



PUPIL PREMIUM IMPACT STATEMENT 2016/17

“IF WE CAN RESPOND TO THE MASSIVE CHALLENGE TO USE PUPIL PREMIUM FUNDING TO CLOSE THE GAP, WE WILL HAVE GONE A LONG WAY TO FULFIL THE PURPOSE OF EDUCATION FOR THE YOUNG PEOPLE WHO NEED IT MOST. WE WILL HAVE ACCEPTED THE NOTION THAT NO YOUNG PERSON, BY VIRTUE OF THEIR BIRTH, SHOULD NECESSARILY ACHIEVE LESS THAN OTHERS” (SIR JOHN DUNFORD, NATIONAL PUPIL PREMIUM CHAMPION).

CAROLYN HALL - ASSISTANT HEADTEACHER
STRATEGIC LEAD - PUPIL PREMIUM CHAMPION

OUTCOMES 2015/16 – IMPACT STATEMENT

In 2015/16 disadvantaged pupils achieved the following:

5A*-C INCLUDING ENGLISH AND MATHEMATICS

The results for our disadvantaged pupils over the previous three years are:

2012/13	2013/14	2014/15	2015/16
28.57%	34%	36.51%	37%

- Nationally disadvantaged pupils achieved 36.7% in 2014/15 (based on their first entry)
- Nationally non-disadvantaged pupils achieved 60.9% in 2014/15 (based on their first entry).

The gap between the performance of our disadvantaged pupils and the performance of all of our other pupils has narrowed each year from 16% in 2011/12 to 11% in 2013/14 and then 20% in 2015/16.

The national gap between disadvantaged pupils and non-disadvantaged pupils in 2014/15 stands at 24.2% based on the pupils first entries.

PROGRESS 8

2016 GCSE Result Figures for Disadvantaged Pupils	
Number of Disadvantaged pupils	67
% Disadvantaged pupils	37%
Progress 8	-0.60
Progress 8 English	-0.57
Progress 8 Maths	-0.59
Progress 8 EBACC	-0.57
Progress 8 Open	-0.64
Average Att 8 per disadvantaged student	37.63
Average Att 8 per disadvantaged student Eng	8.41
Average Att 8 per disadvantaged student Maths	7.15
Average Att 8 per disadvantaged student EBACC	9.63
Average Att 8 per disadvantaged student Open	12.44
Average Att 8 per disadvantaged student Open GCSE	10.46
Average Att 8 per disadvantaged student Open Non GCSE	1.99
FFT CVA PP progress	-0.03

On Progress 8, disadvantaged pupils have a score of -0.40, compared to others pupils' scores of 0.12.

PROGRESS 8 ENGLISH

Over the past two years our disadvantaged pupils achieved scores of:

2015	2016
-0.52	-0.53

The school's overall performance for non-disadvantaged pupils in 2015/16 was -0.20

The gap between the performance of our disadvantaged pupils and the performance of all of our other pupils has widened slightly.

MATHEMATICS PROGRESS 8

Over the past two years our disadvantaged pupils achieved scores of:

2015	2016
-0.69	-0.55

The school's overall performance for non-disadvantaged pupils in 2015/16 was -0.55

The gap between the performance of our disadvantaged pupils and the performance of all of our other pupils has narrowed slightly.

SUMMARY OF 2015 KS3 PP1 PERFORMANCE DATA

YEAR GROUP	ROW COUNT	INT GP	SUBJECT	% >= 2SL PRED
7	216	ALL: ALL	KS3 ENGLISH	32.87
7	74	DISADVANTAGED: DISADVANTAGED	KS3 ENGLISH	25.68
7	142	DISADVANTAGED: NOT DISADVANTAGED	KS3 ENGLISH	36.62
7	110	PUPIL PREMIUM: NON-PP	KS3 ENGLISH	36.36
7	106	PUPIL PREMIUM: PP	KS3 ENGLISH	29.25
7	216	ALL: ALL	KS3 MATHS	57.41
7	74	DISADVANTAGED: DISADVANTAGED	KS3 MATHS	41.89
7	142	DISADVANTAGED: NOT DISADVANTAGED	KS3 MATHS	65.49
7	110	PUPIL PREMIUM: NON-PP	KS3 MATHS	65.45
7	106	PUPIL PREMIUM: PP	KS3 MATHS	49.06
7	216	ALL: ALL	KS3 SCIENCE	75.46
7	74	DISADVANTAGED: DISADVANTAGED	KS3 SCIENCE	67.57
7	142	DISADVANTAGED: NOT DISADVANTAGED	KS3 SCIENCE	79.58
7	110	PUPIL PREMIUM: NON-PP	KS3 SCIENCE	82.73
7	106	PUPIL PREMIUM: PP	KS3 SCIENCE	67.92

