

# PUPIL PREMIUM\*/CATCH-UP PREMIUM SPENDING PLAN & IMPACT REPORT 2016-17

\*PP students now known as DPs (Disadvantaged Pupils, as renamed by the DfE and OFSTED)

**Total DP funds of £305,318**

Area of Spend	Total Budgeted Cost	Contribution from Pupil Premium	Description of Intervention <i>* where identified by Sutton Trust/Hattie</i>
<b>LEADERSHIP</b>			
<b>Deputy Head Teacher</b>	£145,450	£25,454	<ul style="list-style-type: none"> <li>The Deputy Head Teacher has taken overarching and strategic responsibility for DP achievement and progress.</li> <li>The Middle Leader has taken operational responsibility for the effective implementation of whole school strategies.</li> </ul>
<b>Whole School responsibility of a Middle Leader</b>	<b>Next Steps</b>		
	Split the responsibility with the newly employed Deputy Head Teacher. Foci split between intervention & T&L.		
<b>ACADEMIC INTERVENTION CAPABILITY</b>			
<b>English &amp; Maths Intervention Teachers</b>	£97,422	£97,422	<ul style="list-style-type: none"> <li>Small KS4 &amp; 5 DP intervention group work &amp; revision sessions</li> </ul> <i>Sutton Trust: Feedback +8 months; Small-Group Tuition +4 months; After-School programmes +2 months</i>
	<b>Next Steps</b>		
	It is intended to appoint an Intervention teacher or HLTA in science to offer the same targeted provision in science.		
<b>English &amp; Maths HLTAs</b>	£44,614	£27,114 @ 60% remaining 40% funded by Yr 7 "Catch Up".	<ul style="list-style-type: none"> <li>Provide in-class support and small group withdrawal to work on key skills.</li> <li>Lead after school catch-up sessions and homework clubs.</li> </ul> <i>Sutton Trust: Homework 5 months; Small-Group Tuition +4 months</i>
	<b>Next Steps</b>		
	It is intended to appoint an HLTA in science or an Intervention teacher to offer the same targeted provision in science.		
<b>TACKLING THE 'BARRIERS TO LEARNING' [ACADEMIC: Low reading &amp; literacy skills on entry (KS2 &amp; CAT mean PP – Non PP gaps on entry for last 3 years – 2016 QLA Whole school – National gap: Reading -4, Maths -8) / Attitude to learning / Independent study]</b>			
<b>Academic Mentor</b>	£16,243	£16,243	<p>NEW ROLE FROM MARCH 2017</p> <ul style="list-style-type: none"> <li>Academic mentor: non-teacher</li> <li>Tackling JoG's PP students' barriers to learning</li> <li>Build relations with disaffected responsible adults</li> </ul> <i>Sutton Trust: Meta-Cognition and Self-Regulation +8 months</i>
	<b>Next Steps</b>		
	Develop engagement projects to raise student enthusiasm and engagement with schooling Co-ordinating careers opportunities and life chances to help student realise pathways Refine the planning of tutor time intervention to support students with revision and exam technique as well as independent work Build a supportive programme with lower-school students		
<b>TA Support Mentors</b>	£3,420	£3,420	<ul style="list-style-type: none"> <li>Three weekly tutor time sessions to provide study support for year 11 students,</li> <li>Twice a week at tutor times, support for PP students in Years 7 to 10.</li> </ul> <i>Sutton Trust: Feedback +8 months</i>

