

Premium Pupil Report Academic Year September 2017-August 2018

Three Year Trend

2015 GCSE data shows excellent performance from our disadvantaged students; preliminary analysis by the LA shows that, using the Progress 8 measure, non-disadvantaged students scored 0.54 (third highest in Worcestershire). Disadvantaged students scored 0.28 (second highest in Worcestershire). A gap remains, but only because the progress made by both groups is on a parallel upward trend. In 2015 the average point score of disadvantaged students in English improved to 39 from 36.2 in 2014. The same was true in mathematics where the average point score of disadvantaged students improved to 37.7 in 2015 from 32.7 in 2014. In addition, in 11 of the 16 GCSE subjects, the value added of disadvantaged students was equal to or higher than that of non-disadvantaged students in the school.

2016 GCSE shows excellent progress for more able and middle ability students in mathematics with all upper ability students exceeding their ROL expectation and 60% of middle ability students doing so. In English, more able and lower ability students made very good progress, with 67% of lower ability students exceeding their ROL prediction. In a significant number of subjects, disadvantaged students made better progress than other students in the school including art, biology, drama, music, BTEC music² and physics.

2017 GCSE Disadvantaged student performance at GCSE 2017 was good. Very close to matching that of other students nationally (-0.07 for FSM ever and FSM ever-6 at -0.19). In Maths (a focus area from previous year), disadvantaged group performance matched non-disadvantaged and in science, disadvantaged students gained positive value-added.

Removal of one outlier from KS5 data shows disadvantaged group significantly ahead of non-disadvantaged peers. Half of the 26 A levels taken by the group resulted in positive value-added scores.

2018 GCSE Progress of disadvantaged students has returned to our previously high levels, especially when prior attainment is taken into account. (Progress 8 score -0.20 compared to -0.13 of all students)

Overview of the school (2017-18)	
Total number of pupils on roll (KS3&4)	840
Total number of Free School Meal (FSM) pupils/Ever-6 pupils	136
Amount of funding received per FSM pupils (Sept 2016 - Aug 2017)	£935
Total number of Looked After Children (LAC)	9
Amount of funding received per LAC pupils (Sept 2016 – Aug 2017)	£1800
Total number of Children Adopted from care	1
Amount of funding received per child adopted from care (Sept 2016 – Aug 2017)	£1800
Total number of Service family pupils registered	6
Amount of funding received per Service family pupil (Sept 2016 – Aug 2017)	£300

Total amount of funding (year end August 2017) – funding based on previous year	£132,500
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* Pupil numbers can change within the year. Table below shows numbers at end of the year.

** £500 is withheld by LA

Premium Pupil Group Profile by Year Group (2016-17)											
Year	PP Total	F	M	KS2 Tracking Label %				PP LAC (Looked After Children)	PP with additional needs (Statement or School Action Plus)		PP Minority Ethnic Groups
				L	M	U					
7	33	18	15	3	15	10		1			
8	31	14	17	7	13	10		1			
9	34	15	19	5	17	9					
10	23	10	13	5	7	10		1			
11	15	6	9	2	9	6					
Total	136	63	73								

*student numbers can change during the year/some students don't have a tracking label

Allocation

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for FSM in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months. The amount of allocation September 2013-March 2014 was £900 and April 2014-August 2014 was increased £935 and remains at this level.

The Pupil Premium is paid to local authorities by means of a specific grant based on January 2015 school census figures for pupils registered as eligible for FSM in reception to Year 11. For looked after children the Pupil Premium is calculated using the Children Looked After data returns (SSDA903).

Local authorities are responsible for looked after children in care and will make payments to schools and academies where an eligible looked after child is on roll.

The Government decided that eligibility for the Pupil Premium in 2012-13 would be extended to pupils who have been eligible for free school meals (FSM) at any point in the last 6 years. These pupils are referred to as "Ever 6 pupils".

A premium has also been introduced for children whose parents are currently serving in the armed forces; this rose to £300 for 2013-14 and remains at this level. This service premium is designed to address the emotional and social well-being of these pupils.

Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority are awarded £1,900 (£500 is withheld by the LA)

Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order receive £1,900

Premium Pupil Expenditure September 2017-July 2018

Expenditure	Cost
<p>Staffing</p> <p>An additional English teacher and Maths teacher have been employed to allow increased teaching capacity within both faculties with a specific aim of focusing on Premium Pupil cohort performance. Additional staffing is also used to reduce class sizes in these core subjects. Cost has been calculated as a proportion of staff costs based on % of Premium Pupils in the school</p>	15887.00
<p>The appointment of two Assistant Head Teachers enables the roles of Premium Pupil cohort leader and Premium Pupil data tracker to be created in order to build effective relationships with the cohort, track the progress and develop strategies to enhance outcomes for these students.</p>	12267.00
Data Tracking	
Strategy, tracking progress	
Data Manager work with PP	1000.00
<p>KS4 Intervention</p> <p>The continued commitment to the appointment of non-teaching assistant Key Stage leaders. This enables these key members of staff to develop effective relationships with Premium Pupils with the aim of improving outcomes. Particular focus of KS4 Assistant Leader is to work with those students in danger of failing to meet targets.</p>	
<p>Members of SLT are also involved in the mentoring process, particularly for KS4 students in danger of failing to meet target levels.</p>	12180.00
<p>Assistant Key Stage 4 Leader will run "How to Revise" clinics in to focus revision for key students.</p>	
<p>Elevate Revision sessions and Parents' Session to support revision of PP students and their parents in preparing for exams and raising aspiration for both Y11 after mocks and Y9 before school exams.</p>	See Financial Support Requests
<p>KS3 Intervention</p> <p>Non-teaching Assistant Key Stage 3 leader is involved in regular monitoring and mentoring of students who are failing to meet targets. Particular focus is paid to Premium Pupils choosing options in Y8 and frequent contact with parents is also key to this process where required.</p>	8202.00
<p>Academic and behaviour and engagement intervention programme and data tracking by KS3 Assistant Leader, organising mentoring, tracking of progress, duty team monitoring</p>	700.00
<p>Key students are invited to attend a homework club – run by TAs four evenings per week and one lunchtime. This provides support to those students who find organising their time at home difficult, or who require support with homework that is not easily available at home.</p>	5753.00
<p>National Enterprise Challenge</p>	
<p>Attendance</p> <p>Deputy Headteacher trained as Education Welfare Officer to improve attendance. E.g. contact with parents, liaising with key stage offices (KS Assistant time also costed), home visits. Working with Premium Pupils and their families to improve attendance.</p>	14122.00
<p>Working with Parents</p>	

Key stage offices monitoring parental engagement from Pupil Premium families, eg through Parents' Evening attendance etc.	6304.00
IAG Members of staff have received training in order for them to deliver Careers Advice and Guidance to students in addition to the Connexions Advisor who also has meetings with students. One of these members of staff has allocated time to provide individual support to students (particularly in Y11) with a focus on those with most need (including Premium Pupils)	368.00
All Y11 students have received 2 individual interviews – one with local business people and one with Head of Sixth Form/Assistant KS5 leader to support decisions with next steps. Y10 students also receiving interviews.	1967.00
Raising aspirations events have also taken place – Y10 and Y11 students visiting universities (e.g. Birmingham and Oxford). Pupil Premium students highlighted for these places where appropriate and Get Ahead programme	
SEN/Additional Provision In order to support Premium Pupils with more complex emotional, behavioural or attendance-related barriers to learning, we have also been able to provide access to a counsellor for 6 Premium Pupils. We have employed the Behaviour Support Team, Education Welfare Officer and Educational Psychologist to work with others, as well as paying for a re-engagement intervention for one student to encourage attendance and engagement in school life.	4337.00
Nearly 15% Premium Pupils have SEN . SENCO time dedicated to interventions, support, parental engagement	
Top-up of FSM Costs to enable students to purchase a full meal	
Financial Support Requests	
Requests for uniform, equipment, revision materials, laptop access, trip subsidies, music tuition, cooking ingredients etc.	9936.00
Teaching & Learning Resources and training events are planned for staff. These are aimed at enhancing the knowledge, skills and practice of meta-cognition techniques, self-regulation strategies, effective feedback and peer assisted learning. These strategies have been highlighted as having significant impact on improving outcomes for Premium Pupil students from research conducted by the Sutton Trust. These will be provided by Assistant Head – (Teaching and Learning). Work has also started amongst members of the Green Team (Middle Leaders) to share and evaluate the success of intervention strategies. Work of cross departmental Performance Management targets focussed also on Premium Pupils	13873.00 1529.00
Pupil Premium Progress Meetings – fortnightly meetings with Heads of KS and PP team to discuss success and next steps for all interventions.	7036.00
Faculty Meetings and Academic Intervention	17418.00
TOTAL	132849.00

Impact and Monitoring:

Key Priority: To narrow the disadvantage gap by addressing inequalities and raising the attainment of those students from low-income families.

