**2017/18 Pupil Premium Grant Expenditure Impact Analysis**

**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 2017 – 2018 was £935 per Pupil Premium Student for the school year, and £1900 per Looked After Child or Child Adopted from Care or Child of Service Personnel in Years 7 - 11.**

**Overall PPG for 2017 – 2018 was £133,705**

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| **Summary of Planned PPG spending 2017- 2018** |
| **Objectives:**   1. **To enhance student learning, attendance, behaviour and wellbeing in order to improve progress for identified students.** 2. **To identify barriers to achievement, and 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 of Pupil Premium Students.** 4. **To increase parental/carer engagement and strategies for parents to support their child’s progress.** |

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| Objective | Activities | Cost | Success Criteria | Impact Analysis |
| To identify the students’ barriers to progress and to provide interventions to support students and aim to improve progress in English and Maths. | These interventions are aimed at all students in different cohorts whether PP students or not, but will aim to positively impact on PP students in terms of engaging them in their learning and removing barriers to success.  Y11 tutor time interventions  KS4 class conferences  Targeted after school and holiday revision courses.  100 club for Y7 students.  Accelerated Reading project  Peer mentoring | School cost | The progress 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. | For Y11 2018, the National Gap as measured by 2017 – 2018 floor standards is not yet published.  For Essex the average gap for 9-5 En and Ma is 13.9% and our cohort’s gap was 15.4%. |
| Teaching staff to raise attainment by targeting individual underachieving students. | 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.  Monitored via exam and data reviews. | School cost | The attainment gap between % of PP students and others in English and Maths narrows. | For Y11 2018, the average Attainment gap in Essex is 6.7 and for our cohort was 9.4 |
| CPD | CPD provision is bespoke to individual members of staff and led/agreed by their line managers.  Groups Working Party will issue strategy advice for raising attainment for ‘types’ of student – PP, SEN and gifted and able students.  The progress of groups of students will be monitored through SLT learning walks and Performance Management observations. | School cost | These skills are essential to ensure that all staff 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 the progress gap between PP students and all other students continues to narrow. | The gap is documented above. In the new strategy, further steps will be taken to close these gaps. |
| Provide personalized interventions to support students and aim to improve attainment and therefore progress across key stages, with the aim to ‘close the loop’ of personal intentions/ambitions and outcomes. | 1 to 1 targeted VT tutoring – y11 PP students will be allocated at least 6 hours of one to one tuition in either English or Math’s on a rota, which will be reviewed every half term.  1 to 1 adult mentoring  The Pastoral and the Interventions Team to focus on identified students and provide personalized interventions through behavioural support, the Oasis/WAVES, VC. Counselling and individual mentoring.  Every Y11 PP student to be allocate an academic mentor to focus on individual subject improvement.  Engagement of parents in understanding the personalized strategy and to support the school in student buy in to deliver of the intervention, via individual meetings and telephone calls. In addition via parents evening and newsletters. | £5000  Proportionate salaries of Oasis Centre staff, VC staff, pastoral managers and school Counsellor:£106,833  School cost  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.  Attendance/wellbeing and behaviour of individuals improves.  This strategy particularly targets attainment of PP students in y11, and therefore targets the attainment gap. | The gap is reported above.  School statistics and also individual case studies show how individual wellbeing and behavior is managed. The strategies have been and continue to be very successful in this area. |
| Study Skills workshops aimed at Y7 | Outside provider to raise confidence in different levels of studying; to promote independent learning and to focus on revision skills. | £500 | Pre and post evaluation shows that PP students report increased confidence regards independent learning. | The evaluation was extremely positive and even now Y8 & Y9 PP students can remember what they were taught by ‘The Orange man’. |
| Y6 – Y7 transition strategies – to make sure that students are known and known well before entry in Y7 to reduce the barriers to learning and to ensure good parental engagement. | Staff visits to primary schools  Summer schools  Tracking of students in the junior academies. | School costs | Y7 students are confident about their transition plans and practice.  Student voice returns from activity profiles are positive and PPG students are well represented in the various activities. | Student and parent voice praises the transition arrangements. |
| Attendance Strategies to narrow the attendance gap between PP students and non PP students | Attendance officer to focus specifically on PA students from the PP cohort.  Some support for transport to and from school – based on individual application and assessment.  Attendance panels providing bespoke focus on removing barriers to attend for our most disadvantaged students.  Bespoke strategies for encouraging PP students to maintain an excellent standard of attendance. | Staff costs: proportion of Attendance Officer salary:  £7696  £500 | Improve attendance and engagement.  Reduce the number of PP PA students | For attendance the gap between whole school persistent absenteeism and PP student absenteeism is 4.8%, with the majority of PP absenteeism showing improvements after inventions during the year, even if that improvement did not take them all the way out of persistent Absenteeism status |
| Provide a wide range of enrichment activities to increase the level of inclusion and improve self-confidence and esteem. | School Clubs – Sports, Drama, music, STEM, e.g. paying for PP students to have Music instrument lessons.  In addition, encouraging PP students to join our CCF force in line with research that shows the positive impact this has on disadvantaged students.  Pilot y7 loyalty cards to provide rewards for additional engagement in extra curricular activities. | £4000  £500 | Improve extra -curriculum engagement and confidence of PP students identified as an issue in exam analysis and outcomes. | Analysis shows that PP students are just as likely to engage with the range of extra curricular activities as non PP students. |
| PP students do not feature as outliers in behaviour monitoring and statistics. | Behaviour and Standards/Pastoral 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. | Behaviour analysis shows that consequences and rewards and not skewed by disadvantage. |
| Students understand our policies and procedures and have increased confidence in the resolving of conflict. | Rolling programme of student voice via the school council, review and implement changes according to student reflections.  Continue to implement and review our anti bullying strategy. | School cost | Student voice activities show that students have a positive and respectful view/attitude towards their school. | Pastoral team listened to feedback about behavior and conducted a new student voice after interventions and found increased confidence and positivity from students. |
| Provide support for equipment and revision materials and exam retakes, and curriculum trip support. | Staff request  Parent request | £4000 | Enable PP students to fully access the curriculum. | No PP student has been denied 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. | Librarian proportionate staff cost:  £2926 | PP students engage in independent learning and accrue the benefits of homework in line with other students. | Statistics show increasing PP attendance, although as the focus has changed from Homework to PREP so the strategy will change in 2018 – 2019. |
| Managing stress appropriately. | Provide mindfulness and yoga interventions for all by opting in at drop ins at lunchtime and after school – ensure PP participation. | School costs | PP students are able to manage the stress of exams more effectively and so have a common starting place to students whose backgrounds make them less susceptible to stress. | This trend became less popular in the year and a new strategy will be put in place to help students self manage stress. |
| 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. This includes interventions like WAVES and paying for a limited number of exam retakes. | School costs | 6th form disadvantaged students perform as well as their peers. | Performance indicators do not show a significance difference in performance between disadvantaged and non-disadvantaged students in the 6th form. |
| Project to improve cultural capital (TBC) | Groups (PP, SEN, G & A) targeted reward trip to visit placement where PP student has been successful to raise aspirations. | £500 | Student voice shows increased aspirations for targeted group. | This project did not come to fulfilment largely due to changes in school thinking around the super curricular. This area will require a change in focus in 2018 – 2019. |