

## Premium Pupil Report Academic Year September 2015-August 2016

**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 musicjt2 and physics.

<b>Overview of the school (2015-16)</b>	
Total number of pupils on roll (KS3&4)	806
Total number of Free School Meal (FSM) pupils/Ever-6 pupils	128
Amount of funding received per FSM pupils (Sept 2014 - Aug 2015)	£935
Total number of Looked After Children (LAC)	7
Amount of funding received per LAC pupils (Sept 2014 – Aug 2015)	£1900**
Total number of Children Adopted from care	2
Amount of funding received per child adopted from care (Sept 2014 – Aug 2015)	£1900
Total number of Service family pupils registered	1
Amount of funding received per Service family pupil (Sept 2014 – Aug 2015)	£300
<b>Total amount of funding (year end August 2015) – funding based on previous year</b>	<b>£131 878</b>

\* Pupil numbers can change within the year. Table below shows numbers at end of the year.

\*\* £400 is withheld by LA

### Premium Pupil Group Profile by Year Group (2015-16)

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	40	17	23	9	24	7		3	4	2	0
8	25	10	15	7	11	7		1	3	0	0
9	27	14	13	1	18	8		0	1	1	0
10	27	12	15	5	12	10		3	1	4	0
11	17	9	8	7	6	4		0	3	0	0
Total	136*	62	74	29	71	36		7	12	7	0

\*student numbers can change during the year (i.e. we received funding for 128, but had 136 in school by July)

#### 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 (£... 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 2015-July 2016

Expenditure	Cost
<b>Staffing</b> 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	14, 578
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.	
Data Tracking	11, 079
Strategy, tracking progress	13, 849
Data Manager work with PP	760
<b>KS4 Intervention</b> 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.	4, 000
Members of SLT are also involved in the mentoring process, particularly for KS4 students in danger of failing to meet target levels.	12, 000
Assistant Key Stage 4 Leader will run "How to Revise" clinics in to focus revision for key students.	900
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.	1, 834
<b>KS3 Intervention</b> 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.	4, 000
Academic and behaviour and engagement intervention programme and data tracking by KS3 Assistant Leader, organising mentoring, tracking of progress, duty team monitoring	1, 880
Subscription to Renaissance Learning Accelerated Reader for Y7 students, but with particular focus on those who arrive from primary school with reading ages lower than their chronological age. Accelerated reading sessions are provided through tutor time and assigned books appropriate to their reading age. This programme also benefits more able readers by moving them on quickly to more challenging texts.	450
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.	2, 050
National Enterprise Challenge	1, 350
<b>Attendance</b> 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.	10, 920

<b>Working with Parents</b>	
Key stage offices monitoring parental engagement from Pupil Premium families, eg through Parents' Evening attendance etc.	
<b>IAG</b>	
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)	
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.	
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	1, 217
<b>SEN/Additional Provision</b>	
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.	3, 735
Nearly 15% Premium Pupils <b>have SEN</b> . SENCO time dedicated to interventions, support, parental engagement	
Top-up of <b>FSM Costs</b> to enable students to purchase a full meal	6, 240
<b>Financial Support Requests</b>	
Requests for uniform, equipment, revision materials, laptop access, trip subsidies, music tuition, cooking ingredients etc.	5, 340
<b>Teaching &amp; Learning</b>	
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	13, 768
<b>Pupil Premium Progress Meetings</b> – fortnightly meetings with Heads of KS and PP team to discuss success and next steps for all interventions.	6, 462
<b>Faculty Meetings and Academic Intervention</b>	16, 623
<b>TOTAL</b>	<b>133, 035</b>

## Impact and Monitoring:

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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.

## 2015-6 Data

Y7						
	All SS	%	non PP	%	PP	%
Total	172		158		14	
5+ Impressive & Significant	29	16.9	29	18.4	0	0.0
8+ Expected	158	91.9	148	93.7	10	71.4
5+ Some & Little	22	12.8	16	10.1	6	42.9
<b>% Attendance</b>						
	95.14		95.25		93.89	

Y8						
	All SS	%	non PP	%	PP	%
Total	170		144		26	
5+ Impressive & Significant	49	28.8	44	30.6	5	19.2
8+ Expected	155	91.2	131	91.0	24	92.3
5+ Some & Little	15	8.8	9	6.3	6	23.1
<b>% Attendance</b>						
	96.42		96.73		94.70	

Y9						
	All SS	%	non PP	%	PP	%
Total	160		137		23	
5+ Impressive & Significant	25	15.6	21	15.3	4	17.4
8+ Expected	130	81.3	114	83.2	16	69.6
5+ Some & Little	22	13.8	17	12.4	5	21.7
<b>% Attendance</b>						
	93.98		94.56		90.54	

Y10						
	All SS	%	non PP	%	PP	%
Total	160		137		23	
5 + subjects above expected grade	153	95.6	131	95.6	22	95.7
4 + subjects more than 2 grades below expected grade	1	0.6	0	0.0	1	4.3
<b>% Attendance</b>						
	95.53		95.70		94.52	

## 2016 GCSE Results (unvalidated)

Subjects in which PP students' performance was above, in line and below that of other students

% Above ROL								
PP Subjects ahead			PP Subjects in line			PP Subjects below		
Art	Bio	ICT Nat	Spa	BTEC PE		Geog	Core sci	PE
Ger	Phy		Chem	BTEC Art		Hist	Add sci	Philos
English(single)			ICT			Eng	Catering	P Des
Eng Lit	Drama		BTEC Mus			Bus St.	Maths	

Pupil Premium Performance by prior attainment band in Maths and English

Maths	English
All upper pupils exceeded	50% (1/2 upper exceeded)
60% middle on or above ROL	20% middle on or above ROL
33% (1 out of 3) Lower prior attainers exceeded ROL	67%(2/3 exceeded ROL)

