

Pupil Premium Impact Statement 2017/18

Impact Review 2016/17

Previous Academic Year	2016/17			
INTERVENTION	Actions	Success Criteria	Impact for PP and NPP (if appropriate). 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)
I1 (Accelerated Reader)	Arrange Subscriptions Rearrange library to match AR scheme Restock books from library services where needed Label up books with AR label Star test all year 7 and 8 students in English lessons in the first fortnight in September Carry out staff training in Year group briefings	By the end of the academic year, the gap between reading age and chronological age will have reduced significantly. A greater percentage of students will be accessing the library during break, lunchtimes and after school and taking out books independently.	Accelerated Reader used throughout KS3 and selected groups in KS4. 64% of students using Accelerated Reader increased their reading ages.	Accelerated Reader has been a success and will continue to be funded

	<p>Launch to students via English lessons</p> <p>Co-launch to year group via assemblies</p> <p>Mail shot to parents giving student logins for checking results at home</p> <p>Write timetable to ensure all Year 7 and 8 English classes have 1 AR library lesson /fortnight</p>			
<p>I2: Lexia</p> <p>Lexia is an online programme to support students who are weak in both reading and writing.</p>	<p>To arrange subscription</p> <p>Purchase appropriate devices</p> <p>Train 2 English staff to deliver Lexia</p> <p>Amend SOW to identify lessons</p> <p>Meet with parents to explain the programme</p>	<p>By the end of the academic year, the gap between reading age and chronological age will be significantly reduced</p> <p>Significant improvement in spelling ages</p>	<p>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 your school is actively combatting this. It really is impressive."</p>	<p>Lexia licence renewed for two years and is being targeted at the two lower sets in year 7 and 8.</p> <p>The extra Literacy support is to continue.</p>

<p>I3: Withdrawal for Catch-up Year 7 Students</p>	<p>To introduce a range of intervention strategies with a focus on targeted support for PP students to ensure solid foundations in Literacy in Year 7</p>	<p>The in school gap between PP students and non PP students narrows</p> <p>The PP gap against national non PP narrows</p>	<p>Students who accessed the catch-up sessions also accessed Lexia and other catch-up programs.</p> <p>Although the students made progress in Year 7 there is no specific data which links this progress solely to the catch-up groups</p>	<p>Withdrawal of Year 7 students will continue although not as part of the PP funding. Extra literacy and numeracy sessions have been allocated to the lower sets in Year 7.</p>
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<p>I4: Speech and Language support Speech and Language support for PP students on the SEND register, with specific needs.</p>	<p>To identify a cohort of students from SEN information To bring in the expertise to support the specific needs of the students. To incorporate the extra lessons into the student timetable</p>	<p>Improved literacy and communication skills Ability to access the curriculum more effectively. Greater confidence and motivation</p>	<p>Identified students had allotted time with the speech and language specialist to support literacy.</p>	<p>Speech and Language support is keenly received by pupils and the expertise of the teachers is recognised as a key 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>
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<p>I5: Creation of most able PP cohort</p>	<p>Create a most able PP cohort in all years Monitor attendance of the cohort and put in interventions to improve attendance Monitor performance of each student after data input and put in strategies if students are under achieving. To mentor those students identified as not being on target</p>	<p>Improved attendance Improved attainment Increased engagement in extra-curricular activities</p>	<p>The most able PP cohorts are monitored regarding progress towards targets.</p> <p>Monitoring of this cohort was included in the G&T coordinators brief</p>	<p>More effective monitoring needed with the MAP PP cohort with further development of opportunities to raise aspirations.</p>
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<p>I6: Alternative Curriculum To provide an alternative curriculum for those students who are educated off site, or at risk of permanent exclusion.</p>	<p>To place students in appropriate placements that can deliver the curriculum needs of the individual. To ensure that all statutory health and safety requirements are met by all providers. To make regular quality assurance visits. To monitor attendance and academic progress of AP students and report to parents as per the school cycle of reporting To ensure that AP students get IAG as a priority and next steps are in place post 16.</p>	<p>Students attendance improves. Fewer exclusions Reduces NEET figures</p>	<p>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>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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ENGAGEMENT

Intervention	Actions	Success Criteria	Impact for PP and NPP (if appropriate). 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)
E1: Increase the engagement of PP parents/carers with their child's education and with the school	Regularly update parents on their child's progress. Provide more opportunities for parents to meet staff and understand what progress looks like. Provide additional support as required. Target students on the T&G most able cohort to attend extra classes and weekend revision sessions.	Increased attendance to school events Improved student attendance to extra school study sessions PP students will close the gap between PP and non PP students in attainment.		More effective monitoring needed to ensure progress is made in closing the gap
E2: Academic subsidy Implement an academic subsidy to enable PP	Set up a system that enables departments to apply for funds to	The gap are closed in: - PP students are able to participate in all activities relating to their studies.	PP students are able to access all additional events and access support materials. More PP students access study support sessions.	

