introduction of Classcharts has meant that all staff are constantly aware of PP students and their needs.</p> <p>Accelerated Reader used throughout KS3 and selected groups in KS4. 64% of students using Accelerated Reader increased their reading ages.</p> <p>Accelerated maths had limited success. Lexia is used to support groups of students in year 7. 81% of the pupils in the cohort increased their reading age over the course of the year. A quote from The Lexia Group in a letter to the school, "Indeed in your area the trust found significant gaps in literacy, yet</p>	<p>Classcharts has proven to be a very effective tool in informing staff of student needs and will continue</p> <p>Accelerated Reader has been a success and will continue to be funded</p> <p>Lexia licence renewed for two years and is being targeted at the two lower sets in year 7 and 8.</p> <p>Accelerated Maths was not a great success due to lack of time and opportunity. It was decided not to renew the licence. The extra Literacy support is to continue. Speech and Language support is keenly received by pupils and the expertise of the teachers is recognised as a key</p>

	<p>Alternative curriculum for those educated off site</p>	<p>your school is actively combatting this. It really is impressive.”</p> <p>Accelerated Maths was introduced to support specific groups at registration time. Lower set groups in year 7 and 8 received extra literacy support in MFL time. Identified students had allotted time with the speech and language specialist to support literacy.</p> <p>The most able PP cohorts are monitored regarding progress towards targets. There were 12 students in year 11 on alternative provision. 11 students sat their GCSE’s in English, Maths and Science. Only one failed to turn up for exams. NEET figures indicate that all AP students are in full time education or training. All were PP.</p>	<p>factor in motivating and supporting pupils. The most able PP cohort will continue to be monitored as it is felt this motivates pupils and gives school a clear picture of the their progress.</p> <p>We will carry on using our alternative providers as they gave adequate support in preparation for the GCSE’s as well as IAG on future pathways.</p>
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ii. Intervention			
Desired Outcome	Chosen Action/ Approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>To enable students to fully access the curriculum and extra-curricular activities to improve PP student outcomes.</p>	<p>To develop a range of intervention/programmes to engage and motivate PP students.</p> <p>Theatre trips Guest speakers After school revision Revision guides Trips abroad. Blackpool trip 1:1 tuition Laptops for CLA Dance classes D of E bronze award</p>	<p>All PP students who were eligible to go on the MFL trips abroad were helped financially. All CLA students were paid in full.</p> <p>Revision guides were provided to all PP students in all subjects.</p> <p>Theatre trips for GCSE classes were subsidised and any CLA students were paid for.</p> <p>All subject areas made use of this provision funding. Funding enhanced students SMSC and life experiences, therefore not only having a positive impact on learning but also ATL and attendance.</p> <p>The subsidy for the D of E was successful and the uptake was positive as was the staying power of the pupils. They continue to follow the course.</p> <p>Subjects who made most use of PP funding opportunities were Science, Drama, MFL</p>	<p>We will continue to support pupils going on the MFL trips as they unanimously benefitted from the experience and their progress in the subject was also boosted.</p> <p>Theatre trips were a great success and those studying for GCSE drama in particular were able to meet some of the requirements of the course by accompanying the trip.</p> <p>Support of the D of E will continue.</p> <p>We will continue to provide study guides.</p>

lii Transition			
Desired Outcome	Chosen Action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To ensure that students make appropriate transition at KS3/4 and at KS4/5	To implement actions that provide support to narrow gaps in literacy and numeracy from the start in September. Also provide IAG to PP students to enable a successful transition.	<p>Quiz Kids in year 5 was very successful with over 400 primary students attending.</p> <p>International Day equally successful with year 5 students taking part in activities with Prescot School staff.</p> <p>Free uniform provided for all year 7 starters. Free buses provided for specific routes. A new home time route created for Knowsley Village students.</p> <p>Written feedback from surveys conducted with parents was 100% positive when asked about how they feel transition went.</p>	<p>Quiz Kids will continue as it continues to be very popular with primary pupils and primary staff alike.</p> <p>International day will not continue, although popular it is very expensive.</p> <p>We will continue to supply free school uniforms to all new year 7's.</p> <p>We will continue to provide the free buses. However, we will need to review the routes and size of buses as the numbers of students from particular areas increases and capacity becomes an issue.</p>

Iv. Attendance			
Desired Outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>To reduce the attendance gap between PP and NPP pupils</p>	<p>To work closely with attendance lead and EWO service focussing on identified cohorts of PP students who have attendance issues and also those who are already PA or, are in danger of becoming PA</p> <p>Priorities to include: PP cohorts created Priority phone calls home on first day of absence.</p> <p>Focus on PP girls as they seem to have worse attendance than PP boys.</p> <p>Purchase of alarm clocks to encourage</p>	<p>The attendance of PP pupils has increased compared to the year before. In 2015/16 PP attendance was 90.4%. In the year 2016/17 PP attendance had risen to 91.5%.</p> <p>Attendance was up in general from the year before. Greater emphasis will be placed on girls PP as they are lagging behind boys. Girls PP attendance was 90.72 and boys PP 92.31</p>	<p>The approach was consistent and will continue.</p> <p>Greater focus on girls PP</p>

	independence in morning routines.		
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