

Pupil Premium Spend Evaluation 2016-17

As identified in the impact report the outcomes for the Yr11 Pupil Premium cohort did not demonstrate the wider implementation of the interventions outlined below. The gap between the attainment of disadvantaged students and wider cohort is still significant. The strategy has been evaluated extensively and whilst there are some mitigating contexts for underperformance beyond the reach of the school, there is evidence that further targeting of need is required for the 2017/18 academic year. As well as the additional support for Pupil Premium eligible students there has been a review of the whole school procedures and expectations which will have a significant impact on this cohort.

The interventions outlined below have looked to address the needs of Pupil Premium students across all years at the school and will have a longer term impact on the attainment outcomes of these students in their GCSE.

The school received an external Pupil Premium review in June 2017 (National Education Trust), supported by Swindon Challenge. The review endorsed the identified some areas for development which have informed the Pupil Premium strategy for 2017/18

Strand	Description	Outcome		Budget
English Intervention	Support for English & wider literacy skills including 1-2-1 tuition	Evolving teaching strategies to develop questioning and literacy support as well as providing targeted tuition to address student need	The impact of this work was affected by long term staff absences in English, reducing the capacity to run 1-2-1 sessions. However a targeted reading programme jointly run between English, SEND and Learning Resource Centre provided additional support for PP cohort students. STAR testing demonstrated the improvement in reading scores and improved vocabulary. Further work with this required – particular focus on boys literacy from September 2017	9000
Maths intervention	Support for Maths & wider numeracy skills including 1-2-1 tuition	Evolving teaching strategies to develop confidence, address misconceptions and core numeracy support as well as providing targeted tuition to address student need	Targeted programme of support to reinforce taught content to build confidence in maths content. 80% students improved termly test scores and end of year grade >1 additional grade. All students reported increase in confidence from the sessions (6 x sessions)	25000
Careers coaching	Dedicated Careers support and mentoring	Developing aspirations and supporting option choices as well as career counselling	Year 11 Student feedback identified the careers guidance as supporting aspiration to target next stage in education. Careers support helped to secure further education choices - no NEET for the cohort.	7000

			Careers support for PP students at Yr8 and Yr9 to assist with options choices and aspiration	
Education Welfare Officer	Support for reducing persistent absence	Linking with other support agencies and family services to reduce time off school	Reduction in overall PP persistent absences (attendance X% 2016/17 compared with 15% 2015/16) The EWO has relocated onto the school site and continues to work closely with	10000
Counselling	Support for most vulnerable students	Providing student well-being and emotional support	Referred students improved significantly in their attendance, and engagement and resilience with learning and personally. The school counsellor has worked closely to also support the PP students in the ASC unit and to work with staff there to develop the skills in the team.	7500
Virtual school support	Develop a programme to support absent students 'keep up' with learning	Connecting individual students with the curriculum to reduce the impact of absence. Coordinating work missed and sharing of feedback following completion	Trialled with two PP students supported by teaching staff (including home visits) this has been very effective in keeping these students connected to the school and retaining a focus on core subjects whilst unable to attend school.	13000
Student Support Worker	Providing additional capacity for direct support with student pastoral/behavioural concerns Direct contact with home including visits for attendance, communications & learning	Increased engagement in school and reduction in logged consequences Reduction in missed time from school and additional capacity for learning focussed engagement with home	Dedicated support staff capacity has been restricted due to long term health issue. The work was recognised in the external PP review conducted in June 2017 as an effective strategy to improve consistency and more bespoke support. Training and preparation work has ensured an increased profile and focus for addressing PP needs for 2017/18	52000
Uniform	Subsidised provision of all required uniform	Supporting cost of equipment and uniform for all students	Students received very few behavioural consequences for lack of uniform. Engagement in PE lessons. was the same for non-PP students. Parental communication over concerns was much more frequent, increasing their engagement and appreciation of support and developing relationships with the school.	8000

School trips	Providing all eligible students with the opportunity to fully engage in wider curricular opportunities	Financial support to ensure all students can access opportunities	Student attendance on visits was in-line with none-PP students. Student progress in subjects where visits were linked directly to the curriculum was positive, with reported and observed increase in aspirations for their education and careers. Clear guidance written and communicated with parents made in a timely fashion. Communication with parents much increased as was their engagement with school and staff	10000
Extended Learning	Additional opportunities for targeted students to access before/after school support	Breakfast & Homework Clubs available to all years 7-11 for access to resources and guidance from staff	Homework consequences for PP students were in-line with none-PP students in KS3, with an improving trend over Terms 3-6. Vulnerable learners were supported and used these opportunities to develop sense of belonging with school and the support received.	4300
Learning resources	Access to required resources and equipment as well as specially developed materials	Costs to fund the development and provision of specific resources (including reading books, stationary)	Revision materials for all years were provided for PP students with support for other students across the school allocated on basis of individual need. Student behavioural records showed very few consequences for lack of equipment. Engagement in lessons and revision sessions by PP students was clearly supported by the provision of equipment.	8000
Parental Engagement	Connecting the school with families	Helping parents to access and engage in their child's learning (including transport, workshops, activities and resources)	Transport for students to attend additional sessions (out of hours) as well as examinations was provided to students, reducing absenteeism and increased engagement. Priority was given to PP students in arranging Parent consultation with transport being provided. Study skills workshops were run as well as parent/child literacy workshops (some off site – eg STFC) in KS3. Feedback from parents was very positive and improved home/school communication and support. This is to be further developed from September 2017.	10000
Targeted Reading strategy	Accelerated Reading Scheme, age appropriate	Improving access to text through raising reading age	All of Year 7/8 were involved in this with targeted intervention provided to PP students in Y7-10. This included a phonics based intervention programme. Literacy	7500

	books and reading inspiration support	for all students to within one year of chronological age	levels in all subjects showed improvement, and English Cycle data showed considerable progress. and the impact on their reading progress is proven by many individual case studies and teacher classroom observations – the average improvement in PP targeted groups was to raise reading age by an additional 7 months.	
Enrichment	Providing access to wider learning.	Subsidising peripatetic support (music lessons, coaching, transport etc)	Attendance records and behavioural records show students receiving this support benefitted and responded positively. In line with non-PP students, records of events and trips show that every PP student had at least one extra curricular experience, with many having several.	5000
Strategic oversight	Senior teacher responsibility for the Pupil Premium intervention and support	Lead whole school engagement and ownership of Pupil Premium outcomes and	Leadership of the PP strategy was referenced in the external PP review enabling whole school wide developments to support the raising of expectations and in class routines to ensure Quality First Teaching.	8000
Training and development	Developing teaching strategies and best practice in support of pupil outcomes for target cohort	Access to national training resources and supporting classroom based interventions through action research	Improved levels of progress and attainment, supported by application of PiXL strategies and increased staff understanding and awareness. Active engagement with Swindon Challenge and feedback from external reviewers have improved levels of parental engagement. Staff training moments in briefings and twilight time have reinforced these messages – this will be further developed through the introduction of Learning Triads and additional calendared Faculty meeting time from September 2017.	7000
Total				191300