

School	Bishop Perowne C of E College				
Academic Year	2016/2017	Total PP budget	£266,474	Date of last PP review	June 2015 plus May and Sept 2017
Total on role	798	Number eligible for PP	307	Date for next internal review	Feb 2017

EVALUATION OF 2016 -2017 Spend - pupil premium funding.

Current Attainment (2015-2016)	PP students (in school) Unvalidated raise 2016	Non PP (national) unvalidated raise 2016
Overall P8 score	-0.8	0.00
Overall P8 score for Middle and High attainers	High = -1.67 Middle = -1.01	0.00
Overall P8 score for English Element	-0.7	0.00
Overall P8 score for Maths Element	-0.9	0.00
Attainment 8 score	35.12	52.56
Attainment 8 score: English Element	8.09	10.95
Attainment 8 score: Maths Element	6.43	10.39
Fixed Term exclusion as a % of the pupil group (FSM data)	19.03%	4.58%
% absent for 10% or more of sessions (FSM data)	28.9%	8.3%

Barriers to future attainment (for pupils eligible for PP including high ability)

In school barriers:

- A. Historically, Year 11 pupils eligible for PP make less progress in English and Maths GCSE that those not eligible for PP
- B. Literacy and numeracy skills for entering year 7 are lower for pupils eligible for PP than for other pupils, which prevents them making good progress in year 7
- C. High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across KS3. This prevents sustained high achievement in KS4
- D. Behaviour issues for a small group of students in years 7 – 9 (majority eligible for PP) are having a detrimental effect on their academic progress and that of others.
- E. Attendance rates for pupils eligible for PP are lower than those not eligible for PP.
- F. Pupils eligible for PP are less likely to participate in the wider curriculum. The ' it's not for me' factor. Ethos and expectation from students and staff.

Outcomes

Desired outcomes	How they will be measured
A. Year 11 students eligible for PP show improved rates of progress and therefore improved grades in English and Maths GCSE	Students eligible for PP will make improved progress in year 11, meaning that the difference is diminished and their attainment is close to, or in line with, the attainment of 'other' students, taking into account starting points, by the end of year 11. This will be evidenced through a reduced gap between the attainment of pupils eligible for PP and 'other' students in the 2017 Maths and English GCSE

	results. The progress of the large majority of students eligible for PP is similar to, or improving towards, the national averages for pupils not eligible for PP
B. Year 7 pupils eligible for PP, who are not meeting national expectations on entry to secondary school will show rapid progress.	Pupils eligible for PP in year 7 make more progress by the end of the year than 'other' students with similar starting points, so that at least 50% exceed progress targets and 100% make expected progress. Other pupil make at least expected progress. This will be evidenced using accelerated reader assessments, rapid read and rapid maths scores, and English, Maths assessments, December, April and June.
C. Improved rates of progress for high attaining pupils in KS3 and KS4 ,eligible for PP	Pupils eligible for PP identified as high attaining from KS2 levels/raw scores make as much progress as 'other' pupils identified as high attaining, across key stage 3 and 4, so that 85% or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments are putting in wave 1 intervention, monitored by SL and senior team.
D. Behaviour issues of a minority addressed	Fewer behaviour incidents recorded for identified pupils (without changing recording practices or standards). Student voice of identified students and classmates are positive.
E. Increased attendance rates for pupils eligible for PP	Reduce the number of PA among students eligible for PP to 10% or below. Overall attendance amongst students eligible for PP improves from 91% to 95% in line with whole school attendance.
F Improved rates of participation for pupils eligible for PP in the wider curriculum.	Increased numbers of students eligible for PP participate in sporting activities, arts activities and other wider opportunities. Staff and student voice show high expectations in terms of students eligible for PP

Breakdown of actions towards the elimination of each barrier

A. Year 11 students make less progress in English and Maths GCSE.						
Description of intervention	Contribution from PP funding	Target year group	Intended outcomes	How impact is to be measured	Impact and value for money	To be repeated 2017-2018 based on value for money?
Purchase of revision materials for all PP students. Programme to use revision guides in all lessons so students are confident in how to use these material to support independent study	£500	11	PP student able to engage with effective independent study. Improved PP results for GCSE English and Maths	Practice exam result 2016 GCSE results 2017 Diminished difference between PP and 'other; students in above data.	Significant impact on high ability PP students. (-1.17 2016 to +0.15 2017) Less impact	Yes – with additions to include stationary and study resources – current yr 11 have been

