

# Prospect School

<b>Objective</b>	Students in receipt of Pupil Premium to achieve or exceed their Fisher Family Trust (FFT) targets. <i>Targets are set in a range of the same progress as pupils of similar ability in the top 50<sup>th</sup> to 20<sup>th</sup> percentile of schools.</i>
<b>What do we expect to see?</b>	<ul style="list-style-type: none"><li>• Pupil Premium students achieving or exceeding their FFT targets</li><li>• Increased achievement in English and Maths</li><li>• Increased attendance</li></ul>
<i>The Pupil Premium is available for Schools and Academies to provide additional support for students in receipt of free school meals or who have been eligible for free school meals at any point in the last six years, looked after children, children adopted from care and a smaller amount of funding is provided for the children of service personnel.</i>	

## Pupil Premium 2018-2019

2017-18 Evaluation

2018-19 Strategies

## 2017-18 Impact Evaluation

<b>2017-18 Year 11 Results</b>	Pupil Premium students' targets were FFT targets (the same progress as similar pupils in the top 20 <sup>th</sup> – 50 <sup>th</sup> percentile of similar schools)				
		All	NPP	PP	
	Pupil Premium Students	Number of Students	227	153	74
		Number of Students included in Progress 8 calculation	199	128	71
		Attainment 8	34.11	36.23	29.71
		FFT Attainment 8 Target (Target +)	33.54 (37.05)	33.63 (36.96)	33.37 (37.21)
		Progress 8	-0.58	-0.519	-0.69
		Progress 8 English	-0.722	-0.635	-0.878
		Progress 8 Maths	-0.262	-0.208	-0.36
		Progress 8 Ebacc	-0.457	-0.401	-0.557
		Progress 8 Open slots	-0.822	-0.765	-0.924
		% entering Ebacc	41.4	47.1	29.7
		% achieving a strong pass in the Ebacc	11	13.1	6.8
		% achieving a standard pass in the Ebacc	17.6	20.3	12.2
% achieving a strong pass in English and Maths		24.2	26.8	18.9	
% achieving a standard pass in English and Maths	43.6	47.1	36.5		
<b>2017-18 Year 10 Tracking</b>	Pupil Premium students' targets were FFT targets (the same progress as similar pupils in the top 20 <sup>th</sup> – 50 <sup>th</sup> percentile of similar schools)				
	Pupil Premium Students (Tracking at AP6)	Number of Students			91
		Number of Students included in Progress 8 calculation			87
		Attainment 8			33.34
		FFT Attainment 8 Target			33.70
		Progress 8			-0.503
		Progress 8 English			-0.512
		Progress 8 Maths			-0.518
		Progress 8 Ebacc			0.027
		Progress 8 Open slots			-1.018
		% entering Ebacc			30.8
		% achieving a strong pass in the Ebacc			16.5
		% achieving a standard pass in the Ebacc			8.8
		% achieving a strong pass in English and Maths			18.7
% achieving a standard pass in English and Maths			29.7		
<b>2017-18 Year 9 Tracking</b>	Pupil Premium students' targets were FFT targets (the same progress as similar pupils in the top 20 <sup>th</sup> – 50 <sup>th</sup> percentile of similar schools)				
	Pupil Premium Students (Tracking at AP6)	Number of Students			99
		Number of Students included in Progress 8 calculation			97
		Attainment 8			25.49
		FFT Attainment 8 Target			32.68
		Progress 8			-1.178
		Progress 8 English			-1.087
		Progress 8 Maths			-1.593
		Progress 8 Ebacc			-0.542
		Progress 8 Open slots			-1.596

		% entering Ebacc				20.2
		% achieving a strong pass in the Ebacc				7.1
		% achieving a standard pass in the Ebacc				1.0
		% achieving a strong pass in English and Maths				7.1
		% achieving a standard pass in English and Maths				16.2
<b>2017-18 KS3 Tracking</b>	<b>Pupil Premium Students AP6 Tracking</b>		<b>% Mastering</b>	<b>% Securing</b>	<b>% Developing</b>	<b>% Emerging</b>
		<b>Year 7</b>				
		<b>English</b>	<b>1.6</b>	<b>7.8</b>	<b>46.9</b>	<b>93.8</b>
		<b>Maths</b>	<b>11.5</b>	<b>24.6</b>	<b>54.1</b>	<b>95.1</b>
		<b>Year 8</b>				
<b>English</b>	<b>1.3</b>	<b>10</b>	<b>48.8</b>	<b>92.5</b>		
<b>Maths</b>	<b>7.5</b>	<b>12.5</b>	<b>23.8</b>	<b>71.3</b>		

