



PUPIL PREMIUM INTERVENTIONS REVIEW APRIL 2017

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 100 students in the school with a focus on the performance of 18 Pupil Premium students in Year 11 from a cohort of 210 students.

OVERALL OUTCOMES

The Progress 8 figure for Pupil Premium students for 2016 was +0.26 which is very pleasing when compared to the national data for all other students (+0.1) and also to the national data for Pupil Premium (-0.32).

The new performance indicators were introduced last year and the table below gives details of the performance of Pupil Premium students across the headline measures:

First entries (Best entries)	Pupil Premium 21 students	All other students nationally (non-PP) 390780 students	Gap
Progress 8	0.26 (0.48)	0.1	+0.16
Attainment 8	51.05 (53.19)	53.3	-2.25
Basics (English & Maths C+)	57.1% (95.2%)	70.6%	-13.5%
E-BACC entries	10%	45.2%	-35.2%
E-BACC achieved	10%	29.7%	-19.7%

When we look at Progress 8 by ability band we can see that excellent progress was made by our high and middle band students; this was above the level made by all students in those bands nationally. However for the low band students the progress was lower than that made by all students nationally. This was a very small group of three students and the results are skewed by one of the students whose Progress 8 was -1.08, whilst the scores for the other two were strongly positive at +0.32 and +0.59.

Progress 8 by Ability Band	Edgbarrow Pupil Premium students	All other students nationally (non-PP)	Gap
High – 3 students	+0.10	+0.07	+0.03
Middle – 13 students	+0.38	+0.14	+0.26
Low – 3 students	-0.08	+0.19	-0.27

Attainment 8 by Ability Band	Edgbarrow Pupil Premium students	All other students nationally (non-PP)	Gap
High – 3 students	62.33	65.12	-2.78 (-0.3 of a grade)
Middle – 13 students	51.69	50.77	+0.92 (+0.1 of a grade)
Low – 3 students	37.67	31.32	+6.34 (+0.6 of a grade)



The Pupil Premium gap for 5+ A*-C grades including English & Maths in 2016 for First Entry was 22% (down from 38% in 2015. Best Entry was 7%, down from 22% in 2015). Once again 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. (NB the national gap figures for 2016 are for C+ in English & Maths only as the 5+ A*-C inc E/M figures are no longer published).

The most recent predicted grades at the time of writing for our current Y11 students are as follows:

Progress 8* by Ability Band	Edgbarrow Pupil Premium students	All other students nationally 2016 (non-PP)	Gap
High – 6 students	+0.26	+0.07	+0.19
Middle – 9 students	-0.07	+0.14	-0.21
Low – 3 students	+0.74	+0.19	+0.55

**Progress 8 – we are aware that it would not be sensible to place undue reliance on these figures due to a large number of variables which make accurate calculations impossible at this point. Therefore we include these figures purely as an approximate guide and to indicate where we believe additional support & intervention may be needed.*

It is worth noting that one of our middle ability students has essentially left education and has just one GCSE which she took at the end of Y10. This inevitably skews the data for the middle ability band as there are only 9 students in the group.

Attainment 8 by Ability Band	Edgbarrow Pupil Premium students	All other students nationally 2016 (non-PP)	Gap
High – 6 students	62.08	65.12	-3.04
Middle – 9 students	41.61	50.77	-9.16
Low – 3 students	37.17	31.32	+5.85

	Pupil Premium 18 students	All other students nationally 2016 (non-PP)	Gap
Progress 8	+0.18	0.1	+0.08
Attainment 8	+47.69	53.3	-5.61
Basics (English & Maths 4+)	66.7%	70.6%	-3.9%
Basics (English & Maths 5+)	27.8%	NA	NA
E-BACC entries	16.7% (3 students)	45.2%	-28.5%
E-BACC predicted to achieve	5.6% (1 student)	29.7%	-24.1%



INDIVIDUAL INTERVENTIONS

PUPIL PREMIUM COORDINATOR: £10000

Our PP Coordinator plays an essential role in ensuring the interventions we offer are accessed by our PP students. She is in constant communication with staff, students and parents and ensures that the interventions are being delivered are effective and are having the desired impact. This year, a concerted effort has been made to try and meet with PP parents as early as possible

Effectiveness 5/5 Cost effectiveness 5/5

Action:

Due to changes in the curriculum we need to adapt our approach to ensure that PP students achieve their full potential in terminal assessments without the opportunity to use early entry. This will involve the PP coordinator having more involvement in teaching and learning across the school. We would also like to implement a more consistent "register system" at Parent's Evening in order to make sure that as many PP parents/carers are in attendance as possible. Where necessary, the Pupil Premium Coordinator can make appointments with these Parents beforehand.

BREAKFAST CLUB: Cost £3,189

This runs daily from 8am, providing breakfast, supervision and access to IT equipment. It is designed to sort, settle and provide sustenance whilst also developing literacy and numeracy skills.

