

## Pupil Premium review of expenditure 2015-16

### Disadvantaged student funding

**Total funding available - £115000**

**Number of students: 126**

**Key aims and objectives** - To close the disadvantaged attainment gap by providing additional targeted resources for those students who are in low-income families.

**Success criteria** - Targeted additional support strategies resulting in every student, however financially disadvantaged, being able to:

- Improve their levels of attainment and progress
- Have access to a curriculum that maximises their individual potential
- Access our broad extra-curricular provision

As an Academy we will strive to close attainment gaps relative to national averages

Focus	Rationale and Strategy	Our evidence to support expenditure (including EEF analysis)	Evidence of impact	Description of cost	Costs (£)	Evaluation
Teaching, learning and assessment						
Human resources						
Improving literacy through the appointment of a Literacy Coordinator	<p>In school evidence shows that on entry Literacy levels (KS2) are very low. We have found this to be a significant barrier to progress and attainment.</p> <p>Working with others the role of the Literacy Coordinator is to ensure all students reading ages increase and students are able to access their learning and maximise their progress and attainment.</p>	<p>In school evidence shows that students who significantly improved their literacy levels from KS2 to KS4 made accelerated progress compared to their peers.</p> <p>EEF - On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p>	All students will have read at least three book each half term. Contribution to 60% A*-C English GCSE results 2016 There will be a significant Improvement in spelling and reading ages in KS3. Use of termly assessment data will show improvement.	% of salary	8161	54% of FSM6 students achieved an A-C grade in GCSE English this year, with an average Progress score of - 0.87. Whilst this figure is short of our 60% target it does show significant improvement. However further interventions and actions are needed
Librarian/learning resource coordinator	The role of the librarian/learning resource coordinator is fundamental in ensuring students are able to engage in a range of additional schemes and activities to support their Literacy, the	See above	As above	% of salary	6858	Yr9 student and parent Reading group very successful. 60% of participants improved their

	role also provides support for the teaching and delivery of literacy classes					reading age by 7 months in 1 term
One-to-one Maths Tutoring for GCSE AMA students	10 week Intensive support for higher level GCSE Maths in the run up to the examinations	Our own evidence from last years trial of this programme suggests that it was well received by the students and very beneficial, one student TB described as having the most impact on her achievement in Maths.  EEF - Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.	30% students will make 4+ levels of progress in Maths	Tutor	1500	52% of students achieved A*-C in Maths progress score of -0.58. 6 students achieved A*-B. Students report that these tutoring sessions were especially helpful. We will running them again this year but will start earlier and target individual students better to maximise the resource
Teacher for Integrated Maths Groups	Small groups for the core subjects enable the teacher to deliver focused teaching that raises student's attainment.	Overall the evidence does not show particularly large or clear effects, until class size is reduced to under 20 or even below 15. We have deliberately created classes that are no greater than 12 students to enable increased amounts of high quality feedback and one to one attention for each student	Contribute towards students making expected >3L of progress in English and Maths	% of salary	12757	Full data analysis available
Aspire classes for KS3 Maths, English and Science	Students have been identified as having a significant attainment gap in any of these subjects at KS3 are taught in Aspire classes.  The characteristics of these classes are as follows;  1. Quality first teaching by a good or outstanding teacher – usually a senior leader.  2. Additional adults – an extra teacher from an unrelated subject who is a			See training costs		Strong evidence of success in terms of approaches to learning, significant drop in the number of negative incidents taking place.  Some evidence of student progress and attainment. More detailed comparison analysis is available

	<p>motivator and advocate for the students and an extra professional in the classroom and where applicable a TA.</p> <p>3. Where resources are a barrier to learner engagement, as with PP students in some cases, the school provides these.</p>					
Specific TA Support for mentoring in Tutor time and supporting Aspire classes	Focused TA support to work with students who have a significant attainment gap primarily in English, Maths and Science. The TA will also provide emotional support, and one-to-one time where needed by being allocated a Tutor group	Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, our TAs are being trained to provide individual and small group support within and out of the classroom setting	Where required students will receive additional academic support to enable them to make the minimum expected progress. Students will also receive additional emotional support from their TA through Tutor time	% of salaries	6925	Teaching Assistants are assigned to Tutor groups and have been able to provide the much needed emotional support, further work is needed through small group interventions to ensure students are accessing support with their core subjects
Removing Parent and Student barriers to engagement						
Student travel to support attendance at revision sessions	To assist students/Parents with the costs associated with attending after school/weekend revision activities	The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.	100% participation by those students identified by staff as needing additional revision sessions	Transport	200	Service provided where needed, including taxis and minibuses. No students was prevented from attending revision sessions due to transport costs

