

Progress 8 2015	Cohort	Overall	English	Maths	Ebacc	Open	Progress 8 2016	Cohort	Overall	English	Maths	Ebacc	Open
All	225	0.12	-0.12	0.19	0.04	0.32	All	218	0.2	0.21	0.06	0.26	0.24
Low	45	0.42	-0.09	0.4	0.4	0.8	Low	45	0.4	0.35	0.17	0.45	0.53
Middle	127	0.12	-0.09	0.2	0.06	0.28	Middle	118	0.22	0.19	0.07	0.32	0.23
High	53	-0.13	-0.22	-0.01	-0.31	0.03	High	55	0.02	0.12	-0.04	-0.04	0.04
Disadvantaged all	95	0.12	-0.12	0.19	0.04	0.32	Disadvantaged all	93	-0.07	0.01	-0.23	-0.11	0.02
low	24	0.17	-0.44	0.17	0.2	0.51	low	34	0.25	0.28	0.22	0.16	0.32
Middle	51	-0.18	-0.4	-0.04	-0.36	0.05	Middle	48	-0.28	-0.2	-0.55	-0.24	-0.19
High	20	-0.14	-0.23	-0.1	-0.04	-0.21	High	11	-0.14	0.05	-0.19	-0.38	-0.01
Non disadvantaged all	130	0.28	0.07	0.34	0.17	0.48	Non disadvantaged all	125	0.41	0.36	0.28	0.53	0.41
low	21	0.71	0.31	0.67	0.58	1.13	low	11	0.87	0.55	0.01	1.35	1.16
Middle	76	0.33	0.12	0.37	0.34	0.43	Middle	70	0.56	0.46	0.49	0.7	0.52
High	33	-0.12	-0.2	0.05	-0.47	0.17	High	44	0.06	0.14	0	0.04	0.05
Gap to national all							Gap to national all		-0.19	-0.09	-0.33	-0.26	-0.09
low							low		0.06	0.12	0.03	-0.05	0.14
Middle							Middle		-0.42	-0.31	-0.67	-0.42	-0.32
High							High		-0.21	0	-0.25	-0.47	-0.07

Attendance

	2014				2015				2016			
	% absence		% 15+PA		% absence		% 15+PA		% absence		% 10+PA	
	School	Nat	School	Nat	School	Nat	School	Nat	School	Nat	School	Nat
All pupils	4.7	5.1	5	5.8	5	5.2	5.6	5.6	5.1	5	13.5	12.4
FSM	6	7.3	8.6	11.5	6.7	7.5	10.4	10.9	6.4	7.2	19.7	21.6
NonFSM	3.6	4.1	1.9	3.4	3.6	4.3	1.6	3.3	3.8	4.1	8.1	8.3

Exclusions

	2014				2015				2016			
	%Fixed term		%Repeat		% fixed term		% repeats		% fixed term		% repeat	
	School	Nat	School	Nat	School	Nat	School	Nat	School	Nat	School	Nat
All pupils	2.42	6.71	0.51	1.34	1.73	7.6	0.38	1.51	1.6		0.24	
FSM	5.26	16.5	1.27	3.42	3.91	18.8	0.93	3.84	1.34		0	
NonFSM	0.64	4.14	0	0.78	0.32	4.58	0	0.87	1.65		0.29	

Section 2: Summary of spending 2015/16 and evidence of impact

Summary of PPG spending 2015/16

Objectives in spending PPG:

The intended outcome for all students in receipt of Pupil Premium funding is:

- ***The gap in achievement between PP students and non PP students is narrowed, so that achievement is in line with non PP achievement***
- ***To ensure PP students enjoyment and wellbeing is supported effectively***

This will be realised when:

We have closed the gap in school between pp students and non pp students

- ***PP achievement is championed by school staff***
- ***PP achievement is supported by parents'/carers' engagement***
- ***PP engagement in, and enjoyment of, learning inside school is promoted and facilitated***
- ***PP engagement in, and enjoyment of, learning outside school is promoted and facilitated***

