

## Pupil Premium 2015/2016

<b>Number of pupils eligible</b>	578
<b>Amount received per pupil</b>	£935
<b>TOTAL PP received</b>	£540,430

Intervention	Cost	Intended Impact	Impact	Evaluation
<b>Library and educational Books/ resources</b>	£9,000	<p>Review the progress of the Reading Ages of all students following the accelerated reader programme.</p> <p>PP pupils make more than expected progress. At least 12 months in their reading age during the academic year.</p> <p>Library is busy during social times. Student voice talks about love of reading.</p>	<ul style="list-style-type: none"> <li>Improving the culture of reading in the school</li> <li>Reading is improving in all years, with Students eligible for PP funding making faster reading progress than students who are not eligible for PP funding in some year groups</li> <li>All students have a book in their bag</li> <li>All students read for at least 20 mins a day</li> </ul>	Continue to invest in developing this library and expanding it.
<b>Resources for subjects and intervention</b>	£25,000	PP pupil's progress and attainment is in line with pupils nationally. Raising aspirations of pupils. Ensuring gap between PP and non PP	<ul style="list-style-type: none"> <li>Students eligible for PP funding have better equipment for learning.</li> <li>Students could use more imaginative ideas for practical subjects which attained higher marks</li> </ul>	Resources to be requested through PP funding form from departments. Continue this but ensure departments

		<p>pupils is below national average. No variation in school. Pupils are well prepared and motivated for their exams. Developing their independent study skills and enabling them to become better learners. Focus PP student's achievement to be on target for all subjects.</p>	<ul style="list-style-type: none"> <li>Maths Mastery and new KS4 curriculum bought. Maths results improved.</li> <li>Students are making good progress across a range of subjects in all year groups. A new curriculum is now in place to ensure all students are challenged and make good in-year progress and resources support this.</li> </ul> <p>2016</p> <table border="1" data-bbox="864 485 1740 708"> <thead> <tr> <th></th> <th>Overall</th> <th>Disadvantaged</th> <th>Not Disadvantaged</th> <th>2016 Gap</th> </tr> </thead> <tbody> <tr> <td>English 3+</td> <td>71%</td> <td>67%</td> <td>75%</td> <td>-8%</td> </tr> <tr> <td>English 4+</td> <td>32%</td> <td>23%</td> <td>43%</td> <td>-20%</td> </tr> <tr> <td>Maths 3+</td> <td>58%</td> <td>54%</td> <td>63%</td> <td>-9%</td> </tr> <tr> <td>Maths 4+</td> <td>19%</td> <td>14%</td> <td>25%</td> <td>-11%</td> </tr> </tbody> </table> <p>2015</p> <table border="1" data-bbox="864 815 1740 1038"> <thead> <tr> <th></th> <th>Overall</th> <th>Disadvantaged</th> <th>Not Disadvantaged</th> <th>2015 Gap</th> </tr> </thead> <tbody> <tr> <td>English 3+</td> <td>71%</td> <td>62%</td> <td>80%</td> <td>-18%</td> </tr> <tr> <td>English 4+</td> <td>26%</td> <td>24%</td> <td>29%</td> <td>-5%</td> </tr> <tr> <td>Maths 3+</td> <td>48%</td> <td>37%</td> <td>59%</td> <td>-22%</td> </tr> <tr> <td>Maths 4+</td> <td>8%</td> <td>6%</td> <td>9%</td> <td>-3%</td> </tr> </tbody> </table>		Overall	Disadvantaged	Not Disadvantaged	2016 Gap	English 3+	71%	67%	75%	-8%	English 4+	32%	23%	43%	-20%	Maths 3+	58%	54%	63%	-9%	Maths 4+	19%	14%	25%	-11%		Overall	Disadvantaged	Not Disadvantaged	2015 Gap	English 3+	71%	62%	80%	-18%	English 4+	26%	24%	29%	-5%	Maths 3+	48%	37%	59%	-22%	Maths 4+	8%	6%	9%	-3%	<p>complete the individual evaluations to secure value for money. New SLT seconded Assistant Principal to take over the budget.</p>
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<b>Revision Guides</b>	£6,000	PP students all have revision guides for each subject they study to improve attainment in external assessments.	Revision guides provided to Students eligible for PP funding. Achievement data supports impact.	Continue to support, ensure departments are buying these earlier so disadvantaged students can use more effectively.																																																		
<b>Supporting educational</b>	£3,000	PP pupils are able to engage in school trips	Educational visits have been supported. No students feels as though they have missed out on an experience.	Not pursuing for 2015/16.																																																		