INTERVENTION IMPACT ANALYSIS 2015/16

Securing progress for targeted learners - A programme of time-limited intervention was established to support reading for all pupils who were below age-related expectations. This included 1 to 1 reading in the morning with LST's, Lunchtime reading with LST's, peer reading in the afternoon with trained peers and accelerated reading lessons.

PEER, MORNING AND LUNCHTIME READING

The results for our disadvantaged pupils are:

Activity	Year group	Pupil numbers	Age – related improvement
Peer reading	7	35	11 months additional
Morning and Lunchtime reading	7	24	8 months additional

Reading age impact is above normal months progress.

ACCELERATED READER ANALYSIS 2015/16 (JUNE)

	Number in year group	Reading age gone up from Sept-June over 12 months	Reading age gone up from Sept-Jan 1-12 months	Reading age stayed the same
Year 7 - all	215	73 (33.9%)	62 (28.8%)	3 (0.1%)
PP	101	35 (34.6%)	25 (24.7%)	2(0.1%)
SEN	35	9 (25.7%)	15 (42.8%)	0
Year 8 - all	194	67 (34.5%)	62 (31.9%)	7 (3.6%)
PP	69	21 (30.4%)	26 (37.6%)	3 (4.3%)
SEN	52	14 (26.9%)	16 (30.7%)	3 (5.7%)
Year 9 - all	29	7 (24.1%)	11 (37.9%)	3 (10.3%)
PP	9	3 (33.3%)	4 (44.4%)	0
SEN	8	2 (25%)	5 (62.5%)	0

MINIMISING THE IMPACT OF BARRIERS TO LEARNING – DESTINATION DATA

A pastoral team provided mentoring and counselling. An attendance manager supported the most vulnerable pupils. In addition bought-in careers advice offers support and guidance for disadvantaged as a priority and work placements are prioritised for this group of pupils.

	2011/12	2012/13	2013/14	2014/15	2015/16
Progression All	96.6%	99%	99%	99.5%	TBC
Progression PP			99.5%	98.5%	TBC
All	6 NEET	2 NEET	2 NEET	1 NEET	TBC

ATTENDANCE

	2012/13	2013/14	2014/15	2015/16
PP	92%	92.4%	92.5%	93.4
ALL	95%	94.4%	94.6%	94.9
GAP	3%	2%	2.1%	1.5%

EXCLUSIONS FIXED TERM AND PERMANENT

	2013/14	2014/15	2015/16
PP	12 FIXED TERM	9 FIXED TERM	43FIXED TERM
NON PP	15 FIXED TERM	15 FIXED TERM	8FIXED TERM
PERMANENT EXCLUSIONS	1 (PP) 0 (NON PP)	0 (PP OR NON PP)	1 (NON PP) 1 (PP)

REMOVING BARRIERS - STRATEGIES

The funding has supported bringing to learning to life and making it as real as possible. In 2015/16 pupils have benefitted from focused workshops, clubs, careers advice and trips.

