



## Pupil Premium spending 2015-16 – evaluation of impact

Total Pupil Premium Funding received for 2015 – 16: £249 748

Intervention category	Area of expenditure	Contribution from PP funding	Description of intervention	Target year group	Intended outcomes	How impact is to be measured	Impact and value for money ( assessed July/August 2016)	To be repeated 2016/17 based on value for money?
Progress/Attainment	Study resources	500	All yr 11 PP receive revision materials in English Maths and Science	11	<ul style="list-style-type: none"> <li>Students able to complete independent revision and learning</li> <li>Improvement to Maths, English and Science GCSE results.</li> <li>Narrowing of PP/ Non PP gap</li> </ul>	<ul style="list-style-type: none"> <li>Impact measured by Practice exam results 2015.</li> <li>GCSE results 2016</li> <li>Identified students making expected progress</li> <li>Overall PP gaps narrowing compared to non PP national figure</li> </ul>	<p>English : Gap closed by a marginal amount</p> <p>Maths ad Science: no significant improvement in PP gap.</p> <p>Analysis and student voice shows that students are not confident using these guides independently – see plan for current usage.</p>	Yes – core depts. are using a different model to ensure revision guides are now used as part of everyday learning in the classroom to increase student's confidence and knowledge using them independently to prepare for exams.
Progress/Attainment	Additional English Teaching	24,700	Additional English specialist employed 3 days per week. Teaching small group intervention in yr. 11 and 10 to raise attainment through improved CA and exam technique. Intervention weighted towards provision for PP students not making	11	<ul style="list-style-type: none"> <li>No student to have gaps in yr. 11 CA folders.</li> <li>Maximise number of PP students with folders at STG plus 1</li> <li>Improved exam technique</li> </ul>	<ul style="list-style-type: none"> <li>Improved English GCSE results</li> <li>Increase in 3 and 4LOP</li> <li>Overall PP gaps narrowing compared to non PP national figure</li> </ul>	<p>55 students received additional teaching to secure STG plus 1 grades for their English CA. 36% of these students were PP ( in line with year group %)</p> <p>73% achieved a CA grade of STG plus 1 in Lang. 71% achieved STG plus 1 in literature.</p> <p>All improved their CA grade by a minimum of 1 grade.</p>	Additional English teaching has been secured for three days a week. This is to focus on the golden programme in years 8 – 10 students and filling learning gaps through small group teaching in year 11.

			expected progress					
Progress/Attainment	Additional Maths teaching	17,500	Additional Maths specialist employed 3 days per week. Teaching small group intervention in yr. 11 and 10 to raise GCSE attainment through improved exam technique. Intervention weighted towards provision for PP students not making expected progress	11	<ul style="list-style-type: none"> <li>Students to have intensive support each week to improve key mathematical techniques</li> </ul>	<ul style="list-style-type: none"> <li>Improved Maths GCSE results</li> <li>Increase in 3 and 4LOP</li> <li>Overall PP gaps narrowing compared to non PP national figure</li> </ul>	Progress of PP students in year 11 2016 did not show a significant increase. Value for money was poor.	A Maths TA capable of with the subject knowledge necessary to teach GCSE content has been employed for 5 days a week in place of a three day a week teacher. The work of this TA with PP student is focussed on the golden programme and is tracked using PIXL intervention manager to follow the DTT model and fill learning gaps more effectively/
Progress/Attainment	Alternative Provision	50% proportion of Alt provision expenditure £32,000	Yr. 10/11 students, where appropriate, offered access to alternative provision. A wide range of outside agencies are used by PP students to enable them to have more appropriate provision for their	10/11	<ul style="list-style-type: none"> <li>Targeted provision offered following the identification of students for whom the present curriculum is not wholly appropriate.</li> <li>Students attend regularly</li> <li>Transfer of</li> </ul>	<ul style="list-style-type: none"> <li>Outcomes achieved at alternative qualifications</li> <li>Improvements in attitude/behaviour of individuals</li> <li>Reduction in NEET over time</li> </ul>	37 students accessed alternative provision in year 11. Of these, 28 were PP. Overall, all students (except one who moved out of area) have been able to progress to a place at further education and are currently accessing the course. All achieved a minimum of one L1 or L2 qualification.	Yes, however, the courses accessed have changed following QA of outcomes. Offering increased vocational qualifications in school where accountability for outcomes is greater. 11 students continue to access long term, off site, alternative provision at Aspire Academy.

