



Pupil Premium Statement for 2017-18

Section 1: Summary Information

Total PP budget for 17-18	£99,220
Total number of pupils on roll in 16-17	438
Number of pupils eligible for PP support	88

Total PP budget for 18-19	£90,805
Total number of pupils on roll in 17-18	405
Number of pupils eligible for PP support	79

Section 2: Outcomes

KS4

Measure	2017-2018				
	PP cohort	Non-PP cohort	Internal Gap	National other (2017)	Gap to national other
Progress 8	-0.15	0.93	-1.08	+0.11	-0.26
Attainment 8	48.9	46	+2.9	47.1	+1.8
%4-9 English and Maths	85%	73%	+12%	72%	+13%
%5-9 English and Maths	57%	40%	+17%	50%	+7%

Note: The 2017-18 outcomes are a significant improvement on last year. The P8 score for PP students has improved from -1.82 to -0.15, an improvement of 1.67. However, the overall gap between PP and Non-PP students has risen to -1.08.

KS2

Measure	2017-2018				
	PP cohort	Non-PP cohort	Internal school gap	National PP	Gap to national
Phonics Check					
Year 1 - Phonics Screening Check:	80%	91%	-11%	NA	NA
Year 2 – Phonics Re-check:	100%	86%	+14%	NA	NA
Key Stage 1: Attainment					
% achieving ‘expected’ in reading	57%	78%	-21%	62%*	-5%
% achieving ‘expected’ in writing	57%	71%	-14%	53%*	-4%
% achieving ‘expected’ in maths	57%	80%	-23%	60%*	-3%
% achieving ‘expected’ in reading, writing and maths	43%	67%	-24%	NA	NA
% achieving ‘greater depth’ in reading	14%	24%	-10%	13%*	+1%
% achieving ‘greater depth’ in writing	14%	11%	-3%	7%*	+7%
% achieving ‘greater depth’ in maths	14%	18%	+4%	10%*	+4%
% achieving ‘greater depth’ in reading, writing and maths	14%	9%	+5%	NA	NA
Key Stage 2: Attainment					
% achieving ‘expected’ in reading	69%	82%	-13%	80%	-11%
% achieving ‘expected’ in writing	62%	82%	-20%	83%	-19%
% achieving ‘expected’ in maths	54%	76%	-22%	81%	-25%
% achieving in reading, writing and maths	46%	73%	27%	70%	-24%
% achieving in SPAG	77%	97%	-20%	NA	NA
% achieving ‘greater depth’ in reading	31%	30%	+1%	33%	-2%
% achieving ‘greater depth’ in writing	8%	24%	-16%	24%	-16%
% achieving ‘greater depth’ in maths	8%	18%	-18%	28%	-20%
% achieving ‘greater depth’ in reading, writing and maths	0%	12%	-12%	12%	-12%
% achieving ‘greater depth’ in SPAG	38%	48%	-10%	NA	NA
Key Stage 2: Progress					
progress in reading	2.14	-1.12	+3.26	0.0	+2.14
progress in writing	-3.87	1.77	-5.64	0.0	-3.87
progress in maths	-0.53	0.84	-1.37	0.0	-0.53

**National outcomes 2017 used as 2018 unavailable at time of writing report*

Note: Within KS2 5 of the 13 disadvantaged pupils joined the school in Year 6, with one of these joining in January and one in February. The late arrival of 5 disadvantaged pupils has had a significant impact on the outcomes. With these students removed attainment for disadvantaged students would have been Reading 75%, Writing 75% and Maths 63%. Our progress would have also changed to Reading 2.04 Writing 1.74 and Maths 0.87.