Value Added GCSE by Ebacc Subjects

Eng single				Eng				E Lit			
	10	4	Narrowing		114	13	Narrowing		114	12	Narrowing
	Non Prem	CLA&FSM	the Gap		Non Prem	CLA&FSM	the Gap		Non Prem	CLA&FSM	the Gap
VA	-0.28	0.05	0.33	VA	0.47	-0.25	-0.72	VA	0.28	0.31	0.03
% student	30.0	50.0	20.0	% student	59.6	15.4	-44.3	% student	55.3	25.0	-30.3
% A*-A	0.0	0.0	0.0	% A*-A	36.0	7.7	-28.3	% A*-A	22.8	25.0	2.2
% A*-C	0.0	0.0	0.0	% A*-C	88.6	46.2	-42.4	% A*-C	87.7	66.7	-21.1
Avg Points	2.8	3.0	0.2	Avg Points	5.9	4.8	-1.1	Avg Points	5.8	5.4	-0.3

Maths			
	124	17	Narrowing
	Non Prem	CLA&FSM	the Gap
VA	0.16	-0.18	-0.33
% student	51.6	23.5	-28.1
% A*-A	23.4	5.9	-17.5
% A*-C	80.6	47.1	-33.6
Avg Points	5.4	4.2	-1.3

Core Sci				Add Sci				Bio			
	67	12	Narrowing		57	8	Narrowing		57	4	Narrowing
	Non Prem	CLA&FSM	the Gap		Non Prem	CLA&FSM	the Gap		Non Prem	CLA&FSM	the Gap
VA	0.30	0.10	-0.21	VA	0.35	-0.11	-0.47	VA	0.64	0.55	-0.09
% student	58.2	33.3	-24.9	% student	61.4	12.5	-48.9	% student	70.2	75.0	4.8
% A*-A	16.4	0.0	-16.4	% A*-A	15.8	0.0	-15.8	% A*-A	50.9	50.0	-0.9
% A*-C	76.1	41.7	-34.5	% A*-C	87.7	50.0	-37.7	% A*-C	96.5	100.0	3.5
Avg Points	5.2	4.3	-0.9	Avg Points	5.4	4.4	-1.1	Avg Points	6.5	6.3	-0.2

Chem				Phy			
	57	4	Narrowing		57	4	Narrowing
	Non Prem	CLA&FSM	the Gap		Non Prem	CLA&FSM	the Gap
VA	0.80	0.30	-0.50	VA	0.59	0.55	-0.04
% student	75.4	50.0	-25.4	% student	66.7	100.0	33.3
% A*-A	59.6	25.0	-34.6	% A*-A	49.1	25.0	-24.1
% A*-C	100.0	100.0	0.0	% A*-C	96.5	100.0	3.5
Avg Points	6.6	6.0	-0.6	Avg Points	6.4	6.3	-0.2



1. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )		
A.	Need to develop numeracy skills for students with low prior attainment to ensure good progress	
B.	Gap in levels of progress for students eligible for PP remain in some subject areas	
C.	Attitude and effort scores for small groups of students affects academic progress	
<b>External barriers</b> ( <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.	Improved performance for students with low prior attainment in Maths	Low prior attainment PP students in maths perform in line with non-PP low prior attainment students.
B.	Continued work to close gaps across all subjects	Students in subjects identified from 2016 GCSE data perform in line with non-PP low prior attainment students. (11 subjects below – see above in 2016 GCSE)
C.	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.
D.	Increased attendance rates for students eligible for PP.	Overall attendance among pupils eligible for PP improves to 95% in line with ‘other’ pupils. Particular focus on Y10 (improving from 90.54% in Y9)

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. Planned expenditure					
Academic year		2016-17			
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	When will you review implementation?
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 SIG – focus on AFL Book Trawls Pupil voice Focus weeks	JBL GL Green Team Depts/JBL Depts/JBL	see MER calendar
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	School data points
<b>Total budgeted cost</b>					<b>75, 000</b>
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	When will you review implementation?
Low prior attainment PP students in maths perform in line with non-PP low prior attainment students.	Employment of extra Maths teacher and re-organisation of timetable to enable additional KS4 maths group.	Experienced teacher working therefore with small group of Low Prior attainment students.	Faculty monitoring	DF/SE	School data points Day-to-day by teacher



Low prior attainment PP students in maths perform in line with non-PP low prior attainment students.	Introduction of KIRFs with KS3	To ensure key mathematical skills are embedded early in Secondary School	Faculty monitoring CATs testing for PP in Y7 to provide additional base-line	DF/SE/DDD	
PP students in maths perform in line with non-PP attainment students.	All pupils provided with revision guides and equipment(incl calculators) if required	Appropriately equipped pupils are able to access all areas of the syllabus and build familiarity with the necessary tools	Register of equipment maintained	MC	Half termly
PP students in maths perform in line with non-PP attainment students.	All pupil premium students provided with additional revision sessions and resources	Pupil premium students can have difficulty accessing after school revision classes for transport reasons	MC released from tutor periods to spend time with small groups and individuals to provide targeted revision and support	MC	Ongoing through line meetings
PP students in maths perform in line with non-PP attainment students.	Engagement with low prior attaining students' parents	Ensuring that parents are in position to support students in run-up to exam time	JW and SE running parental workshops to engage parents and provide information	JW/SE	Ongoing
<b>Total budgeted cost</b>					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	When will you review implementation?
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	Each half term with school data input
Increased attendance rates for students eligible for PP.	Close monitoring by KS offices. SAK in-house attendance Trial of incentives using Epraise.			SAK	Fortnightly



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	3-4 weekly
<b>Total budgeted cost</b>					<b>65,000</b>