			needs		motivational effect to other areas of study		However, the GCSE outcomes for students on fulltime alternative provision were poor.	
	Parent's evenings – PP student parents contacted directly to encourage attendance.	No cost	PP attendance at parents evenings improved and gap against Non PP attendance decreased.	ALL	<ul style="list-style-type: none"> <li>Improved motivation for learning in PP students.</li> <li>PP parents aware of actions for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Improved levels of £ and 4 LOP in PP students</li> <li>Gap with Non PP student attendance decreased.</li> </ul>	Marginal gains made in the attendance of PP parents to parents evening ( average 12% increase across years) Year 11 most improved ( 14% increase) and year 8 least improved ( 4% increase)	Continue with home contact and publicise the addition of hot meal provided at parents evening to further encourage attendance.
	SAM Learning	£3000	ICT study package allowing students to access quality learning resources independently through homework or revision	ALL	<ul style="list-style-type: none"> <li>Improved opportunities for students to carry out quality independent study, monitored and directed by staff.</li> </ul>	<ul style="list-style-type: none"> <li>Improved LOP in all year groups</li> </ul>	Little evidence could be found that Sam Learning had attributed directly to increased LOP. Student evaluations were neutral as to whether they felt it was effective, with many students citing difficulty accessing the internet at home as a significant barrier.	No
	PET Xi work shop	£20.000	A weeks intensive intervention designed to move students at the C/D borderline to C. Identified students weighted towards PP ( 40 students in total)	11	<ul style="list-style-type: none"> <li>Improved A-C in E and M</li> <li>Improved 3 and 4 LOP</li> </ul>	<ul style="list-style-type: none"> <li>Improved GCSE results 2016</li> <li>Improved levels of expected progress 2016</li> <li>Decreased PP and Non PP gap – GCSE results 2016</li> </ul>	The conversion rates achieved through Pet xi were disappointing. Of the 20 students who took part in English, 50% were PP. Of the 20 students who took part in maths 60% were PP.	No
	Elevate	£1800	2 x revision skills lessons provided by an external group aimed at preparing students for GCSE examinations through the development of independent study skills	11	<ul style="list-style-type: none"> <li>Students are more motivated.</li> <li>Students are more able to prepare successfully for their GCSEs whilst working independently at home due to the techniques they</li> </ul>	<ul style="list-style-type: none"> <li>Improved GCSE results 2016</li> <li>Improved levels of expected progress 2016</li> <li>Overall PP gaps narrowing compared to non PP national figure</li> </ul>	Student feedback was negative with the majority of students feeling Elevate was not effective in helping know how to prepare for their exams.	No Different approach through <b>learning performance provider</b> this year – including a support evening for parents run by the provider.

	PGL Maths weekend	£3000	A weekend of Maths and outdoor activities designed to engage PP students with Maths and improve mathematical techniques	11	<ul style="list-style-type: none"> <li>have learnt</li> <li>Improved A-C in E and M</li> <li>Improved 3 and 4 LOP</li> <li>Narrowing PP/Non PP national figure gap</li> </ul>	<ul style="list-style-type: none"> <li>Improved GCSE results 2016</li> <li>Improved levels of expected progress 2016</li> <li>Overall PP gaps narrowing compared to non PP national figure</li> </ul>	No significant improvement in Year PP gap for Maths	No
	Additional Maths teacher employed for two terms Jan 2016 – July 2016	£15,000	Allows for smaller groups to be timetabled in years 7 – 10 to enable greater progress for all students including PP. The teaching groups targeted for size reduction have greater proportions of PP students	ALL	<ul style="list-style-type: none"> <li>Increased numbers of students making expected or better than expected progress in Maths in years 7 - 10</li> </ul>	<ul style="list-style-type: none"> <li>Internal assessment data shows increased numbers of students in split teaching groups making expected or better than expected progress.</li> </ul>	Mixed: Internal maths data showed improved progress for targeted groups. However, Maths progress in general remains fragile.	Yes
Pathways/Aspiration	Work place visits for identified students in yr. 9 and above ( PP targeted )	No cost	PP students undertake accompanied visits to local workplaces	9	<ul style="list-style-type: none"> <li>Students are more motivated in their studies.</li> <li>PP students have heightened awareness of aspirational pathways possible to them in the future</li> </ul>	<ul style="list-style-type: none"> <li>Impact measured through number of visits completed and number of PP student participating.</li> <li>Impact measured through A2L scores of PP student at end of year compared to sept 2015</li> </ul>	65% of PP student in year 9 participated in a visit to a workplace or place of further education. 95% of these students reported that they had found the visit useful in deciding on possible pathways for the future.	Yes, programme extended to include visits for year 7 and 8 students also.
Pathways/Aspiration	Mr Beezy	2,000	A motivational team brought in for one day (November 2015)	11	<ul style="list-style-type: none"> <li>Yr 11 students are more motivated and engaged with their studies</li> </ul>	<ul style="list-style-type: none"> <li>Impact will be measured through student survey</li> </ul>	85% of the year group agreed or strongly agreed that 'Mr Beezy had helped to improve my motivation	Yes – although altered provision to include reduced sessions, therefore reducing cost