## Background

Prospect School is an 11-18 comprehensive school, serving central and west Reading. Despite Reading often being perceived as an affluent town in the Thames Valley, Prospect serves a community which puts it in the most deprived quintile in the country, with an average of 43% of students in Years 7-11 eligible for Pupil Premium funding. Universal Credit was rolled out in the area in December 2017. None of Prospect's students are from the top quintile for affluence, meaning that there are many more students who are relatively deprived, but not eligible for support. Anecdotally, we know that their parents are often working in multiple minimum wage jobs, so they are triply disadvantaged by relative poverty, often working parents, and lack of access to pupil premium funding. Therefore, a proportion of our Pupil Premium funding is used to support all students.



	<b>2017-18 Actions Completed</b>	<b>2017-18 Impact of Actions</b>	<b>2017-18 Areas for Development</b>
<b>KS4 Progress Support</b>	<p>A range of progress support was implemented for KS4 (predominantly Y11 students) based on data tracking. Some of this was bespoke, for particular groups of students, some was implemented across the year group (including non-PP or otherwise disadvantaged students). These included:</p> <ul style="list-style-type: none"> <li>• Intervention tutor groups (for all) changed 3x during the year</li> <li>• Implementation of bespoke curriculum and specialist support to maximise achievement at KS4 for a number of students.</li> <li>• Residential revision programme for cohort of PP students</li> <li>• Provision of counselling services</li> <li>• KS4 Hub provided SEMH support particularly to vulnerable students</li> <li>• P6 lessons for all Year 11 students based in data driven deployment. Co-ordinated across the school but PP students not explicitly tracked.</li> <li>• Additional curriculum resources provided to PP students – e.g. revision guides. On a departmental basis.</li> </ul>	<ul style="list-style-type: none"> <li>• See end of document for individual department impact.</li> <li>• Overall, the gap narrowed in some areas more than others.</li> <li>• Eng/Maths 9-4 gap of 10.6%, 9-5 gap of 7.9%</li> <li>• Several Y11 students benefited from provision of counselling and KS4 Hub and attendance improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention tutor groups to continue. Review of staff in Year 11 tutor team. Whole school extension (proposed) of tutor time to 25 minutes to extend intervention time; has also been moved to after p2.</li> <li>• More careful tracking of groups of students, particularly PP. Bespoke timetables were not explicitly aimed at PP students but on general need.</li> <li>• Development of Year 11 intervention space – this will also mean the KS4 Hub can focus on students in Year 9 and 10.</li> <li>• Explicit tracking of impact of P6 sessions, focus on PP students</li> <li>• Consider providing revision packs to PP students on whole school basis – more bespoke.</li> <li>• Identification of students who would benefit from bespoke/alternative provision and/or intervention at Ufton Court.</li> </ul>
<b>Intervention</b>	<ul style="list-style-type: none"> <li>• Development of in-house Alternative Provision – pilot cohort run in summer term</li> <li>• Redeployment of Teaching Assistants as Learning Mentors – focus on Literacy/EAL/Behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance and pupil progress would suggest that whilst there is anecdotal evidence of success, this is not being seen in data, so further refinement and targeting is needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Full roll-out of alternative provision for students who are at risk of exclusion – PP will be prioritised in allocating students</li> <li>• Consider deployment of Learning Mentors specifically for PP.</li> </ul>

	<ul style="list-style-type: none"> <li>• New Careers Advisor appointed from external provider as from April 2018.</li> <li>• Targeted trips to e.g. Oxford University, Houses of Parliament for PP students</li> <li>• Appointment of full time counsellor in school</li> <li>• Refurbishment of fitness suite</li> <li>• Boxing club run in conjunction with Thames Valley Police and Whitley Amateur Boxing Club – targeted at students at risk of exclusion and funded by Sport England</li> </ul>		<ul style="list-style-type: none"> <li>• Careers Advisor to role out further intervention programmes</li> <li>• Identify how many/which students are disadvantaged in more than one way (PP, SEN, MH) and explicitly track these students</li> <li>• Develop an effective after school provision and extend the use of the homework club. Monitor the use of SMHW and other online packages and ensure that all Pupil Premium students have access to these.</li> </ul>
<b>KS3 Progress Support</b>	<ul style="list-style-type: none"> <li>• KS3 Hub to provide support.</li> <li>• All students completed CATs on entry. English used Progress testing at the end of Year 7/8</li> <li>• New progress data tracking based on DESM to follow on from primary schools</li> <li>• Start of partnership with Driver Youth Trust – focus on literacy and acquisition of vocabulary for all</li> <li>• Continued roll out of Accelerated Reader</li> </ul>	<ul style="list-style-type: none"> <li>• Accelerated Reader – significant improvement in reading and use of library. Over 1 million words read through scheme.</li> </ul>	<ul style="list-style-type: none"> <li>• Science also to use Progress testing. Maths have revised tracking</li> <li>• DESM needs further refinement to ensure that accurate and meaningful tracking data exists.</li> <li>• Focus on progress and attainment needs to filter down from Year 11 to across all years.</li> <li>• Extension of partnership with Driver Youth Trust, focus on specific groups of students including PP.</li> <li>• Continuation of AR.</li> <li>• All new Year 7 students to attend residential at Ufton Court – fully funded for Pupil Premium students. Some of these students will be identified for further visits.</li> </ul>
<b>Teacher Enhanced</b>	<ul style="list-style-type: none"> <li>• All teachers were trained in TEEP at the start of the academic year 2017,</li> </ul>	<ul style="list-style-type: none"> <li>• Overall quality of teaching has improved, as evidenced by the TQOT</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with TEEP and emphasis on quality teaching in the classroom.</li> </ul>

