

Pupil Premium Grant 2016 – 2017.

What is pupil premium?

The Pupil Premium grant is a specific fund allocated to publicly funded schools in England to raise the attainment of disadvantaged students and close the achievement gap between them and their peers. Schools receive £935 for each student in year 7 to year 11 registered as eligible for free school meals at any point in the last 6 years and £1,900 for students who are 'looked after' by the Local Authority. If we are informed by parents, the school will also receive £1,900 for each student who has left local authority care because of one of the following reasons:

- Adoption
- A special guardianship order
- A child arrangements order
- A residence order.

Schools are allocated a services premium grant if students meet the following criteria:

- £300 for each Ever 5 service child up to year 11
- £300 for each student up to year 11 in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

Pupil premium numbers over time.

The following tables shows the breakdown by number and percentage of students qualifying for Pupil Premium funding at this school.

Pupil Premium students breakdown Years 7 to 11.			
	Years 7-11 Pupil Premium numbers	Years 7-11 Total number of students	Years 7 -11 % Pupil Premium
2013-14	158	913	17%
2014-15	149	847	18%
2015-16	142	808	18%
2016-17	182	865	21%

Pupil Premium students breakdown Years 12 and 13.			
	Years 12-13 Pupil Premium numbers	Years 12-13 Total number of students	Years 12 -13 % Pupil Premium
2013-14	14	177	8%
2014-15	7	200	4%
2015-16	5	200	3%
2016-17	8	155	5%

Pupil Premium allocation 2016-17

The Pupil Premium allocation for the academic year 2016-17 was £135, 575. This is based on the number of students eligible (145 students).

Strategy for how the Pupil Premium Grant money is to be spent:

There was a meeting in July 2016 with the link Governor for Pupil Premium, the member of the School Leadership Team with responsibility for Pupil Premium and the National Leader of Education (NLE) asked to conduct an external review on the impact of the spending of the Pupil Premium grant after the last Ofsted inspection. The purpose of this meeting was for Governors and the NLE to bring support and challenge to the school in terms of assessing the impact of past spending. This was done in order to inform choices for the next academic year. A focus of the discussion was the current barriers to progress experienced by Pupil Premium students. Identifying barriers is seen as necessary to target appropriate interventions. Examples of barriers identified were:

- weak literacy and numeracy skills
- low aspirations
- levels of emotional distress and poor mental health
- poor attendance and punctuality
- lack of engagement with learning and / or disruptive behaviour
- for a small number of students English not being the main language spoken at home
- vulnerability at key transition points.

The table on the next page shows the allocation of spending for 2016-17.

The allocation is spent in order to support Pupil Premium students and to tackle barriers to learning. The breakdown of the spending is clustered in a number of key areas:

- Curriculum/teaching and learning. For example. additional staffing in maths and commissioning targeted Alternative Provision for Pupil Premium students.
- Enriching cultural experiences. For example, theatre visits, off-site visits, music tuition, science enrichment and leadership opportunities.
- Supporting transition/raising aspirations. For example, Easter 'YES' activities, University visits and Humanutopia personal development days and summer camp.
- Removing barriers to learning for students for whom the school is in receipt of the Pupil Premium grant. For example, paying for transport, purchasing uniform, loaning laptops and the employment of a Counsellor.

2016-17 Expenditure -

Allocation £

£ 135, 575

Description	Expenditure £	Impact measure / evidence
Service Level Agreement with Virtual School (Looked after children Education Service) and interventions to support LAC.	1,900	Personal Education Plans / case studies
Deliberate overstaffing in Maths Directorate (one day a week to target intervention).	4,700	Exam results / data / SISRA
Parent Support Advisor - shared cost with COL (Community of Learning) 5.	7,500	Case studies
Primary transition, particularly supporting vulnerable students (Student Services Manager and HLTA).	6,000	Transition records / SISRA
HLTA numeracy.	17,387	Exam results / data / SISRA
Transition / Aim Higher visits to university (STEM focus) and STEM activities across the school.	2,500	Post 16 transition to first choice institutions / NEET figures / case studies
Subsidy for individual students such as music tuition, enrichment, visits, revision guides, transport assistance, laptop loan scheme.	14,000	Case studies / SISRA
KS4 Curriculum provision for EDDY/HAGGRID projects	11,000	HMI report. Achievement Centre records (results / attendance / exclusions / behaviour points / reduced NEETS.
School uniform and equipment for students	800	Maintained attendance and engagement.

School Counsellor	16,911	SISRA / attendance data / counselling report / case studies
EAL Students SLA (5 hours)	3,750	SISRA / attendance data / case studies
Safeguarding First SLA - vulnerable student support	250	Attendance / case studies / behaviour points
Alternative provision - to avoid permanent exclusion (KS3 and KS4)	18,000	Central Durham Inclusion Panel documentation and Reports to DCC, Attendance / reduced exclusions / results
Humanutopia intervention (including targeted wellbeing / mental health student Conference).	6,000	Social impact assessment Report
DAAC (Durham Agency Against Crime) Easter holiday activities (YES project) to promote resilience and motivation.	800	Evaluation with parents and young people who attended by Durham Police Cadets.
Truancy Call	650	Attendance / punctuality
Attendance Officer role	18,326	Attendance / punctuality
Show My Homework package and (Year 11) supervised homework/revision initiative.	1,900	Behaviour points for homework / case studies
Quality Assurance Report on spending and impact of spending. Honorarium.	500	Report (to SLT and Governors).
Administrative / management support and staff training / meetings related to vulnerable students (e.g. LAC, TAS, Youth Offending Team, Inclusion Panel, Local Authority Disadvantaged Students Network)	2,701	Improved support for attendance, behaviour, student outcomes.
	£135, 575	

Impact of the spending.