			to inspire and motivate yr 11 students.		leading to improved GCSE grades	and GCSE results 2016	to succeed' All year 11 PP student accessed this intervention.	but maintaining the sections of the day that the students felt were most effective.
Pathways/Aspiration	Specific accompanied college visits for PP students	200	PP students undertake accompanied visits to local places of further education	10/11	<ul style="list-style-type: none"> <li>Students are more motivated in their studies.</li> <li>PP students have heightened awareness of aspirational pathways possible to them in the future</li> </ul>	<ul style="list-style-type: none"> <li>Impact measured through number of visits completed and number of PP student participating.</li> <li>Impact measured through A2L scores of PP students at end of year compared to sept 2015</li> </ul>	100% of vulnerable PP students attended supported visits to further education. All but one ( who moved out of area) are currently accessing suitable further education courses. A2L scores for these student showed an improvement of on average 0.75 points between September and April	Yes
Pathways/Aspiration	External careers advice for PP students	No cost	Students are provided with an interview with external careers advisors in order to make appropriate decisions about their future education pathways.	11	<ul style="list-style-type: none"> <li>PP student make successful applications to suitable jobs, careers and further education. Students remain engaged 6 months on ( March 2017)</li> </ul>		All but one PP student ( who moved out of area)has gone on to access suitable further education course and are currently attending.	Yes
Pathways/Aspiration	Yr. 11 mock interviews	200	Students 'apply' for a chosen career. They are supported through the application process in tutor time. They then undergo a mock interview by an external visitor with feedback provided.	11	<ul style="list-style-type: none"> <li>Students have exposure to the skills required to be successful at interview in the future in order to secure the careers or places at further education that they aspire to.</li> </ul>	<ul style="list-style-type: none"> <li>Student survey following the interview day.</li> </ul>	Did not take place, money was used to further support year 11 intervention	No
Pathways/Aspiration	D OF E –	£250	PP student	9	<ul style="list-style-type: none"> <li>Students gain</li> </ul>	<ul style="list-style-type: none"> <li>Impact</li> </ul>	3 PP students access the D	Yes – aim to increase the

	identified PP students provided with subsidised place		participate in the D Of E course		<p>experiences and opportunities that provide valuable life skills for the future.</p> <ul style="list-style-type: none"> <li>Students gain a valuable qualification for use when applying for further education</li> </ul>	measured through number of PP students participating and completing the awards	Of E course. This is 10% of the total cohort. All 3 are on track to receive their bronze award.	number of PP students participating
Pathways/Aspiration	Endeavour activities	£500	PP endeavour students participate in activities aimed at high ability students.	ALL	<ul style="list-style-type: none"> <li>Students are more motivated in their studies.</li> <li>Higher ability PP students have heightened awareness of aspirational pathways possible to them in the future</li> </ul>	<ul style="list-style-type: none"> <li>Impact measured through student satisfaction and impact survey.</li> </ul>	Mixed: little data to show impact of endeavour activities on progress of PP student	Yes: focus area for 2016 – progress of high attaining PP students.
Pastoral	Attendance	£10,000 towards attendance officer	PP students receive priority home visits, attendance meetings and rewards for improving attendance	ALL	<ul style="list-style-type: none"> <li>Improved attendance for PP students</li> <li>Improved progress for PP students</li> </ul>	Improved PP attendance % <ul style="list-style-type: none"> <li>Decreased gap between PP and non PP attendance</li> <li>Improved progress across all PP students</li> </ul>	PP attendance increased from 88.60% to 91.62% Whole school attendance increase from 93.42% to 94.48% Both figures are July 2015 compared to July 2016	Yes
	Nurture Base manager	£35,000	The objective of the nurture base is to provide social and emotional support for year 7 and 8 students finding it difficult to engage with secondary school confidently	7/8	<ul style="list-style-type: none"> <li>Improved attendance, engagement, behaviour, social and emotional health of supported students.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance % for supported students</li> <li>Boxall profiles for supported students</li> <li>Progress levels of supported students</li> </ul>	84% of student receiving NB support are PP 90% of PP student participating in attendance course improved attendance by a minimum of 5%. 88% of PP student who attended the confidence building session returned to a full timetable. 60% of ASD students increased their attendance after attending the ASD focus group.	Yes – The nurture base will continue to provide social and emotional support for year 7 and 8 students finding it difficult to engage with secondary school confidently

