



PUPIL PREMIUM INTERVENTIONS REVIEW SEPTEMBER 2015

Following the review of the individual monitoring cards for each Pupil Premium (PP) student, the interventions below are rated on the impact they have had on raising the achievements of Pupil Premium students and their cost effectiveness. They are rated on a scale of 1 to 5 with 5 indicating the intervention has had a significant impact or represents excellent value for money. The information in this report refers to the performance of 108 students in the school with a focus on the performance of 23 Pupil Premium students in Year 11 from a cohort of 205 students.

OVERALL OUTCOMES

The Pupil Premium gap in 2015 for First Entry was 38% (Best Entry was 22%). This is an increase of 16% from last year's cohort (22%). Based on our Best Entry performance, we beat our school target of 28.7% and our gap is likely to be less than the national average of 27%; however the national best entry figure is not published so this is an estimate.

The overall Value Added (VA) Score is also a key measure at KS4. The national average for this is 1000, and this score represents a comparison between the actual result a student achieved and the result they were expected to achieve nationally based on KS2 data. If a score is above 1000 this indicates that the students have exceeded their national expected grades and have made good progress.

We are particularly pleased with the progress our students have made. The value added score for Pupil Premium students is 1046.5 based on First Entry; this is significantly above the performance of Pupil Premium students nationally (975.9). It is also significantly above the performance of non-Pupil Premium students nationally (1008.8) and non-Pupil Premium students at Edgbarrow School (1037.89). This effect is amplified if we use Best Entry figures as the Value Added score for Pupil Premium students increases to 1065.15 compared to 1043.28 for non-Pupil Premium students at Edgbarrow School.

The trend over the course of the year (based on Best Entry). We improved on our prediction by 2.3%.

| Predictions | Gap Autumn 2014 | Gap Spring 2015 | Gap Summer 2015 |
|-------------|-----------------|-----------------|-----------------|
| Year 11 | 22.1% | 27.6% | 24.3% |

INDIVIDUAL INTERVENTIONS

BREAKFAST CLUB: Cost £3316

This runs daily from 8am, providing breakfast, supervision and access to IT equipment. It is designed to sort, settle and provide sustenance.

All Pupil Premium students in years 9-11 are invited with selected others. At present, it is optional although strong encouragement is given to targeted groups. Approximately 10 students attend on a regular basis. Changes have been made from last year to encourage a more proactive learning environment. KS4 students now have the opportunity to work with an additional tutor who is in Breakfast Club solely to support KS4 English. Students are now registered and their attendance is monitored through SIMS.

Significant improvements have been seen where individual pupils have been targeted to complete specific tasks. Attendance is now monitored daily and pupils are invited to the Breakfast Club throughout the year where necessary. We consider this intervention to be good value for money but recognise that more work needs to be done to offer high-quality tuition and improve the way we measure the impact of the Breakfast Club.

Effectiveness 3/5

Cost effectiveness 3/5



Actions:

- To ensure that there are literacy and numeracy resources in place for students to access if they do not have homework to complete.
- To agree and implement a strategy that allows us to target a group of key students and ensure that they receive high-quality tuition.

HOMEWORK CLUBS: Cost - Head/Deputy Head of Year/Progress time

These are run by Progress and Heads of Year to support students in completing homework. Clubs take both volunteers and those directed to attend. This is thought to be highly effective when Pupil Premium students are specifically targeted and it is clear what work is to be completed.

Effectiveness 3/5 Cost effectiveness 5/5

Actions:

Attendance at the clubs needs to be recorded, more formal arrangements need to be established for hosting the voluntary clubs so that greater focus can be given to Pupil Premium students with specific needs.

CURRICULUM ADJUSTMENTS: Cost £14000

The curriculum adjustments take the form of additional staffing in Maths and English to provide additional groups in KS3 and intervention time in KS4. We have also ensured that the progress department is able to support targeted individuals for work on Literacy, Numeracy and social skills.

The Maths and English results were very pleasing. In English, 100% of Pupil Premium students made at least 3 levels of progress. This is significantly above the national performance for all Year 11 students which was 70%. In Maths, 50% of Pupil Premium students made at least 3 levels of progress which increases to 68% for Best Entry. This is also above the national performance of all Year 11 students which were 65%.

Effectiveness 4/5 Cost Effectiveness 4/5

Actions:

- Ensure additional teaching in KS3 English and Maths is delivered by qualified teachers.
- Ensure that trained SEN teachers are used effectively for targeted groups.
- To continue to identify and intervene with underperformance as early as possible with a focus on KS3.
- We would also like to appoint an LSA with dedicated Pupil Premium time to support Pupil Premium students on a 1 to 1 basis as required.

