

Pupil Premium Impact Statement 2015 – 2016

	Area of Spend	Description of Intervention	Impact of Intervention
Strategic Leadership			
	RAP Group	Consist of: <ul style="list-style-type: none"> • Deputy Headteacher – Curriculum and Student Achievement • Head of Faculty – Maths (MGM), English (MSS) • Meet every 2 weeks to discuss the progress and intervention strategies relating to Pupil Premium Students 	This has allowed us to be more strategic in deploying our Progress Mentors and support students more effectively through targeted intervention of individuals and groups on the basis of data analysis. Deemed considerable in narrowing overall gap. UPDATE Jan 2015: The latest current attainment shows 5 A*-C attainment gap of 28%, broadly in line with the national gap in 2014 and with Y11 PP figures 4% above the national average.
	Intervention Group	Consist of: <ul style="list-style-type: none"> • Deputy Headteacher – Curriculum and Student Achievement (DHS) • Assistant Headteacher – Student Achievement HKN) • Heads of House – CWD, DBD, DCE & DYS. • Head of Faculty – Maths (MGM), English (MSS) 	
Staffing			
	Progress Mentors (English and Maths)	Progress Mentors (and 1 additional intervention mentor 1 day per week) dedicated to Pupil Premium students to monitor progress, support students in class and provide a link between school and families. Also a proportion of a dedicated behaviour mentor for students in need of intervention and support.	Progress mentors highly effective in terms of engaging parents in a variety of ways - attending Year 11 Parents Evenings, Easter Revision Workshops, information evenings, shares concerns. Progress mentors working with the students in lessons and leading the soft intervention strategies – significant contribution to overall reduction of the attainment gap. Student Voice example: ‘I would not have gone from an E to a C in my controlled assessment if I hadn’t received the extra support.
	Education Welfare Officer FBR	Attendance is a key factor in narrowing the attainment gap. Our EWO works closely with the school and families to target attendance issues, the vulnerable learner groups are a focus for this work. Includes support from the attendance officer.	The school average attendance figure is 95.4% . For Pupil Premium students this is 93.1% (as at T5 2015). The threshold for attendance intervention for Pupil Premium students is 95% (95% for other students). A large majority of Pupil Premium students have been engaged with the Education Welfare Officer and the HCo’s (House Coordinators) to improve their attendance rate. Pupil Premium students account for approximately 75% of the caseload of the HCo’s.

	Counsellor JOY	Our counsellor ensures we have cover throughout the school week. She sees on average 5+ students each day, a significant proportion of which are Pupil Premium students.	Approximately 24% of school counsellor appointments to date in the academic year have been of PP students. The reasons for accessing the service are tracked in terms of statistics but remain confidential
	PCSO	We have a close working relationship with the PCSO based in school working who delivers a programme of assemblies. We work closely together to promote restorative justice which allows students to take responsibility for their actions.	Our PCSO works alongside the school in supporting vulnerable families.
	Work Experience Co- ordinator WBS	Supports Pupil Premium students through organisation of Work Experience in Year 10	All Pupil Premium students gain additional support to engage in successful Work experience Placements (100% in 2015). <i>UPDATE Jan 2015: so far 44% of placements confirmed, 17% placements waiting for confirmation of paperwork and 38% still in process.</i>
Formal Intervention			
	Nurture Group JTR	Students are identified in Year 6 as needing extra literacy and numeracy support 'Catch up' through Year 7. They are taught literacy and numeracy by a specialist Boost teacher. 2015-2016 - not yet received, usually received in February	We have tested them in extended writing, a GCSE-style reading assessment, standardised spelling, standardised reading and a STAR test to establish as starting point for AR reading. We've also introduced and started to get student to engage with the tracks process. This has taken the duration of term 1 and some of term 2. It has given us a huge amount of baseline summative data. We now need to address gaps (which we have also identified for all pupils) and teach skills and content before further testing. See separate reports for Progress data
	English and Maths small group intervention	Identified students access a 6-session intervention course designed and delivered by Maths and English specialist teachers to address learning needs identified by class teachers.	Jan 2015: The impact has been positive for the Y11 students involved so far. In English, all participating students have now made at least two levels of progress, with two thirds of Y11 Pupil Premium students already attaining three levels of progress. In Maths, all participating students are now attaining a grade higher than before the sessions started, with over half of Y11 Pupil Premium students already attaining three levels of progress. Student voice very positive – 'it really helped to go over things again; we had learned them in class but forgot how to do them'. 'It helps me to remember the methods and I feel more confident now'. All students said they welcomed the individual support and would do this again if given the