	<b>Next Steps</b>		
	Assign specific students to TA's rather than 'floating' around the room. Match personalities to build relationships.		
<b>TACKLING THE 'BARRIERS TO LEARNING' [PASTORAL: Attendance gap 2015/16 -3.23% / Attitude to learning]</b>			
<b>Student Development Team</b>	£130,518	£65,259	<ul style="list-style-type: none"> <li>Enhanced level of pastoral support to support the pastoral needs of a complex group of Core students. <i>Sutton Trust: Behaviour Interventions +4 months; Social and Emotional Learning +4 months</i></li> </ul>
	<b>Next Steps</b>		
Each team member to be assigned to a year group supporting the new pastoral structure.			
<b>SCHOOL BASED PP Attendance Officer</b>	£21,424	£21,424	<p>NEW ROLE FROM SEPT 2016</p> <ul style="list-style-type: none"> <li>To analyse and address the issue of persistent absenteeism among DPs.</li> <li>Oversee truancy calls.</li> <li>To build relationship with parents to support student attendance and raise the attendance rate to 95%+.</li> </ul>
	<b>Next Steps</b>		
Surveys being undertaken with all DP to identify reasons for absence. Continue to build relationships with students and responsible adults. Continue to plan and run SAM meetings.			
<b>Student Counsellor</b>	£15,430	£7,715	<ul style="list-style-type: none"> <li>Facility enables students to access on-site counselling. <i>Sutton Trust: Social and Emotional Learning +4 months</i></li> </ul>
	<b>Next Steps</b>		
Continue to positively discriminate DPs			
<b>CURRICULUM SUPPORT</b>			
<b>Accelerated Reader – Literacy Intervention</b>	£3,105	£3,105	<ul style="list-style-type: none"> <li>The Accelerated Reader scheme will ensure:</li> <li>Everyone in Year 7 and 8 is reading;</li> <li>Students are having more exposure to the library;</li> <li>Students are reading at a suitable level for their ability.</li> </ul>
	<b>Next Steps</b>		
Continue with the programme assessing its impact with the new librarian co-ordinating it.			
<b>KS4 Raising Achievement Budget</b>	£2,500	£2,500	<ul style="list-style-type: none"> <li>Pay school staff to deliver weekend and holiday revision sessions to DPs.</li> <li>Provide revision resources and guides to DPs <i>Sutton Trust: After-School Programmes +2 months</i></li> </ul>
	<b>Next Steps</b>		
Continue to target students to supply them with their required resources and coursework needs. Alternative provision of core subject staff in the Falcon centre continues.			
<b>PERSONALISED SUPPORT</b>			
<b>Individual Requests</b>	£5,000	£5,000	<ul style="list-style-type: none"> <li>Budget to support individual DPs requests e.g. part-funded for music lessons, trips, resources, materials etc <i>Sutton Trust Feedback: Sports/Arts/Outdoor Participation +2 months</i></li> </ul>
	<b>Next Steps</b>		
Continue to make this available.			

**Total DP funds of £305,318 – Planned Expenditure of £277,831 = Contingency of £27,487 for additional DP needs that arise in the course of the year.**

**SERVICE PREMIUM**

Income = £3,175

Area of Spend	Total Budgeted Cost	Contribution from Pupil Premium	Description of Intervention <i>* where identified by Sutton Trust/Hattie</i>
Personalised Support	£3,175	£3,175	<ul style="list-style-type: none"> <li>An Assistant Head Teacher has responsibility for working with service children and the budget will be used on an individual basis with these students.</li> </ul>
<b>Next Steps</b>			
Retain the role to keep the focus on these students			

**CATCH-UP PREMIUM**

Income = £17,500

Area of Spend	Total Budgeted Cost	Contribution from Pupil Premium	Description of Intervention <i>* where identified by Sutton Trust/Hattie</i>
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**ACADEMIC INTERVENTION CAPABILITY**

English & Maths HLTAs	£44,614	£17,500 @ 40% remaining 60% is funded by the "PP" budget.	<ul style="list-style-type: none"> <li>Provide small group withdrawal to work on key skills and provide "Catch-Up" for Year 7 students who enter at below Expected Level in English and/or Maths.</li> <li>Continue to work with Year 8 students.</li> </ul> <p><i>Sutton Trust: Homework 5 months; Small-Group Tuition +4 months</i></p>
<b>Next Steps</b>			
Continue this in the same format. Use HLTA with Yr8's & 9's who still require the intervention in the core subjects.			

## TACKLING OUR STUDENTS' ACADEMIC 'BARRIERS TO LEARNING'

[Low reading & literacy skills on entry / Attitude to learning towards Independent study/ Resilience when facing learning challenges]