How did it make a difference to the attainment of disadvantaged students in 2016 - 2017 ?

The evaluation of the impact of the spending of the Pupil Premium allocation is linked to the established processes of quality assurance and self-evaluation operating at the school; as well as the processes of staff appraisal and school improvement planning. The school has invested in a data management system (SISRA) which has, along with staff training, facilitated a much more systematic and rigorous analysis of student progress. This has been true for individual classroom teachers, curriculum Directors and at a whole school level. The improvement in tracking in order to target intervention will be further strengthened during 2017 - 2018 due to the introduction of more frequent 'data captures' about progress and interventions.

There is a whole school Pupil Premium post-Ofsted Action Plan as well as a stronger focus on Pupil Premium issues in revised Directorate Monitoring of Learning documentation and Directorate Action Plans. The impact of Pupil Premium Grant spending is a standing item on the Governors' Working Group agenda and is monitored by the Local Governing Board. An external review of Pupil Premium spending was conducted by a National Leader of Education and by an Ofsted follow up visit by HMI.

What follows provides some analysis of the impact of spending as of September 2017. This year a new Ofsted Inspection Data Summary Report will be released in late November and further analysis can take place once the school has received this document. Analysis is more complicated because of a mix of legacy Key Stage 4 courses (with A – G grades) and reformed qualifications (with 9 – 1 grades). No official Attainment 8 estimates have been yet released by the Department for Education.

There is no analysis of Year 13 outcomes because there were no Pupil Premium students in the last Year 13 cohort.

Across the school overall attendance for Pupil Premium students is slightly lower than for non-Pupil Premium students (92.7% compared to 95.3%). However, it is pleasing that the figures for persistent absence (10% absence rate) are slightly better for Pupil Premium compared to non-Pupil Premium students.

The progress and outcomes for the 28 Year 11 Pupil Premium students in summer 2017 in comparison to non Pupil Premium students is noted below. There is a gap. Pupil Premium students achieved an average grade of D+ whilst non Pupil Premium students achieved an average grade of C. It should be noted that Pupil Premium students were of broadly similar academic ability (but very slightly less able based on prior Key Stage 2 attainment data) to their non-Pupil Premium peers.

In amongst the statistical analysis there are some examples of individual Pupil Premium students who are real success stories. For example, one male student gained grades of A*, A, B and 9 or 8s with a Progress 8 score of plus 1.97. One female Pupil Premium student also achieved a positive Progress 8 score of 1.98. Both students made 4 or 5 levels of progress in multiple subjects. Some individual students achieved well and their progress has facilitated transition to higher education.

The average Attainment 8 score for Year 11 Pupil Premium students was 4.3 and for all Year 11 students it was 4.7.

The Progress 8 score for Year 11 Pupil Premium students was minus 4.5 and for non Pupil Premium Year 11 students it was minus 0.28. In English the Progress 8 score for Pupil Premium students was minus 0.32 and for non Pupil Premium students it was minus 0.04. In maths the Progress 8 score for Pupil Premium students was minus 0.36 and for non Pupil Premium students it was similar at minus 0.38. In English the Progress 8 score for Pupil Premium students was minus 0.32 and for non Pupil Premium students it was minus 0.04.

The percentage achieving higher grades of 9 to 7, including English and maths, was higher for Pupil Premium students at 14.3% compared to a figure of 12.8% for non-Pupil Premium students. For the grades of 9 to 5, including English and maths, 44.5% of non Pupil Premium students achieved these outcomes with 28.6% of Pupil Premium students achieving them. For the grades of 9 to 4, including English and maths, 65.6% of non Pupil Premium students achieved these outcomes with an achievement level of 67.9% of Pupil Premium students.

Some Key Stage 4 courses have no Pupil Premium gap. In terms of individual subjects, the average grade at the end of Year 11 is the same for Pupil Premium students and non Pupil Premium students in GCSE Food Technology, French, RE, Music and Spanish. In 2017 Pupil Premium students achieved higher average grades in GCSE and BTEC Business Studies, BTEC Health and Social Care, the Level 2 Project as well as in GCSE Biology and further Maths than non Pupil Premium students. Across the whole school there is an inconsistent pattern and Pupil Premium students overall do less well than their peers.

The achievement and progress of Pupil Premium students is a key priority in the current School Development Plan. From September 2017 revisions to the structure of the school day, changes to tutorial provision (the introduction of mentors and STEP time - Study, Tutor, Extended learning and Progress and the move to a new horizontal Year structure) linked more frequent 'data captures' will facilitate a sharper focus on students who are not making expected progress. This, in turn, will lead to more robust interventions to support the achievement of Pupil Premium students. For our Looked After Children (LAC) we have implemented the new Personal Education Plan process for LAC introduced by Durham County Council (and for one student Gateshead Council) to better support their achievement and progress.

When published the new Ofsted Inspection Data Summary Report will allow more detailed analysis of this situation.

October 2017