**2015/16 Pupil Premium Grant Expenditure Objectives and review**

**The Pupil Premium is allocated to schools to work with students who have been registered for free school meals at any point in the last six years (known as ‘ever 6 FSM’), Looked After Children, Children Adopted from Care and Children of Service personnel. This funding is not ring fenced to individual children and can be used for initiatives that include, but are not limited to Pupil Premium Students.**

**The funding for 2105 – 2016 was £935 per Pupil premium Student for the school year.**

**Overall PPG - £162,000**

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| **Summary of Planned PPG spending 2015- 2016** |
| **Objectives:**   1. **To enhance student learning, attendance, behaviour and wellbeing in order to improve progress for identified students.** 2. **To support students to help narrow and close the attainment gap that exists between Pupil premium Students and those from other backgrounds.** 3. **To promote the engagement and enjoyment of learning both inside and outside the classroom.** 4. **To increase parental/carer engagement and strategies for parents to support their child’s progress.** |

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| Intervention | Activities | Cost | Success Criteria | Review of IMPACT – Exam results 2016 |
| Provide interventions to support students and aim to improve attainment in English and Maths | Y11 tutor time interventions  KS4 class conferences  Catch up reading  Summer School Literacy intervention  Literacy project extended from y7 and 8 to cover all of KS3.  Numeracy project extended to all of KS3  Targeted after school and holiday revision courses.  Peer mentoring | School cost | The gap between % of PP students making expected progress in English and Maths continues to narrow, and is at least in line with the average national gap. | The gap in terms of expected progress for English is -7%, and for more than expected progress 0%. Therefore in English the gap in progress has closed considerably.  The national gap for English expected progress is -17%, and for more than expected progress is -13% - therefore PP progress for English has exceeded this target.  The gap in terms of expected progress in Maths is -31%, and for more than expected progress -27%. Therefore, in Maths the gap has not closed.  The national gap for Maths expected progress is -23%, and for more than expected progress is -33% - therefore PP progress for Maths has not met this target for expected progress, but has done so for more than expected progress. |
| All staff to provide and track interventions for underachieving students in their classes. | Use data entries to highlight the progress of all students, and provide tracked interventions for those that are underachieving. | School cost | The gap between % of PP students making expected progress in English and Maths continues to narrow, and is at least in line with the average national gap. | As above. |
| Professional Development – CPD triads | Staff to form triads to research and develop best practice response to quality first teaching; some of whom focus on enhancing the learning of PP students, who are in the following cohorts:  Gifted and talented  Reluctant learners  Literacy for learning  Behaviour for learning.  Growth mindset – positive strategies.  Staff to continue to set personalized goals for identified students. | School cost | These skills are essential to ensure that all staff have the necessary skill set to foster the highest standards and learning environments for all students.  This strategy is designed to enhance the expected progress of all students, including PP students.  Therefore the success criteria is that 80% of all students reach expected progress and 40% of all students make more than expected progress, and the gap between PP students and all other students continues to narrow. | In all subjects, including English and Maths, PP students have a gap of 0.03 Progress8 score with their peers and 0.92 on attainment8 with their peers. These are new measures and are slightly below on Progress8 and Attainment8 targets set for the cohort of PP students against non PP students.  However, in comparison to 2014 – 2015, our PP student Attainment8 has risen by 10%.  And our PP Progess8 score for 2016 is +.041, meaning the gap in progress between disadvantaged students and non-disadvantaged students is negligible.  Therefore overall this target has been met. |
| Provide interventions to support students and aim to improve attainment. | 1 to 1 tutoring  1 to 1 adult mentoring  Staff attending working parties including the Interventions Team to focus on identified students.  Attendance at network meetings to share good practice.  Meetings with Afa coach.  Peer mentoring | £5000  £4730  School cost | The gap between % of PP students making expected progress in English and Maths continues to narrow, and is at least in line with the average national gap. | These results are from our most vulnerable students in Y11 2016 – many of whom did not take the full complement of 8 subjects.  Without these interventions, it is unlikely that most would have got any A\* - C grades.  Cohort A\* - CEnMa = 31.8%  Attainment8 average = 4.47 D+  **Progress8 average = +3.05**  **This means that this strategy is very successful. One student in this cohort achieved a progress8 score of +27**  Eng 3 LP = 72.7%  Eng 4 LP = 36.4%  Little or no gap with other PP or non PP students.  Ma 3 LP = 36.4%  Ma 4PL = 9.1%  Gap is consistent with full PP and non PP results. |
| Study Skills workshops aimed at Y7/8 and Y10/11 | Outside provider to raise confidence in different levels of studying; to promote independent learning and to focus on revision skills. | £2000 | Pre and post evaluation shows that PP students report increased confidence regards independent learning. | Student individual feedback was very positive.  Pastoral staff attending the sessions were delighted with the delivery. This provides an excellent September start for PP students to get them refocused on school, studying and enabling Personal targets to be set for the year. |
