



Pupil Premium Statement	Financial Year 2017-18
Number of pupils eligible for PP funding (Reception to Year 11)	765/1540 = 49.7%
PP allocation financial year 2017-18 (@ £1320 per primary pupil x73)	£96,360
PP allocation financial year 2017-18 (@ £935 per secondary pupil x692)	£646,553 adjusted
Yr7 Catch-up grant financial year 2017-18 (@ £500 per pupil)	£22,671
Total	£765,584

Project / strategy	Objectives	Resources and costs	Type of intervention	Impact																		
Primary Phase intervention programme	To improve the progress, outcomes and behaviours of specific groups and individual children in Years R-5 of the primary phase through a programme of small-group interventions: <ul style="list-style-type: none"> • Additional in-lesson support for children not making expected progress • Small group work on phonics and SPaG • Breakfast booster sessions for KS1 SATS • After-school booster / revision sessions • Homework clubs at lunchtime and after-school • A wide range of SEN and EAL interventions • Parent Partnership parental engagement programme 	3.5 x fte TA: £91,000 Teaching resources: £5,500 =£96,500	<i>Group:</i> 73 of 228 pupils were PP (32%)	<table border="1"> <thead> <tr> <th>Measure</th> <th>All pupils</th> <th>Disadvantaged pupils</th> </tr> </thead> <tbody> <tr> <td>Yr R GLD</td> <td>59.1%</td> <td>33.3%</td> </tr> <tr> <td>Yr 2 Reading</td> <td>51.8%</td> <td>22.2%</td> </tr> <tr> <td>Yr 2 Writing</td> <td>50.0%</td> <td>22.2%</td> </tr> <tr> <td>Yr 2 Maths</td> <td>57.1%</td> <td>22.2%</td> </tr> <tr> <td>Yr 2 Science</td> <td>62.5%</td> <td>55.6%</td> </tr> </tbody> </table> <p>A new Pupil Premium Strategy for 2018-19 will be produced in light of these disappointing figures.</p>	Measure	All pupils	Disadvantaged pupils	Yr R GLD	59.1%	33.3%	Yr 2 Reading	51.8%	22.2%	Yr 2 Writing	50.0%	22.2%	Yr 2 Maths	57.1%	22.2%	Yr 2 Science	62.5%	55.6%
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Year 7 Transition curriculum	To support the transition from Yr 6-7 and to provide catch-up teaching for pupils who did not meet age expectations in English and Maths at the end of Yr 6, through a more 'primary-style' curriculum	0.75 x fte teacher: £39,500 0.75 x fte TA: £19,500 Teaching resources: £2,000 =£61,000	<i>Group:</i> 3 of 6 pupils were PP (50%)	Of the 3 PP students: <ul style="list-style-type: none"> • In Maths, 2 students made accelerated progress • In English, 2 students made satisfactory progress, and 1 made good progress. 																		
Year 8 Foundation curriculum	To build on the Yr 7 Transition curriculum and provide a tailored course for Yr 8 pupils who need additional support to enable them to make the transition from Yr 7 into Yr 8 and into Key Stage 4, through a more 'primary-style' curriculum	0.75 x fte teacher: £39,500 0.75 x fte TA: £19,500 Teaching resources: £2,000 =£61,000	<i>Group:</i> 6 of 10 pupils were PP (60%)	Of the 6 PP students: <ul style="list-style-type: none"> • 3 successfully graduated into the mainstream curriculum. • 3 made accelerated progress in both English and Maths 																		