Outcomes: Targeted additional support strategies resulting in every student (regardless of financial disadvantage) being able to:

- improve levels of attainment and progress
- close attainment gaps relative to school averages
- have full access to the school's curriculum
- access the school's extra-curricular provision

Progress data of Premium Pupils is monitored in the following ways:

- by class teachers on a daily basis as a normal process in their lessons – PP highlighted within regular monitoring processes.
- by teachers in conjunction with Heads of Faculty/Department in Pupil Progress meetings.
- by Heads of Faculty/Department in the whole school yearly cycle of data tracking, monitoring and intervention.
- by Heads of Faculty/Department or TLR holders through book trawls and pupil voice interviews
- by JBL for English, Maths, Science after each data collection point.

Attendance and behaviour data will also be monitored as part of normal school processes, with Premium Pupils as a highlighted group

Interventions for each student are decided on an individual, needs-led basis. This enables students to benefit from more than one intervention at any one time.



1. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Gap in levels of progress for students eligible for PP remain in some subject areas	
B.	Attitude and effort scores for small groups of students affects academic progress	
C.		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for students eligible for PP remain below that of non-PP students.	
2. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Continued work to close gaps across all subjects	Students in subjects identified perform in line with non-PP low prior attainment students.
B.	Improved attitude and effort of key identified students	A&E data and Skills data across all years is in line with scores for non-PP students.
C.	Increased attendance rates for students eligible for PP.	Overall attendance among pupils eligible for PP improves to 95% in line with 'other' pupils.
D.		

Whilst the barriers mentioned above represent some patterns that might exist for Premium Pupils after careful consideration of data from the previous year, it must be stressed that at Hanley Castle we consider each student individually and address issues in progress accordingly. Our calendared Pupil Premium Progress meetings enable discussion about individuals and provide the “bigger picture” from which we are able to evaluate and monitor interventions and act accordingly.



3. Review					
Academic year		2017-18			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of Impact
Closing gaps across all subject areas	Continued embedding of feedback that causes thinking and moves students forward	EEF toolkit Afl – Dylan Wiliam research The most effective intervention to ensure progress	CPD – Marking & Feedback	JBL GL	
Closing gaps across all subject areas	Close monitoring of progress and engagement in all years by increased data analysis by data manager – provided to HODs	Ensuring early interventions both academically and for behaviour and engagement from subject specialists as well as KS teams to address underperformance early	Overview by PP lead Green team review and sharing of strategies.	JBL Green team	
Total budgeted cost					75, 000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of Impact
Gaps in progress across subject areas reduced	Giving more responsibility to HOFs alongside line managers to identify, monitor and evaluate impact of interventions	KS monitoring has been largely successful in moving students to better A&E grades – rolling out this model to HOFs and class teachers raises the profile of PPs and gives all	Through line meetings/line managers/inviting HOFs to share successes at PPP meetings	JBL	



		teachers responsibility for ensuring impact			
Total budgeted cost					included in above
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of Impact
Improved attitude and effort of key identified students	KS monitoring of A&E scores and yellow slip referrals each half term, leading to list of students for mentoring and monitoring quickly.	Swift intervention Small group/individual discussion and mentoring by experienced members of staff (KSLs, SLT, duty team) Identification of further barriers Ensuring that behaviour for learning is appropriate to ensure progress	KS leaders to monitor Tutors to monitor	KSL/SAK	
Increased attendance rates for students eligible for PP.	Close monitoring by KS offices. SAK in-house attendance Trial of incentives using Epraise.			SAK	Y7, 8, 9 PP attendance 95.96, 94.91, 94.86% respectively. Having an impact in KS3 – hopefully this will follow through as the students go through school. Y10 and Y11 figures still affected by small number of persistent absentees. Trying new strategies to work with these families.
Both desired outcomes above	PPP meeting to discuss individual students, gain a bigger picture, monitor improvements, parental contact, successes and share across KStages	Whilst barriers listed above reflect the need to address certain patterns, each PP is treated as an individual and needs individual treatment and intervention. The 3-weekly PPP meetings ensure that each student is discussed on an individual basis and progress towards individual short-term targets can be discussed.	Meetings	JBL	
Continue to encourage improved Parental Engagement	Pre-populating parents' evening appointments, inviting Y7 parents who haven't attended events, to additional sessions	Engaging parents key to ensuring dialogue and support for students	KS monitoring. STK in KS3 has responsibility for ensuring PP students are at the forefront of teachers' minds when changing school systems etc.		



	Total budgeted cost 65,000
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