Outcomes	Improvements																																								
<p>The gap between the achievement of DPs and non-DPs narrows significantly at KS4 &amp; 3 Yr 11 results (All v PP) 2016 standard basics GAP: -22% 2017 standard basics 4+ English &amp; mathematics GAP: -9.7% <b>2016 to 2017 standard basics 4+ GAP reduction of 12.3%</b> 2017 standard basics 5+ English &amp; mathematics GAP: -14.8%</p> <p><b>2016 to 2017 Average attainment 8 total points score increased by +3.59 with the GAP reducing from -16.69 to -7.88</b></p> <p>2016 Core science C+ GAP: -9%      2017 GAP: -4.8% <b>2016 to 2017 Core science GAP reduction of 4.2%</b> 2016 Additional science C+ GAP: -8%    2017 GAP: -2.6% <b>2016 to 2017 Additional science GAP reduction of 5.4%</b> 2016 Biology C+ GAP: -7%    2017 GAP: -15.9%    2016 Chemistry C+ GAP: -17%    2017 GAP: -12.5% 2016 Physics C+ GAP: +1%    2017 GAP: +3.4%</p> <p>2016 Average attainment 8 point score GAP -1.67 2017 Average attainment 8 point score GAP -0.78 <b>2016 to 2017 Average attainment 8 GAP reduction by 0.89 points</b> <b>2016 to 2017 Average attainment 8 point score increased by +0.26</b></p> <p>2016 Ebacc 13.8% entered [GAP 23.6%] <b>2017 Ebacc 37.5% entered 23.7% entry increase [GAP 12.8%] 10.8% GAP decrease on 2016</b> 2016 Ebacc 6.9% achieved [GAP 19%] <b>2017 Ebacc 14.6% achieved 7.7% achievement increase [GAP 15.6%] 3.4% GAP decrease on 2016</b></p> <p>Yr 8 average points gap comparison at the start and end of the year <b>English reduced by 0.15</b> <b>Maths reduced by 0.05</b> <b>Science reduced by 0.04</b></p>	<p>Maths and science need to ensure they can maintain momentum in closing the gap throughout the whole of the year.</p> <p>Continue the successful reduction of the GAP in science with particular attention to biology where the gap increased. The recruitment of a lead practitioner in science with a biology specialism will support this.</p> <p>Need to continue to improve the numbers of PP students studying a range of ebacc subjects, where appropriate.</p> <p>Need to continue improve the positive trend of PP achievement in ebacc subjects.</p> <p>P8 &amp; A8 data for Yr 10 has been a focus at the Yr10 RAT meeting. MLs are focusing on this group of students.</p> <p>Develop PP mentoring and tutor time support for Yr8 DP, to be led by PP academic mentor and PP lead (DL of science)</p>																																								
<p><b>Number of DP entered/achieved for ebacc increases</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="3">Yr11</th> <th colspan="6">E-Bacc attainment benchmarks</th> </tr> <tr> <th colspan="2">Cohort Number</th> <th>2016</th> <th>2016</th> <th>2017</th> <th>2017</th> </tr> <tr> <th>All</th> <th>PP</th> <th>Results all students</th> <th>Results PP</th> <th>Results all students</th> <th>Results PP</th> </tr> </thead> <tbody> <tr> <td>entry</td> <td>77</td> <td>17</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Achieved strong pass</td> <td>38</td> <td>6</td> <td>-</td> <td>-</td> <td>21%</td> <td>8.90%</td> </tr> <tr> <td>Achieved standard pass</td> <td>48</td> <td>8</td> <td>26% A*-C</td> <td>7% A*-C</td> <td>26%</td> <td>14%</td> </tr> </tbody> </table>	Yr11	E-Bacc attainment benchmarks						Cohort Number		2016	2016	2017	2017	All	PP	Results all students	Results PP	Results all students	Results PP	entry	77	17	-	-	-	-	Achieved strong pass	38	6	-	-	21%	8.90%	Achieved standard pass	48	8	26% A*-C	7% A*-C	26%	14%	<p>Ensure students achieve their targets for ebacc subjects.</p> <p>Keep these a focus with DLs, RAT groups and teaching staff</p> <p>DP are positively focused on through T&amp;L, AfL and intervention</p>
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Ebacc will continued to be promoted with all DPs through curriculum steer, when appropriate

**Attitude towards learning improves with the gap narrowing significantly for all year groups**

	PP	Non PP	All
2016-2017	3.06	3.09	3.08
2015-2016	3.04	3.08	3.07

Need to appraise the new behaviour and rewards programmes to assess whether they are having a positive impact on DPs

Accelerated Reader – Literacy development  
 Average KS3 DP reading age rapidly improves  
 DP students 2015-16: Reading age improvement +4 months  
**DP students 2016-17: Reading age improvement +5 months**

Continue to target students and provide appropriate support and intervention

**Catch-up funding:**  
**English**  
 4 months intervention cycles with 44 Yr7 students.  
 22 students have had comprehension intervention  
 17 have had reading intervention  
 27 have had spelling intervention

**Average progress:**  
**Comprehension = 26 months**  
**Reading = 18 months**  
**Spelling = 16 months**

**Maths**  
**Yr 7**  
 Transition class has seen 1 student move back into main stream  
 3 Mastery topic exit tests demonstrate that of the 18 students: 100% have made progress on one of the topics; 94% have made progress on two; 50% have shown progress across the board.

