

## **Pupil Premium 2015 – 2016.**

### **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 from 2013-14 onwards of students qualifying for Pupil Premium funding at this school (January census).

<b>Pupil Premium students breakdown Years 7 to 11.</b>			
	<b>Years 7-11 Pupil Premium numbers</b>	<b>Years 7-11 Total number of students</b>	<b>Years 7 -11 % Pupil Premium</b>
<b>2013-14</b>	158	913	17%
<b>2014-15</b>	149	847	18%
<b>2015-16</b>	142	808	18%

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

### **Pupil Premium allocation 2015-16**

The Pupil Premium allocation for the academic year 2015-16 was £145,062. This was based on 142 students (based on the January census return) who were eligible which equates to approximately 18% of our Key Stage 3 and 4 student population. Five students had parents in the armed forces and three students were 'looked after'.

### **How this was spent:**

The allocation for 2015-16 was spent in order to support these students. The breakdown of the expenditure is outlined below. As the year unfolded there were changes to the expenditure planned at the start of the year. This was due to changing circumstances, for example the unexpected need to increase spending of Alternative Provision to avoid permanent exclusion. Periodic reviews by the School Leadership Team and by a Governor Working Group helped to ensure funds were being targeted in line with need. In addition, following an Ofsted Inspection in November 2015 a National Leader of Education conducted a review of the impact of the spending of the Pupil Premium Grant at this school. The progress of Pupil Premium students was also examined in an HMI follow up visit to the Ofsted Inspection (April 2016).

Spending is clustered in a number of key areas:

- Curriculum/teaching and learning eg additional staffing in English and maths, commissioning Alternative Provision
- Enriching cultural experiences eg theatre visits, music tuition, Science enrichment and leadership opportunities
- Supporting transition/raising aspirations eg University visits and Humanutopia events
- Removing barriers to learning for students for whom the school is in receipt of the Pupil Premium grant eg purchasing uniform, loaning laptops and the employment of a Counsellor.

The focus of all of these strands of spending is improving the achievement and progress of our Pupil Premium students.

**2015-16 Expenditure**

**Allocation**

**£  
145,062**

<b>Description</b>	<b>Expenditure £</b>	<b>Impact measure / evidence</b>
14 hours of additional maths and English support for years 10 and 11	20,233	Exam results / data / SISRA
LACES (Looked after children Education Service) SLA and interventions to support LAC.	1,500	Personal Education Plans / case studies
Parent Support Advisor (shared cost with COL 5)	7,500	Case studies
English intervention (2 days per week)	18,318	Exam results / data / SISRA
Primary transition particularly supporting vulnerable students (Student Services Manager)	3000	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	2,000	Post 16 transition to first choice institutions / NEET figures / case studies
Subsidy for music tuition, enrichment, visits, laptop loan scheme	1,200	Case studies / SISRA
KS4 Curriculum provision for EDDY/HAGGRID projects	10,000	HMI report. Achievement Centre records (results / attendance / exclusions / behaviour points / reduced NEETS.
School uniform and equipment for students	1000	Maintained attendance
School Counsellor	16,500	SISRA / attendance data / counselling report / case studies
EAL Students LSA (5 hours)	3,750	SISRA / attendance data / case studies
Crisis Response Service	1,600	Attendance / case studies / behaviour points
Safeguarding First SLA - vulnerable student support	250	Attendance / case studies / behaviour points
Alternative provision - to avoid permanent exclusion (KS3 and KS4)	12,344	Attendance / reduced exclusions / results
Humanutopia intervention	8,000	Social impact assessment report
Truancy Call	650	Attendance / punctuality
Attendance Officer	17,975	Attendance / punctuality
Show My Homework initiative	500	Behaviour points for homework / case study

Admin / management support for meetings related to vulnerable students (e.g. LACES, TAS, Youth Offending Team, Inclusion panels, Local Authority Network)	1355	Improved support for attendance, behaviour, results, social interaction.
145,062		

### How did it make a difference to the attainment of disadvantaged students in 2015-2016?

Evaluation of the impact of the spending of the Pupil Premium allocation during this current school year is linked to the established processes of quality assurance and self-evaluation operating at the school; as well as the process of Performance Management and school improvement planning. In the last school year there was a newly created informal network of colleagues from local school as well as a new Local Authority Network group to share good practice regarding supporting disadvantaged students. The school has invested in a new 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, Directors and at a whole school level. The appointment of a new Data and Assessment Manager will further assist with this improvement in tracking in order to target intervention

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 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 as of September 2016. Further analysis will take place once the School has received the RaiseOnLine document.

In amongst the statistical analysis there are some examples of individual Pupil Premium students who are real success stories. For example, a number of mid-year entry students who were academically limited and disengaged were successfully re-engaged through a horticulture project. A number of Pupil Premium students who were at significant risk of becoming NEET (Not in Education Employment or Training) are now on Post 16 apprenticeships in horticulture. One Pupil Premium student whose music tuition fees were paid for from the Pupil Premium Grant achieved success at GCSE level and is now studying music in the sixth form.

Analysis of *Sixth Form* results is not statistically meaningful because there were only 2 Pupil Premium students in the Year 13 cohort. Pupil Premium and non-Pupil Premium students received the same average grade per entry with Pupil Premium students doing better in terms of the percentage of grades A-B and A-C.

Across the school *attendance* for Pupil Premium students is lower than for non-Pupil Premium students (93% compared to 95%). However, figures for persistent absence (both

10% and 15% persistent absence) are better for Pupil Premium compared to non-Pupil Premium students.

