

Pupil Premium Strategy 2016-17

Total Students on Roll	1428 (1211 in KS3 and KS4)
Students Eligible for the PP	287 (23.6%)
Budget	£201,158.13

Barriers to Learning

Barriers to Learning		
Attendance	In the academic year 2015-2016, the attendance of disadvantaged students was 93.7% (National average for PP 92.8%) compared to non-PP students at 96% with a gap of 2.3%.	
Aspirations	Through student voice, it has been identified that low aspiration means that some disadvantaged students settle for 'good enough' (particularly boys).	
Boys (White British)	The largest gap in performance of sub-cohorts exists between the academic performance of boys and girls. Research has shown that a lack of aspiration, low motivation and little understanding of revision techniques (particularly with disadvantaged white British boys) can limit the attainment of boys.	
Maths Attainment	In the academic year from 2015-2016, the attainment gap between disadvantaged students and their peers was 0.4 (almost the equivalent of half a grade), this trend continues in this academic year with the current year 11. Recent PIXL data shows that the expected gap will be 0.47.	
	Desired Outcomes	Success Criteria
1	Increased attendance rates for those pupils eligible for PPG.	Reduce the number of persistent absentees (PA) among pupils eligible for the PPG. Overall attendance of pupils eligible for the PPG improves to 95%.
2	Improved rates of progress across KS4 for all pupils eligible for the PPG.	Narrow the gap in the performance of disadvantaged students compared to their peers.
3	Improved rates of progress for Boys eligible for the PPG (particularly white British boys).	Narrow the gap in the performance of disadvantaged boys compared to their peers.
4	Improved rates of progress in Maths at KS3 + KS4 for those pupils eligible for the PPG.	Pupils eligible for the PPG make as much progress as their peers in Maths at KS4. This will be evidenced using end of Year 9 & 10 progress data and GCSE results in August 2017. At KS3, evidence will be gleaned from the end of Year 7 and 8 progress data .

Review of Expenditure focusing on attendance.	
Strategy	Impact
Uniform Support; uniform and PE kit given to targeted students which was highlighted as a barrier to their attendance	Three students have been supported to purchase uniform and all currently have attendance at over 96%.
Attendance Rewards: prizes given for students meeting their attendance targets	The attendance of targeted students has improved by 3.51%
Assistant Principal Mentoring: Mentoring 15 students with a focus on attendance. This includes pastoral support; home visits, phone calls, parental meetings, APM meetings, pod intervention.	The average attendance improved by 3.51% from October 2016 to January 2017

Review of Expenditure focusing on aspirations.	
Strategy	Impact
Resources given to students eligible for PPG; including stretch and challenge resources.	More able GCSE students in receipt of PPG have been given A Level textbooks. All of these students have opted to pursue these subjects in further education.
Music School and music exams.	The impact has been seen in the widening of participation from KS3 and KS4 students in extra-curricular music groups. This has also improved behaviour of targeted students and a greater involvement in the wider school life. Case studies are available.
CEIAG. Targeted year 11 students have received a 1-1 meeting with a careers advisor; year 9 students visited the town hall; Napthens solicitors met with targeted students for careers guidance.	All targeted PP students now have a pathway for their future and aspire to further education or apprenticeships.
D of E. Targeted students have been funded in order to partake in the Duke of Edinburgh scheme.	Impact will be seen over the next two years. Intended impact will be seen through community involvement; raised aspirations and improved attainment.
Assistant Principal mentoring; regular meeting with targeted students with a focus on raising aspirations.	Building from the CEIAG work, all students have a clear understanding of entry requirements for their chosen pathways which should increase attainment.
Raising Standards Leaders mentoring; more able girls; white boys	The progress 8 score of more able disadvantaged girls has improved by 0.33 since December. The progress 8 score of disadvantaged white boys has improved by 0.63.
Languages trip: selected students supported financially.	Impact to be measured on their return. Expected impact will be improved cultural capital and experience of the wider world; supporting language attainment.
Sixthform mentors	This has raised the profile of sixthform for disadvantaged students. Targeted students' behaviour has improved through exposure to a positive role model.
Aspire Program: four students are completing TeachFirst's Aspire program; linked to mentors and aspirational universities.	Three of the students have been accepted onto courses at university. These students will be the first in their family to attend university.

Review of Expenditure focusing on white British boys.	
Strategy	Impact
PP Boys breakfast club	The P8 score of these students has improved by 0.27 Year 10 student's individual barriers to learning have been identified and the rate of progress has accelerated. The A8 score has increased by 3.38.
ECDL: A Microsoft recognised qualification to support applications to college, build confidence and motivation.	This will run in June 2017. The ECDL improve the P8 grades of disadvantaged students by 0.17 in 2016 and a similar outcome is expected this year.
English tutor	All students predicted grades have increased by one whole grade, some have increased by two grades.
Revision Materials	All targeted students have revision materials and resources for a range of subjects and can apply active revision strategies.
Revision quiet space; identified as a barrier to attainment.	Available to all year 11 students and promoted with disadvantaged students.
Discipline and martial arts training	Staff have reported an improvement in behaviour and engagement with school life of all boys involved.
Strategy board games club	Communication, reading and problem solving skills have improved since the advent of this group – trained SEN teachers have been working with these boys and have reported significant progress in maths and English.

Review of Expenditure focusing on maths	
Strategy	Impact
Pixl Maths	Intended impact is improved attainment in Maths GCSE. All targeted students have been given electronic resources, access to small group tuition, flashcards and invitations to maths weekend bootcamps. The P8 of disadvantaged students has increased by 0.12 from January to March.
Maths Tutor	
Maths Resources	
Maths Weekend	
Hegarty Maths and launch event	Parents were invited to an evening focussed on maths revision and supporting their child with maths at home. Parents and students have reported that the resources and equipment given, as well as the advice offered, has enabled parents to support their child with maths in a more effective manner.