

Pupil Premium expenditure 2014-15

INCOME – £173,250

BALANCE – £53,250

195 Students with Pupil Premium of that:

- 101 Are FSM
- 3 Are in LEA Care
- 155 Are Ever 6 FSM
- 11 Are Service children

Total amount allocated for 2014/15 – Use of funding:

- Focus on Learning in the curriculum 47%
- Focus on social, emotional and behaviour 43%
- Focus on enrichment beyond the curriculum 4%
- Focus on early interventions 6%

The table below shows the gap between disadvantaged students and non-disadvantaged students in a number of key areas over the last four years;

Measure	2013	2014	2015
%5A*-C including English and Maths	47	27	32
% Basics (C or above in both English and Maths)	51	23	27
% Expected progress English	3	16	18
% Expected progress Maths	35	18	32
% English Baccalaureate	13	14	28

Strategy – Autumn Term

Cost

Impact judgement

EWO to work with students to improve attendance (Early Interventions)

£10,000

Pupil Premium students attendance at 91.3% (National = 92.7%), persistence absence = 13.8% (National 11.5%). Students on alternative provision and persistent absence in year 11 have notably contributed to the gap. This was a unique situation.

Positive impact, the gap for girls reduced significantly from 2013/14. Gaps have remained constant for boys.

Strategy – Autumn Term	Cost	Impact judgement
ETHOS to develop GLH with students, put in place support and intervention (S,E&B)	£5,000	Positive impact as there was no gap in number of times GLH were broken
TA to work with students with behavioural issues in Reflection Room (S,E&B)	£15,000	Very positive impact, exclusion rate at 0.53% is significantly below national data (8.49%) due to this provision.
TA to work with students with curriculum issues in Reflection Room (Learning)	£20,000	Positive impact, the number of students going into the Reflection Room has reduced by 6% from 2013/14 and a 3 year downward trend
HPA providing pastoral support for students and families including attendance and behaviour meetings and intervention (S,E&B)	£50,000	Pass Survey judges attitudes to learning and are benchmarked against standardised national norms. All pupil premium students responded with high or moderate satisfaction, an improvement on previous years.
ADMINISTRATIVE support for pupils on alternative curriculum (Learning)	£10,000	EOTAS students attending alternative provision and attendance improved slightly
Cover Supervisor one to one tuition in Maths & English and small group work (Learning)	£20,000	Small group support during English / Maths time to enable access to curriculum.
Booster champion to raise the profile of pupil premium students' needs and to build relationships with their families		Increase in pupil premium student numbers at summer school and engagement with parents.

Strategy – Autumn Term	Cost	Impact judgement
Small group work with English/Maths teachers	£10,000	An average of 1.6 sublevels English and maths increase per child.
Music tuition, educational visits support and uniform	£7,000	Increased student engagement with school
Maths and English consultant and booster learning sessions	£15,000	Students highly valued the sessions which resulted in an increase of 20% C+ grades in maths and 28% in English Language, from previous estimates, for pupil premium students.
Pass survey software, Pixl membership	£5,000	Variety of strategies identified and implemented through Pass survey outcomes and via Pixl interventions.
Access to AIR provision to support mental health and access to the curriculum	£5,000	13 students were able to access full time school and successfully progress to the following academic year.
Access to YMCA councillor	£1,000	3 students were able to access full time school and successfully progress to Post 16 provision.
Total expenditure	£173,000	

Year 7 Catch Up Funding 2014-15

The literacy and numeracy 'Catch Up Premium' provides schools with an additional £500 for each year 7 pupil who did not achieve at least level 4 in reading and/or maths at the end of key stage 2.

The 'Catch Up Premium' received for the academic year 2014 – 15 was £17,500 was allocated in the following ways:

The employment of **catch- up literacy tutors** to work with students on an intensive catch up literacy programme. This programme provided small group intervention of 2 hours per week over a fifteen week period. This enabled all students who arrived in Year 7 with a literacy Key Stage 2 level below 4 to benefit from this intensive support. The intervention focused primarily on reading and comprehension but also target a student's individual needs as a result of careful monitoring and liaison with each student's English teacher.

75% of the students made expected progress in English, with 31% making more than expected progress.

An **intensive catch up maths** programme was also offered to identified students. This was provided by a tutor who worked with small groups of up to 5 students for two hours per week on identified skills which were proving a barrier to their progress in maths. This intensive intervention lasted for up to 15 weeks.

The assignment of **additional adults** to classes with students benefiting from the catch up premium in maths.

75% of the students made expected progress in maths, with 31% making more than expected progress.