<b>Effectiveness Programme (TEEP)</b>	<p>with some progressing to Level 2. Underpinning the belief that quality teaching in the classroom is the most effective route to increased standards for all.</p> <ul style="list-style-type: none"> <li>As a part of expected classroom practice, all teachers to engage with the concept of TILT for Pupil Premium Students</li> </ul>	<p>database. This is regularly reviewed by the SLT and interventions put in place for teachers not yet at 'consolidate' or 'share'</p> <ul style="list-style-type: none"> <li>% of lessons considered to be good or better</li> <li>%of teachers rated as 'consolidate' or better</li> </ul>	<ul style="list-style-type: none"> <li>New ASLT appointed to over see CPD with focus on quality of teaching. All new teachers trained with TEEP</li> </ul>
<b>Parental Engagement</b>	<ul style="list-style-type: none"> <li>Help Experts Parenting Courses offered free to parents</li> </ul>	<ul style="list-style-type: none"> <li>Minimal take-up of Help Experts</li> </ul>	<ul style="list-style-type: none"> <li>Restructure of student/parent evenings into 11/13, 10/12, 8/9 and 7. Introduction of Progress Days.</li> <li>Focused launch of Help Experts to targeted parents</li> <li>AP programme will have significant parental engagement developed within the programme</li> </ul>
<b>Attendance</b>	<ul style="list-style-type: none"> <li>From January 2018 started working with external EWO service WPA as RBC service increasingly limited. Full audit of attendance procedures undertaken and new regime implemented.</li> <li>From January 2018 EWO was in school 2 days a week.</li> <li>Range of other interventions in place to remove barriers to attendance – eg Red Box Project</li> <li>Employment of full-time counsellor in school from January 2018</li> </ul>	<ul style="list-style-type: none"> <li>Attendance across the school was too low, at 92%.</li> <li>Attendance for PP students was even lower, at an average of</li> <li>By the end of the year, some small improvements were beginning to show in attendance.</li> <li>Clear action plan in place for September 2018</li> </ul>	<ul style="list-style-type: none"> <li>WPA time increased to three days a week.</li> <li>Explore role of Family Support Worker to target families where there is long term PA</li> <li>School day changed to extend tutor time and moved to after p2 to encourage punctual attendance</li> <li>Will increase use of both encouragement but also punitive measures (eg FPN) when other approaches have failed.</li> <li>HOys meet fortnightly with EWO and attendance officer and continue to implement strategies to remove barriers, real or perceived, that</li> </ul>

