

## PUPIL PREMIUM STRATEGY UPDATE FEBRUARY 2017

Our vision is to be the best non-selective mixed 11-16 school in the country.

Our aim to use the pupil premium grant to close the achievement gaps between our disadvantaged students and other students. Our ultimate goal is that when our disadvantaged students leave Lea Manor they are ready for their next stage in their career or learning journey.

### Closing the Gap Statistics – Results 2016

The tables below clearly show that our disadvantaged students' English and maths Progress 8 elements from our **Best** results are broadly in line with national ALL students and our disadvantaged students are achieving in line with national disadvantaged students or better in all thresholds.

In addition, we have a smaller gap with national other students than nationally in the Basics threshold and this gap has reduced this year within school. We continue to strive to close all disadvantaged gaps but the areas highlighted green are our successful steps towards this.

All national data below relates to first entry:

Headline Measures	Our Disadvantaged First Entry (96)	Our Disadvantaged Best Entry (96)	Our Other Students' Best Entry (107)	Within School Gap between Disadvantaged and Other Pupils	National Disadvantaged	National OTHER Students	National Gap	National ALL Students	Comments
Percentage of pupils	48%	48%	52%		28%	72%			A considerably higher percentage of disadvantaged students in our school than national.
Attainment 8	39.99	41.2	48	-6.8	41.1	53.3	-12.2	49.5	Our disadvantaged first entry is broadly in line with national disadvantaged outcomes. Our disadvantaged best results are better than national disadvantaged and we have with a smaller gap than national between disadvantaged and other.
Progress 8	-0.59	-0.42	0.15	-0.57	-0.38	0.10	0.48	0	Our disadvantaged first entry is below national disadvantaged but our disadvantaged best results are broadly in line with national disadvantaged outcomes.
Basics, A* - C in both E & M	40%	50%	63%	-13%	43%	71%	-28%	62%	Our disadvantaged first entry is 3% below national disadvantaged but our disadvantaged best results are 7% above national disadvantaged with a considerably smaller gap than national between disadvantaged and other.
EBacc Achieved	14%	15%	22%	-7%	12%	30%	-18%	24%	Our disadvantaged first results are 2% better than national disadvantaged and our disadvantaged best results are 3% above national disadvantaged with a considerably smaller gap than national between disadvantaged and other.
P8 English Element	-0.42	-0.03	0.43	-0.46	-0.33	0.08	-0.41	0	Our disadvantaged best results are in line with national ALL students. Our disadvantaged first results are broadly in line with national disadvantaged and our disadvantaged best results are a third of a grade better than national disadvantaged with a gap broadly in line with national between disadvantaged and other.
P8 Maths Element	-0.13	0.01	0.43	-0.42	-0.33	0.1	-0.43	0	Our disadvantaged best results are in line with national ALL students. Our disadvantaged first results are a fifth of a grade better than national disadvantaged and our disadvantaged best results are a third of a grade better than national disadvantaged with a gap broadly in line with national between disadvantaged and other.

	2015				2016			
	Our Disadvantaged	National Others	School Difference	National Difference	Our Disadvantaged Best results	National Others	School Difference	National Difference
Basics A*-C in E and M	41%	65%	-24%	-24%	50%	71%	-21%	-28%

## DETAILS OF EXPENDITURE APRIL 15 - MARCH 16

Teaching Staff	124,600
Education Support Staff	208,781
Education Resources	28,501
Augmented & Enrichment Curriculum	40,224
Extended School Activities	47,739
<b>Total Expenditure</b>	<b>449,845</b>

The pupil premium funding was used in the following ways:

- Two English pupil premium tutors were employed to work either with one or two students, with small groups or as in-class specialist support.
- Two maths pupil premium tutors were employed to work either with one or two students, with small groups or as in-class specialist support.
- 45% of the salaries of the following of education support staff whose work as senior tutors, assistant senior tutors, child protection officers and emotional support co-ordinator has a significant impact on our students especially those who are disadvantaged (please see case studies on pages 8 and 9).
- Funding was used to pay staff and pay for refreshments for secure and boost classes in the holidays and on Saturdays for both core and foundation subjects. English, maths and science having the first priority slots.
- All subjects were able to bid for pupil premium funding to obtain additional resources, run trips or pay staff to provide additional classes.
- Funding has been used to ensure pupil premium students are able to participate in trips and music lessons.
- Funding has been used to provide focussed independent advice and guidance as regards careers and pathways.
- Funding has been used to increase the portion size for out hot lunches and to provide a free breakfast club.