This will ensure that:

- ***Students are enabled to engage successfully with education, employment and training post 16***

Summary of Interventions

- Appointment of progress co-ordinators in English, maths and Science attached to each year group to monitor and track the progress of disadvantaged students and put in place appropriate subject interventions for students not making progress
- Overstaffing in English and maths allows us to run a number of small group interventions for students that are underachieving.
- Lexia has been introduced to improve students' literacy levels. The Lexia co-ordinator monitors the progress of KS3 students and works with small groups of disadvantaged students who are not making adequate progress.
- Easter revision school provides targeted intervention for yr 11 and KS5 students not making expected progress.
- KS3 and KS4 pastoral assistants support students not making desired progress through 1:1 mentoring and parental engagement.
- LSU co-ordinator supports and monitors our most vulnerable students. Learning mentors and our head of inclusion work to re-engage disaffected students.
- Attendance and family liaison officer works with students with low attendance to ensure attendance improves and therefore students can access the curriculum and make good progress.
- We run a number of careers and aspiration workshops to raise awareness of different pathways and opportunities available to students.
- OHSL funding is set aside to subsidise our trips and out of school hours learning opportunities for our students. E.g. we subsidise Duke of Edinburgh participation costs for our disadvantaged students
- Peripatetic music lessons are funded for our disadvantaged students
- We run ACHIEVE days twice a year we collapse our curriculum in order to offer students exciting opportunities to participate in on site and off site events and trips to promote engagement, enjoyment of learning both inside and outside of school. This broadens students learning and promotes social inclusion.

Summary of evidence of impact 2015/16

Progress

- Our progress 8 for disadvantaged pupils is in line with National at -0.07. Students entering with low KS2 is 0.28, middle -0.20 and high 0.05. All of these are in line with national but we recognise we need to improve further the progress made by our middle disadvantaged students.
- Progress 8 for disadvantaged students in English has improved from -0.12 to 0.01. The gap between disadvantaged students and national non-disadvantaged students has closed and our disadvantaged students are now performing much better when compared to national figures. Of our students who enter on a level 3, 75% of them made expected progress when compared to 66% nationally. The same positive result can be seen for our level 4 students; 87% made expected progress compared to 75% nationally. However, there is small gap between our level 5 students on entry. 78% have made progress when compared to 80% nationally. The strategies that have been implemented for these students have been successful
- In Maths we have closed the gap to other students nationally for those entering on a level 5 we recognise we still have work to do with our disadvantaged students entering with level 4 in maths. Progress 8 for disadvantaged students in maths is -0.23, it is above average for students entering with low KS2 (0.22) and in line with national for high KS2 (-0.19). Due to staffing issues within the year we were unable to run the successful intervention sessions for disadvantaged students entering on middle KS2 (progress 8 -0.55) which were having an impact in previous years. We believe the strategies we have put in place mean that current students' progress 8 in maths will improve. Current predictions and work scrutiny show us that the progress made by disadvantaged middle students in maths is due to improve.

Actions going forward

Improve outcomes for disadvantaged students who enter on middle APS. Particularly in Maths.

KS3 Lexia and literacy programmes

- Of the students who completed both entry and exit Hodder tests 44.5% made better than average reading progress during the Lexia trial. All students would have been expected to have made at least 6-9 months' progress without Lexia. 'Better than average' progress has therefore been calculated using 12 months or more progress as the benchmark.
- 40% of the cohort are in receipt of FSM. Of those that sat the entry and exit Hodder tests, 51% made better than expected progress.
- A standard deviation consists of 15 points and is a useful tool in measuring the significance of an increase/decrease in a student's scores. Moving 1 or more standard deviations in an upwards direction is very significant and indicates a marked progress as a result of an intervention.
- Of the FSM cohort, 7% made very significant progress because of Lexia and other literacy interventions.

