

# *Pupil Premium Report*

*2016/17*



**THE JO RICHARDSON**

SUCCESS FOR ALL

COMMUNITY SCHOOL

ACHIEVE

Table 1 Progress 8 Disadvantaged students - taken from checking tables Oct 2017 (2016 figures in brackets).

	Overall P8	English P8	maths P8	Ebacc P8	open P8	science VA pillar	languages VA pillar	humanities VA pillar
Overall	+ 0.24 (-0.08)	+0.13 (-0.01)	-0.06 (-0.24)	+0.27 (-0.11)	+0.50 (-0.01)	+0.28 (-0.28sig-)	+1.27 (+0.15)	+0.33 (-0.13)
Low	+0.77 (+0.23)	+0.43 (+0.27)	+0.41 (+0.20)	+0.78 (+0.16)	+1.43 (+0.29)	+0.6 (+0.03)	NA (+0.41)	+0.96 (-0.21)
Middle	+0.09 (-0.29 sig-)	+0.14 (-0.21 sig-)	-0.38 (-0.56 sig-)	+0.1 (-0.23sig-)	+0.36 (-0.21)	+0.12 (-0.40sig-)	+1.13 (+0.24)	-0.05 (-0.20)
High	+0.22 (-0.05)	-0.01 (+0.04)	+0.21 (-0.20)	+0.42 (-0.39)	+0.19 (-0.03)	+0.35 (-0.55)	+0.71 (-0.29)	+1.43 (+0.31)

2017 Disadvantaged data, gender breakdown

Disadvantaged	Numbers 2017				2017			
	overall	low	middle	high	overall	low	middle	high
<b>Overall P8</b>								
all disadvantaged	79	16	40	23	<b>0.24</b>	<b>0.75</b>	<b>0.07</b>	<b>0.21</b>
Girls disadvantaged	44	10	20	14	<b>0.41</b>	<b>0.77</b>	<b>0.25</b>	<b>0.38</b>
Boys disadvantaged	35	6	20	9	<b>0.03</b>	<b>0.71</b>	<b>-0.12</b>	<b>-0.08</b>
<b>English P8 element</b>								
<b>all disadvantaged</b>	79	16	40	23	<b>0.13</b>	<b>0.4</b>	<b>0.12</b>	<b>-0.03</b>
Girls disadvantaged	44	10	20	14	<b>0.37</b>	<b>0.46</b>	<b>0.42</b>	<b>0.23</b>
Boys disadvantaged	35	6	20	9	<b>-0.17</b>	<b>0.3</b>	<b>-0.19</b>	<b>-0.44</b>
<b>Maths P8 element</b>								
<b>all disadvantaged</b>	79	16	40	23	<b>-0.06</b>	<b>0.39</b>	<b>-0.39</b>	<b>0.19</b>
Girls disadvantaged	44	10	20	14	<b>0.04</b>	<b>0.34</b>	<b>-0.32</b>	<b>0.35</b>
Boys disadvantaged	35	6	20	9	<b>-0.2</b>	<b>0.48</b>	<b>-0.47</b>	<b>-0.05</b>

## Summary of 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:

**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 evidence of impact 2016/17

### Progress

The progress 8 for disadvantaged students is + 0.24 up from -0.08 last year. Disadvantaged students of all starting points have a positive progress 8. There is a diminishing trend for our disadvantage students across all pillars. We are particularly proud of the progress made by our disadvantaged students who enter with low KS2 scores. The progress of our middle disadvantaged students was a key area of improvement last year. We have started to see an impact with the strategies we employed however; we still need to improve this further, particularly in Maths. We also need to improve the progress of high disadvantaged students in English. The progress made by our middle and high disadvantaged students remains a key focus for improvement.

### KS3 Lexia and literacy programmes

All students in year 7 are part of the Lexia literacy intervention programme. They complete 3 sessions a week as part of their curriculum and are rewarded for sessions completed out of school. When students have completed this programme, they move on to Reading Plus, which further enhances their reading skills and develops their comprehension abilities.