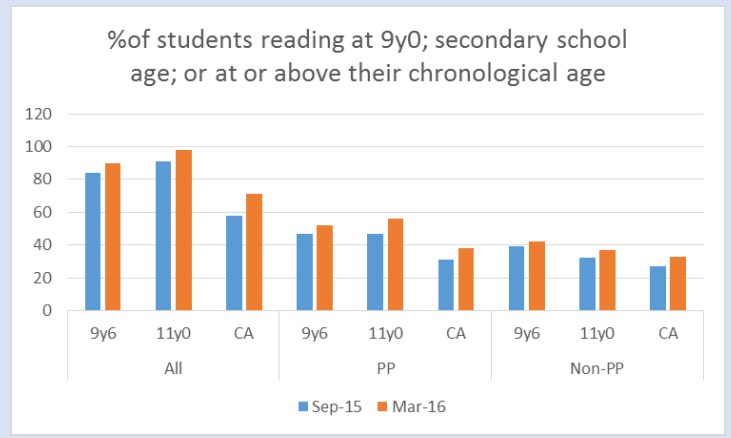
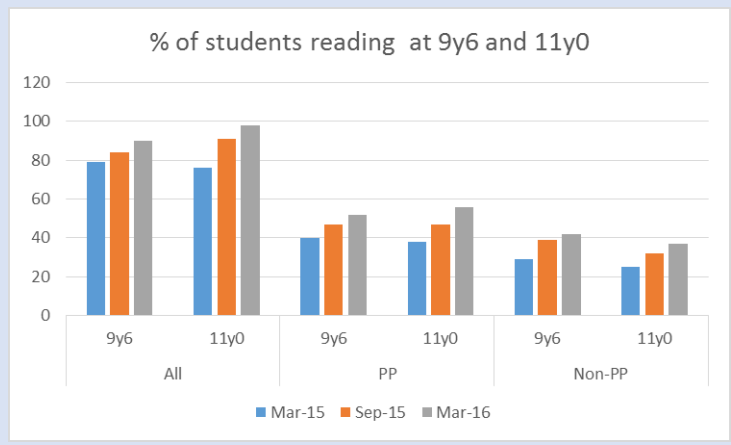
<b>visits for individuals</b>		that are a necessary part of the curriculum. Monitor PP pupils who attend trips and activities. Monitor subject data. Increase confidence and experiences of PP pupils to help raise their aspirations and make expected academic progress.		Investigate and track exam success with ABRSM. Promote ABRSM in music.
<b>Uniform</b>	£1000	All students will have equipment for the school day and correct uniform and will be ready to learn.	<ul style="list-style-type: none"> <li>Students don't get penalised for poor uniform, decreased record of behaviour incidents evident; better attendance at 94.5%</li> </ul>	Continue for Long term gains and improvement in attendance and behaviour. Individual strategies.
<b>Transport to school to improve attendance and welfare</b>	£10,600	Improved attendance and punctuality. Gaps close between PP and non PP students for attendance and behaviour.	<ul style="list-style-type: none"> <li>Improved attendance rate whole school: 94.5%</li> <li>100% impact for those students who are given bus passes</li> <li>PP and non PP gap reduced from 4% to 2.7%</li> <li>Attendance of Students eligible for PP funding with a statement has increased</li> <li>Attendance of PP student improving at a slightly faster rate than non PP.</li> <li>Persistent absence for PP students declined at a faster rate than non PP now a gap of 2.5% rather than 4%.</li> <li>Reduction in Fixed term exclusions to 7.3% from 9.2% all students</li> </ul>	Continue. More bus passes. Individualised targets for students with low attendance and PA students. Need to look at boys behaviour in years 7,8,9. Implementation of the new LSU for focus on KS3/4 Pupil premium boys behaviour. Continue to support, include National Trust

				guidance on 'What to do before you are 11 3/4 ' in Y6/Y7 summer school.
<b>Additional staffing: learning mentor, TA's, Maths teacher, Pupil Premium Mentor, new HOD Maths</b>	£300,000	Close the gap between PP and non PP students in Progress 8 and 3 LOP Eng and Maths RAP meeting minutes, keyworkers allocated to students with clear interventions that can be reviewed and evaluated for impact. PP students on target for all subjects or interventions put into place with a staff member allocated.	<ul style="list-style-type: none"> <li>• Pupil premium mentor effective with 100% of caseload of students making improvements in attendance/ achievement/ behaviour.</li> <li>• Maths team re-organised; Maths results improved for PP students for A*-C by 11 % in last two years. 3 Levels of progress gap reduced between the two groups to 9%.</li> <li>• Maths progress of Disadvantaged students outperformed non Disadvantaged.</li> <li>• With a change in leadership, recruitment of specialist teachers, improvements to teaching and learning and focussed intervention the progress and attainment of students across the range of abilities has improved. With a strong team in place for 2016 further rapid improvement is expected for 2017.</li> </ul>	Continue and develop to reduce class size and intervene with underperforming students. Pupil Premium mentor role now Pupil Premium Achievement Manager looking at achievement as the driver.

**Lexia Reading intervention and Accelerated reading Programme**

£6000 per year

SEN reading data, whole school reading data and Review of student passports. Improve the identified pupils' reading standardised scores. Attendance to registration intervention sessions is above 96%. Review the progress of the Reading Ages of all students following the accelerated reader programme. PP pupils make more than expected progress. At least 12 months in their reading age during the academic year. Gap closes between current levels of attainment and target levels in most for PP students.



Continue with but using the new reading strategy. Literacy moved to new Assistant Principal.

2016 -17

The key objectives for moving this agenda forward:

- Targeting the funding well from the outset
- Strengthen teaching typicality so all groups of learners (particularly PP/ SEN) make good or better progress.
- Effective intervention classes and individual tuition to improve achievement in English and mathematics
  
- Ensuring that teaching assistants help to raise standards
- Minimising barriers to learning and achievement
- To promote the active involvement of Governors
- Effective monitoring and evaluation of the impact of spending
- Carefully planned summer schools with a clear purpose

This will be done through a clear Disadvantaged Plan which looks at:

- Whole school strategies
- Individual strategies
- Long term strategies
- Short term strategies
- Literacy and Numeracy strategies
- Pastoral strategies