

Pupil Premium Grant Expenditure 2014/15

Strategic summary

| Strategic Summary | | |
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| The Pupil Premium is additional funding given to schools and is being used so that we can support disadvantaged students and close the attainment gap between them and their peers. Under the strategic leadership of our Principal and Local Governing Body, we use the Pupil Premium to fund three whole school activity types: Support, Intervention and Curriculum. | | |
| | KEY PRIORITIES | STRATEGIES UNDERTAKEN |
| SUPPORT | To close the gap between the performance of PP and non-PP students across the MFG. | <ul style="list-style-type: none"> • Greater emphasis on the use of data looking at the relative performance of PP and non PP students in Creating Futures assessment reports • All Heads of Faculty, subject leaders and Achievement Co-ordinators write an impact report after each Creating Futures cycle • Target setting adapted to be aspirational for all students • Transition Matrices used to identify underachievement, intervention strategies implemented and their impact evaluated each Creating Futures cycle |
| | | <ul style="list-style-type: none"> • Learning mentors and dedicated 'Support for Learning' staff have worked with individuals and small groups to help raise Pupil Premium achievement in English and Maths at Key Stage 4. • Additional support has been employed in Maths and English, 1:1, small group work, peer support and homework support. |
| INTERVENTION | To have PP has a high priority group in all subject areas and all key stages. | <ul style="list-style-type: none"> • After/before school booster/intervention sessions in all subject areas. • Immersion curriculum days • Revision Guides |
| | | <p>Most Able Support: We have established a Senior Leader with responsibility for raising the achievement of the Most Able students. The MAA Co-ordinator has developed programmes and opportunities for students by:</p> <ul style="list-style-type: none"> • The Be A Star Programme • Parental Engagement Evenings • Tracking and monitoring • Stretch & challenge teaching & learning strategies |
| | | <p>Impact Centre: Students are referred and have access to the support programmes in the centre. Students are referred for a variety of reasons and the centre impacts on improved attendance, attitude and achievement for individuals.</p> |
| | Ensure data tracking is used robustly to maximise student performance including the use of 4Matrix and SISRA to allow detailed analysis of the PP cohort. | <p>The school counsellor: The counsellor provides professional support for a significant number of students eligible for Pupil Premium. The wellbeing and confidence of these students is greatly improved, allowing them to access their learning more easily.</p> |
| | | <p>Literacy intervention: Specialist Literacy Support Co-Ordinator and a dedicated Reading Recovery Teacher employed to support raising student's reading ages specifically in KS3.</p> <ul style="list-style-type: none"> • 1:1 support/small group support • Classroom intervention support • Renaissance Accelerated Reader sessions delivered at KS3 |
| | | <p>Careers Guidance and Support: The school has appointed its own Careers Advice and Guidance Officers to support students to offer guidance and reduce the risk of NEETs. Students have received a wide range of career talks and resources, opening a range of opportunities available to them through sixth form and universities or the different levels of apprenticeships.</p> |
| | | <p>To enable all students to take part in enrichment and wider educational experiences. For example:</p> <ul style="list-style-type: none"> • Cultural/academic trips overseas and in Britain • Music lessons/Musical equipment • Duke of Edinburgh • STEM club |
| CURRICULUM | Provide curriculum provision for vulnerable PP learners in Key Stage 3 | Key stage 3 'transitional/Nurture groups' for personalised small group provision |
| | Provide alternative pathways at KS4 to ensure all PP learners have the opportunity to succeed. | Key stage 4 'Alternative provision' allows students to access bespoke learning programmes from a range of external providers |