Attendance and exclusion data:

- Our attendance data continues to be better than that for similar pupils nationally. % absence FSM 6.4 (nat 7.2), The gap is closing still with nonFSM nationally; -2.4 in 2015 and is -2.3 in 2016.
- Persistent absence FSM 19.7 (nat 21.6). We are closing the gap to non-FSM nationally in 2015 the gap was -13.1% and in 2016 the gap was -11.4%.
- Fixed term exclusions in 2015 were well below the figures for the same group nationally 3.9% (nat 18.8%). Repeat exclusions are also well below the figures for this group nationally 0.98% (nat 3.84).
- Fixed term exclusions continue to improve showing that our inclusion work is having an impact. % FSM students excluded was 1.34% well below the national average for this group. **No students (0%) with FSM were repeat exclusions in 2016!**

Actions going forward:

Continue to implement successful interventions used to improve student attendance, particularly with FSM students so that we continue to close the gap.

OHSL funding

Participation in the numerous clubs and trips out of school hours learning programme offered by the school is high across the school. Termly and annual surveys are completed to monitor the attendance of key groups in these activities.

Data broken down across the whole school by gender, FSM, LAC, SEND and significant ethnic groups

Significant groups and sample size	No clubs	Intervention only	1 voluntary Club	2 or more voluntary Clubs
Whole School 1051	27%	21%	33%	19%
Year 7 - 254	27%	10% ↓	43% ↑	30% ↑
Year 8 - 200	37% ↑	5% ↓	33%	25% ↑
Year 9 - 226	35% ↑	21%	31%	13% ↓
Year 10 - 186	17% ↓	36% ↑	28% ↓	19%
Year 11 - 27	11% ↓	37% ↑	37%	15%
Year 12 - 54	15% ↓	35% ↑	43% ↑	7% ↓
Year 13 - 28	11% ↓	32% ↑	54% ↑	3% ↓
Girls - 520	28%	21%	34%	18%
Boys - 531	27%	22%	31%	20%
FSM - 223	32% ↑	24%	30%	14% ↓
LAC - 11	27%	36% ↑	18% ↓	18%
SEND - 123	33% ↑	26% ↑	25% ↓	16%
Black African 117	17% ↓	18%	37%	28% ↑
White British 540	31%	24%	30%	15%

% of each group surveyed in each category

* The arrows show where there is a 5% or more difference between this figure and the figure for the whole school population surveyed.

- Students on free school meals are 5% below the participation levels of the whole school. The school is working to improve their participation rate to be above that of the school as a whole.

Actions going forward:

Continue to work with a focus group looking at students who have given up taking part in clubs and feedback the results to staff. Focus on students in the disadvantaged and SEND cohort to identify barriers to participation in these groups.

Student voice interviews about the quality of the OHSL provision take place twice a year. Currently disadvantaged student's opinions are not recorded separately as a group. To improve participation rates, targeted student voice interviews will take place in January 2017 and appropriate action taken.

Section 3: Summary of intended funding for 2016/17

Summary of intended PPG spending 2016/17

Objectives in spending PPG:

The intended outcome for all students in receipt of Pupil Premium funding is:

- ***The gap in achievement between PP students and non PP students is narrowed, so that achievement is in line with non PP achievement***
- ***To ensure PP students enjoyment and wellbeing is supported effectively***

This will be realised when:

- ***PP achievement is in line with / in excess of personalised estimations and predictions***
- ***We have closed the gap in school between pp students and non pp students***
- ***PP achievement is championed by school staff***
- ***PP achievement is supported by parents'/carers' engagement***
- ***PP engagement in, and enjoyment of, learning inside school is promoted and facilitated***
- ***PP engagement in, and enjoyment of, learning outside school is promoted and facilitated***

This will ensure that:

- ***Students are enabled to engage successfully with education, employment and training post 16***