Tracking progress of FSM/CLA pupils	Additional Data Manager time to support the development and implementation of improved monitoring and tracking of key groups of pupils, in particular PP pupils	0.5 x fte Data Manager: £16,000	<i>Specifically targeted at all PP pupils</i>	Accurate data regarding the progress of vulnerable groups including PP pupils is produced four times per year, and facilitates the targeting of appropriate interventions.
Employment of a school Educational Psychologist	Providing counselling services under the direction of the in-house Educational Psychologist to support vulnerable learners	1 x fte EP: £72,300	<i>Group:</i> Indirect and direct work with groups or individual students. Working with whole school and staff groups within school to support SEMH and vulnerable students.	More immediate access to appropriate support agencies for students. Larger number of students with SEMH and vulnerable needs being supported. Increased staff awareness of groups and individual students' needs and strategies to support students. Detailed student reports for all stakeholders.
Additional staffing in Inclusion Faculty	To support the Fresh Steps behaviour therapy programme for Yr 7-9 students	1 x additional TA: £26,000	<i>Group:</i> On site LA resource provision to support SEMH students re-integrate into mainstream school.	Students leaving in Yr 11 access work and further educational placements. Several students accessing some mainstream lessons. Less disruption in mainstream classes and around the school.
Alternative Provision in Years 10 and 11	To provide alternative provision (AP) to pupils for whom a mainstream curriculum is unsuitable to their learning needs. <ul style="list-style-type: none"> • 'Skills for Life' (in-house) • 'Ignite', 'First Rung' off-site AP and college placements 	Off-site AP costs: =£44,000 approx. Skills for Life staffing costs: 1 x fte HLTA £30,000 1 x fte teacher: £52,650 =£82,650	<i>Group:</i> 3 of 6 AP pupils were PP (50%)	Improvement in attendance rates and reduction in fixed term exclusion rates for these students demonstrates improved engagement with learning.
Employment of a team of Graduate Learning Support Assistants (GLSAs)	A daily programme of extended school support, catch-up, revision and extension activities, aimed at underachieving pupils in all year groups, but specifically at PP pupils.	4 x fte GLSAs @£28,200 =£112,800	<i>Mainly targeted at PP pupils</i>	Improved homework completion rates; improved examination outcomes for PP pupils

Hardship fund (administered by the SFSCs)	The school's two Student and Family Support Coordinators administer a Hardship Fund to allow families to purchase essential school-related clothing or equipment in times of financial difficulty.	£250 per half-term, on average: =£1500	<i>PP students only</i>	Access to uniform, school stationery, textbooks, revision materials and educational visits secured for families in need.																					
Additional staffing in core subjects to reduce class sizes in KS4 (Years 9-11)	On entry, attainment of the pupils is below average in all years and the percentage of pupils entitled to free school meals is above the national average. Student levels of literacy are lower than the national average on entry. Reducing class sizes has allowed staff to give more personal attention and support to pupils within their groups who need it most.	1 x fte English teacher: £52,650 1 x fte Maths teacher: £52,650 1.5 x fte Science teacher: £79,000 =£184,300	<i>All PP pupils</i>	Within school comparisons: The attainment and progress of disadvantaged pupils was in-line with the whole cohort:																					
Year 11 Study Zone and exam preparation programme	Support Year 11 pupils as they prepare for public examinations by providing staffed study facilities (Study Zone) during the school holidays, targeted at those pupils with limited facilities for studying in their home environments. Attendance at PiXL Maths and English conferences (10 students at each). 'Walking-talking mocks' for targeted PP students – iGCSE English, AQA English, Maths non-calculator and Maths Calculator on each campus – 8 sessions	Staffing costs (@20ph) and refreshments costs: £7,500 PiXL fees: £500 =£8,000	<i>Group:</i> Significant proportion of students attended to be PP	<table border="1" data-bbox="1675 544 2074 954"> <thead> <tr> <th>Measure</th> <th>All pupils</th> <th>Disadvantaged pupils</th> </tr> </thead> <tbody> <tr> <td>Attainment 8</td> <td>42.16</td> <td>43.26</td> </tr> <tr> <td>Progress 8</td> <td>+0.24</td> <td>+0.31</td> </tr> <tr> <td>E&M 9-5</td> <td>27%</td> <td>30%</td> </tr> <tr> <td>E&M 9-4</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>EBacc 9-5</td> <td>12%</td> <td>14%</td> </tr> <tr> <td>EBacc 9-4</td> <td>20%</td> <td>23%</td> </tr> </tbody> </table>	Measure	All pupils	Disadvantaged pupils	Attainment 8	42.16	43.26	Progress 8	+0.24	+0.31	E&M 9-5	27%	30%	E&M 9-4	50%	50%	EBacc 9-5	12%	14%	EBacc 9-4	20%	23%
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