For *Year 7* students, at the end of their first year at the school, Pupil Premium students had made 1.48 sub-levels of progress whilst non Pupil Premium students had outperformed them with an average of 1.54 sub-levels of progress. The gap had increased slightly from progress data obtained in May 2016 when the data showed that Pupil Premium students were slightly outperforming non Pupil Premium students.

Progress for *Year 8 and Year 9* Pupil Premium students in comparison to non- Pupil Premium students reported in the progress data obtained in the Summer Term (July 2016) is noted below. Progress is shown in sub-levels.

- Year 8: Pupil Premium = 3.36 with non-Pupil Premium = 3.48. The gap has thus closed by 0.2 compared with the progress data obtained in May 2016.
- Year 9: Pupil Premium = 5.14 with non-Pupil Premium = 5.24. This indicates that there has been significant closing of the gap compared with the progress data obtained in May 2016. The gap between Pupil Premium and non-Pupil Premium students has been reduced by 0.22.

Intervention programmes for maths and science at Key Stage 3 during the summer term appear to have been successful for students. By July, both subject areas had reduced the progress gap between Pupil Premium and non-Pupil Premium students by 0.2 since the intervention started.

The HMI Monitoring Visit in April 2016 stated that performance gaps for key groups of students are beginning to narrow in Years 7 and 8 but not as rapidly in Year 9.

Progress for *Year 10* Pupil Premium students in comparison to non-Pupil Premium students reported in the internal progress data obtained in the Summer Term (July 2016) is noted below.

- The average total Progress 8 score for Pupil Premium students = -0.36 whilst for non-Pupil Premium students it was = -0.1.
- The percentage achieving grades of 5 A\*- C including English and maths for Pupil Premium students was 45.2%, with non-Pupil Premium students it was better at 62%.
- The percentage achieving (expected) 3 levels of progress in English for Pupil Premium students was 60% with non-Pupil Premium students it was higher at 82.4%.
- The percentage achieving 4 levels of progress in English for Pupil Premium students was 36.7% with non-Pupil Premium students it was lower at 31.1%.
- The percentage achieving (expected) 3 levels of progress in maths for Pupil Premium students was 46.7% with non-PP it was 57.1%.
- The percentage achieving 4 levels of progress in maths for Pupil Premium students was 33.3%, and for non-Pupil Premium students is was slightly lower at 31.1%.

The progress and outcomes for the *Year 11* Pupil Premium students in summer 2016 in comparison to non Pupil Premium students is noted below. There is a gap. It should be

noted, however, that Pupil Premium students were on average significantly less able (based on prior attainment data) when they started at the school compared to their non-Pupil Premium peers.

- Average levels of progress for Pupil Premium students was 2.2 and for non-Pupil Premium students it was 3.2.
- Average Total Progress 8 score for Pupil Premium students was minus 0.46 and for non Pupil Premium students it was minus 0.13. However, nearly 50% of Pupil Premium students gained a positive Progress 8 scores and some had average attainment of more than a grade better than would have been expected.
- The percentage achieving 5 A\*- C including English and maths for Pupil Premium students was 42.9% compared to a figure of 76.8% for non-Pupil Premium students. However, Pupil Premium students were on average significantly less able (based on prior attainment data) when they started at the school compared to their non-Pupil Premium peers so their weaker performance is not a surprise.
- The percentage achieving 3 levels of progress in English (expected progress) for Pupil Premium students was 47.1% and for non Pupil Premium students it was 79.7%.
- The percentage achieving 4 levels of progress in English for Pupil Premium students was 26.5% whilst for non Pupil Premium students it was 41.9%.
- The percentage achieving 3 levels of progress in maths (expected progress) for Pupil Premium students was 45.5% but non Pupil Premium students had a higher figure of 75.7%.
- The percentage achieving 4 levels of progress in maths for Pupil Premium students was 9.1% but was 31.8%, for our non-Pupil Premium students.

This achievement and progress gap will be borne in mind as we review and refine our post Ofsted Pupil Premium Action Plan. New interventions will include introducing Raising Achievement Presentations by curriculum Directors at the Wider Leadership Team meetings that will include a focus on Pupil Premium issues. The documentation completed by Key Stage 3 Tutors following a Progress Report or Progress Update will place more emphasis on the monitoring of the progress of Pupil Premium students. This is to enable a sharper focus on those areas where students are not making expected progress and consistent recording of actions to be taken. In addition, the new (for September 2016) Learning Mentor tutor groups at Key Stage 4 will provide more robust interventions to support the achievement of Pupil Premium students. For our Looked After Children (LAC) we have begun to implement the changes to the Personal Education Plan process for LAC introduced by Durham County Council (September 2016) to better support their achievement and progress.

Pupil Premium achievement and progress remains an area of concern, although some individual students did well and some courses have no Pupil Premium gap. For example, some Pupil Premium students in the 2016 Year 11 cohort achieved 5 and 6 levels of progress in some subjects and have progressed to higher education. In terms of subjects, the average GCSE grade is the same for Pupil Premium students and non Pupil Premium students in Photography with 83% of Pupil Premium students making 5 levels of progress and some making 6 levels of progress. Other GCSE courses with no Pupil Premium gap in 2016 are Art, English Literature, Further maths, and Additional maths, Biology, the Extended Project and French (short course). The exam results for Year 11 student on Alternative Provision were

poor but the use of Alternative Provision prevented a permanent exclusion and the student did not become NEET (Not in Education Employment or Training).

However, there is an inconsistent pattern across the school with Pupil Premium students overall doing less well than their peers, although the gap would appear to be less wide than is the case nationally.

When published, the 2016 RAISEonLine document will allow more detailed analysis of this situation.