

Pupil Premium Strategy Review 2016/17



Previous Academic Year	2016/17	Total PP budget	£390,406	Total number of pupils	886	Number of pupils eligible for PP	441
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost			
<p>Improve outcomes for PP pupils in the following performance indicators:</p> <ul style="list-style-type: none"> -Attendance at least in line with other pupils nationally -Internal and external behaviour data show positive trends and falls at least in line with other pupils nationally 	<p>Prioritise pastoral leadership through the appointment of HOY within the overall staffing structure in order to provide high quality support to pupils most in need.</p>	<p>PP attendance fell during the year compared to the previous year, as did whole school attendance. This seems to follow a National trend, which appeared to be the case in the Autumn term (DfE Statistics). Consequently PP PA was 1.6% above the National Average from the previous year.</p> <p>Working hypothesis is that the rates of absence for PP pupils exceed any increase seen nationally and is now a key priority in the 2017-18 SIP.</p> <p>The proportion of PP receiving a YC dropped significantly throughout the year and particularly after the launch of PRIDE points.</p> <p>The proportion of all pupils receiving a yellow card decreased but the rate was much quicker for PP pupils which narrowed the gap with other pupils.</p> <p>After the launch of PRIDE points the average number of YC decreased by 51.2% for PP pupils and 24.4% for other pupils.</p> <p>This improvement in engagement came without changing reporting procedures or lowering standards.</p> <p>FTE as a % of pupil group for FSM was below the National Average.</p> <p>% of pupils with 1 or more and more than 1 FTE was slightly above the national average but not significantly and has fallen significantly from the previous year.</p>	<p>Whilst we have seen positive impact in relation to key performance indicators such as FTE and Reward data, pupil absence has increased over the past year.</p> <p>Early indications suggest that this follows a national trend. However, a review of our pastoral structure and procedures lead us to believe we can bring about improvements and greater efficiencies to current systems which will better impact on pupil outcomes, particularly attendance.</p> <p>Therefore, we have re-organised our leadership structure to place our very best pastoral leaders as HOY 7 and 11 in order to ensure transition and support of PP pupils leads to high impact. Additionally, we have appointed an experienced Pastoral Deputy to provide high quality leadership across pastoral systems.</p> <p>The impact of PRIDE points had the most significant impact on pupil engagement and behaviour for learning. This has been a key lesson learned and further embedding a culture of recognition, reward and encouragement, through the PRIDE points system will be a key school improvement target for 2017-18.</p>	£100,000			

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<p>prove outcomes for PP pupils in the following performance indicators: -Gaps in achievement outcomes are narrowing for PP pupils</p>	<p>Personal Tutor System</p>	<table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>A8</td> <td>37.61</td> <td>37.97</td> <td>+0.36</td> </tr> <tr> <td>P8</td> <td></td> <td>-0.03</td> <td></td> </tr> <tr> <td>EBacc Entries</td> <td>1.5%</td> <td>49%</td> <td>+47.5%</td> </tr> <tr> <td>EBacc pass</td> <td>0%</td> <td>13%</td> <td>+13%</td> </tr> <tr> <td>Basics</td> <td>40%</td> <td>40%</td> <td>0</td> </tr> <tr> <td>5A*-C inc EM</td> <td>39%</td> <td>40%</td> <td>+1%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>A8 Eng</td> <td>8.44</td> <td>7.74</td> <td>-0.70</td> </tr> <tr> <td>A8 Maths</td> <td>6.24</td> <td>6.38</td> <td>+0.14</td> </tr> <tr> <td>A8 EBacc</td> <td>8.43</td> <td>8.82</td> <td>+0.39</td> </tr> </tbody> </table>		2016	2017	Change	A8	37.61	37.97	+0.36	P8		-0.03		EBacc Entries	1.5%	49%	+47.5%	EBacc pass	0%	13%	+13%	Basics	40%	40%	0	5A*-C inc EM	39%	40%	+1%					A8 Eng	8.44	7.74	-0.70	A8 Maths	6.24	6.38	+0.14	A8 EBacc	8.43	8.82	+0.39	<p>The personal tutor system has been successful in ensuring that pupils have regular access to high quality support.</p> <p>Tutors have ensured that all pupils receive three formal academic support interviews each year. However, we believe that there needs to be a greater focus on the specific needs of disadvantaged pupils in order to accelerate the progress they make in school.</p> <p>Therefore, the appointment of AHOYs with a specific focus on PP outcomes coupled with adjustments to the expectations of tutors to focus a greater proportion of time to PP pupils will provide more focused support to those that most need it. This will lead to greater equity within the system.</p>	<p>£30,000</p>
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<p>Provide intensive support to most at risk pupils in order to ensure: -Attendance at least in line with other pupils nationally -Exclusions are reduced to at least in line with other pupils nationally</p>	<p>Appointment of specialist Social Worker</p>	<p>Social work professional had a case load of 12 pupils of which all were PP. A significant proportion of these pupils experience SEMH difficulties. The colleague worked closely with them to overcome many external difficulties, which had impacted upon their life in school.</p> <p>Attendance of pupils on the caseload was higher than PP attendance but below attendance of other pupils in the school and nationally.</p> <p>As outlined above. FTE as a % of pupil group for FSM was below the National Average. % of pupils with 1 or more and more than 1 FTE was slightly above the national average but not significantly but has fallen significantly from the previous year.</p>	<p>The colleague who we appointed to this role has secured a promoted position with Head Start Hull. She worked in a part time capacity for The Marvell College.</p> <p>A review of this initiative has led us to reorganize our pastoral resources to facilitate the senior achievement mentor in taking on a greater role in coordinating and facilitating front line support and intervention with PP SEMH pupils and those on CP plans.</p> <p>We believe that this will offer us an increased capacity to support pupils each day. Consequently, each year group now has access to an achievement mentor with no additional responsibilities along with an Assistant Head of Year.</p>	<p>£20,000</p>																																												