#### Disadvantaged student Lexia update October 2016 - December 2016

### Progress

**Oct 1, 2016** (94 students)

7% | 73% | 20%

**Dec 1, 2016** (95 students)

19% | 78% | 3%

Lexia has had a positive impact on students receiving FSM. The data shows that the amount of students progressing over 3 months (October 1<sup>st</sup> – December 1<sup>st</sup>) is in line with the whole of year 7. For example, 17% moving out of the basic skill set (18% for the whole year group). However, the percentage of students within the FSM group who are currently working in the intermediate skill set is 7% less than the year group as a whole. This group will be targeted for further support and interventions in the new year.

As part of the whole school literacy intervention strategy, all Year 7 students complete Hodder tests on entry and exit to the year.

- 53% of students have made positive gains over the 10 month period during the Lexia programme. Out of this 53%, 52% made better than average reading progress. All students would have been expected to make at least 7-9 months progress without Lexia. Better than average' progress has therefore been calculated using 12 months or more progress as the benchmark. It should be noted that some of the most skilled readers will not have been included in this figure as they are already reading at a very high level and may have made less than 12 months progress during the program. Students who made 11 months of progress have also made better than average progress but these students have not been counted so that a comparison can be made to the results from the previous year when 12 months was used as the benchmark.
- **51% of disadvantaged students made positive gains over the 10 month period during the Lexia programme.** Out of this 51%, **45% made better than average progress.** All students would have been expected to make at least 7-9 months progress without Lexia. Better than average' progress has therefore been calculated using 12 months or more progress as the benchmark. It should be noted that some of the most skilled readers will not have been included in this figure as they are already reading at a very high level and may have made less than 12 months progress during the program.
- The standardisation of tests allows a comparison to be made between the disadvantaged students (with the expected levels of students nationally (all Year 7 students in the UK). The percentage of students who score 130+ on the test (excellent readers) nationally is 2.27%. These students are on the 98<sup>th</sup> and 99<sup>th</sup> percentile for reading. They are the very best readers nationally. At the time of the entry test, the disadvantaged cohort had 4 students in this group so at the point of entry JRCS disadvantaged students were already 3.88% higher than the national average of excellent readers. At the exit point of the Lexia program JRCS disadvantaged students had 7 students in this group [10.8% of those tested]. All students who were initially in the 'better than national average group' remained in this group at the point of the exit test and 3 students progressed into it. This is extremely positive to see, as when compared to the year group as a whole; **the percentage of students in the 'better than national average group' is higher for the disadvantaged group of students (9.2% disadvantage compared to 7.4% whole cohort).** It is however important to recognise the size of the groups (65 disadvantaged students, compared with the 185 students representing the whole cohort), however, that aside it is important to note that no students from the disadvantaged group regressed out of the 'better than national average group'. **7 students moved 1 standard deviation** (moving from 'poor readers' to 'below average', 'below average' to 'average' and 'average' to 'above average') by the end of the Lexia programme.
- The table below compares an overview of the disadvantage group with the whole cohort:

Comparison of disadvantaged students in reading performance bands on entry and exit tests to the year group as a whole										
	Entry test- June 2016					Exit test- June 2017				
	Poor	Below Average	Average	Above average	Excellent	poor	Below Average	average	Above average	Excellent
Whole year 7 cohort	2.1	8.5	68.6	14.9	5.9	1.1	9	69.7	12.8	7.4
Disadvantage group	3	7.7	67.7	13.8	6.2	1.5	10.8	69.2	6.2	10.8