In order to provide a targeted and efficient intervention, this year pupils were individually invited on the recommendation of Heads of Year. We have good attendance from a number of dedicated students and work has been provided for when they do not have homework to complete.

Effectiveness 2/5 Cost effectiveness 2/5

Action:

This intervention has had an impact for the regular PP attenders but we believe that this intervention would have more impact if we were able to engage some of our more difficult to reach students, who although invited, do not attend or do not attend regularly. During Breakfast Club students will still be able to complete homework, receive academic support whilst also being provided with breakfast. Going forward we need to consider whether the strategy is used in the future or whether the funds allocated could have more impact elsewhere.

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

Action:

Attendance at the clubs needs to be recorded more consistently, 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 £20,000

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 felt it necessary to introduce 2 Support Groups in Year 7 in order to



provide support for our weakest students. These groups are taught and supported by specialist SEN teachers. 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, our Pupil Premium students achieved on average an attainment 8 score of 10 (C grade average) which compares very favourably to the national average for all non-pupil premium students who achieved a score of 11.1 (C+ grade average) In Maths, our Pupil Premium students achieved on average an attainment 8 score of 9.4 (C- grade average) which compares very favourably to the national average for all non-pupil premium students who achieved a score of 10.5 (C grade average). This is based on our first entry data our best entry data further improves our performance (English 10.57 Math 10.86).

Effectiveness 4/5 Cost Effectiveness 4/5

Actions:

- Ensure that trained SEN teachers are used effectively for targeted groups.
- To consider the implementation of a Year 7 Nurture Group if necessary in 2017-2018 and ensure that any weak PP students are involved.
- To continue to identify and intervene with underperformance as early as possible with a focus on KS3.
- To work closely with members of the Catch up Premium Team (CUP) where PP and CUP students overlap.

PUPIL PREMIUM LSA: Cost £15000

We have 25 hours of LSA support dedicated to PP students. This is to provide in class support and one to one support when required.

Effectiveness 2/5 Cost Effectiveness 2/5

Actions:

This provision could have a big impact on our PP students however we need to ensure that there is a clear strategy for how this time is allocated. Going forward, this is not a viable strategy for us to use so we will review this post and how to best secure the desired outcomes for PP students.

ATTENDANCE: Cost £6000

The attendance data for 2015-16 is outlined below:

Year 7 - 11 Attendance

All Students	96.5%
Pupil Premium (FSM) Students	93.5%
Non Pupil Premium Students	96.8%

Year 11 Attendance

All Students	96.0%
Pupil Premium Students	93.5%
Non Pupil Premium Students	96.2%

Attendance for our Pupil Premium students remains a concern and is an area that we will continue to monitor closely. We have been working closely with the Educational Welfare Officer and in the vast majority of cases, this has led to improved attendance. However, there is a gap between Pupil Premium students' attendance and that of other students.

Effectiveness 2/5 Cost effectiveness 3/5

**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.

SMALL GROUP TUITION: Cost £7,217

This year we have increased the number of identified students across the school that we believed would benefit from extra tuition to 18. We have still maintained the focus on Year 11 students for English and Maths, however we have been able to implement 1:1 or 1:2 tuition further down the school where there has been a greater need. In the vast majority of cases we have been able to work at a ratio of 1:1. In response to our suggested actions last year, 1:1 intervention has started much earlier this year, with many students benefiting from a years' worth of support since September, rather than just ahead of examinations. All tutors liaised with teachers 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. This year, 14 Year 11 students have benefited from 1:1 English and/Maths tutoring. 2 Year 10 students have been able to access 1:1 Maths tuition and Maths and English 1:1 tutoring has been provided for a Year 9 pupil.

Effectiveness 4/5

Cost effectiveness 4/5

Actions:

Although we have worked to register pupils more consistently this year, there are still issues with students being needed for other subjects, particularly around coursework deadlines. In some cases we have not had the support from Parents and we will need to consider other incentives to ensure attendance at 1:1 sessions in the form of rewards or contracts next year.

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'. Parents and carers have been invited into school more regularly in order to issue students with support plans and targets earlier in the year. 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 generally 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 organise a more robust system for engagement with parents evening and ensuring parents attend, and where necessary make an appointment with the Pupil Premium Coordinator.

EXTENDING THE SCHOOL DAY: included in staffing costs

6 Year 11 PP 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. An action we have acted on from last year was to implement an improved booking system to ensure there is a fair distribution of time across all subjects. This has generally been very successful, especially with the help of mentors organising students and liaising with staff.

Effectiveness 4/5

Cost effectiveness 4/5

**Actions:**

We believe this had a large impact on student's performance particularly on coursework performance and making sure that students are up to date.

MENTORING: included in staffing costs

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 students were able to "sign in and out" with their mentor in order to stay at the required revision sessions and catch up lessons. 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.

Selected pupils have also been able to access an external mentor. These pupils have spoken highly of this and appreciated an objective and supportive advice not only for their current school careers but also life beyond school.