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<p>Pupil Premium pupils access a range of extra curricular and enrichment activities that raise their aspirations.</p> <p>-A greater proportion of PP pupils access enrichment activities compared to other pupils.</p>	<p>Allocation of Welfare Fund to support:</p> <p>-Access to trips -Music Tuition -Breakfast</p>	<p>There was an increase in the proportion of PP pupils who accessed trips and enrichment activities during the previous academic year when compared to 2015/16. This followed the whole school trend of more pupils accessing more opportunities. There was not an increased proportion of PP compared to other pupils.</p> <p>More PP pupils now access music tuition than other pupils. There was an increase in PP pupils accessing music tuition in 2016/17 with 56.8% being PP compared to 33.3% in 2015-16.</p> <p>Pupils are now identified through Y6 transition.</p> <p>20 pupils on average attended the KS3 breakfast club.</p>	<p>Whilst we have seen an increased uptake in the proportion of PP pupils accessing trips, this follows an increase in uptake across the school as more opportunities are provided for pupils.</p> <p>We have agreed to adjust the proposal form that staff submit when requesting to run an educational activity. From September 2017 the form will require information on the proportion of PP pupils identified to take part in the activity and will enable us to ensure that this continues to increase and we can find solutions to remove barriers, particularly financial barriers.</p> <p>This will ensure that PP uptake is not left to chance.</p>	<p>£45,000</p>
<p>To ensure that gaps are narrowing between PP and Other pupils across the curriculum.</p>	<p>Leadership and Management</p>	<p>See table above which highlights improved PP outcomes compared to 2016 across all performance measures but English.</p> <p>The role of the curriculum deputy, supported by a newly appointed AHT with responsibility for mathematics led to further improvements across key performance measures.</p> <p>Whilst many outcome measures have improved, gaps have not yet narrowed</p>	<p>The impact of specific support in relation to literacy and numeracy at KS3 has led us to believe that a wholesale review of our strategy is necessary for 2017 and is reflected in a coherent PP thread running through the SIP.</p> <p>To facilitate this we have appointed a pastoral deputy and organized the leadership structure in a way that ensures an explicit focus on PP outcomes throughout.</p> <p>T+L priorities relate to the impact of learning gaps found in many PP pupils and the implications for T+L CPD.</p>	<p>£50,000</p>