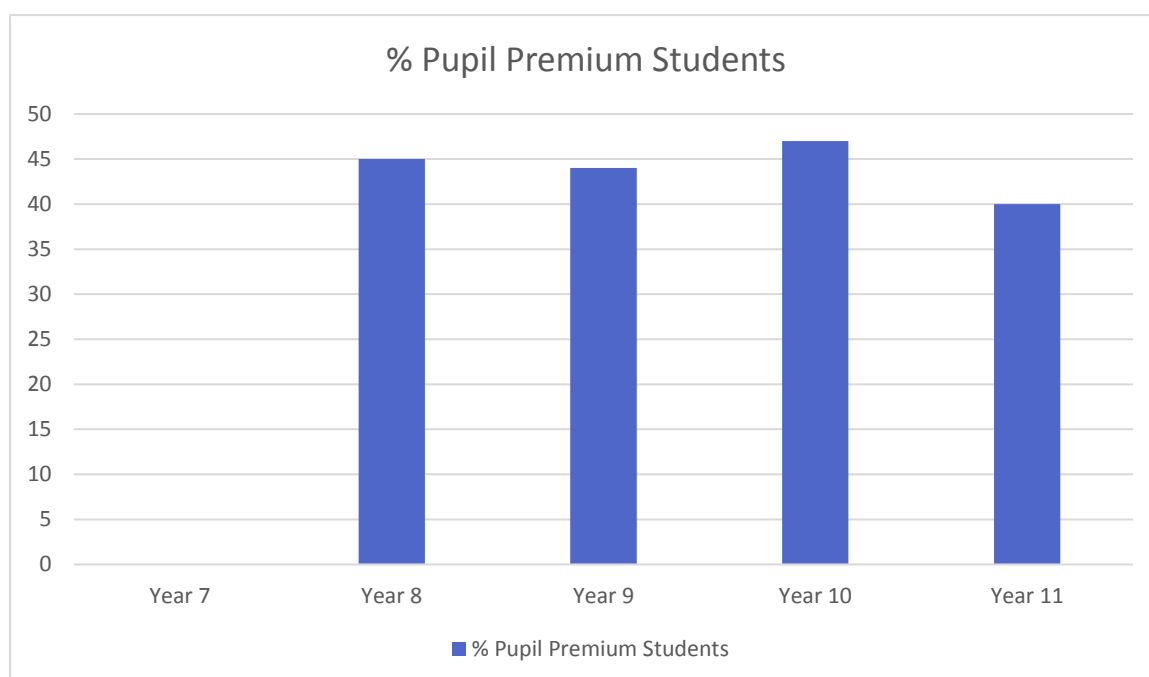
			prevent PP students from attending school.
<b>Hardship Fund</b>	<ul style="list-style-type: none"> <li>Targeted to those in need (and more generous) rather than providing same to all.</li> <li>Curriculum trips paid for all PP students</li> <li>All PP students entitled to £250 to spend on enrichment trips including Ski Trip, Germany Christmas Markets Trip, Battlefield Trip</li> <li>Provision of gift cards to students in Food Technology, also materials for Technology subjects pre-purchased for PP students.</li> </ul>	<ul style="list-style-type: none"> <li>No student disadvantaged through lack of uniform</li> <li>All PP students able to engage in lessons requiring additional materials – eg Food/Technology/Art/Photography.</li> <li>Over 40 students PP benefitted from additional funding to go on enrichment trips.</li> </ul>	<ul style="list-style-type: none"> <li>To continue, although evaluation of impact needs to be considered.</li> <li>Monitor for any impact of rollout of Universal Credit – this happened in December 2017 in this area.</li> </ul>
<b>Free Breakfast</b>	<ul style="list-style-type: none"> <li>Free breakfast is offered to all PP students each day</li> <li>Additionally, free breakfast was provided to ALL Year 11s prior to morning GCSE examinations.</li> <li>All payment is cashless so PP students not identified in the canteen.</li> </ul>	<ul style="list-style-type: none"> <li>Take-up by PP students is comparatively low, at just...regularly having a free breakfast.</li> <li>By comparison, nearly all Year 11 students took up free breakfast in the exam period</li> </ul>	<ul style="list-style-type: none"> <li>Have registered with the National School Breakfast Programme. Also consider extending free breakfast to all anyway, to remove any divisiveness.</li> <li>Evaluate the impact of moving tutor time.</li> <li>HOYs to identify students and encourage greater take-up</li> </ul>
<b>'Resilience' Project</b>	New in 2018		<ul style="list-style-type: none"> <li>ASLT appointed to focus on resilience in school, with particular focus on PP students. Programme to be developed and then rolled out across the school.</li> <li>Investigation of PiXL 'Them and Us'</li> </ul>



<p><b>Focus, Monitoring and Accountability</b></p>	<p><b>Appraisal Targets:</b> all teachers have a Year 11 Student Achievement target,  <b>Exam Evaluation:</b> specific sections for Pupil Premium analysis.  <b>Challenging Targets:</b> Targets are set within a range of FFt top 5-to top 20 percentile, to allow for personalisation of targets  <b>Lesson Observations:</b> all teachers should know who their Pupil Premium students are and should have made maximum use of seating plans to ensure that Pupil Premium students have full access to the lesson.  <b>Work Scrutiny:</b> HODs conduct a work scrutiny every half term, checking agreed, basic standards are being followed within their department and sharing good practice. Pupil Premium students must make up part of each scrutiny. Outcomes fed back to SLT link and recorded in departmental folders.  <b>Tracking:</b> all students are tracked and their progress is checked against key indicators and performance measures. Separate Pupil Premium tracking follows the same profile.  <b>SIMS:</b> all marksheets and datasheets have the Pupil Premium Indicator visible. Teachers should additionally use MINT Class to provide detail in lessons  <b>Briefings and CPD:</b> used to share Pupil Premium progress and Pupil Premium</p>		<p>Consider including a separate Pupil Premium Target</p>
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	<p>strategies so the whole staff can buy into them and contribute towards achieving them.</p> <p><b>Parent/Student Evenings</b> : HOYs focus on ensuring that parents of Pupil Premium students attend.</p> <p><b>Summary Sheets</b>: progress and actions shared with SLT and Governors termly.</p>		<p>Introduction of 2 Progress Days per year for all year groups.</p>
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## 2018-19 Strategies