ATTENDANCE: Cost £3000

The attendance data for 2014/2015 is outlined below.

Year 7 - 11 Attendance

| | |
|----------------------------|-------|
| All Students | 96.4% |
| Pupil Premium Students | 95% |
| Non Pupil Premium Students | 96.5% |

Year 11 Attendance

| | |
|----------------------------|-------|
| All Students | 95.1% |
| Pupil Premium Students | 94.3% |
| Non Pupil Premium Students | 95.2% |

This is an area that continues to need attention. We have been working closely with the Educational Welfare Officer and in the vast majority of cases, this has led to improved attendance. However, although attendance is strong there is a gap between Pupil Premium and other students.

Effectiveness 4/5 Cost effectiveness 5/5

**Actions:**

To develop strategies to encourage the attendance of specific individuals as historically it is a very small number of persistent non-attenders that are affecting the attendance figures and their own progress.

1 TO 1 TUITION: Cost £8624

Students in Year 11 not expected to gain C grades were given 1 to 1 support in Maths and English.

Over the course of the year, 12 students (double the number of last year) have benefitted from either English or Maths tuition after school.

All tutors were trained by Heads of English and Maths and a list of specific areas of weakness was supplied by class teachers to make sure that impact was sustained in regular mainstream lessons. 6 Year 10 students were also able to benefit from this for their first entry.

Effectiveness 4/5 Cost effectiveness 3/5

Actions:

We believe that this is one the most effective intervention strategies we use, especially with hard to reach students. We would like to expand the use of this strategy to lower year groups. However, we would not be able to afford this in its current form so we will be introducing the use of very small groups (2 to 3 students) for tuition as well as 1 to 1 sessions. This will allow us to reach more students whilst ensuring they still get individual attention.

PARENTAL ENGAGEMENT: Cost - included in staffing costs

The Pupil Premium Coordinator in conjunction with Heads of Year made contact with the parents of Year 11 Pupil Premium students predicted to form part of the 'gap'. They were invited to at least one meeting to establish an action plan to help them achieve their best grades in the summer. This was felt to be highly effective when the parents have largely engaged with this. We received an excellent response from parents and found that this certainly helped with student engagement.

Effectiveness 4/5 Cost effectiveness 4/5

Actions:

We plan to run this strategy in its current form next year, however, we would like to issue students with a support plan earlier in the year.

EXTENDING THE SCHOOL DAY: Cost £1000

Selected Year 11 students have been provided with extended 9-5 school days. In this time, they have been able to work in small groups or 1:1 with members of staff on specific work for GCSE coursework and revision. A booking system has been implemented in order to make sure pupils are with the correct member of staff on the right day and that all staff are aware of pupils who are free to complete work after school.

Effectiveness 4/5 Cost effectiveness 4/5

Actions:

We believe this had a large impact on student's performance particularly on coursework performance and we intend to continue with this strategy next year but with an improved booking system to ensure there is a fair distribution of time across all subjects.



MENTORING

Every Pupil Premium student in Year 11 has been able to benefit from a 1:1 mentor for the crucial lead up to GCSE exams. Each pupil was placed with a carefully selected tutor who was then able to meet with the student and discuss any outstanding work, revision tips and generally help them to prepare for their exams. Regular meetings were organised between the student and mentor and these were documented on 'Mentor Tracking' forms. Mentors also liaised closely with the Head of Year 11 and parents/carers in order to make sure the students were as fully prepared for examinations as possible.

All Pupil Premium students attended all of their exams. The attendance at revision sessions and 'Banana' sessions were high. Anecdotally, students have reported that they have found having a mentor useful and that it helped to make their revision more effective. I believe that there is evidence for this in the quality of their outcomes and their excellent value added. We consider this strategy to be excellent value for money and will continue to use it next year.

Effectiveness 4/5 Cost effectiveness 4/5

Actions:

We intend to run this intervention in its current again next year.

REWARD VOUCHERS AND INCENTIVES: Cost £500

Rewards and vouchers were offered to students following parent meetings to aid motivation or for the achievement of specific targets.

Effectiveness 3/5 Cost effectiveness 4/5

Actions:

Having increased in the use of rewards and incentives we believe this has had a big impact on the students who were motivated by the process. Going forward, we need to consider an appropriate selection of rewards to ensure that harder to reach students are motivated to improve.

SUPPORT FOR SCHOOL VISITS AND RESOURCES: Cost £2756

School staff are able to request funding to support activities and resources to aid performance.