Summary of Interventions

- Progress co-ordinators in English, maths and Science attached to each year group to monitor and track the progress of disadvantaged students and put in place appropriate subject interventions for students not making progress
- Overstaffing in English and maths allows us to run a number of small group interventions for students that are underachieving. E.g. year 10 disadvantaged Maths ambassadors work with year 7 disadvantaged students to improve numeracy skills
- Continue to use Lexia to improve students' literacy levels. The Lexia co-ordinator monitors the progress of KS3 students and works with small groups of disadvantaged students who are not making adequate progress.
- Easter revision school provides targeted intervention for yr. 11 and KS5 students not making expected progress.
- Introduce family literacy sessions with the adult college to support some of our hard to reach families.
- KS3 and KS4 pastoral assistants support students not making desired progress through 1:1 mentoring and parental engagement.
- LSU co-ordinator supports and monitors our most vulnerable students. Learning mentors and our head of inclusion work to re-engage disaffected students.
- Attendance and family liaison officer works with students with low attendance to ensure attendance improves and therefore students can access the curriculum and make good progress.
- We run a number of careers and aspiration workshops to raise awareness of different pathways and opportunities available to students.
- OHSL funding is set aside to subsidise our trips and out of school hours learning opportunities for our students. E.g. we subsidise Duke of Edinburgh participation costs for our disadvantaged students
- Peripatetic music lessons are funded for our disadvantaged students
- We run ACHIEVE days twice a year we collapse our curriculum in order to offer students exciting opportunities to participate in on site and off site events and trips to promote engagement, enjoyment of learning both inside and outside of school. This broadens students learning and promotes social inclusion.

Planned PPG spending by item/project 2016/17 – Jan 2017		
Item/project	Proportion of budget (%)	Objective
Overstaffing in English	50% of full time staff + on costs £18113 3.1%	to allow for small group withdrawals, subject specific interventions for disadvantaged students, delivery of the Nurture curriculum by subject specialists
Overstaffing in maths	50% of full time staff + on costs £18113 3.1%	to allow for small group withdrawals, subject specific interventions for disadvantaged students, delivery of the Nurture curriculum by subject specialists
Progress co-ordinators TLR 2a	15 x TLR 2a £39195 6.8%	To monitor and track the progress of disadvantaged students and to put into place appropriate subject interventions. To monitor the impact of the interventions to ensure they have an impact.
<i>Lexia co-ordinator</i>	<i>Funded from literacy & numeracy catch up fund</i>	<i>To run small group interventions with disadvantaged students on the lexia program</i>
<i>Easter revision school</i>	<i>£55000 9.6%</i>	<i>Targeted interventions for yr 11 and KS5 students to support progress in the summer exams</i>
<i>Family literacy seessions with adult college</i>	<i>Funded through other sources</i>	<i>To improve literacy levels in our hard to reach families</i>
<i>KS3 and KS4 pastoral assistants</i>	<i>£138661 24%</i>	<i>To support students not making desired progress through 1:1 mentoring and parental engagement.</i>
<i>LSU co-ordinator, learning mentors and inclusion manager</i>	<i>£148874 26%</i>	<i>To work with and reengage disaffected students to ensure they access the curriculum and make progress</i>
<i>Attendance and family liaison worker</i>	<i>£42698 7.48%</i>	<i>To works with students with low attendance to ensure attendance improves and therefore students can access the curriculum and make good progress.</i>

<i>Careers and aspiration workshops</i>	£2500 <i>0.4%</i>	<i>To develop a programme that supports our younger students develop goals and aspirations for the future by working with careers advisors attending careers talks and local universities.</i>
<i>OHSL funding 7 Duke of Edinburgh subsidised participation costs</i>	£10,000 <i>1.75%</i>	<i>To promote and facilitate engagement and enjoyment of learning</i>
<i>Achieve days</i>	£12414 <i>2.1%</i>	<i>To promote engagement, enjoyment of learning both inside and outside of school. This broadens students learning and promotes social inclusion.</i>
<i>Curriculum enrichment, trips and visits</i>	£72000 <i>12.6%</i>	
<i>Peripatetic music lessons for PP students</i>	£12557 <i>2.2%</i>	<i>To promote and facilitate engagement and enjoyment of learning</i>
<i>Total:</i> <i>PPG £541365</i> <i>Top up from DSG £ 28760</i>	£570125	