## Rationale of Our Strategy

Our key focus is to ensure that the disadvantaged students achieve the best possible maths and English grades as those outcomes will ensure that those students can move onto the next stage in their careers and ultimately to become socially mobile and to have the confidence to move to wherever their career will take them. This is highlighted in the progress 8 scores of disadvantaged students in English and maths and with those disadvantaged students who have achieved an A\*-C in English and maths. In addition, this is shown by the fact that none of our disadvantaged students from last year's cohort are not in education, employment or training (NEET).

Our continual focus on teaching and learning and the effective feedback element of this is also key to our pupil premium students' achievement. To augment our assessment for learning strategies we have introduced 'I can' statements and talking about progress sessions throughout the school and include them in our home progress reports to parents; ensuring that students know what they can do and what they need to do to improve as the Education Endowment Foundation's (EFF) research shows that effective feedback has very high impact.

We are using this financial year's pupil premium money as we did in the 2015/16 expenditure with the addition of using it to provide out of school revision and learning opportunities through the purchase of GCSEpod. We have moderated last year's action plan by scaling back on some Saturday sessions that were not value for money and we are using it for the purchase of MACK sessions for our 'hard to reach students'. MACK Inspire is a creative and innovative resiliency building programme for children and young people. MACK motivates and inspires young people to be the best they can be. Learners work either 1:1 or in small group work situations to explore their beliefs and their behaviours. MACK uses a process called VAR (Validation, Acceptance and Re-education) to help the young person to grow in emotional intelligence and resiliency. It challenges limiting beliefs and changes behaviour patterns. This links directly with our focus on positive adult-student relationships. These are also key to our PIVOTAL behaviour ethos and our use of non-teaching staff as senior tutors. EFF's research shows that adult-student interaction is so important when it comes to progress and achievement.

We continue to set higher targets for some pupil premium students where we think that they have not performed as well as they could have done in KS2 due to possible disadvantage. This is to increase challenge for our disadvantaged students and not to have a large gap in expectations from the beginning due to poor performance earlier in their education.

Our low disadvantaged students were above national other students at 0.13 in the maths element of P8.

Our middle disadvantaged students were above national other students at 0.12 for the English element of P8 and so were our high disadvantaged students at 0.4.

Our high disadvantaged students were above national other students by 3% in the A\*-C in both English and maths threshold last year.

In addition to the successes in the school's headline figures for disadvantaged students there is a plethora of examples of individual success and impact of the use of our pupil premium funding. Please see below:

## Examples of the impact of our pupil premium staff on our hard to reach students

These case studies detail the support which was in addition to the students' regular class teachers.

English pupil premium support examples:

### **Student 1 (Year 11 looked after child with EHC plan): KS2 Level 4c – Achieved GCSE Result B - levels of progress from KS2 to KS4 - 4 levels**

During his time in years 7, 8 and 9, student 1 had refused any of the 1:1 support to which he was entitled, saying that he did not need help. Even at the start of year 10, he was reluctant to accept additional support. He was struggling to focus in class and his working level had gone down to G while his target grade was C. Finally in February of 2015, his class teacher and I managed to persuade him to work with me on planning and completing his coursework, which he had failed to do in class time.

By beginning with his descriptive coursework, which included his favourite topic of football, I was able to gain his confidence and teach him how to manipulate the language effectively to change bland description into effective emotive language which created the desired impact upon the reader. Once he grasped what to do, he began to enjoy looking for more effective polysyllabic words that he could use instead of less powerful words. Once completed, we worked on his response to an article and his new-found joy in finding more effective vocabulary, together with teaching how to effectively structure the letter, produced another successful piece of work. We planned the third piece of work together and he felt confident enough to write it himself without any additional support. Once the coursework was completed, however, he once again rejected additional support but I kept the channel open for him by saying he could come back to me for extra help any time he needed it.

At the start of year 11 when I approached him to recommence the 1:1 sessions, he readily agreed but wanted to do them after school. This proved problematic as things often seemed to crop up or he would forget to come. Although I was able to give him some in-class support, I did not feel this or the few sessions we managed were sufficient as I felt he needed extra guidance on how to phrase his responses to exam questions. This proved to be the case when he gained a D grade in his November exam, which was a great disappointment for him.