							55% of male PP student who attended the behaviour group showed significantly improved behaviour records. The other 45% either left the school or were referred to alternative provision. 80% of female PP student who accessed the behaviour group showed improved behaviour points and no subsequent FTE.	
	Behaviour TA	£14,000	TA provides a link between the work done in the nurture base and mainstream lessons enabling students to transition to independent learning successfully	7/8	<ul style="list-style-type: none"> <li>Improved attendance, engagement, behaviour, social and emotional health of supported students.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance % for supported students</li> <li>Boxall profiles for supported students</li> <li>Progress levels of supported students</li> </ul>	See data above	Yes – However, Behaviour TA is linked to the support of the nurture base tutor group ( 100% PP) for 90% of teaching week.
	Learning Base Manager	£35,000	The learning base provides small group work on core subjects in a suitable environment for KS4 students who are struggling to cope with mainstream timetables. Work is also done to improve the literacy levels of students engaging with this provision	10/11	<ul style="list-style-type: none"> <li>Improved attendance, engagement, behaviour, social and emotional health of supported students.</li> <li>Improved reading ages of supported students, therefore improving their ability to engage with a curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Attendance % for supported students</li> <li>Progress levels of supported students</li> <li>Reading ages of supported students</li> </ul>	Although 4 year 11 ( all PP) students accessed the Learning Base fulltime ( albeit on a reduced curriculum) their outcomes were poor. It was very positive for these particular students to compete their education and gain some qualifications but it was not felt that this constituted value for money.	No
	Inclusion manager	£35,000	The objective of the inclusion suite is to improve the	ALL	<ul style="list-style-type: none"> <li>Improved engagement in lessons of supported</li> </ul>	<ul style="list-style-type: none"> <li>Attitude to learning scores for supported students</li> </ul>	45% of student accessing support through the inclusion centre were PP. (Slightly above the school	Yes – the inclusion manager will continue to provide a supportive environment for restorative strategies

			behaviour, motivation and attitude to learning of disengaged students in years 9 to 11.		<ul style="list-style-type: none"> <li>students</li> <li>Improved progress for supported students</li> <li>Improved behaviour records for supported students</li> </ul>	<ul style="list-style-type: none"> <li>Progress levels for supported students</li> <li>Behaviour records for supported students</li> </ul>	average of 39%) 65% of students showed improved behaviour records following their support. 20% of student left the school or were referred to alternative provision. 15% have shown less impact. 2 student received a PX	to be used to improve behaviour motivation and learning of students now across years 7 -11.
Opportunities	Music tuition	£200	Enable PP students to access subsidised music tuition should they wish to.	ALL	<ul style="list-style-type: none"> <li>Wider opportunities for PP students</li> </ul>	<ul style="list-style-type: none"> <li>Number of PP students subsidised.</li> </ul>	Only 2 PP students took up the offer of subsidised musical activities.	Ye – new director of music has set targets of a proportional representation of PP students in musical activities.
	Curriculum related trips	£2000	Enable PP students to experience an enriched curriculum through subsidised costings	ALL	<ul style="list-style-type: none"> <li>Wider opportunities for PP students</li> </ul>	<ul style="list-style-type: none"> <li>Number of PP students subsidised.</li> </ul>	All requests for PP funding to be used to access curricular trips were successful. No PP student missed out on an opportunity to participate in an off site curricular activity. Non curricular trips were not funded.	Yes, each trip will be carefully assessed to ensure PP funding is used correctly to support access.
	<b>TOTAL SPEND</b>	<b>£262 850</b>						