

School	Bishop Perowne C of E College				
Academic Year	2017/2018	Total PP budget	£269,300	Date of last PP review	May and Sept 2017
Total on role	793	Number eligible for PP	289	Date for next internal review	Governor Review October 2017

Current Attainment	2016 GCSE Results	2017 GCSE Results	2018 GCSE Results (unvalidated)
	PP Students Validated Raise	PP students - unvalidated raise	PP students – unvalidated SISRA data as of Sept 2018
Overall P8 score	-0.83	-0.48	-0.27
Overall P8 score for PP High prior attainers	-1.76	+0.08	-0.68 (4 students)
Overall P8 score for PP Middle prior attainers	-1.01	-0.799	-0.10
Overall P8 score for PP Low prior attainers		-0.482	-0.40
Overall P8 score for English Element	-0.70	-0.66	-0.26
Overall P8 score for Maths Element	-0.90	-1.04	-0.45
Attainment 8 score	35.12	33.87	34.78
Attainment 8 score: English Element	8.09	7.53	7.77
Attainment 8 score: Maths Element	6.43	5.24	6.00
Fixed Term exclusion as a % of the pupil group (FSM data)	19.03%	9.21%	6.3%
% absent for 10% or more of sessions (FSM data)	28.9%	24.4%	19.6%

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

- A. Attendance rates for pupils eligible for PP are lower than 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.
- C. Pupils eligible for PP frequently show lower levels of resilience in relation to their learning.
- 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

Areas of Priority for disadvantaged students

Area of priority	Methods of measuring impact
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A. Improving the quality and consistency of quality first teaching for disadvantaged students, leading to improved levels of resilience and engagement from student eligible for pp.	Drop in records for staff and departments, both internal and externally moderated. Book scrutiny data, including quality of feedback and student response. Student voice – growth mindsets.
B. Improving attainment and achievement in the core subjects	GCSE: Percentage of students achieving grades 5-9 in English and maths. GCSE: Progress 8 Measures with specific focus on: a. Core Subjects (English, Math, Science, Humanities) b. Middle and Low ability GCSE: Attainment 8 Measure Years 7-10: Percentage of students making at least expected progress.
C. Behaviour issues of a minority addressed	Sanctions rates for disadvantaged students when compared to ‘other’ students and national benchmarks. Reward rates for disadvantaged students when compared to ‘other’ students FTE rates and PX rates for disadvantaged students when compared to ‘other’ students and national benchmarks
D. Increased attendance rates for pupils eligible for PP	Attendance rates for disadvantaged students when compared to ‘other’ students and national benchmarks. Persistent absence rates for disadvantaged students when compared to ‘other’ students and national benchmarks.
E. Improved literacy and numeracy levels for pupils eligible for PP	Percentages of students eligible for PP reading at or above their chronological age compared to percentages for ‘other’ students. Percentages of students eligible for PP reaching numeracy expectations appropriate to their chronological age compared to ‘other’ students.

Breakdown of actions towards the elimination of each barrier

A. Improving Quality First Teaching for disadvantaged students						
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 2018 – 2019 based on value for money?
Purchase of external CPD for all staff on growth mindsets classroom and building resilience in students. This is a focus area for T and L in Spring Term 2018	£2000	7-11	improved resilience amongst all students, particularly pp,	Practice exam result 2017 GCSE results 2018 Diminished difference between PP and ‘other; in school progress data.	Improved PP P8 scores at GCSE 2018 all areas P8 scores July 2018 for English PP are above or marginally	Yes to funding for growth mind-set work – although altered focus as programme develops

					below 0.00 for all year groups P8 scores for July 2018 Maths PP are on or above 0.00 for all year groups.	
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	£1000	10 and 11	PP student able to engage with effective independent study. Improved PP results for GCSE English and Maths	Practice exam result 2017 GCSE results 2018 Diminished difference between PP and 'other; students in above data.	Improved PP P8 scores at GCSE 2018 all areas	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 2018	Drop in P8 scores for High ability PP 2018b (4 students)	Yes
Funding for pp students to attend curriculum related trips	£2000	7-11	improved engagement with learning in the classroom	Practice exam result 2017 GCSE results 2018 Diminished difference between PP and 'other; students in above data.	Improved PP P8 scores at GCSE 2018 all areas	Yes
Funding for CIAG related trips and events	£1000	9-11	improved engagement with learning in the classroom	Practice exam result 2017 GCSE results 2018 Diminished difference between PP and 'other; in school progress data.	Improved PP P8 scores at GCSE 2018 all areas 3 PP students without confirmed destination for Sept 2018 – contact maintained.	Yes
Funding for wider curriculum related activities e.g sports participation, Duke Of Edinburgh, STEM activities	£1000	7-11	improved engagement and resilience with learning in the classroom	Practice exam result 2017 GCSE results 2018 Diminished difference between PP and 'other; in school progress data.	Increased % of PP students participating in many extra curricular events.	Yes – focus for new golden programme