Following on from this, he seemed to accept that he once again needed my help and we worked together during the school day to improve his writing skills and the way he responded to the exam questions. Having seen how much his coursework had benefited during year 10, I had gained his trust and he seemed to have a much stronger desire to do well; he wanted his C grade and I wanted him to achieve it too.

By teaching him how to use the question to focus his reading, he learned how to dissect the passage of text into manageable sections, which helped the information register in his mind. It also shaped his thoughts effectively for his written responses. We then worked on his written responses to the language exam questions. With the language, his improved reading focus helped him to plan his written responses. We also worked on ways to incorporate his wider vocabulary (developed in year 10) and to improve his phrasing and the structure of his written responses until he understood how to include the key points effectively. We worked on each of the three questions separately, finding the weaknesses in his response and overcoming them.

I was so proud of him when he managed to exceed our expectations and gained a B grade for his English language exam in the May sitting.

What was also a great credit to him was the way that he appreciated how my help had improved his skills and gave his free time to help some of my other students who were second language learners, to help them develop their language conversation skills through his accurate diction and wide vocabulary, helping them improve their standard English. Student 1 made great progress during year 10 and 11, was a pleasure to teach and I'm glad he did so well.

### **Student 2 (Year 11 looked after child with statement of special needs): KS2 Level 3b – achieved Gold Entry Level**

I have worked with student 2 as Entry Level teacher and in 1:1 lessons throughout the year. Student 2 was placed on the Entry Level qualification at the start of year 11 as she was unable to produce any work for the IGCSE. In year 10 she would read the passage beautifully but when asked to respond to the question, had not been able to retain any information that she had just read and not understand the requirements of the questions placed before her.

From initial assessment, I realised that her main problem was that too much information in one go was pushing out previous information, confusing her brain and she retained nothing of what she had read. I used a range of strategies to help student 2 begin to recall information that she had read. Initially using picture recall and breaking down texts into smaller accessible chunks, stopping and recording whenever she felt that her mind needed to stop. This has enabled her to understand and recall longer texts than she was able to cope with last year and she is beginning to use her memory capacity more effectively. As her ability to recall and process information continued to improve, she has been able to use the memory strategies taught and become more confident in tackling work, sometimes with minimal support. Last year she would sit and wait if you did not tell her what to do every step of the way; now she will ask if unsure, then continue working to the best of her ability.

By the end of the year, her recall had improved sufficiently that she remembered the key facts in a passage that she had read three weeks before. This was an amazing achievement for her.

She has learnt to write a brief plan of ideas so that she has guidance to follow when writing. When she has written work unaided (using her plan), we have always gone through this together so that she learnt to identify areas which needed improvement, reflect upon why the change was needed and make amendments with help and suggestions.

By the end of the year, she was able to apply herself to every task she was given, which she did conscientiously and she has increased her confidence to such an extent that she was tackling work with little or no teacher input on the task. Her confidence in her own ability has grown sufficiently that she has felt that she could and has been able to give help and support to other entry level students within the group. This is something that would not have been conceivable last year.

Her vocabulary and sentence structures have improved throughout the year. Using word cards (with meaning) for new vocabulary and doing regular spelling tests has improved her spelling and understanding of words, as well as helped her to remember them.

As student 2's confidence in written work has increased, she has also become more relaxed and is not only able to have a conversation, in which she fully participates, but also brings humour in to it as well. Her overall confidence has grown and she will interact in situations that she would not have done last year.

She has completed all her Gold Entry Level English (Level 3), producing some thoughtful work and obtained the highest grade in the group. She left school determined to carry the strategies and progress she has made, forward into her college work next year. It was wonderful to see how much student 2 has developed as a student and as a person.

### **Student 3 (Year 11 student with statement of special needs): KS2 Level 1a – achieved Silver Entry Level**

Student 3 was on a restricted timetable, only attending school two days a week and not attending normal English lessons. Following discussion with Aspire, I began 1:1 sessions with student 3 in October 2015, initially once a fortnight, until I was able to change my timetable to give him one lesson a week.

Although student 3 was able to read words that he knew, it soon became obvious that he was unable to build-up unfamiliar words and had a very limited knowledge of English phonemes. I worked with him so that he learnt the full range of English phonemes and together developed strategies to help him identify and remember them, so that he was able to build up words he did not know. This was important as he also had problems retaining information. His reading level went up from basic KS3 level 1 (old system) to being able to read books that were level 2.7.

We also worked on his writing, going over how to write proper sentences and add some description to make the writing more interesting. He found holding the pen difficult but did improve the accuracy of written letters. He found that using a particular type of pen made it easier for him and he began to develop a pride in what he was writing, although he was not able to write quickly.