| Bespoke personalized learning. | Key skills  Vocational Centre  Oasis Centre  Alternative pathways | £7661  £34334  £58769  £11826 | To provide personalized learning timetables for identified students to improve progress, attendance, wellbeing and engagement. Key focus on literacy and numeracy and in some cases ASDAN and outside provision.  The gap between % of PP students making expected progress in English and Maths continues to narrow, and is at least in line with the average national gap. | These results are from our most vulnerable students in Y11 2016 – many of whom did not take the full complement of 8 subjects.  Without these interventions, it is unlikely that most would have got any A\* - C grades.  Cohort A\* - CEnMa = 31.8%  Attainment8 average = 4.47 D+  **Progress8 average = +3.05**  Eng 3 LP = 72.7%  Eng 4 LP = 36.4%  Little or no gap with other PP or non PP students.  Ma 3 LP = 36.4%  Ma 4PL = 9.1%  Gap is consistent with full PP and non PP results. |
| Y6 – Y7 transition strategies | Staff visits to primary schools  Summer schools  Curriculum teaching in primary schools or coming to SHS for lessons e.g. in Science and practical learning. | School cost | Y7 students are confident about their transition plans and practice. | Student voice showed that students were very confident about transition. |
| Improve parental engagement. | Home school liaison models built on success of Alternative Pathways model.  Parent Café - SEN  Continue parent market place.  Pastoral parent forums e.g. on e-safety.  Home visits | School cost | Parental engagement measurements are improved and parental support is widely reported. | AfA measured parental engagement is 100% positive. |
| Attendance Strategies | Home liaison officer to focus specifically on PA students from the PP cohort. | 19330 | Improve attendance and engagement | HSL officer was not available this year due to long term sickness.  PP PA was 17%  PA others was 7%  PP PA is therefore still a key area to focus on. |
| Peer mentoring | Individual Y12s trained to mentor KS3 students for a variety of reasons including good role modeling, subject intervention and wellbeing interventions. | School Cost | Mentees report progress in area identified for referral to scheme. | 60 Y12s were trained to be peer mentors. Impact data has not been easy to gather, and a new system to measure impact will be implemented this year. |
| Provide a wide range of enrichment activities to increase the level of inclusion and improve self-confidence and esteem. | Trips  School Clubs – Drama, music, STEM, e.g. paying for PP students to have Music instrument lessons.  Sport. | £2000 | Improve extra -curriculum engagement. | 21% of PP students participated in extracurricular activities. This is compared to 45% of non PP students. However, this data is taken from a limited number of extracurricular activities. We are currently exploring a facet of SIMs that will enable us to track and analyse this data more effectively.  Therefore, there is a gap, but this has narrowed from previous years. |
| PP students do not feature as outliers in behaviour monitoring and statistics. | Behaviour and Standards Team monitoring statistics and providing bespoke interventions in a swift and timely fashion.  e.g. Behaviour report support | School cost | Narrowing gap regards consequences and rewards.  Ensuring that there is no gap between PP and other students receiving consequences or rewards. | 61% of students receiving our internal isolation consequence were non PP students. This shows that PP students are not ‘outliers’ when receiving consequences.  54% of our students accessing rewards were PP students – again showing that PP students are not under represented. |
| Students understand our policies and procedures and have increased confidence in the resolving of conflict. | Rolling programme of student voice conferences, review and implement changes according to student reflections. | School cost | Student voice activities show that students have a positive and respectful view/attitude towards their school. | Student voice has remained consistently positive through the year. |
| Provide emotional support to bring down barrier. | Bespoke wellbeing and support interventions for individual students. Interventions Team  Implement Insight4Life project to measure and respond to wellbeing issues for whole student cohort. | School cost | Students able to manage themselves at school and home.  Impact of interventions show an increase in wellbeing, achievement, participation and attendance. | Feedback from wellbeing activities has been extremely positive. |
| Provide support for equipment and revision materials | Staff request  Parent request | £5000 | Enable PP students to fully access the curriculum. | 78% of PP students received direct financial support to aid access to the curriculum. |
| Homework Club | This intervention is run by the library and is open to all students. Pastoral staff to ensure that PP students are particularly targeted to attend HW club where appropriate and for funding to remove any barriers that may arise. | 1999 | PP students engage in independent learning and accrue the benefits of homework in line with other students. | 35% of PP students received direct HW support via the HW Club. |
| Exam stress classes | By invitation only – 6 sessions designed to teach students strategies for dealing with stress, and especially stress caused by exams. | £1000 | PP students are able to manage the stressors of exams more effectively and so have a common starting place to students whose backgrounds make them less susceptible to stress. | All students reported very positive feedback on the Mindfulness course they attended. |
| Improve staff and governor understanding of the issues faced by PP students and our strategies to try and mitigate those issues. | Provide regular and detailed training for governors around the issues inherent in being PP students.  . | School costs | Adult ability to address issues inherent in being a PP student increases, thereby contributing fully to closing the gap. | PP external review by RC disseminated to all staff and governors with very positive feedback regards our strategies.  PP was the focus of 2 of the 6 Governor Monitoring visits during the year. |
| Sixth form tracking and mentoring | Although the PPG does not extend to students post 16, we will track and monitor the progress of PP students into their KS5 courses in our 6th form, and where necessary put in place interventions so that identified students can succeed alongside their peers. | School costs |  | 12 students post 16 have been aided by direct financial help with accessing the curriculum e.g. exam costs, textbooks etc.  A new facility to extend the Oasis Centre for 6th form students has been implemented this year. This is to give support to students with mental health issues during important transition period between school pupil and adulthood. |