			opportunity.
	Year 7 Accelerated Reader Programme SLS	All Year 7 students were tested for their reading age within the first few weeks. Learning Support staff are now working with identified students on a six week accelerated reading programme on a rolling programme.	Below a summary of this year's Year 7 PP cohort: All year 7 pupils were tested using a standardised test to establish reading and spelling age. This happens during term 1 each year. All pupils are tested for reading and writing progress x3 per year using a standardised GCSE style test in English -gap analysis used for target setting (I can...) and informing teacher planning. Further intervention also possible as member of fac responsible for PP. The challenge of the paper changes, but the question are the same wording, same sequence, same skills sent each time. There are 12 PP pupils in year 7. 5 have a reading age at or above their chronological age. 6 have a reading age below their chronological age. 1 pupil was absent during testing. It is important to remember this is entry data. All are taking part in the Accelerated Reader programme (differentiated reading recommendations, high expectations 80% comprehension questions to pass a quiz, class teachers and member of fac responsible for overseeing progress and engagement).
Enrichment Opportunities			
	Year 7 Residential HKN	Year 7 student are able to attend Activities Week and the residential through subsidised fees.	All the students have the opportunity to attend the Y7 residential which is an important social experience as the student's move into the House system. July 2015: So far one family taken up support.
	Duke of Edinburgh Award PDN	Aim to engage Pupil Premium students in the Duke Of Edinburgh Award	Jan 2015: 8, year 9 students and 1, year 10 are taking part in Bronze; two Year 13 students taking part in Gold award. In terms of participants 24% of Non-PP and 0% of Pupil Premium students have registered.
	Bursaries RBR	30% Bursaries offered to Pupil Premium students for educational visits	Jan 2015: All students to date have taken up support for external visits and trips
	Music Tuition RBR	30% reduction in music tuition costs for Pupil Premium students	Jan 2015: 2 students to date have taken up music bursaries for peripatetic music lessons
Promoting Aspiration			
	Aspiration Visits	These trips run for a Year 8 and a Year 9 group. The students visit places such as SGS to inspire them and think about their future.	
	Trip to University of the West of England	Engage students in looking at career pathways to enable aspirations. This is arranged through the Kick Start programme.	Jan 2015: It is hoped that 12 Year 10 students will visit a university in the summer term. In the meantime nine Year 10 students are taking part in the Bristol University mentoring programme which started on 21 st January.
	Careers Advisor SHN	All House Tutors support students when making curriculum and career choices. Every Pupil Premium	Pupil Premium students are supported in making college and Sixth Form applications which ensure they are not NEET at the end of the academic

		student is offered independent CIAG, and each student has a Futures Interview with a member of the ST Team.	year. All Year 11 Pupil Premium students have been given additional support to ensure the securing of an apprenticeship, a college or a Sixth Form place for the next academic year.
Supporting attendance and achievement			
	Breakfast Club JPE	Breakfast club established Mon to Friday from 7.45 - 8.30am. They have breakfast along with an equipment, uniform and homework check.	July 2015: A core group of ?? KS3 students attend and have benefitted from being equipped and ready for the day. Homework is often printed and or completed during this time. Similarly pastoral support is essential in creating a positive start to the day. It is hoped the number will expand once further funding is secured to provide more food for bigger numbers.
	Lesson 6 Boost Homework Club	Homework Club established to support Boost Students	Jan 2015: On average 8 'Lesson 6' class students regularly attend this club. This is very well attended, the students are able to complete their homework and extended learning activities which develop their independent learning skills and ensure they complete the work set.
	House Coordinators CWD DBD DCE DYS	The House Coordinator is a link between school and families who are in crisis or find it hard to engage with the school. She will arrange meetings with parents /carers to provide social and emotional support to the family and will provide pastoral support for the students in school	Jan 2015: All Pupil Premium families are supported by the House Co through her work with attendance and or social concerns. She will conduct home visits if required to try to engage families and support the students in their education.
	Coaching for progress	Students are coached by internal and external staff	Jan 2015: Pupil Premium students are involved in the Coaching for Progress programme across Years 7 to 10.
Financial Support			
	Printer credits	These are provided for all Pupil Premium students	Jan 2015: All Pupil Premium students in Years 8-10 have been given additional printer credits. Students are able to print coursework, homework and past papers. Student voice: 'I can complete my homework, print off research and keep up with coursework.' 'It is expensive to print off stuff and being given some extra support means I can keep up with school work.'
	Revision Guides	These are purchased and available to Year 11 Pupil Premium students in core subjects	All Year 11 Pupil Premium students provided with key revision guides. Up to 5 for core subjects (English, Maths, Science). Other subjects bought and held in library for students to access individual subjects.
	Uniform RBR	Pupil Premium students are being offered the new school uniform (introduced in September 2014)	Approximately 6 Pupil Premium students have taken up this offer.
	House Funds	All Houses have access to hardship funds for students for miscellaneous costs (catering, food, trips, materials, uniform)	Pupil Premium students have received funding from the House Funds to date.
Supporting Teaching and Learning			

All staff informed of strategies	A statement has been issued to all staff explaining the Pupil Premium aims and objectives and strategy. Heads of Faculty have also been given a Pupil Premium infograph, which details useful strategies and approaches to adopt with disadvantaged students.	Staff have far more understanding and awareness of the specific needs of Pupil Premium students through the statement and infograph. Faculty 'Pupil Premium Champions' sit on the Inclusion Team and disseminate key messages in morning briefings. Pupil Premium students are identified on 4 Matrix for tracking data as well as SIMS, and in all data packs. Staff expected to ensure hard copies of homework are available any pastoral/academic concerns are passed on to the Progress Mentors as well as the Heads of House.
Teaching and Learning	The Sutton Trust has identified feedback as an important strategy to improve levels of progress. Whole School Reviews have recently focused on Focus Groups Feedback. A session on high quality written feedback, including feedback on literacy, was run for all teaching staff on the September INSET day.	SSE identified consistent practice identifying and catering for PP students in lessons. SSE identified significant development in quality of feedback and response by students.
Maths Programme including calculators and kits	Essential Maths equipment provided.	A new initiative for the academic year 2015- 16.

ALLOCATION £76,500