He completed all the modules for his Silver Entry Level qualification (Level 2) and gained a good mark, writing some interesting extended writing pieces.

When we began the sessions, he had a real problem with his anger management and would often arrive in an agitated state from something which had happened earlier in the day. By spending a little time talking things through and helping look at situations and problems in a different way, as well as teaching him coping strategies, he had learnt to be much calmer and more controlled in all aspects of his school life.

Overall, student 3 has made excellent progress in ways that will help him positively for the future.

#### **Student 4 (Year10 student): KS2 Level 4a – Predicted GCSE grade 6 in end of year 10 progress data**

Although Student 4 made good progress in the early part of the autumn term, she was thrown by the absence and change of her class teacher in the spring term, causing her to lose focus, get distracted and do no work, with her working grade dropping significantly (although this was between recording of working grades and therefore does not show on the official data collected). It was at this point, to prevent further regression, that I started supporting her. Initially it took time but once we built a good working relationship, she began to make progress again.

Once I got her to realise that the work we were doing on descriptive writing was an important part of her language exam, she began to improve her focus. I guided her through a series of steps to help take her thought processes from basic interpretation of textual and visual images, to understand how the wider connotations of the texts enabled her to develop more sophisticated responses. She then learned how to apply her knowledge of higher language skills to give her piece of descriptive writing greater perceptive depth. This she managed to do, producing a good piece of work.

We then began the work on Macbeth; while she found the language initially challenging, with my help she discovered that it was simpler than she thought and that she was able to understand the text with only a little help. I showed her how to take character and plot analysis to a deeper level and once she grasped how to do this, she began to develop thoughtful responses of her own. When taught how to plan and structure an essay response, she quickly grasped the principle and was able to construct a thoughtful evidenced response. This is a difficult skill and she did so well.

Getting student 4 to trust my help was a key step in not only restoring her to her previous working grade, but exceeding it to reach grade 6 GCSE, making 2 grades of progress in year 10. It was a pleasure to see her confidence with the work grow and have thoughtful, detailed and perceptive discussions on the text with her. I hope that she continues to do well in year 11.

#### **Student 5 (Year10 student): KS2 Level 4b – Predicted GCSE grade 4 in end of year 10 progress data**

As student 5 had made so little progress from September to December of year 10, it was decided to give her more support. As she lacked self-confidence and often deflected this by engaging in off-task chatter rather than asking for support, involving her friend in the same process of improvement helped them both in a way that not only enabled both of them to improve their working grade but their drive to succeed.

Initially, we were focusing on descriptive writing. I taught her how to develop and expand her ideas and then how to structure and develop those ideas within her written response. This was done through a series of smaller tasks. As she understood how to do more of the tasks and through the use of positive reinforcement, her confidence in her ability increased and the more her ability was improved, her potential became unlocked. She produced an interesting piece of descriptive writing and improved the quality of her work by a grade and a half.

When we started work on Macbeth, she felt unsure about how she would cope as the language involved in the text was challenging for her. With reassurance from myself, she became able to see that she could understand the language and the ideas within the text. She had gained sufficient ability and confidence that she developed her own way of recording what she was learning in a way that helped her remember what she had learnt. This higher study skill was one that she would not have thought of, let alone attempt before I started teaching her. Her verbal responses also showed that she had a good grasp of the writer's intentions as well as character and plot, showing how much she had learned from what I had taught her. She had also begun to understand the complex process of writing a comparative essay, an essential skill for her literature exam due to be taken next summer.

It was a pleasure to see how much progress she has made in year 10, having gone from a work-avoiding student to a conscientious, hard-working, capable and much more confident one.

Maths pupil premium support examples:

### **Student 1 (Year 11 student): KS2 Level 2b - GCSE Result D - levels of progress from KS2 to KS4 - 4 levels**

Student 1 came into school on a KS2 level 2b in mathematics. She was a very quiet girl who worked hard. She was moved to set 3 in January of year 11 and I could see the potential she had but was also aware that she was shy so would not be forthcoming in asking for help. I ensured that every lesson I checked on how she was doing and praised her when she remembered something new that she had learnt. I could see her confidence growing. I went through her fortnightly assessment tasks and once a fortnight withdrew her from class to go through topics she was struggling with as she had missed learning them in year 10. Student 1's confidence and her assessment results started to increase steadily. Although she did not achieve a grade C, she was close to one. For student 1, achieving her challenging target of a grade D was a big achievement.