Section 3: Review of Expenditure

Desired outcome	Chosen action	Cost	Impact	Lessons Learnt
Appropriate levels of support for students with SEND.	Maintain appointment of a SENCO	£29,000.00	Positive impact. Significant improvement in outcomes for PP students, moving from -1.82 in 16-17 to -0.15 this year. However, the gap between SEN and non-SEN has grown. We would argue that several complex factors should be considered when looking at this data.	We have a significant cohort of SEND students within the school, well above national averages. The support for SEND students needs to become systematically embedded in our data 'challenge meetings' with staff.
	Purchase of EAL and SEND resources	£500.00	Positive impact. Students with SEND needs are well supported and their outcomes have improved.	Continue to use appropriate resources for SEND students.
Improved learning for students needing additional support.	Employ HLTA for English	£25,000.00	Positive impact. We have seen a significant improvement in English outcomes when compared to 16-17. PP students achieved better outcomes than Non-PP students. See table above. This is perhaps even more impressive when we consider that the Year 11 group had 4 English teachers during the year.	Maintain this work into 18-19. Use HLTA hours for intervention to prevent students from falling behind in their studies.
	Employ HLTA for Maths	£25,000.00	Positive impact. We have seen a significant improvement in Maths outcomes when compared to 16-17. PP students achieved better outcomes than Non-PP students. See table above.	Maintain this work into 18-19. Use HLTA hours for intervention to prevent students from falling behind in their studies.
Improved GCSE outcomes	GCSE support Tuition for English	£500.00	Positive impact. Some tuition provided.	Continue as necessary.
	GCSE support Tuition for Maths	£500.00	Positive impact. Some tuition provided.	Continue as necessary.
	Provide a dedicated session on exam technique and revision skills	£500.00	No impact. We were unable to find a suitable supplier for this service.	Use this strategy in 18-19.
	Employ more experienced and dedicated leader for English and Maths	£7,000.00	Positive impact. The appointment of a strong leader in Maths had a significant impact on outcomes, See table above. The 4-9 and 5-9% are amongst the strongest in the county. Although the English leader was appointed later, outcomes nevertheless improved significantly.	Maintain this strategy.
Improve the leadership of learning throughout the whole school	Strengthen leadership of learning through internal secondments	£5,000.00	Positive impact. The appointment of two middle leaders to SLT positions had mixed outcomes. One leader appointed failed to significantly improve their area of responsibility. However, the other leader appointed to the role has helped secure significantly improved outcomes, see table above.	Appointing the correct person is the critical thing in this intervention. A more rigorous appointment procedure together with a tighter review system would be useful.
	Employ a Raising Standards Leader	£2,000.00	Positive impact. We have seen a significant improvement in GCSE outcomes, see table above.	Maintain this role.
Improved mental health and well-being	Employ a school counsellor	£17,000.00	Positive impact. A significant number of our students in KS4 have challenging mental health conditions. The support of the counsellor enabled these students to	Maintain this role.

			cope well with the pressure of GCSE examinations. See table above.	
	Employ an ELSA (part of LSA role)	£2,000.00	Positive impact. ELSA used to support anxious students in KS3. This was successful in 17-18. The attendance of several students was maintained despite high levels of anxiety. The school has significantly improved attendance.	Maintain if possible.
	ELSA training & supervision	£ 500.00	Positive impact. Ensuring that ELSAs are well supported is a vital part of the process.	Maintain if possible.
Support PP students broadly within the life of the school	Provide support with School uniform	£1,000.00	Positive impact. Students who have been school refusers have improved levels of attendance. Supporting students and families in this manner removes a potential barrier to progress.	Maintain into 18-19.
	Provide general equipment, books etc	£500.00	Positive impact. Students who have been school refusers have improved levels of attendance. Supporting students and families in this manner removes a potential barrier to progress.	Maintain into 18-19.
	Provide support with school trips	£3,000.00	Positive impact. Students who have been school refusers have improved levels of attendance. Supporting students and families in this manner removes a potential barrier to progress.	Maintain into 18-19.
		£119,000.00		

Section 4: Barriers to closing the gap:

No.	In the section below describe the possible barriers that PP students may be faced with when trying to close the attainment gap. This could include things such as: lower literacy levels, poor attendance, and low self-esteem.
1	High levels of mobility is a significant challenge across the school. A significant number of students on roll in KS4 have arrived with us following unsuccessful stints in other schools. Some have been EHE and are returning to school as GCSEs are arriving.
2	Mental Health issues often exacerbated by complex home circumstances.
3	Improving the skills of our teachers to ensure that PP students make swift progress.
4	Improving all aspects of the leadership of learning within the school to ensure that all students make good progress.
5	Recruitment and retention of excellent teachers, particularly in the secondary phase.
6	The proportion of children with additional needs (PP, SEND or vulnerable) is growing significantly and far outstripping our ability our income streams, this presents a real challenge in providing appropriate provision for children.

Section 5: Planned expenditure for 18-19

Desired outcome	Chosen action	Cost	Reason for choosing this strategy
Appropriate levels of support for students with SEND.	Maintain appointment of a SENCO	£25,000.00	The school has a significant number of SEND students who need support.
Improved learning for students needing additional support.	Employ HLTA for English	£24,000.00	Specialist support will be used across all phases.
	Employ HLTA for Maths	£24,000.00	Specialist support will be used across all phases.
Improved mental health and well-being	Employ a school counsellor	£15,000.00	This support is needed due to the high number of children considered to be vulnerable.
Support PP students broadly within the life of the school	Provide support with school trips	£3,000.00	For some students a lack of opportunity to attend school trips is a barrier to learning.
	Total spend	£91,000.00	