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<p>To ensure that LA PP pupils in Y7 and Y8 make good rates of progress.</p>	<p>Year 7 and 8 Nurture Provision</p>	<p>13 pupils received regular nurture group provision in 2016-17. The average levels of progress across all subjects was 1.86 (sub levels) which equates to expected progress in many subjects.</p> <p>7 out of the 13 made better than expected progress on average across all of their subjects. Progress was particularly positive in mathematics with an average of 2.08 sub levels.</p> <p>The data includes 1 pupil who would be described as an 'outlier' due to an extended period in an alternative provision which skews the average.</p>	<p>Pupils identified for academic nurture make good levels of progress, enjoy school and behave well.</p> <p>Further interventions are planned for 2017-18 which will build upon the strengths of the provision and will lead to stronger rates of progress.</p>	<p>£40,000</p>
<p>All PP pupils in KS4 have the same access to high quality revision resources as other pupils.</p>	<p>KS4 Progress support through resources and intervention:</p> <p>-Provide Y11 PP pupils with free revision guides / resources</p>	<p>HOY 11 identified appropriate PP pupils and provided them with revision resources and workbooks.</p> <p>All pupils had the same access to high quality and up to date revision resources that are recommended.</p>	<p>This strategy is well received by pupils. However, the effective use of the resources and the individual support that pupils receive alongside this has the biggest impact on outcomes for pupils.</p> <p>Reformed GCSEs across most subjects will be assessed for the first time in the summer of 2018. Therefore ensuring that subject leaders have a forensic understanding of the new style of assessment is essential to ensuring that PP pupils (and other pupils) achieve well.</p> <p>Therefore, this is a key priority on the SIP for 2017.</p>	<p>£5000</p>
<p>To ensure that identified pupils are engaged in a curriculum that inspires them and leads to good progress and a route into post 16 education or training.</p>	<p>Alternative Provision at KS4 for identified PP pupils.</p>	<p>All PP pupils received a careers interview and had a planned pathway into education, employment and training.</p> <p>Pupils are encouraged to contact the school in the Autumn term if they are considering an alternative choice to their original post 16 choice.</p>	<p>It is anticipated that expenditure on alternative provision in KS4 will reduce and a greater allocation of PP funding prioritized towards KS3 interventions, particularly in literacy and numeracy for PP pupils as part of our wider SIP priorities.</p>	<p>£50,000</p>

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<p>Gaps in English and Mathematics are narrowing between PP and other pupils.</p>	<p>Targeted English and Mathematics support at KS4.</p>	<p>See table above. The gap in Y11 widened due to the impact of a new specification. This was not expected.</p> <p>In English the picture in Year 10 is complicated by early entry for some students but not others. We altered our early entry strategy following internal assessments in the Spring. This was due to uncertainties around grade boundaries.</p> <p>Attainment 8 outcomes in Maths for PP pupils in Y11 have improved by 0.14 to 6.38. In Y10 Maths the gap between PP and Other pupils has narrowed by DC4.</p>	<p>We will continue to offer targeted support to PP in KS4. We believe that the impact of this support was significant but masked by the well documented changes to English and Mathematics GCSE specifications assessed in 2017.</p> <p>It became very clear following the GCSE English Language examination that developing a broader, more sophisticated vocabulary alongside a greater cultural/topical understanding is essential for PP pupils. Some pupils lacked ability to tackle questions that related to "Au Pair" and "Climate change" despite the question focusing on language.</p> <p>Attainment 8 outcomes for 2017 show a positive upward trend for PP pupils. However, they have not risen at the same rate as other pupils.</p>	<p>£40,000</p>
<p>Gaps in literacy (are narrowing between PP and other pupils.</p>	<p>Targeted KS3 Numeracy and Literacy Support:</p> <ul style="list-style-type: none"> - Small group Intervention - Accelerated Reader - Numeracy Ninjas - Word Warriors 	<p>Gaps between PP and Other pupils in English for Year 7 and 8 are small (5.6% and 4.1%).</p> <p>Our data (SRS Testing) suggests that the gaps in reading ages between PP and Other Students is significant in Year 7 and 9, though smaller in Year 8. Where targeted interventions with PP have taken place the data shows that they have made significantly accelerated progress and that they close the gap to their peers.</p> <p>For Maths the % of PP pupils making expected progress has increased in Years 7-9.</p> <p>Students in receipt of targeted Maths intervention in the second half of the year made on average 1.5 levels of progress compared to 1 level for those not receiving intervention.</p>	<p>The impact on targeted support for literacy and numeracy was evident in gaps closing between disadvantaged pupils and other pupils at KS3.</p> <p>This was particularly evident in the summer term when the impact of targeted support seemed to have the biggest impact on narrowing gaps.</p> <p>This is perhaps the most important learning from our 2016 strategy. Identifying more sophisticated support of those disadvantaged pupils and ensuring that this is carefully targeted.</p> <p>A more continued targeted approach to improving literacy, language and communication will be extended across the curriculum for 2017 and be a key feature of the SIP.</p>	<p>£11,000</p>
<p>Total Spend *small overspend covered from elsewhere in the budget</p>				<p>£391,000</p>