As a result of the *Pupil Premium Action Plan and Evaluation 2017-18* and detailed Exam Analysis of Pupil Premium student's performance, the following strategies will be implemented and embedded during 2018-19.

- 1. Continue to increase focus, monitoring and accountability of students for whom the Pupil Premium provides support to ensure intervention in subjects is implemented effectively at the earliest opportunity to contribute towards Pupil Premium students maximising their potential.**

Continue to set every subject Pupil Premium Year 11 targets and teachers with Year 11 Pupil Premium targets, evidenced in Appraisal documentation. Teachers must specifically address actions for any Pupil Premium student who is predicted to be below at any Assessment Point. Teachers should refer to the actions in the TILT document, setting out strategies such as marking PP books first, using MINTCLASS to ensure that seating plans advantageously seat PP students, and that they know who they are in their lessons.

The ASLT appointed to lead on student progress will analyse the progress of all students in a cohort, with a particular focus on Pupil Premium students; identify those in need of whole-school intervention support and identify and co-ordinate appropriate support for individual students, matching the full range of intervention strategies offered by Prospect to meet individual needs. The ASLT will work specifically with both DHT's to ensure that these actions are agreed and implemented.

Ensure the Curriculum Design continues to enable maximisation of Pupil Premium achievement and ensure that Pupil Premium students continue to follow a broad and balanced curriculum. A full review of the curriculum will take place this year, specifically at KS4, but also at KS5, to ensure that

there are appropriate pathways that all students and specifically Pupil Premium students can aspire to. Continue to ensure that Pupil Premium students are provided with the opportunity to succeed in the EBacc suite of subjects and are expected to do so. Continue to ensure that all students and in particular Pupil Premium students leave with an appropriate quantity of grades as well as maximising the quality of these grades. In order to enhance their employability by securing appropriate post-16 pathways.

**2. Individual subjects to continue to utilise targeted interventions, including specialist Learning Mentors in all subjects facilitating high quality support of Pupil Premium students.**

Continue to utilise Learning Mentors to work one-to-one and with small groups of Pupil Premium students. Continue to ensure Pupil Premium students reach pre agreed, challenging targets, within a specific time frame. For EBacc subjects, where additional teacher timetabled intervention lessons are deployed, ensure that Pupil Premium students receive high quality, expert support, where the accurate and reliable data evidences need.

Ensure that Pupil Premium students are able to, and are attending Period 6 lessons in Year 11, and that Pupil Premium students in other years are able to access high quality support after school. Provide specialist support to enable targeted groups of Pupil Premium students to make rapid and sustained progress in lessons and as part of the completion of extended learning projects.

**3. Increase parent engagement to facilitate support for Pupil Premium students through the work of the Key Stage Hubs and Learning Mentors.**

Continue to maintain contact with targeted Pupil Premium parents/carers to ensure they engage with activities Prospect provides to support them in supporting their child's learning. Heads of Year should monitor their attendance at Parent/student evenings, and specifically target their attendance. Where possible, to facilitate alternative meetings. HOYs must provide an analysis after each Parent/student evening of the attendance of Pupil Premium vs non-Pupil Premium students. Whilst parental attendance is desirable, we should also facilitate students being able to attend on their own so that they still have the individual conversation with their teachers.

**4. Continue to focus on increasing attendance so that students are in lessons and learning.**

We will continue to use WPA as our main EWO service, increasing this to three days a week from September 2018. Intervention to start at 97% for all students, although Pupil Premium students will be prioritised. Fortnightly meetings with EWO, Attendance Officer and HOYs to take place and strategies agreed for identified students. Where appropriate, use will be made of FPN's to encourage attendance, and also for punctuality.

