

Pupil Premium Policy 2016/17

Incl. 2015/16 Year End Report

1.0 Overarching Principles

- 1.1** At Noadswood School, all members of staff and governors accept responsibility for those pupils recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs.
- 1.2** Every child who is considered to be 'disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage.

2.0 Background to the Pupil Premium

2.1 Introduced in April 2011, the Pupil Premium is a Government initiative that provides additional funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. The Pupil Premium is provided in order to support these pupils in reaching their potential (academic, emotional and social). The Government has used pupils who have been entitled to Free School Meals in the last 6 years, those who are looked after and children of HM Forces as an indicator for those who are disadvantaged. They have given a fixed amount of money to schools based on the number of disadvantaged pupils.

3.0 Overall Objectives:

- 3.1** Our school will ensure that the Pupil Premium funding reaches the groups of pupils for whom it was intended and that it makes an impact on their education and lives.
- 3.2** The Pupil Premium will be used to provide additional educational support to improve the progress and raise the achievement for these pupils.
- 3.3** The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- 3.4** The school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.

Pupil Premium 2016/17

4.0 Pupil Premium 2016/17

- 4.1 The Pupil Premium will be clearly identifiable within the budget. Noadswood has been allocated the sum of £166,595 during 2016/17.
- 4.2 For year 2016/17 19.8 % of our pupils are eligible for Pupil Premium funding. This is a total of 201 of which 30 are in Year 11.
- 4.3 The Head teacher in consultation with the governors and staff will decide how the Pupil Premium is spent for the benefit of the entitled pupils. Funding will be allocated where necessary for either priority groups or individuals.
- 4.4 In making provision for disadvantaged pupils, we recognise that not all pupils who receive Free School Meals will need Pupil Premium assistance. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of pupils the school has legitimately identified as being disadvantaged.
- 4.5 The school will assess what additional provision should be made for the individual pupils.
- 4.6 The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium.
- 4.7 The Head Teacher will report to the governing body and parents on how effective the intervention has been in achieving its aims, including publishing online information about how the Premium has been used.
- 4.8 We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.
- 4.9 We will monitor evaluate and review the success of the impact of the Pupil Premium funding.

5.0 Provision 2016/2017

- 5.1 We will regularly seek to further develop strategies and interventions which can improve the progress and attainment of our disadvantaged pupils. Examples of the range of provision we have put in place include:

| Impact | Intervention and Cost | Detail |
|--|---|---|
| Develop initiatives and programmes to help to motivate and progress the understanding of disadvantaged pupils. | Closing the Gap Year Coordinators - TLRs £16,500.00 | Members of staff who co-ordinate and lead vulnerable pupils within the disadvantaged cohort of each year group. |
| Help to focus on overcoming barriers to learning and improve learning via accelerated progress. | Flexible Learning Support Assistants £35,000.00 | Providing small group or 1:1 support. |
| Improvements in confidence, organisation, self-esteem and social and emotional learning allowing pupils to attain better levels of progress. | House Leaders Guidance £36,000.00 | Contact time for disadvantaged pupils concerning Guidance issues. |
| Improvements in confidence, organisation and self-esteem allowing pupils to attain better levels of progress. | Learning Support Administrator for House Leaders – Guidance £10,000.00 | Provide valuable support to the House Leaders for Guidance to enable more contact time for disadvantaged pupils. |
| Targeted interventions for appropriate pupils resulting in increased attainment and progress. | House Leaders Learning – TLRs £5,000.00 | To monitor the performance of the Pupil Premium pupils in their houses. |
| Improve confidence and self-belief to enable accelerated levels of progress to be made. | SENCO £4,000.00 | Ensure that interventions such as one to one, peer reading and booster activities are available to those that require them. |
| Improved levels of progress within a business like atmosphere. | HLTAs £17,000.00 | To work alongside core subjects (numeracy, Maths and Science intervention) to support the learning of the PP group. This will include 1:1 and small group sessions. |
| Improve levels of progress for targeted pupils to bring them up to National levels. | Specialist English Teacher £5,000.00 | Proven outstanding teacher of low ability pupils. |
| To boost the confidence and self-esteem of various pupils so that they engage more fully in school life and improve attendance records. | Grants and Subsidies £3,500.00 | Including trips, meals, uniforms and music. |
| Improved attendance of target pupils which will lead to improved levels of | Attendance /Welfare Officer £14,500.00 | Targeted interventions and support to pupils who demonstrate poor |

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|--|---|---|
| understanding and progress in studied subjects. Improve trust and confidence between families and school. | | attendance. Further links formed between families and school. |
| To enable further understanding and home study to improve levels of progress. | Revision Guides £1,800.00 | Provision of subject specific revision guides. |
| Improvement of the levels of progress and attainment made by students throughout the whole school. | PiXL Membership £3,000.00 | Noadswood joined the PiXL group of schools which will allow sharing of educational best practise strategies from cutting edge research studies. |
| Extra study to enable students to catch up on missing work or to secure concepts and content taught in the classroom. Improvement in knowledge and exam performance. | Private Tutoring £3485.00 | The school provides for some students (where appropriate) to have private tutoring in school hours. |
| Enable pupils to complete school work in school and help to prevent them from falling behind. | Oasis (Opportunities After School In School) £3,000.00 | Staffed after school homework/coursework provision in the Learning Resource Centre. |
| Improvement of reading comprehension age. | Sound Training £3,500.00 | An outsourced programme which improves reading comprehension skills. A six session programme over six weeks. |
| Enable pupils to take a full and active role in Food Technology lessons. | Food Technology Assistance £810.00 | Used to purchase ingredients for Food Technology practical sessions. |
| Develop initiatives and programmes on an as needed basis to improve aspects of school life. | Pupil Premium Ad hoc Budget £4,500.00 | A fund provided for financing any new initiatives throughout the year. |

6.0 Reporting Outcomes 2016/17

6.1 Reports on the attainment gaps between Pupil Premium pupils and Non Pupil Premium pupils will be available to the Headteacher and Governors after each of the four main data drops throughout the year. Information will also be presented on the effectiveness of the provisions being currently used.