2014/15 Pupil Premium

| Planned Activity | Aims | Impact |
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| 4Matrix and SISRA Tracking Software | <p>To provide data for analysis of student performance.</p> <p>To provide information about student performance leading to monitoring and interventions.</p> <p>To train staff in the use of 4Matrix and SISRA.</p> | <p>The data systems have provided staff with accessible necessary information of groups and sub groups so that they have been more able to target their interventions to the needs of the students to increase 3 and 4 LOP and attainment.</p> |
| Reading Recovery Teacher | <p>To provide additional small group/1:1 support in literacy for PP students not yet at their chronological reading age.</p> | <p>Year 7 Pupil Premium students involved:36%</p> <ul style="list-style-type: none"> • Average increase: 0.89 • Increased by 1-3 years: 33% • Greatest individual increase: 3.03 <p>Year 8 Pupil Premium students involved: 72%</p> <ul style="list-style-type: none"> • Average Increase: 0.92 • Increase of 1-3 years: 33% • Greatest individual increase:2.10 <p>Year 9 Pupil Premium students involved: 14% (additional targeted intervention)</p> <ul style="list-style-type: none"> • Average Increase: 0.30 • Increased by 1-3 years: 17% • Greatest individual increase: 1.09 |
| Purchase of Revision Guides for KS4 students in core and option subjects | <p>To provide appropriate learning materials for school and home based learning.</p> | <p>The revision guides have provided students with an alternative source of revision on top of anything else the Academy has provided. Difficult to identify the specific impact of the revision guides as they have been used alongside other methods of learning both in the academy and at home but will have supported some of the outstanding results in some of the curriculum areas.</p> |

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| Alternative Education Provision | To provide targeted curriculum support to individual students, catering for their needs and personalised learning pathways. | <p>There were a number of students in the Year 11 cohort that were placed on courses to meet their learning needs. Eight Students attended 'KITS' one day per week and gained Level 1 qualifications in Mechanical Engineering and Motor Vehicle Maintenance Management. There were three students who were found placements via the NEXUS programme and were out three days per week. All the placements were very well attended and two of the three received an offer of employment for August 2015. One Year 11 student attended Ponderosa one day per week.</p> <p>Four Year 10 students who were at risk of being permanently excluded were found full-time placements, two doing a qualification in Plastering and Construction, the other two doing a range of GCSE's at a smaller setting.</p> |
| English Intervention Teacher | To work with targeted students in small group intervention. | English intervention was robust with a targeted intervention timetable for specific groups and individuals. Course work and speaking and listening assessments were very strong. The impact, however, has been severely marred by choosing to do Cambridge IGCSE exam specification where results have been disappointing. |
| Maths Intervention Teacher | To work with targeted students in small group intervention. | The maths intervention teachers worked with students during the school day and after school in the evening. The PP gap in maths has narrowed from 2014 -2015. |
| Supporting involvement in after-school | To provide equality of access to all students to wider educational experiences – Music | 60 Trips and excursions were offered in 2014/15 |

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| enrichment activities and clubs | lessons, cultural/academic trips, equipment, Duke of Edinburgh awards. | 273 PP students were involved in these activities (some will have gone to more than one hence this number being more than the total of PP students in main school) |
| More Able and Ambitious (MMA) Co-ordinator | To ensure that PP students on the MMA register are given enhanced curricular opportunities to meet their needs. | Out of the 43 PP students in Yr 11 2015, 8 were high prior attainment . Of the 8, 5 achieved 1+ A*-A, 5 achieved 2+ A*-A, 5 achieved 3+ A*-A and 4 achieved 5+ A*-A. 50% of the high ability PP achieved 5+A*-A. |
| Careers guidance and tracking risk of NEET | <p>a. To provide excellent careers guidance to PP students.</p> <p>b. To reduce risk of students being NEET.</p> | <p>A range of factors including the PP and SEN status of students is taken into account when prioritising appointments with Think Futures. Students with an EHCP are also offered additional specialist support from a C&K Careers Personal Adviser. The Think Futures team monitor all students with the aim of having none at an “Unknown” or “NEET” status.</p> <p>47 Careers ‘Spotlights’ took place in 2014/15</p> <p>Attended by 269 PP students (some went to more than one hence this number being more than the total of PP students in main school)</p> <p>NEET figures: 0 PP NEETs Finalised data will be back in October 2015</p> |
| After school booster classes | To provide after school classes (Period 6) in English and Maths to students not reaching their GCSE targets. | Both English and maths provided a programme of interventions afterschool to targeted students. The PP gap in maths has reduced. The English gap has increased |