Pupil Premium students automatically receive revision guides when not purchased for themselves. A system for requesting funding was established and is now widely used. The evidence is anecdotal but most parents appreciate the resources and suggest they are used. Students attend lessons better equipped and staff are more likely to ensure they have all the resources needed as a priority. Tutors also check that students have equipment in the morning and a bank is now stored in the pastoral office. Pupil Premium students are now far more likely to attend school visits which help with engagement.

Effectiveness 3/5 Cost effectiveness 5/5

Actions:

Continue to promote access to funding to staff. Try to communicate to parents that the funding is NOT there to fund a range of visits and more effectively publicise the work that we do with Pupil Premium funding.

EMOTIONAL SUPPORT: Cost £12500

Our Student Support department now monitors all Pupil Premium students. In many cases, the outcomes are not quantifiable but the pastoral team felt these interventions were hugely positive for the students and in several cases avoided prolonged absences. Contribution to the school counsellor.

Effectiveness 4/5 Cost effectiveness 5/5

Actions:

To establish a way of measuring the impact of interventions



DATA MONITORING: Cost £5500

The data team is monitoring progress across all groups very effectively and the completion of individual tracking sheets certainly helps us to inform our strategic thinking for each individual student. Contribution to PIXL membership has provided us with useful CPD and resources and we intend to continue with this next year.

Effectiveness 4/5 Cost effectiveness 4/5

Actions:

To continue to develop more effective ways to measure the impact of our various interventions.

IT RESOURCES: Cost £1500

Provide Pupil Premium student with individual laptops to aid engagement and access to resources.

Effectiveness 3/5 Cost effectiveness 3/5

Actions:

Continue to support the use of laptops where it provides access but clearer arrangements need to be established for the monitoring the distribution and return of laptops.

WORK RELATED LEARNING: Cost £3000

Our Work Related Learning programme is used to ensure that our Pupil Premium students get the careers advice they need and the opportunity to investigate their chosen career paths. This includes mock interviews, trips, visits and monitoring.

Effectiveness 4/5 Cost effectiveness 4/5

Actions:

We have vastly improved our systems for monitoring the destinations of our students but we would like to continue to develop these systems further.

CONCLUSION

LOOKING BACK

Since the appointment of our Pupil Premium Coordinator, the school has seen a big decrease in the school's Pupil Premium gap which is very pleasing and this is forecast to continue to reduce next year.

This indicates that our current strategy for the allocation of funds is having the desired effect and, as a result, no major changes to our Pupil Premium strategy is proposed for next academic year.

THIS YEAR'S PRIORITIES

The main priority for this academic year 2015-2016 is to focus on the gap in Mathematics as this appears to be largest and we would like to see more progress in this area.

We continue to find it difficult to quantify the impact that our various intervention strategies are having and to judge whether they are good value accurately. As a result, we will be ensuring all Pupil Premium interventions are linked to measurable outcomes. This has been helped by our recent changes to our grade reports which now provide a wider range of information on student behaviour and attitude to learning.

With the shift, of focus on students' progress we feel that it is necessary to identify under-achievement and intervene as early as possible in the student's time with us if we are going to help them achieve their potential.



We also need to develop a range of support and intervention for our more able Pupil Premium students to ensure that they have high aspirations and are equipped to follow their chosen path.

LOOKING FORWARD

In relation to our current Year 10 Pupil Premium students, we are able to see from our data that historically they have benefitted greatly from our use early entry examinations and the opportunity to re-sit if necessary. Due to government changes to the early entry rules, we will no longer be able to use early entry examinations as we have done previously. As a result, we will need to consider carefully how best prepare our Pupil Premium students for this scenario.

PROPOSED EXPENDITURE FOR 2015/16

| | |
|--|----------------|
| Trips and visits | £2,500 |
| Incentives | £2,500 |
| Equipment | £1,000 |
| Revision Guides | £1,000 |
| Miscellaneous | £2,500 |
| Uniform | £500 |
| subtotal | £10,000 |
| | |
| Student Support Department | £10,000 |
| Attendance | £4,000 |
| Pupil Premium LSA | £15,000 |
| Pupil Premium Co-Ordinator | £10,000 |
| Careers Guidance and Work-Related Learning | £3,000 |
| Smaller groups in English and Maths | £20,000 |
| Literacy and Numeracy Support | £10,000 |
| Targeted 1 to 1 student support | £9,000 |
| Social Skills Support | £2,000 |
| Breakfast Club | £5,000 |
| School Counsellor | £500 |
| PiXL Membership | £1,500 |
| Admin Support | £2,000 |
| Data Management | £4,000 |
| | £96,000 |