**5. Use the Hardship Fund to ensure that Pupil Premium students have access to the same opportunities as the whole school community.**

Continue to enable targeted bespoke support for Pupil Premium students in a range of areas and activities. Practical barriers to learning will be reduced as a result of this fund. Pupil Premium students will be provided with a fully inclusive educational experience.

**6. Maintain the capacity of the Key Stage Hubs, Learning Mentors and Alternative Provision to further strengthen Behaviour for Learning.**

The Key Stage Hubs will continue to be the main resource for students needing additional support, particularly those with SEMH. Counselling service to be prioritised for Pupil Premium students, and greater publicity and targeting of the School Nurse to Pupil Premium Students. Continue to work with the Red Box Project to ensure that no girl misses school through period poverty. AHT (Behaviour) to provide analysis of students receiving detentions and ILC referrals. Wherever possible for Pupil Premium students, and alternative will be found to ILC and (fixed term) exclusions. This needs to be monitored carefully. Consideration of the appropriateness and need of Alternative Provision for those at risk of exclusion, particularly Pupil Premium students.

#### **7. Free breakfast.**

The Cashless Catering system will continue to reduce any perceived stigma and will continue to increase take up. Pupil Premium students will be automatically opted into this service. Students who have a free breakfast will arrive in lessons more focused and ready to learn. Students will be encouraged to take up free breakfast. Pursue the National Breakfast Strategy and undertake cost-benefit analysis of a whole school free breakfast offer.

#### **8. Resilience Project**

Newly appointed ASLT to develop resilience project to ensure that students are able to learn effectively, by reducing absence, and increasing active participation in their education. To be targeted at Pupil Premium students as appropriate.

#### **9. Quality First Teaching (TEEP)**

Continue with the philosophy that it is quality teaching and effective student engagement in the classroom that leads to attainment and progress for all students. Ensure that all teachers are 'Tilting' their teaching towards their disadvantaged students.

#### **10. Other Interventions and Strategies**

Continue working with Driver Youth Trust, extending our partnership for a further two years. Focus on acquisition of vocabulary, knowing that by the age of seven, the word gap between Pupil Premium and their non-disadvantaged peers is about 4,000 words, and subsequently grows. Continue to use Accelerated Reader as part of this strategy.

Investigate and develop other ways that the social and cultural capital gap can be closed and ensure that all teachers are aware of this. Ensure that teachers consider their own use of language, recognising that Pupil Premium students will have a more restricted vocabulary and the elaborated code and particularly subject specific words will be less familiar to them. Teachers to be judicious in their choice of text and reading material, and also use of exemplar material.

### **2018-19 Planned Expenditure**

Prospect carefully ring-fences the funding at the beginning of the academic year so that it is spent on a targeted group of students. As a result of the *Pupil Premium Action Plan and Evaluation 2016-2017* and detailed Exam Analysis of Pupil Premium students' performance during 2017-18, the strategies detailed above will be implemented and embedded during 2018-2019. The projected expenditure is detailed below. Guidance is also taken from the Education Endowment Fund Pupil Premium Toolkit.

2018-19	
Total Number of Students on roll	1099
Total Number of Students eligible for PPG	442
Amount per pupil	£935
% of Premium Students	40.2%
Total amount of PPG received in 2018-19	£413,270

Action	Cost	Benefit (in months; see EEF Toolkit)
<b>Teaching and Learning</b>		
TEEP	10,000	8 months
Additional Sets in Core Subjects	75,000	3 months
Accelerated Reader	5,000	9 months
Driver Youth Trust	1,000	9 months
<b>Intervention</b>		
Intervention teachers in Core Subjects	75,000	5 months
Additional Revision classes	15,000	2 months
Residential Trip in Year 11	5,000	2 months
Ufton Court	5,000	2 months
Learning Mentors	40,000	5 months
<b>Social, Emotional and Cultural Capital</b>		
Teaching Heads of Year (8-11)	25,000	5 months
Rewards	15,000	2 months
Enrichment Activities	3,000	2 months
School Counsellor	25,000	5 months
Alternative Provision	30,000	5 months
Summer School	10,000	3 months
<b>Careers Provision</b>		
Independent Careers Advisor	15,000	5 months
Work Experience for targeted students	3,000	5 months
<b>Hardship Fund</b>		
Uniform	2,000	1 month
School Curriculum Trip	3,000	2 months
School Enrichment Trips	3,000	2 months
Emergency Funding		
<b>Attendance</b>		
WPA – provision of 3 day a week EWO service	20,000	3 months
Attendance Officer	12,000	3 months
<b>Free Breakfast</b>	8,000	
<b>Total</b>	<b>405,000</b>	

## Appendix: Departmental Use of Pupil Premium Funding

### Art

- £88 new GCSE hard back sketchbooks for year 9 Art.
- £76.78 memory sticks for new GCSE Art Photography pupils year 9 By providing pupils with this core equipment pupils were able to produce, store and save course work without having to fund the equipment themselves.
- GCSE Art: 2017.18 end of year analysis showed the vast majority of PP pupils to be working on or near their target grade.
- GCSE Art Photography: 2017.18 end of year analysis showed the vast majority of PP pupils to be working on or near their target grade.