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| | | mainly due to the Cambridge IGCSE |
| School Counsellor | To provide additional personal and well-being support to students. | 59 PP students accessed the Wellbeing Centre and the School Counsellor. The Counsellor used the YP-CORE Outcome Measure as an assessment tool. The YP CORE assessment is carried out at the beginning and end of therapy to provide a comparative result. The average score at the beginning of the assessment was 20 out of 40. The average scores after counselling was 7 out of 40. This indicates that the counselling has been effective. |
| Literacy Co-ordinator | To co-ordinate the development of Literacy standards amongst students and promote the love of reading. | <p>Student use of the literacy strategies, both within the classroom and independently, have highlighted an improvement in the standard of written work completed.</p> <p>Students have been involved in a wide range of reading activities throughout the year including workshops and online question and answer sessions with celebrated authors, book bran tubs and not forgetting World Book Day celebrations.</p> <p>We also launched our new E-reading platform with 24 hour access to our online library. This has allowed students to continue to read their favourite books during weekends and holidays electronically.</p> |
| Learning Mentor | <p>To provide individual support to students with academic work.</p> <p>To provide support in developing pathways into careers, FE and HE.</p> | English and maths learning mentors have worked with small groups and individuals with targeted intervention. The maths gap has closed since 2014. English course work and speaking and listening assessments were |

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| | | <p>very strong. The impact in English, however, has been severely marred by choosing to do Cambridge IGCSE exam specification where results have been disappointing.</p> |
| <p>Renaissance Accelerated Reading Schemes</p> | <p>To provide a structured reading programme to raise the literacy levels of students.</p> | <p>Year 7 Pupil Premium Students:</p> <ul style="list-style-type: none"> • Average Increase: 1 year • Increase of 1-3 years: 50% • Greatest individual increase: 3.03 <p>Year 8 Pupil Premium Students:</p> <ul style="list-style-type: none"> • Average Increase: 0.72 • Increase of 1-3 years: 24% • Greatest individual increase: 3.09 <p>Year 9 Pupil Premium Students:</p> <ul style="list-style-type: none"> • Average Increase: 0.94 • Increased by 1-3 years: 36% • Greatest individual increase: 3.05 |
| <p>Student Referral Centre</p> | <p>To support students on individualised programmes in developing study skills, improving work ethic and ensuring achievement.</p> | <p>The Student support centre has provided 20% of PP students with an alternative source of intervention on top of anything else the Academy has provided. The Student support centre has been part of the intervention package that has been used alongside other methods of learning both in the academy and at home. It will have supported some of the 2015 outstanding results achieved by curriculum areas.</p> |

Summary of spending and actions taken:

Students on roll (11-16) 1158

Amount per Pupil £935 per eligible PP child / £1,900 per Looked After Child / £300 per service child

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| Amount | £229,815 |
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| | Year End Forecast - PP% |
| Total Funding 2014-15 | £229,815 |
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| 4 Matrix & SISRA Tracking Software | £2,455 |
| Reading Recovery Teacher | £17,106 |
| Revision Guides for KS4 | £5,000 |
| Alternative Education Provision | £11,671 |
| Alternative Education Provision - transport costs | £3,132 |
| English Intervention Teacher | £26,516 |
| Maths Intervention Teacher | £24,279 |
| Summer School | £4,578 |
| After-school Enrichment | £10,000 |
| More Able & Ambitious Co-ordinator | £13,784 |
| Careers Guidance | £7,199 |
| After School Booster Classes - English and Maths | £6,923 |
| After School Booster Classes - Modern Foreign Languages, Science, DT and Humanities. | £15,309 |
| School Counsellor | £6,850 |
| Literacy Co-ordinator | £2,077 |
| Learning Mentors | £7,877 |
| Renaissance Accelerated Reading Schemes | £5,397 |
| Student Referral Centre | £2,739 |
| Nurture/transitional group | £56,314 |
| Pupil Premium Admin. | £608 |
| Total Expenditure | £229,815 |
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| Amount Remaining | £0 |