6.2 We anticipate the following benefits to be displayed by our disadvantaged pupils:

- 6.2.1 Improved progress and attainment of targeted pupils
- 6.2.2 Improved curriculum engagement of targeted pupils
- 6.2.3 Improved participation of targeted pupils
- 6.2.4 Improved confidence of targeted pupils
- 6.2.5 Improved literacy of targeted pupils

7.0 Reporting Outcomes 2015/16

7.1 Attached to this policy is the report on the performance of our Pupil Premium pupils for the year 2015/16.

Pupil Premium Report on Year End 2015/16

Attainment and Progress at end of KS4

For year 2015/16 18.6% of our pupils are eligible for Pupil Premium funding. This was a total of 182 of which 39 were in Year 11.

See tables below for **IN-SCHOOL** gaps.

| Indicator | Non Pupil Premium Students % | Pupil Premium Students % |
|--|------------------------------|--------------------------|
| 5+ GCSE grades at A*-C (including English and Maths) | 80.7 | 37.2 |
| Both English and Maths at A*-C | 83.4 | 37.2 |
| 5+ GCSE grades at A*-C | 84.8 | 44.2 |
| 5+ GCSE grades at A*-G | 99.3 | 90.7 |
| 1+ GCSE grades at A*-G | 100 | 97.7 |
| Total Average Point Scores (Capped best 8) | 351.2 | 271.4 |
| 5+ GCSE grades at A*/A | 15.9 | 2.3 |
| English Baccalaureate Achieved | 31.7 | 7.0 |
| English 3+ Levels progress KS2 – KS4 | 84.8 | 57.1 |
| English 4+ Levels progress KS2 – KS4 | 53.8 | 19.0 |
| English 5+ Levels progress KS2 – KS4 | 9.8 | 2.4 |

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|------------------------------------|------|------|
| | | |
| Maths 3+ Levels progress KS2 – KS4 | 81.4 | 57.1 |
| Maths 4+ Levels progress KS2 – KS4 | 35.2 | 16.7 |
| Maths 5+ Levels progress KS2 – KS4 | 8.3 | 0 |

| Indicator | 2014/15 Gap | 2015/16 Gap |
|--|-------------|-------------|
| 5+ GCSE grades at A*-C (including English and Maths) | 23.1 | 43.5 |
| Both English and Maths at A*-C | 23.1 | 46.2 |
| Total Average Point Scores (Capped best 8) | 51.8 | 79.6 |
| English Baccalaureate Achieved | 13.1 | 24.7 |
| English 3+ Levels progress KS2 – KS4 | 6.3 | 27.7 |
| Maths 3+ Levels progress KS2 – KS4 | 21.2 | 24.3 |

| Students Achieving 5A*-C grades incl. English and Maths | | | | |
|---|---------|---------|---------|---------|
| Year | 2015/16 | 2014/15 | 2013/14 | 2012/13 |
| School Total | 70.7 | 62.9% | 62.5% | 61.2% |
| FSM | 37.2 | 32% | 25% | 37% |
| Non FSM | 80.7 | 67% | 71% | 65% |
| Gap | -43.5 | -35 | -46 | -28 |

Examples of some of our particularly successful programmes from last year were:

Sound Training:

Twenty students completed this course last year. 80% demonstrated a reading gain in months. The highest gain was +46 months. The average reading gain in months was +19. This was a great result and was better than expected, giving these students a great chance to improve their exam performance.

Assertive Mentoring:

This programme was undertaken by 7 Year 11 students. These students were chosen as there were fears that their performance in school would decline over the course of the year. 100% demonstrated an improvement in performance. 43% demonstrated an improvement in attendance.

Small Group Maths Revision After School:

This programme was undertaken by 8 students. These students were chosen as there were fears that their performance in Mathematics would prevent them from gaining a Grade C pass or make three levels of progress. Seven students did attain three levels of progress and four attained a Grade C pass with an average residual for Mathematics of +1.6.

Maths Breakfast Revision Club

This programme was undertaken by 8 students. It was a ten week programme which pupils attended twice a week. These students were chosen as there were fears that their performance in Mathematics would prevent them from gaining a Grade C pass or make three levels of progress. Seven students did attain three levels of progress.

iGCSE Pupil Conference

Ten students were taken to this whole day conference in Bristol run by the PiXL group. It aims were motivational and to offer guidance on exam technique. These students were chosen as there were fears that their performance in English would prevent them from gaining a Grade C pass or make three levels of progress. Six students did attain at least three levels of progress.

Year 11 Closing the Gap Cohort

This cohort was made up of seventeen students who were involved in several events throughout the year to motivate them and help them to progress in their subjects of study. 10 students gained a positive Progress 8 score with an average of +0.39. 11 students gained a VA score of over 1000 with an average of 1022.

Attainment and Progress End of KS3

There is no national data for KS3 therefore no comparisons with national averages. Student progress is monitored closely which facilitates early intervention for individual students. The majority of students continue to make expected or better than expected progress in English and Maths at KS3. However there still remains a gap between Pupil Premium and Non Pupil Premium.