					on middle and Low	using core resources since year 10 to improve skill.
Additional English teaching has been secured for three days a week. This is to focus on the golden programme in years 8 -10 and the filling of skills gaps through small group teaching in year 11	£23,400	7 - 11	Diminished difference between the English GCSE performance of students eligible for PP and 'other' students. Diminished difference between the recorded English progress of students eligible for PP and 'other' students in year 8 -10.	English GCSE results 2017 Internal progress data for English Intervention tracking data	Improved GCSE results for English. PP P8 score has moved marginally, with significant improvements in high ability progress. (-0.99 2016 to +0.4 2017)	Yes – however, specialist English TA now secured to work in identified classes with a focus on PP Progress. Short Term contract of teacher now ended.
Employment of a Maths TA, 5 days a week, with the subject knowledge necessary to teach GCSE content. The work of this TA is focussed on the golden programme in year 8 -10 and the filling of learning gaps through small group teaching and support for key students in lessons in year 11.	£13,849	7-11	Diminished difference between the Maths GCSE performance of students eligible for PP and 'other' students. -Diminished difference between the recorded Maths progress of students eligible for PP and 'other' students in year 8 -10.	Impact is tracked using PIXL intervention manager to follow the DTT model Maths GCSE results 2017 Internal progress data for Maths	Data shows significant increase in 4+ at GCSE (47% A* - C 2016 to 62% 4+ 2017) – can be linked to work of Maths TA – 100% of PP student accessing support gained a 4 plus grade at GCSE.	Yes
Learning Performance	£2500	11	Improved revision skills in year 11 students Improved motivation to conduct independent study in year 11 students	Student evaluations GCSE results 2017	Student and parental voice was ambiguous – students felt	No – altered programme for tutor time to build on

					more effective work had been done during tutor time and in lessons. Significant improvement in GCSE results and P8 scores 2017	student feedback
Mr Beezy	£1000	11	Improved motivation in year 11 students	Student evaluations GCSE results 2017	No direct impact can be discerned on GCSE results. Student voice is ambivalent.	No
Alternative Provision	£20,000	9/10/11	Improved 'open' curriculum structure allowing students to access the most suitable course and therefore gain higher level qualifications towards the next phase of their education	Curriculum plan and map Progress score for open bucket 2017	Open P8 score shows a significant improvement in 2017 results (-0.74 2016 to 0.84 2017)	Yes – with alterations according to DFE 2018 curriculum information
Yr 11 IAG: supported visits to college for vulnerable students (majority PP) and support to write CVs and college applications for all students. External careers advice for vulnerable students (majority PP)	No cost attached	11	0% NEET figures as students have been successfully supported into the next phase of their education.	Visit records Year 11 plan shows IAG opportunities NEET figures 2017	Exit Poll of yr 11 shows 100% have a suitable destination planned for Sept 2017	Yes

B. Literacy and numeracy skills for entering year 7 are lower for pupils eligible for PP than for other pupils, which prevents them making good progress in year 7

Description of intervention	Contribution from PP funding	Target year group	Intended outcomes	How impact is to be measured	Impact and value for money	To be repeated 2017-2018 based on value for money?
Employment of three literacy TA's. (one funded through catch up funding – see separate plan)	£14,800 £13,900	7 - 8	Improved literacy skills for students entering secondary school with low attainment. Diminished difference between the literacy skills of students eligible for PP and 'other' students. Diminished difference between the progress of students eligible for PP and 'other' students.	Fast track intervention tracking data Internal progress data in years 7 and 8	Fast Track literacy has had significant impact on the reading ages of the weakest students. (average of 17 months above expected progress)In years 8 and 9 the progress of PP has outperformed that progress of all students.	Yes – although deployment has altered following SEND consultant advice.
Purchase and implementation of fast track literacy intervention through 'Rapid Read'	£350	7-8	Improved literacy skills for students entering secondary school with low attainment. Diminished difference between the literacy skills of students eligible for PP and 'other' students. Diminished difference between the progress of students eligible for PP and 'other' students.	Fast track intervention tracking data Internal progress data in years 7 and 8	See above	Yes – see above
Employment of one numeracy TA	£13,600	7-8	Improved numeracy skills for students entering secondary school with low attainment.	Fast track intervention tracking data Internal progress data in years 7 and 8	Average of 40% of students made	No – the 3 literacy TAs now offer both literacy and