### **Student 2 (Year 11 student): KS2 Level 4c - GCSE Result B - levels of progress from KS2 to KS4 - 4 levels**

Student 2 came into school on a KS2 level 4c in mathematics. She arrived in year 10 and was quickly identified as someone with the potential to do well but also someone who needed support as she lacked confidence in her own abilities. Student 2 was invited to a weekly small group intervention session with me after school in year 10. She attended almost every week and would take additional work home to complete and bring it back to me the next day for marking. We would sit down at lunchtime and go through the work and she would then go home and redo the work, bringing it back to me for remarking. Student 2's confidence started to grow and she started to really enjoy mathematics. In year 11, I continued to support her both in class and after school. It was pleasing seeing her grow in confidence and putting her hand up to ask and answer questions; something I rarely saw in year 10. Student 2 was keen to learn higher grade topics and the two of us would often be in the maths area until 4.30pm going through new concepts and skills. Student 2 exceeded her target and achieved a well-deserved grade B in her GCSE mathematics exam.

### **Student 3 (Year 11 student): KS2 Level 3b - GCSE Result D - levels of progress from KS2 to KS4 - 3 levels**

Student 3 came into school on a KS2 level 3b. There were lots of issues at home and her attendance to school was poor. However, student 3 was keen to do well. I supported her in class, ensuring that she understood what to do and she started to become more confident. Differentiated starters were used every day and at first, she always played safe and did the less challenging questions. However, as time went on, she wanted to do the challenging ones, and once she realised she could do them (with a few hints and encouragement from me) she wanted to have a go at even more challenging work. Student 3 started to take home extra work and would bring it back to me for marking. She started to achieve grade Cs in her assessments and was over the moon; she wanted to be the first in her family to achieve a grade C in maths! Unfortunately, due to extremely challenging circumstances out of school, student 3's attendance towards the end of year 11 was affected and she ended up missing one of the GCSE maths exams. However, she still achieved a grade D, which was a great achievement for her.

### **Looked after child A in key stage 3**

Child A was supported by me once a week in his maths lesson. He preferred to sit on the side of the classroom without other students around him. He liked to tell me about his weekend and his behaviour in class was excellent. Child A learnt new concepts quickly and made some mistakes but was able to correct himself. He was slow at the start of a lesson and it took him a little while to focus, but once he engaged he tried to answer the teacher's questions.

Child A knew his times tables very well and this definitely helped with his confidence in maths. I saw a lot of improvement in him and I emphasised that he does do well and to answer the teacher's questions, just to have a go. I asked him to move back to sit with the class as I felt it would help him to join in with others, but this was something he was not keen to do at the time.

Moving forward, I encouraged child A to do his My Maths homework and to ask the teacher for help if he needed it. I asked him to revise basic number work continuously until he felt really confident, for example in multiplying, addition or negative numbers.

When child A realises that he is doing well in Maths, we can give him techniques to help him do well in exams and this will build his self-esteem further.

### **Looked after child B in key stage 3**

Child B struggled in class to keep himself from being distracted. He settled better and get some work done when I would support him and was accepting of the 1:1 help that I was giving him. Every lesson is very different for child B depending on the mood he is in. When he is quiet, he listens well and tries his best to answer questions. Whereas, other time, he may be quite talkative and not understand the work being taught. It is these times where 1:1 help is definitely needed. He does switch off if work becomes difficult and I used that time to have a chat with child B about what he needs to do to get back into learning. We talked about strategies of not letting others distract him and to ask for help from the teacher if work became difficult. I did not give him the choice of not doing any work and made it clear that he would need to try the questions in every lesson.

He likes copying work off the board and can generally get on with the tasks that do not require too much thinking. I reiterated to child B that he needs to revise his basic maths. He has forgotten his grid method and when he does simple addition or subtraction, he makes mistakes. His target is to do his homework and ask the teacher for help and learn his times tables. He settles with 1:1 support and manages to get some work into his book, but the next step is to get him to do this without the need for support.

## **Examples of the Impact of our Education Support Staff**

These case studies detail the support which was in addition to the students' regular class teachers.