B Improving attainment and progress for disadvantaged students in the core subjects						
Description of Spend	Contribution from funding	Target year group	Rationale	How impact will be measured	Impact and value for money	To be repeated 2018 – 2019 based on value for money?
Contribution to additional staffing in English and Maths teaching	2 x 20 000 = £40 000	7 - 11	Enabled year 10 and 11 teaching groups to increase from 6 to 7 thus reducing class sizes. Enabled Maths and English teaching hours to increase in years 9 – 11 (Year 10/11 = 9 hrs per fortnight, Year 9 = 10 hrs per fortnight)	Maths and English GCSE results 2018 In School progress data for English and Maths years 7 -10	<ul style="list-style-type: none"> Improved maths and English overall and PP P8 scores at GCSE 2018. P8 scores July 2018 - English PP are above or marginally below 0.00 for all year groups P8 scores for July 2018 -Maths PP are on or above 0.00 for all year groups. 	Yes – although staff and student voice and long term planning has enabled the Year 9 teaching to decrease from 10 hrs to 9 per fortnight.
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 teaching groups with largest amounts of student eligible for pp	£13,800	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.	Maths GCSE results 2018 In school progress data for Maths years 7 – 10.	<ul style="list-style-type: none"> Increase in overall Maths P8 score. Increase in Maths PP P8 score. 11/11 marginal PP students identified for small group intervention all gained a 4+ at GCSE ¾ of 7-10 classes supported by TA show positive PP residuals in Q4 data. 	Yes- increased focus on 'in class' lessons to focus on the improved QFT experience of disadvantaged. Improved catch up programmes for PP students at lunch and tutor times.
Employment of specialist English 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	£11,800	7-11	Diminished difference between the English GCSE performance of students eligible for PP and 'other' students.	English GCSE results 2018 In school progress data for English years 7 – 10.	<ul style="list-style-type: none"> Increase in overall English P8 score. Increase in English PP P8 score. 60% of students targeted by EGU in 11Q1 achieved FFT50 	Yes- increased focus on 'in class' lessons to focus on the improved QFT experience of disadvantaged.

small group teaching and support for teaching groups with largest amounts of student eligible for pp			-Diminished difference between the recorded English progress of students eligible for PP and 'other' students in year 8 -10.		<p>in Language and 80% in Literature.</p> <ul style="list-style-type: none"> • P Band 60% of targeted PP achieved FFT50 in Language and 70% in Literature. • Q Band 67% of targeted PP achieved FFt50 in Language and 67% achieved FFt50 in Literature. 	Improved catch up programmes for PP students at lunch and tutor times.
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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?
<p>Employment of three literacy/numeracy TA's. (one funded through catch up funding – see separate plan)</p> <p>These TA are based, in the majority, in core teaching groups where there is a significant percentage of pp/SEND. Small group literacy and numeracy intervention is run during form time each day.</p>	£14,800 £13,900	7 - 9	<p>Improved literacy/numeracy skills for students entering secondary school with low attainment.</p> <p>Diminished difference between the literacy/numeracy skills of students eligible for PP and 'other' students.</p> <p>Diminished difference between the progress of students eligible for PP and 'other' students.</p>	<p>Fast track intervention tracking data</p> <p>Internal progress data in years 7 and 8</p>	<p>Literacy-</p> <p>Average increase in reading age above expected for PP students receiving support</p> <p>Yr 7 – 17.5 months</p> <p>Yr 8 – 7 months</p> <p>Yr 9 – 13.6 months</p> <p>Numeracy – an average of 20% improvement in numeracy skill scores for PP students targeted for support across years 7 – 9.</p>	Yes

Purchase and implementation of fast track literacy intervention through 'Rapid Read'	£350	7-9	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	Literacy- Average increase in reading age above expected for PP students receiving support Yr 7 – 17.5 months Yr 8 – 7 months Yr 9 – 13.6 months	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 through in class support across all subjects.	£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.	<u>English progress</u> improved from -0.05 to +0.05 <u>Science progress</u> improved from -0.65 to -0.28 <u>Maths progress</u> improved from -0.25 to -0.04	Yes, although some wider curriculum areas will have reduced support to enable support for other groups
Employment of Assistant SENCO, providing increased capacity within the SEND team to carry out home school communication, student support and intervention, monitoring and tracking. Significant cross over of pp/SEND (65%)	£34,900	7-11	Pp/SEND students show improved independence accessing a mainstream curriculum Pp/SEND students show improved social, emotional skills Pp/SEND student show improved progress across the curriculum	Boxall profile data GCSE results 2018 In school progress data years 7 -10.	89% of disadvantaged students on Boxall profile showed overall improvement. Targeted students show improved attendance scores and increased independence accessing lessons.	Yes
Employment of Study Centre manager – are in school providing reading opportunities, accelerated reader testing, yr 11 revision 'hubs'.	£27,700	7-11	Students access a suitable area for independent study and quiet reading.	Rates of pp access to study centre. Accelerated reader data for years 7 - 9	50% of librarians are PP students . This is more than proportionate representation as school cohort is approximately 40% PP. PP students outperformed Non PP in Accelerated Reader Scheme with 50% off PP across 7-9 showing significantly	Yes

					accelerated reading ages against 48.5% of Non PP.	
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C. 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?
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.	Inclusion team records Behaviour records for targeted students. FTE data	<ul style="list-style-type: none"> No. students in isolation reduced from average of 70 pw in Sept 2017 to 18 pw in July 2018 FTE for PP reduced from 8.3% to 7.4% 	Yes - although altered spend on inclusion staff to enable further work on disadvantaged in pastoral team. Increased focus on PP 'repeat FTEs' as this is the only data not to have improved this year.

D. 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?
Contribution towards the employment of a 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 Decreased PA figures for pp students	Weekly attendance figures 2016-2017	July 2017 figures: Ever 6 absence at 6.3% (Nat Av 7.2%) Ever 6 PA at 19.6% (Nat. Av 21.6%)	Yes
Employment of an additional fulltime attendance officer, further increasing the capacity for home visits and attendance meetings.	£30,000	7-11	Diminished difference between the attendance of student eligible for PP and 'other' students Decreased pA figures for pp students	Weekly attendance figures 2016-2017	As above	Yes