<p>students to fully access the curriculum and close the attainment gap</p>	<p>support PP students. To ensure that PP students are targeted to receive support with materials and extra opportunities outside of the classroom. Provide additional support as required</p>	<p>- Improved student attendance to extra study classes</p>	<p>Progress of PP students accelerates and narrows the gaps against national rates of progress of non-PP students.</p>	
<p>E3: Implement Subsidy</p> <p>Implement a subsidy to enable PP students to have access to resources and extra-curricular experiences</p>	<p>To introduce a system whereby money is available to provide extra-curricular activities for PP students. To ensure staff are aware of the availability of the funds and the areas it covers. An informal audit of the talents and interests of PP students</p>	<p>PP students have the opportunity to take part in the extra-curricular activities on offer. PP students are able to take part in activities that they are interested in or in which they show a particular talent</p> <p>Peripatetic music SLA Prom Access for Reward trips</p>	<p>PP students have the opportunity to take part in the extra-curricular activities on offer. PP students are able to take part in activities that they are interested in or in which they show a particular talent</p> <p>Peripatetic music 4+ attainment gap in 2016/17 was 48.2% was reduced to 31.4% - but the cohorts were small (15 and 12 pupils)</p>	<p>Funding will continue for the next school year</p> <p>Peripatetic music £10 560 Prom £500 Reward trips £1000</p>

TRANSITION

	Actions	Success Criteria	Impact for PP and NPP (if appropriate). 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)
T1: Activities to ensure PP students make an appropriate start at the school and that gaps in literacy, numeracy and attendance start to close	Numeracy ninjas Form time reading and spelling Spelling Bee Form Numeracy competition	Students actively engage in school life from day 1. Improved attendance. Reduction in behaviour referrals. Engagement in extra-curricular activities. Parents actively engage in school.		Numeracy ninjas Form time reading and spelling Spelling Bee Form Numeracy competition Will all continue into the next school year
T2: Careers Education To ensure all PP students have access to independent advice and guidance about their next steps post-16.	To review PSHCE SOW and ensure careers advice is given To employ the Connexions Service To engage with local 6 th form providers and arrange visits and trips specifically for PP students identified.	All PP students have post-16 provision Reduction in NEET for PP students. 28 students highlighted as being at risk		

	<p>Year 10/11 assemblies to raise awareness of 6th form events</p> <p>Arrange interviews for PP students to secure places in college</p> <p>Annual careers convention</p> <p>Apprenticeship roadshow</p> <p>Year 10 work experience</p>			
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ATTENDANCE

Desired Outcome	Actions	Success Criteria	Impact for PP and NPP (if appropriate). 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)
A1: PP and CLA Ensure the attendance of PP and CLA students does not fall below their peers	Employ the services of the EWO through SLA and increased support to work regularly with PP students who are PA or at risk of becoming PA Utilise pastoral support team and learning mentors to work with identified groups of PP pupils whose attendance is of concern Focussed attendance plan with identified cohorts in each year group with an attendance officer attached	Improvement in attendance to narrow the gap against national statistics Reduced PA in line with national expectations Reduction in fixed term and permanent exclusions Increased engagement in school life		Closer monitoring of students attendance. Assistant Heads of Year appointed to monitor attendance within each year group and to speak to students

	<p>to their year group to improve their behaviour. Present weekly, termly and annually prizes for individual attendance</p> <p>Inter-form completion with rewards for best attendance</p>			
<p>A2: Engagement of PP students</p> <p>To support PP Students to engage fully in school we provide uniform and transport free of charge</p>	<p>Purchase of school uniform</p> <p>SLA with bus company</p>	<p>Improved attendance</p> <p>Greater engagement in school</p>		<p>Uniform £10 000</p> <p>Buses £ 75 000</p> <p>To be continued into next school year</p>