### **Aspire Case Study 1**

Child 1 came to work in Aspire initially for an option block in place of a GCSE subject. Our 'Aspire' curriculum meets the needs of the most vulnerable and is housed in a building slightly separate from the school. As time went on it became evident that there were problems with child 1's learning and behaviour around the school. She was often unable to stay in the classroom during lessons; frequently walking out or being removed. This student has very low self-esteem and a fear of failure and was masking her insecurities which often meant she forced an exit from the learning environment. Over an academic year, using tactical ignoring and consistency I gradually built up her trust and was she able to complete work for me.

A major incident in school at the beginning of year 11 resulted in her exclusion from mainstream lessons and she was put on a bespoke timetable with a tutor for two hours a day and the remainder of her day with myself in Aspire. The strategy of explaining the work to her and detailing from the outset of the lesson how much needs to be completed and by what time has worked well for this student. It has led for her to be gradually re-integrating into school. However, my work with her will continue until she leaves school, she needs to feel safe and have a safe haven to come to if she is finding the day difficult. We are currently working on her controlled assessment for science and her entry level English work. She will also take GCSEs but I felt if she could achieve an entry level qualification prior to taking her GCSE this may give her additional confidence allowing her to maximise her potential. We will then do the same with her maths.

Since this work has started with her she has not received any negative behaviour points. This is a 100% improvement on years 9 and 10. She has completed her personal statement and is currently looking at options for her future, I am encouraging her to look at various colleges and apprenticeships and she is very keen to investigate working with young people like herself as she feels she would be in a good position to help them.

### **Aspire Case Study 2**

Student 2 joined Lea Manor during year 10 and was a looked after child who was a refugee unable to speak English. This was very difficult for him at first as his mother tongue was not one that any other students could

converse with either so he was in danger of social isolation. By spending time with me in a small group over in Aspire I encouraged him to mix with the other students and by pairing him up with an Arabic speaking student they managed to find some common ground with their language. He started to learn English very quickly and settled in and made friends. We discovered that he had a great love of football, playing it, watching it and studying players on the internet. I used this as a tool to engage him in lessons, allowing him to complete work on his favourite footballer and having chats with him about it.

As he was late to join many option GCSE subjects I put him on a City and Guilds course where he was able to learn many new skills, he did the preparing for work units alongside healthy living and woodwork. This gave him a balanced curriculum whilst he was in Aspire and also increased his confidence in his spoken and written English.

During year 10 an opportunity to attend a course after school with the Jobcentre came up and I encouraged him to attend, he came every week after school and this helped him with filling in application forms, creating a CV and writing his personal statement ready for college.

By year 11 he was independently attending all his lessons and working hard to achieve the best grades possible. He still came to me several hours a week and I worked with him to apply for college. Happily he was offered a football scholarship at a college in Hertfordshire where he is now attending.

### **Looked after child C in key stage 3**

Child C arrived as an unaccompanied asylum seeker in February with no English at all. He has been receiving English as an additional language support and 1-1 English support and is now able to hold conversations in English and is progressing well in subjects.

### **Pastoral support example 1**

This student achieved a positive progress 8 score of 1.14 at the end of her time at year 11. She received the following pastoral support that helped her achieve this amazing progress despite difficult home circumstances: 1:1 mentoring and support, was part of the 3 month Bedfordshire University Mentoring Programme which help her to be promoted to become a prefect and she had lunchtime meetings to provide academic and emotional mentoring.

### **Pastoral support example 2**

This student was supported following the death of her father with 1-1 sessions with her senior tutor and her tutor and a referral to CHUMs. She achieved a positive progress 8 score of 0.43 showing that she managed to make good progress.

### **Pastoral support example 3**

This student also managed to achieve a positive progress 8 score of 0.43. She was supported with a child protection plan and support from child and adolescence mental health (CAMH). In addition, we put in place 1:1 support, form tutor support, referred her to a health specialist and regularly met with parent and professionals. The pastoral staff supporting her encouraged her to apply for prefect and encouraged her to help others to allow her access to a sense of achievement. They maintained regular welfare check-ins with her throughout year 11

### **Pastoral support example 4**

This student achieved a positive progress 8 score of 1.51 at the end of his time at year 11. He received the following pastoral support that helped him achieve this outstanding progress: University trip to raise aspirations, taster session to Sixth Form College, parent progress meetings, 1:1 careers advice and 1:1 mentoring

### **Pastoral support example 5**

This student achieved a positive progress 8 score of 0.41 at the end of his time at year 11. He received the following pastoral support that helped him achieve this good progress: home visits and support from the education welfare officer to improve his attendance and punctuality.