			Diminished difference between the numeracy skills of students eligible for PP and 'other' students. Diminished difference between the progress of students eligible for PP and 'other' students.		progress of 2 sub levels or more using this programme	numeracy interventions.
Purchase and implementation of fast track numeracy intervention through 'accelerated Maths'	Catch up funding	7-8	Improved numeracy skills for students entering secondary school with low attainment. Diminished difference between the numeracy skills of students eligible for PP and 'other' students. Diminished difference between the progress of students eligible for PP and 'other' students.	Fast track intervention tracking data Internal progress data in years 7 and 8	Average of 40% of students made progress of 2 sub levels or more using this programme	Yes – although programme has been changed and support from outstanding primary head has been enlisted to increase impact of numeracy intervention.
Implementation of 'Accelerated Reader' programme in years 7 - 9	£10,000	7-9	Improved reading ages for all students in years 7 – 9 Diminished difference between the reading ages of students eligible for PP and 'other' students	Accelerated reader tracking records	PP Progress on this programme have out performed Non PP students, showing increased reading ages above expected levels.	Yes
Implementation of DEAR programme	No cost attached	7-9	Improved reading ages for all students in years 7 – 9 Diminished difference between the reading ages of students eligible for PP and 'other' students	Accelerated reader tracking records	See above	Yes

Employment of fulltime Nurture Group TA supporting the most vulnerable learners in year 7 (100% PP). Helping them to make rapid progress and access the curriculum successfully	£14,500	7	Most vulnerable student make a successful transition to secondary school. Most vulnerable students gain skills to allow them to enter the mainstream curriculum.	NBTG internal progress data Number of NBTG able to enter mainstream Student and parent evaluation.	81% of NB students now attend full time mainstream lesson and show significant improvements on Boxall profile scores. 19% now attend more suitable alternative provision	Yes –although deployment has altered following advice from external SEND consultant.
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C. High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across KS3. This prevents sustained high achievement in KS4						
Description of intervention	Contribution from PP funding	Target year group	Intended outcomes	How impact is to be measured	Impact and value for money	To be repeated 2017-2018 based on value for money?
Peer teaching scheme.	No costs attached	7 - 8	Diminished difference in the attainment of high ability students eligible for PP and 'other' students	Internal progress data for students participating in the scheme. Student evaluation	Student voice of both year 7 and 9 students are very positive. 'Purple' year 7 and 8 students show progress in	Yes

					their English and Maths data	
Purple student mentoring scheme	No costs attached	10-11	Diminished difference in the attainment of high ability students eligible for PP and 'other' students Improved IAG and higher education pathways for purple students	GCSE results for these students 2017 Internal progress data for these students 2017 Destination data Sept 2017	Significant improvement in high ability PPs cores in all core subjects	Yes
Access to high grade workshops in year 11	£200	11	Diminished difference in the attainment of high ability students eligible for PP and 'other' students	GCSE results 2017	Significant improvement in high ability PPs cores in all core subjects (-01.17 2016 to 0.015 2017)	Yes
Provision of high tier revision materials for purple students in Year 11	£100	11	Improved LOP and P8 score for purple students	GCSE results 2017	Significant improvement in high ability PPs cores in all core subjects (-01.17 2016 to 0.015 2017)	Yes
D. Behaviour issues for a small group of students in years 7 – 9 (majority eligible for PP) are having a detrimental effect on their academic progress and that of others.						
Description of intervention	Contribution from PP funding	Target year group	Intended outcomes	How impact is to be measured	Impact and value for money	To be repeated 2017-2018 based on value for money?
Nurture Base manager – the nurture base will continue to provide social, emotional and behavioural support for years 7 -9 finding it difficult to engage with secondary school successfully.	£34,900	7-9	Vulnerable students show improved independence accessing a mainstream curriculum Vulnerable students show improved social, emotional skills	NB records Boxall profile data Behaviour record data for targeted students.	81% of NB students now attend full time mainstream lesson and	Yes – although the NB has now been extended to create a SEND base allowing a

					show significant improvements on Boxall profile scores. 19% now attend more suitable alternative provision	greater range of students to be supported both emotionally and academically.
Fulltime Inclusion manager and Inclusion TA employed. The inclusion team will continue to provide a supportive environment where restorative strategies are used to improve behaviour, motivation and engagement with learning in students across years 7 -11	£38,400 £13,600	7-11	Vulnerable students show improved behaviour ensuring lessons aren't disturbed by poor behaviour and all student are able to make good progress.	Student voice Inclusion team records Behaviour records for targeted students. FTE data	FTE rates for students eligible for pp fell from 10.69% in 2016 to 9.21% in 2017. Repeat exclusions for students eligible for pp fell from 3.45% in 2016 to 2.96% in 2017	Yes