This is the same for year 9 Art and Art Photography for non PP as well

### Geography

- Purchased Revision Guides using PP money last year for all Year 11s. These helped all students access relevant revision materials in the lead up to their exams.

This possibly contributed to GCSE results in Geography where PP students achieved an average grade of 3= which was only one subgrade below overall target (3-) compared to non PP students who achieved an average grade of 4- which was also only one subgrade below overall target (4=).

### Science

- Last year we used the money to buy revision guides for all PP students. Unfortunately, it is very difficult to isolate its impact as non-PP students were also provided with revision guides by the department.

Overall, in combined science, PP students obtained the same average grade as non-PP students (grade 33). Compared to target, however, there is still a gap. PP students in the 9-4 bracket for separate sciences all met or exceeded their target grades, but there is still a gap in combined science.

		% of 9-5		% of 9-4		% of 9-1		Average Grade		
			Actual	Target	Actual	Target	Actual	Target	Actual	Target
Bio	NPP	34	82.4	87.5	100	100	100	100	6+	6-
	PP	9	77.8	75	100	87.5	100	100	5+	5+
Chem	NPP	34	67.6	81.3	91.2	100	100	100	6-	6-
	PP	9	44.4	75	88.9	87.5	100	100	5-	5+
Phys	NPP	34	76.5	84.4	88.2	100	100	100	6-	6-
	PP	9	55.6	75	100	87.5	100	100	5=	6-
Comb	NPP	118	14.4	9.9	41.5	45.6	94.9	100	33	43
	PP	59	10.2	13	26.3	30.6	94.9	100	33	33

In other year groups, there is still a gap between the number of 9-5 and 9-4 students achieving target and the PP students. On average, PP students achieve one grade lower than non-PP students. We haven't specifically spent money on resources for PP students in those year groups, however.

## Food

- Year 7 and 8 - Ingredients were purchased for all students. All students were able to take part in the lessons and access the full curriculum. They were all able to gain life skills of how to cook on a financial budget. Additionally they were able to take home meals to eat with their families.
- Year 9, 10 and 11 - Students were provided with Asda gift cards termly so they were able to pick and choose their own ingredients for their GCSE course. This enabled them to be independent. The pupil premium students achieved at the same level as non-pupil premium students.

## Textiles

- Year 11 - Students were provided with a financial contribution towards the cost of their fabrics and components. This enabled the pupil premium students to achieve at the same level as the non-pupil premium in the coursework aspect of the course.

## Construction and Engineering

- Received additional PP funding. The extra money was predominantly used for the purchase of materials to complete coursework tasks which is vital in subjects with a practical element.
- In Engineering this was metal and plastic which each student then manufactured into a prototype lamp. For Construction it was not only bricks, tiles and other materials but also new PPE could be purchased so that all students can work safely in the workshop. Graphics and Resistant Materials funding bought further materials such as wood paper and board for student's final product and the purchase of additional revision guides for Year 11.

This additional funding had a significant impact on the progress of our PP students. In fact from comparing data often our PP students exceeded/ met their targets where Non- PP students did not. This can be seen not only in Year 11 but across most year groups in technology.

## English

- Contribution towards the theatre company coming in and performing 'A Christmas Carol'.
- Revision Guides provided for all PP students

Year 11 results (total entries across Language and Literature)

	No	Actual	Target	Actual	Target	Actual	Target	Actual	Target
NPP	304	78	95	131	175	290	252	3+	4+
PP	139	30	43	47	70	128	132	3=	4=

## Mathematics

Revision guides – have been provided for all year 11 students, funded partly by the PP funding.

- Year 11s exit exams resulted in 9-4 % being only 4.1% under target.
- Currently, the year 10s have a 13.8%.

We believe the additional resource of providing revision guides assists in closing this gap.



Students have indicated that being provided with this resource is beneficial and widely used.

- We are hoping to provide this resource early (term 2 year 10) and to use these in class to assist students with learning how to use revision guides more successfully in their study process.

Calculators - have previously been bought for PP students to ensure that they have the required equipment for 2/3rds of their assessable grades.