#### **Pastoral support example 6**

This student was supported through difficult personal times that led to poor emotional wellbeing. She achieved a positive progress 8 score of 0.95 showing that she managed to make outstanding progress with the help of the 1:1 support from pastoral staff around emotional wellbeing and academic support.

#### **Pastoral support example 7**

This student was supported with managing anxiety with 1:1 sessions. She achieved a positive progress 8 score of 0.90 showing that she managed to make outstanding progress.

#### **Pastoral support example 8**

This student was supported with coping with a change in family circumstances with 1:1 sessions. She achieved a positive progress 8 score of 0.33 showing that she managed to make good progress.

## Examples of the Impact of Department Bids for Pupil Premium Funding

### Maths

Pupil premium funding was used to pay staff to deliver additional sessions for set 1 and set 4 students who were entered for the January exams. These were well attended with 68% of set 1 students attending all three sessions before Christmas and 82% attending the Saturdays prior to the exams. 56% of set 4 students attended the sessions on the Saturdays prior to the exams. Entering set 1 students in January was a strategy put in place in November because of staffing issues. Fortunately, many of them did well, achieving their target. Low ability set 4 students benefited by doing the Certificate papers in January as the attendance of some of these students dropped after these exams. Our very low ability students managed to achieve a G, which was a big achievement for them.

Pupil premium students: M, M, E and B, all achieved a grade A\* and made 5 levels of progress; they attended secure and boost sessions weekly, the Saturday A/A\* sessions as well as half term sessions.

Pupil premium funding was also used to pay staff for booster sessions in the holidays and on Saturdays. Pupil premium students: E, S, R, D, A, M, K, J and T, all achieved a grade B and they attended secure and boost sessions weekly, they attended all of the Saturday support sessions as well as half term sessions.

59% of the pupil premium students who achieved a grade C attended secure and boost session almost every week.

Targeted Easter sessions were well attended. Of the 128 students invited, 61% attended. Of these, 81% made at least 3 levels of progress.

After the January exam results were received, four students were moved from set 4 to set 3 (students S, D, E and D) to give them an opportunity to do the Higher tier papers and achieve a higher grade. Three of them achieved a grade D (E the first time) and student E achieved a grade C.

With pupil premium funding, calculators were purchased and given to targeted pupil premium students to use at home. Three of these students made 2 levels of progress, 14 of these students made 3 levels of progress, 8 of the students made 4 levels of progress and two made 5 levels of progress.

### Science

Pupil premium funding was used to enable some targeted year 11 science students access to a day's PET-Xi intervention. PET-Xi aim to deliver intensive, results-based interventions for young learners. We used them to cover gaps in the students' knowledge and lack of confidence in their own abilities due to specialist staff shortages during their GCSE course. In addition, a pupil premium tutor in science was employed for part of the year and her time was used working with additional science students in small groups to reach their target grade in their controlled assessment. In previous years this part of the exam made a difference between students achieving the higher grades of C and above.

84% of students achieved A\* - C in the controlled assessment.

### Food Technology

39% of the cohort were PP students and the strategies below targeted these, and NPP students who wished to attend.

The most successful strategy employed for this group of students for coursework were six 4 hour Saturday sessions. This strategy was paid for with pupil premium funding and boosted coursework grades as it allowed those who attended the extra time needed to achieve their coursework targets. This meant that 63% of PP students achieved A-C grades on their coursework unit.

Study plus sessions after school were most successful for coursework improvements and examination revision in the final term leading up to the examination, with all those attending regular sessions improving upon previous grades in examinations carried out throughout the year.

75% students attending both Saturday sessions for coursework and after school secure and boost sessions, secured at least their target grade. 92% of all students attending secure and boost revision sessions achieved a minimum of 3 LOP with 25% gaining 4 LoP.

### Geography

Pupil premium funding was used to enable all year 11 geography students' access to a day's PET-Xi intervention. This was required due to specialist staff shortages. PET-Xi aim to deliver intensive, results-based interventions for young learners. We employed PET-Xi to cover the geographical skills section of the Geography GCSE course. Utilizing PET- Xi allowed us to cover a significant part of the course (25%) in a relatively short period of time, thus leaving us with sufficient time to cover the main body of the curriculum.

### Health & Social Care

Funding was used to provide booster sessions in health and social care.

Pupil premium students who attended these booster sessions made significant levels of progress, student D attended every session and made 5 levels of progress. Students: S, A, S, N and J made 4 levels of progress from attending frequently. Had it not been for the booster sessions, students: C, E, N, S and S would not have been able to achieve 3 levels of progress. These students needed 1:1 support which the teacher was able to provide during the booster sessions.