E. Attendance rates for pupils eligible for PP are lower than those not eligible for PP.

Description of intervention	Contribution from PP funding	Target year group	Intended outcomes	How impact is to be measured	Impact and value for money	To be repeated 2017-2018 based on value for money?
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Employment of fulltime Attendance officer. PP student receive priority home visits, attendance meeting and rewards for improving attendance.	£10,000 towards the appointment of the attendance officer.	7-11	Diminished difference between the attendance of student eligible for PP and 'other' students	Weekly attendance figures 2016-2017	Attendance of PP students remains a particular area of focus. Summer Term improvements must be built upon in Sept 2017. Absence for pp students dropped from 9.0% in 2016 to 7.1% in summer 2017. Persistent absence rates for students eligible for pp fell from 28.9% in 2016 to 24.4% in summer 2017	Yes with the employment of an additional AO to increase capacity.
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F. Pupils eligible for PP are less likely to participate in the wider curriculum. The 'it's not for me' factor. Ethos and expectation from students and staff.						
Description of intervention	Contribution from PP funding	Target year group	Intended outcomes	How impact is to be measured	Impact and value for money	To be repeated 2017-2018 based on value for money?
Study Centre manager	£27,700	7-11	Students access a suitable area for independent study and quiet reading.	Attendance at 'golden clubs' Hwk records for targeted students.	Records show that PP students are accessing the study centre more often	Yes –

					than Non PP and make up a higher than proportionate number of librarians.	
Music Tuition	£500	7-11	Diminished difference in the representation of students eligible for PP and 'other' students for music tuition Students eligible for 'PP' have access to the best 'BP experience'	Music tuition records	Numbers of PP students participated in Music have not increased	Yes – aspect of Arts dept. development planning
Sports Participation	£200	7-11	Diminished difference in the representation of students eligible for PP and 'other' students in extra curricular sports Students eligible for 'PP' have access to the best 'BP experience'	Extra curricular sporting activity records	Year 11 county winning rugby team included higher than proportional numbers of PP students. Range of sports show proportional or higher than proportional rates of PP participation.	Yes
Arts Participation	£200	7-11	Diminished difference in the representation of students eligible for PP and 'other' students in extra curricular arts activities Students eligible for 'PP' have access to the best 'BP experience'	Extra curricular Arts activity records	Numbers of PP students participated in arts have not increased	Yes – aspect of Arts dept. development planning
D Of E	£200	9 -11	Diminished difference in the representation of students	D of E records		Yes – Leader of DOf E is now LY

			eligible for PP and 'other' students in extra curricular activities Students eligible for 'PP' have access to the best 'BP experience'			for yr 9 – key action to encourage more year 9 PP student to take this opportunity.
Curriculum related trips	£500	7-11	All student including those eligible for 'PP' have equal opportunity to access an engaging curriculum through the attendance on curriculum related trips. Students eligible for 'PP' have access to the best 'BP experience'	Trips and visit records	All PP students have been funded to participate in appropriate curriculum trips	Yes
Endeavour activities	£200	7-11	Diminished difference in the attainment of high ability students eligible for PP and 'other' students Students eligible for 'PP' have access to the best 'BP experience'	Student voice Internal progress data GCSE results 2017	Some successes where specific programmes were put in place for purple students e.g study centre assistant or STEM club	Yes – purple programmes to continue. More to do in terms of the opportunities for all endeavour students
University Trip	£200	7	All students in year 7 participate in a visit designed to raise their expectation of their future pathways	Student evaluations	Student and staff evaluations suggested that students hadn't felt able to access the aspirational aspect of this trip fully.	Yes – but in different form – working on team building and student resilience

Specific Accompanied visits to college	No costs attached	10/11	All vulnerable learners in KS4 (majority PP) are supported in making the transition from school to the next phase of their education, making it more likely that they will access a suitable course and remain in training or education therefore improved their future life chances.	Visit records NEET figures 2017	Exit Poll of yr 11 shows 100% have a suitable destination planned for Sept 2017	Yes
Work based experiences for yr 9 and 10	No costs attached	9/10	Students have the opportunity to find out more about careers that interest them, therefore improving their motivation to gain good qualifications and make them more likely to make informed choices about the next phase of their education and remain on a successful career path	IAG plan Work experience records Student evaluations	Students in 9 and 10 had access to supported visits to the skill show and 2 x careers fairs.	Yes – increased number of trips planned 2016-2017 – see CIAG calendar.