**End of Year 7 Maths Catch-up (Non-Transition class students) – DP outperforming non-DP**

	2016		
	Total	Boys	Girls
No. of students	20	6	14
% on or above (all)	70%	67%	64%
No. of Disadvantaged Students	7	2	5
% on or above track (disadvantaged)	71%	50%	80%

HLTA to work alongside the new transition teacher for the first few weeks. Resources to be shared and the transition class will be taking more of the progress tests.

**Yr 8**  
 Transition class has seen 2 students move back into main stream  
 Of the 20 students receiving intervention at the end of year 7, 2 achieved scores to be top of their class, with one moving up a set.  
**80% of the 20 made progress, with 55% above their end of year 8 target.**  
**67% of disadvantaged year 8s demonstrated progress and 50% of LAC (2 students)**

**TACKLING OUR STUDENTS' PASTROAL 'BARRIERS TO LEARNING'**  
**[Low attendance / Attitude to learning towards independent study out of school hours]**

Outcomes	Improvements																	
<p>The number of home visits to DPs and SAM with attendance figures of 80-90% increases                      Formal attendance process, including SAM meetings: Total – 88 (55/88 were PP)                      Year 7 – 6, Year 8 – 18, Year 9 – 18, Year 10 – 25, Year 11 – 21 + Year 12/13 – 2</p>	<p>Continue to target students early.                      Use tutors more effectively to support/challenge students and parents.</p>																	
<p>Improvement in <b>attendance</b> with the <b>gap narrowing significantly across all year groups</b>  <b>2015/16 attendance gap -3.24%</b>      <b>Late gap -0.43%</b>  <b>2016/17 attendance gap -2.15%</b>      <b>Late gap -0.08%</b></p>																		
<p>Attendance at after school sessions increases throughout the year for Yr 11</p>																		
<p>DP &amp; non-DP parental engagement and attendance to school events and meetings improves throughout the year for all year groups</p> <p style="text-align: center;">*Incident outside of school meant that the road to JoG was closed therefore parents could not sign in due to the dynamic situation of the evening</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2015-16</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td>Year 7 – 52%</td> </tr> <tr> <td>Year 7 – 57%</td> <td style="background-color: #90EE90;">Year 8 – 72%</td> </tr> <tr> <td>Year 8- 43%</td> <td style="background-color: #90EE90;">Year 9 – 60%</td> </tr> <tr> <td>Year 9- 37%</td> <td>Year 10 – *</td> </tr> <tr> <td>Year 10- 50%</td> <td style="background-color: #90EE90;">Year 11 – 65%</td> </tr> <tr> <td>Year 11 – 55%</td> <td rowspan="2" style="background-color: #FFD700;">Year 12 &amp; 13- 66%</td> </tr> <tr> <td>Year 12 – 71%</td> </tr> <tr> <td>Year 13 – 69%</td> <td></td> </tr> </tbody> </table>	2015-16	2016-17		Year 7 – 52%	Year 7 – 57%	Year 8 – 72%	Year 8- 43%	Year 9 – 60%	Year 9- 37%	Year 10 – *	Year 10- 50%	Year 11 – 65%	Year 11 – 55%	Year 12 & 13- 66%	Year 12 – 71%	Year 13 – 69%		<p>Offer child care for parents during the subject evenings.</p>
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<p>Increased attendance to tutor-time academic sessions by Yr11</p> <p>Percentage of PP students who have attended = 83% (80%)                      Percentage of PP students who have attended regularly = 72% (70%)</p>	<p>Targeted students should be matched to particular TA's rather than 'floating' support.</p> <p>A greater focus on revision techniques, resources and exam preparation.                      Use closer milestones of the mock exams to retain focus.</p>																	