Within the higher prior attainment group of health and social care students, two PP students: A and A both made 5 levels of progress; this was as a result of their attendance at the booster sessions held. The two girls got A\* and A respectively even though they were targeted a B. Two other girls, students: C and M both made 4 levels of progress; again their progress was greatly enhanced by the booster sessions.

### Catering

The most successful strategy employed for the improvement and completion of coursework this year was found to be the six 4 hour Saturday sessions paid for through pupil premium funding. This strategy boosted coursework

grades and allowed even the weakest of students to achieve their required levels of progress (LoP) for positive progress 8. The results for the PP students involved are as follows:

S	LoP 3
M	LoP 4
E	LoP 4
L	LoP 3
L	LoP 3

## Art

Saturday morning sessions are always a huge success in Art. We requested an early bid and began sessions in early October 2015. Earlier intervention was required with one group in particular as they had a change in teacher. All students were invited to attend but particularly our PP students. Both staff in the department attended all Saturday sessions this year compared to last year when it was mostly only the HoD. Out of 22 PP students in both groups, 18 students achieved on or above target grades and regularly attended Saturday sessions.

PP students:	Target Grade	Actual Grade
M	A	A*
B	D	B
B	C	B
E	B	A*
A	B	A
S	C	B
T	C	C
E	A*	A*
S	C	C
J	D	C
J	B	B
S	C	C
S	C	C
S	C	C
I	D	D
E	D	C

Students: N and J, both PP students and SEN S students were both targeted D grades but achieved C grades. They did not attend Saturday sessions but regularly attended additional lunchtime and after school sessions when they could.

## Music

During the October and Easter holidays two sessions were provided using pupil premium funding to enable year 11 music students to catch up on composition and unit 4 which is a pure compositional unit. The result was a 100% A\*-C pass rate for the cohort.

### Music lessons

Pupil Premium funding has had a large impact on the uptake of musical instruments and results both at Music grades and at GCSE grades. Two students last year were able to take their grade 4 trumpet and grade 5 flute exam thanks to the funding given to them. The trumpeter who is now in year 9, achieved a merit in their grade and is working on grade 5 pieces as well as looking at grade 5 Music Theory. The flautist now in year 10 is studying GCSE Music. She learnt the material required for grade 5 in a matter of weeks and was able to play to a high standard. She achieved a merit in her exam and is starting to look at grade 6 repertoire. When she passes this exam, it is officially recognised on her progress 8 score. None of this would have been possible without the funding of both the lessons and the exams.

Having one-to-one lessons with a specialist teacher can help with developing extremely important performing skills. This is worth a large amount of the GCSE course (year 11 – 40%, year 10 - 30%). None of the pupil premium students in last year’s exam cohort had individual instrumental/vocal lessons, however, many of our current GCSE students are having individual lessons, some of which are pupil premium funded. This is really having a positive effect on their results so far. There are five PP singers in year 11 who are having tuition, all of which are at least achieving a B grade for performance. Most are achieving an A or A\*. This also goes for our pianists, many of whom are stretching themselves and their skills to achieve a high grade in the performance unit. It is also having a positive impact on their compositional skills too, as many are using their further knowledge of their instruments/ vocals in their pieces.

## PE

Pupil premium funding was used to pay for Saturday classes and all students were given individualised revision packs.

Compared to 2015 exam analysis the gap between PP and non-PP students’ levels of progress (LoP) has reduced by 8%.

There were 14 students who really bought into the PP interventions and the impact of these additional sessions can be seen in their LoP in the brackets.

S (4)	C (4)
L (4)	G (3)
A (4)	E (4)
B (4)	A (4)
A (4)	S (3)
R (5)	M (4)
M (5)	S (4)

## Drama

PP funding has been used to enable all students to attend theatre trips to prepare for section C of the exam

## Resistant Materials

Pupil premium funds were used to pay resistant materials staff for 10 Saturday sessions that started after Christmas; this enabled the students to have extra time and a higher level of support with their practical work. There were two teachers available to support the students and each session lasted 3 hours.

Student B, who attended 70% of the Saturday sessions achieved 5 levels of progress. A group of 5 PP students who all attended over 50% of the Saturday sessions achieved 4 or more levels of progress, 3 of these students had worked very hard to be able to achieve a C in the subject. Many of the students would not have been able to access the high support that was made available without the Saturday sessions.