- Students have not achieved as high as they could due to lack of resources. (Student feedback)
- Providing calculators for exams did not allow them to understand how to use these successfully and therefore most higher functions are not used in the exams. (teacher observations)
- There is a new calculator that has higher functions that can allow higher access to difficult questions being utilised by like schools to boost grades. We would like to propose purchasing these as a class set to be taught specifically to students in intervention classes (targeting PP) and lent to students for exams. (approx. £20/calculator)
- Other schools have seen an increase in students 9-5 and 9-4 grades due to explicit teaching of this device.

Intervention teachers – used to boost students 1-1 time with teachers for mathematics where identified as needed.

## Year 7 Literacy and Numeracy Catch Up Premium

<b>Allocation for 2018-19</b>	£29,000
<b>How we will spend our allocation in 2018-19</b>	<ul style="list-style-type: none"> <li>• Developing a numeracy catch-up strategy for Year 7</li> <li>• Curriculum Day on Numeracy</li> <li>• Cost of testing reading and spelling age of all students on entry to Year 7 (and other years) using NFER</li> <li>• Cost of NFER Progress tests in English and Maths on entry (also Science) and repeated at the end of Year 7</li> <li>• Training of staff and delivery of Catch-Up literacy and numeracy to those students as identified as in specific need</li> <li>• Provision of Lexia to targeted groups of students throughout Year 7 (and 8)</li> <li>• Partnership with Driver Youth Trust, including whole staff CPD, training for specific staff, and use of the Drive for Literacy programme across the whole school</li> <li>• Accelerated Reader in Years 7, 8 and 9 including the purchase of Kindles for some students, the cost of the programme and new books for the library</li> <li>• Contribution to staffing costs including The Bridge and Learning Mentors (for targeted students), Literacy/Numeracy across the Curriculum Co-ordinators and Lead Practitioner in English (when appointed) (universal provision)</li> <li>• Purchase of additional books in library to support DEAR</li> <li>• Training for staff and review of impact of introduction of mixed ability teaching in Maths</li> <li>• Intensive support for students who arrive new to the country with little or no English through the EAL Department</li> </ul>
<b>How we spent our allocation in 2017-18</b>	<ul style="list-style-type: none"> <li>• Curriculum Day on Numeracy</li> <li>• Cost of testing reading and spelling age of all students on entry to Year 7 (and other years) using NFER</li> <li>• Cost of NFER Progress tests in English and Maths on entry (also Science) and repeated at the end of Year 7</li> <li>• Training of staff and delivery of Catch-Up literacy and numeracy to those students as identified as in specific need</li> <li>• Provision of Lexia to targeted groups of students throughout Year 7 (and 8)</li> <li>• Partnership with Driver Youth Trust and the use of the Drive for Literacy programme across the whole school (initially started in Year 7 only and then developed across the whole school)</li> <li>• Accelerated Reader in Years 7 and 8, including the purchase of Kindles for some students, the cost of the programme and new books for the library</li> <li>• Staffing costs including The Bridge and Learning Mentors (for targeted students), Literacy/Numeracy across the Curriculum Co-ordinators (universal provision) and Lead Practitioner in English</li> <li>• Intensive support for students who arrive new to the country with little or no English through the EAL Department</li> </ul>

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|  | <ul style="list-style-type: none"> <li>• Contribution to the purchase of new sets of English Literature (fiction) books for Year 7 to support curriculum</li> <li>• Purchase of additional books in library to support DEAR</li> </ul> |
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**How last year’s allocation made a difference to the attainment of pupils who benefit from the funding**

Student Tracking Data in Year 7, English and Maths

	M %	M % Target	S %	S % Target	D %	D % Target	E %	E % Target	B %	B % Target	U %	U % Target	Average Grade	Average Grade Target
KS3 ENGLISH AP2	0		2.1		33.8		59.9		3.5		0.7		E	
KS3 ENGLISH AP4	0	7.8	3.5	45.4	47.2	27	45.8	19.9	3.5	0	0	0	D	D
KS3 ENGLISH AP6	0.7	8	9.2	44.5	44.4	27.7	41.5	19.7	3.5	0	0.7	0	D	D
	M %	M % Target	S %	S % Target	D %	D % Target	E %	E % Target	B %	B % Target	U %	U % Target	Average Grade	Average Grade Target
KS3 MATHS AP2	9.8		51		29.4		4.2		3.5		2.1		S	
KS3 MATHS AP4	12	14.2	32.4	40.4	50	35.5	2.1	9.9	3.5	0	0	0	D	S
KS3 MATHS AP6	22.6	14.6	14.6	40.9	27.7	34.3	29.2	10.2	0	0	5.8	0	D	S