Lap-top loan scheme	IT is a vital resource for students a number of families are unable to provide the most up to date technology a loan scheme that enables those who need it to borrow equipment will enable all students to complete their homework/revision	This strategy was piloted last year and proved to be of significant benefit to students to enable them to complete home learning tasks, course work and online revision.  EEF - Evidence suggests that technology should be used to supplement other teaching, rather than replace more traditional approaches. It is unlikely that particular technologies bring about changes in learning directly, but by enabling all of our students to access different technology will enable them to participate more fully in their independent learning	Students will be able to access relevant websites/resources and will be able to complete quality independent work	Laptop maintenance/ logistics Internet connections	4000	This service continues to be well received with a number of students and their families benefiting from the option to access up to date ICT resources.
Mentoring programme	Each student will be assigned a mentor who will meet with them at least termly to provide support and advice as identified	We are investing heavily in this programme as we believe knowing each student as an individual as well as their family circumstances enables us to provide the most useful support and target resources efficiently.  EEF - There is evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress.	Student surveys indicate that students are happy and feel fully supported	Staff hours	14875	Students who had a regular mentor indicate they were happy and felt supported, however due to time constraints not all students were able to fully access this support
Parental engagement strategy	The student's mentor will also meet on a regular basis with Parents, and if needed make home visits	EEF - Recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.	Parent surveys indicate that both Parents and their children are happy and feel fully supported			Options interview day for yr9 Parent/Student reading group Mentoring programme for yr11
<b>Accessing enrichment opportunities</b>						
Support to enable students to take part in Wellington	To be able to attend courses/educational visits including residential as well as purchase additional text books/learning materials which can be costly and not	Evidence suggests that most young people actually have high aspirations, implying that much underachievement results not from low aspiration itself but from a gap between the aspirations that	Students will be able to achieve the full Diploma by the end of yr10		2500	Financial support has been allocated on an individual basis as and when required, no student has not

Diploma activities/AMA activities	doing so may prevent students from maximizing their potential	do exist and the knowledge and skills that are required achieve them. By participating in wider enrichment activities students will be able to develop and enhance their skills and knowledge	Destination data will show an increased number of students being able to secure their preferred destination Post-16			been able to participate in enrichment due to financial hardship
Military intervention work	Military Mentoring programme	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress	Students are able to positively engage with the RESPECT ethos of the whole school Attendance figure of 95.5% achieved Greater engagement and success in a range of additional qualifications	Resources	500	Positive student participation.  98% of students involved achieved a BTEC Level 1 certificate
Outward Bound Trust – 5 day residential activity	Every child should have the opportunity to take part in a residential activity, to increase their confidence and give them an experience that will develop their character, by providing funding to support such activity means all students are able to access these opportunities	See above	All students identified are able to take part in this activity	Student participation costs	4000	30 students were able to participate in this life changing opportunity of which 5 have been awarded scholarships for a 3 week long programme
<b>Monitoring</b>						
Provision Map software	Software will enable both teaching staff and those with responsibility for disadvantaged students to map and monitor their progress and attainment, against the additional provision(s) provided for them	N/A	Software will enable impact of all provision to be measured	Purchasing of software	1000	Software still to be embedded, this is a 3 year programme that has taken longer than anticipated to set-up
<b>Staff training and wider development</b>						
Staff training for mentoring and supporting Aspire classes	Quality first teaching will ensure all students are able to learn to the best of their ability and make if not exceed minimum progress. By ensuring staff are supported and trained as appropriate to work with students both in lessons and through mentoring programmes will enable this to happen	See TA support/Mentoring		Resources for internal training/ staff time.	1200	See Aspire classes
Participation in Local	Sharing ideas, resources and best practise with similar schools from		Achievement of local and national standards	N/A	0	National and local standards have been

authority network and consultation visits with LEA advisor	across the authority as well as taking advice from experienced advisors will ensure we are providing the best possible opportunities for our students.					achieved this year the attainment gap is 11% v
Support from Wellington College Teaching Schools partnership	As Above		Achievement of local and national standards	N/A	0	As above We have now been asked to deliver training in the county and at national events
<b>Leadership and Management</b>						
Lead Co-ordinator	Member of SLT (Assistant Principal) with overall responsibility, to coordinate, and manage expenditure. To ensure all disadvantaged students and their families are fully supported, and that the students are able to make at least expected academic progress, as well as have full access to extra-curricular opportunities			<b>% of salary</b>	<b>17318</b>	Staff are all aware of the need to provide extra support where applicable to disadvantaged students. The attainment gap has continued to narrow for the 4 <sup>th</sup> year in a row, now significantly better than the national average
Progress Leaders – Social and emotional intervention leads	A major focus for the progress leaders (formally HoY) is proactive work with our disadvantaged learners; including classroom visits to monitor the progress of students as well as monitoring and tracking progress, attainment and attendance, and where necessary support through social and emotional learning	On average, social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months' additional progress).	Students will be better supported, enabling them to focus on their learning, this support will ensure improved outcomes in terms of progress and attainment in all year groups	<b>% of salaries</b>	<b>15000</b>	As above

## Expenditure 2015-16