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:

No change

REWARD VOUCHERS AND INCENTIVES: Cost £457

Rewards and vouchers were offered to students following parent meetings to aid motivation or for the achievement of specific targets. This year we have needed to consider an appropriate selection of rewards to ensure that harder to reach students are motivated to improve. This has involved helping students with the cost of prom tickets, hoodies and leavers' year books in order that these rewards are motivational and meaningful.

Effectiveness 4/5

Cost effectiveness 4/5

Actions:

Consider using rewards that are free and already available in school for example fast lunch passes/pizza/Cucina drinks.

SUPPORT FOR SCHOOL VISITS AND RESOURCES: Cost £2598

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.

This year we have made a priority that where possible we will attempt to help the funding of residential/educational trips that give students opportunities and experiences that they would not necessarily experience otherwise. We have been extremely successful with this. In Year 7 we have helped fund x5 places for the educational visit to the National History Museum and we were also able to help fund x2 pupils to attend the Osmington Bay residential Trip. In Year 9 we supported 7 pupils to visit Kew Gardens and 7 were able to participate in the performance of the Battle of the Somme which took place at school. We have also been able to support a pupil to go on the Disneyland



Paris Trip. In Year 10 we have helped pupils to attend Art trips, Careers visits, Theatre Trips to Blood Brothers and to go on the residential Battlefields Trips. In Year 11 pupils have been supported financially to attend History revision workshops.

Pupil Premium students are now far more likely to attend school visits which help with engagement. Tutors and teachers were also contacted before exams in order to check pupils had the necessary equipment and if not, these were provided for them in order to complete their examinations.

Effectiveness 4/5 Cost effectiveness 5/5

Actions:

We have noticed a very positive impact on helping fund educational and residential trips. Students and parents have expressed gratitude. It is our aim is that all pupils should be able to have the opportunity to attend at least one residential trip during their time at school.

EMOTIONAL SUPPORT: Cost £10500

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:

Students who have finished interventions in Student Support all complete “exit questionnaires” however Student Support Staff are currently implemented new systems to measure impact. These will be shared in PP meetings.

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 £2500

Provide Pupil Premium student with individual laptops to aid engagement and access to resources. This year we have been able to help more students than ever with access to IT support at home. 12 PP laptops/tablets are currently out on loan to pupils across the key stages. Clearer arrangements have now been established for the monitoring the distribution and return of laptops. Pupils will need to return laptops as part of their equipment after exams and closer liaison with Tri Support ensures this will take place. Sadly it has not been possible to loan a single laptop to a family/siblings due to the fact that they cannot both log on to the school system at home.

Effectiveness 4/5 Cost effectiveness 4/5

Actions:

Continue to support the use of laptops where it provides access. Investigate further if there is any way of ensuring pupils in the same family are able to share a laptop.



MUSIC LESSONS: £600

A number of pupils are currently taking advantage of subsidised or fully funded Music lessons. These are provided by School Staff and through Berkshire Maestros. Attendance has been good and pupils have enjoyed the lessons. Equipment has also been purchased in order to further their learning and encourage participation in graded exams. It has been pleasing to see the majority of these students sharing their talents through the school production or by participating in concerts.

Effectiveness 4/5 Cost effectiveness 4/5

Actions:

Continue to monitor the attendance closely, especially with external providers. Perhaps ask for a report in order to reward or motivate students further.

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.

SUMMER SCHOOL: £1841

Summer School ran for 4 days during August and was well received by both students and parents alike. A total of 9 children attended and feedback was that they would recommend Summer School to a friend and they felt it helped them settle in and make friends before joining Edgbarrow. Activities were varied in order to find strengths of the pupils and a summary document was sent to teachers before the start of term with tips and strategies to support these students before school started. Additional support was available to ensure that the 2 Statement & PP pupils were catered for and able to access the activities.

Effectiveness 4/5 Cost effectiveness 3/5

Actions:

It is our intention to continue to offer a summer school but we need to investigate ways of funding this intervention.

CONCLUSION

LOOKING BACK

We are delighted with the progress our student our making across the board. Our Pupil Premium strategy is working well for us but we recognise that we have more to do in terms of improving attainment to be at least in line with the national average and we would like to close the in school attendance gap further.

LOOKING FORWARD

Our main priorities going forward are to ensure that pupil premium students are able to reach their full



potential across the curriculum in the climate of massive curriculum reform and increased rigor. The increase of terminal assessment and reduction of controlled assessment/coursework will be a particular challenge for some of our students, so we will need to evolve are a strategy to ensure our students have the best chance of success. We also recognise that persistent absence is one of the barriers to success for a few of our pupils and therefore we will take steps to reduce our school's attendance gap.

PROPOSED EXPENDITURE FOR 2017/18

Trips and visits	£2,792
Incentives	£500
Equipment	£2,000
Revision Guides	£500
Miscellaneous	£1,500
Uniform	£300
Subtotal	£7,592
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	£5,000
Social Skills Support	£2,000
Admin Support	£2,000
Data Management	£5,500
Nurture Group Staff	£3,000
Total	£89,500

Date of next review : April 2018