**Attendance and exclusion data: This section will be updated at a later date due to unavailable data.**

### **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**

<b>Significant groups and sample size</b>	<b>No clubs</b>	<b>Intervention only</b>	<b>1 voluntary Club</b>	<b>2 or more voluntary Clubs</b>
<b>Whole School 775 54% (82%)</b>	<b>35% (32%)</b>	<b>20% (26%)</b>	<b>27% (24%)</b>	<b>18% (18%)</b>
Year 7 – 166 (227)	34% (35%)	20% (13% ↓)	22% ↓ (30% ↑)	27% ↑ (22%)
Year 8 – 208 (251)	29% ↓ (31%)	12% ↓ (16% ↓)	30% (27% ↑)	29% ↑ (25%) ↑
Year 9 – 173 (222)	45% ↑ (44.5% ↑)	6% ↓ (20% ↓)	27% (24%)	21% (11.5% ↓)
Year 10 – 55 (197)	38% (33.5%)	18% (28%)	26% (15% ↓)	18% (9% ↓)
Year 11 – 133 (29)	0% (6% ↓)	76% ↑ (64% ↑)	21% ↓ (17%)	3% ↓ (13% ↓)
Year 12 - 78 (74)	26% ↓ (31%)	20.5% (31% ↑)	50% (25% ↑)	3.5% ↓ (13% ↓)
Year13 - no data 55	no data 24% ↓	no data 33% ↑	no data 31% ↑	no data 12% ↓
Girls – 387 (520)	36% (32%)	18% (28%)	26% (23%)	20% (17%)
Boys – 388 (589)	35% (33%)	22% (24%)	26% (26%)	17% (17%)
FSM – 149 (223)	45% ↑ (39.5% ↑)	20% (26%)	26% (22%)	13% ↓ (12.5% ↓)
LAC – 6 (11)	50% ↑ (27%)	0% ↓ (36% ↑)	17% ↓ (9% ↓)	13% ↓ (27% ↑)
SEND – 81 (135)	37% (35.5%)	30% ↑ (32% ↑)	18.5% ↓ (26% ↓)	14.5% (6.5% ↓)
Black African - 137 (213)	19% ↓ (23% ↓)	12% ↓ (16%)	30% (31% ↑)	39% ↑ (30% ↑)
White British –365 (552)	39% (38% ↑)	26% ↑ (31% ↑)	24% (20%)	11% ↓ 11% ↓

% 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.

- Unfortunately, we have seen a decline in the number of disadvantaged students participating in OSHL activities.

### **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 OSHL 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 2018.

### **Summary of intended PPG spending 2017/18**

#### ***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***
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*This will ensure that:*

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

### **Monitoring of impact PPG spending 2017/18 (termly report)**

- These will be updated on a termly basis.

Planned PPG spending by item/project 2016/17		
Item/project	Proportion of budget (%)	Objective
1:1 weekly key working sessions for 8 students in KS3 and KS4	2.9% £15,000	To support students to organise their independent study time and improve independent study skills; to build students' self-esteem
1:1/small group tuition – 6-10 week courses of 1:1/small tuition in English and Mathematics for all PP students in KS3 and KS4	2.4% £12,000	To support students to attain their target grades
Literacy interventions Literacy coordinator Lexia and Lexia coordinator Accelerated reader	3.7% £18,832	To support students with improving their literacy through 1-1 support, Lexia intervention and raising awareness of literacy across the school.
KS3 and KS4 Pastoral assistants	25.2% £128,282	To support students not making the required progress in core subjects through 1:1 mentoring and target setting, liaison with parents.
Attendance interventions and wider strategies	1% £5,000	To support students in improving their attendance to school and therefore to access curriculum effectively and enable high levels of progress
Careers and Aspiration workshops	0.5% £2,500	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
OHSL funding & Duke of Edinburgh - subsidised participation costs	2% £10,000	To promote and facilitate engagement in, and enjoyment of, learning outside school
Curriculum enrichment trips and visits Field trip participation costs	14.1% £72,000	To promote engagement in the curriculum and maximise attainment in CA components
ACHIEVE days On-site and off-site enrichment activities subsidised	2.4% £12,414	To promote and facilitate engagement in, and enjoyment of, learning inside/outside school; to broaden students' learning and promote social inclusion
Peripatetic music lessons funded for PP students	2.5% £12,557	To promote and facilitate engagement in, and enjoyment of, learning inside school; to improve self-esteem
LSU Coordinator	5.7% £29,162	To support and mentor our most vulnerable students.
KS3 Nurture & Support Curriculum	26.8% £136,253	To deliver small scale lessons in literacy and numeracy.
Easter Revision	10.8% 55,000	Targeted intervention of students who are below expected progress.