Year 7	Year 8	Year 9	Year 10	Year 11
Yr7 Peer Mentors for literacy	Yr 8 Tomorrow's Engineer Presentation & workshops (STEM)	Yr 9 – University of Cumbria 60 Pupil Premium Campus visit and workshops.	Yr 10 WRL Attendance talk De Puy	Yr11 WRL Attendance talk De Puy
Yr 7 Readathon	Yr8 Peer Mentor program for literacy	Yr 9 Your Future Your Choice fully funded options visit.	Yr10 Work Experience places sourced for PP pupils unable to find a self-placement.	Yr11 Priority IAG and extra interviews
Yr 7Book Club	Yr 8 Poetry by Heart	Yr9 Fire Cadets Group majority St George's high level of PP	Yr 10 additional guidance interviews / review PP Cohort in Groups	Yr 11 potential NEET group college visit
Yr 7 The Big Write Off		Yr 9 University of Cumbria HE mentor project	Yr 10 DePuy visit Able PP plus others	Yr 11 PP Able LAC transition visit to Sixth Form
Yr 7 Royal Shakespeare Drama		Yr9 40 pupils BFC Enterprise Academy project and visit to BFC	Yr 10 Resources for Art, Food tech and English to support individual PP pupils for GCSE	Yr 11 Geography Edinburgh Trip funding to support PP
		Yr 9 UCLAN young science centre visit		
Yr 7 Catch-me reading		Yr 9 NHS Skills Academy		
Yr7 Summer School		Yr9 40 pupils BFC Enterprise Academy project and visit to BFC		
Yr 7 High Adventure Funded places for 2 via PP+		Yr 9 Uni of Cumbria Visit		
Yr 7 London Trip funded place PP+		Yr 9 Numeracy Mentors PP group		
		Yr 9 PP Cohort option guidance interviews		

TEACHING AND LEARNING 2015/16 – IMPACT STATEMENT – KEY STRATEGIES

INCREASE OF TEACHING CAPACITY IN ENGLISH AND MATHS (REDUCED CLASS SIZES)

Increase in proportion of PP pupils making at least expected progress in English and Maths.

- Smaller class sizes allowing for more targeted support of PP Pupils, therefore increased outcomes
- Intervention classes formed to address specific barriers to learning and overcoming them to ensure success
- Improvement in English and Maths A*-C figure for PP

STAFF CPD – CLOSING THE GAP

Continue to support learning in the classroom through staff development focused on supporting PP pupils.

- Introduction of the CEIT team – evidence based research on practical strategies to engage and boost the performance of PP pupils.
- At least Expected progress made by PP pupils across all subject areas by the end of the school year
- Profile of Pupil Premium pupils as a cohort will continue to be clearly shared and understood by all staff within the school
- New staff provided with resources on cohorts, characteristics barriers to learning and strategies to secure success are shared and expected to be embedded in teaching and learning
- PP pupils' needs will be better catered for across all curriculum areas
- Achievement gaps reduced

NURTURE GROUPS YEAR 7,8 & 9 AND OPTION BLOCKS ENGLISH AND MATHS YEAR 10 & 11 ICAPS SUPPORT

Identified cohorts of pupils who are making no progress, or have regressed since the previous data collection will receive additional tutoring through additional English and Maths.

- Pupils more engaged with the subject, increased confidence in their potential in the subject and ultimately, make expected rates of progress towards target levels
- Collaborative approach to further ensure progress communication of the programme organisation
- Support of Yr7 catch up programme and also behavioural support of repeat offenders using iCAPS.

INTERVENTION 2015/16 IMPACT STATEMENT – KEY STRATEGIES

1:1 ENGLISH/MATHS – YEAR 11

Identified cohorts of pupils who are making no progress, or have regressed since the previous data collection will receive additional tutoring through additional English and Maths.

- Targeting of PP pupils to complete outstanding coursework
- Additional revision sessions for PP pupils to better prepare for examinations
- Subsequent improvement in the 9-5 grades in English and Maths
- Pupils more engaged with the subject, increased confidence in their potential in the subject and ultimately, make expected rates of progress towards target levels

ICAPS INTERVENTION TEAM – ALL YEARS

Identified cohorts of pupils who are making no progress, or have regressed since the previous data collection will receive additional tutoring through additional English, Maths, Science in all years.

- Focused learning on student gaps from summative assessment fine grain analysis
- Additional revision sessions for PP pupils to allow 'mastery'
- Subsequent improvement grades in English, Maths and Science
- Pupils more engaged with the subject, increased confidence in their potential in the subject and ultimately, make expected rates of progress towards target levels

TRIGGER INTERVENTION POINTS – ALL YEARS

A clear plan for teachers to follow that uses formative and summative analysis to guide intervention of their classes in a timely and time limited fashion.

- Focused intervention from quality first teaching
- PP targeted pupils
- Classroom teachers have a broader knowledge of gaps and therefore differentiate to overcome barriers to learning
- Reteach – class profile (Leadership handbook)

PREP SESSIONS

An extension of the school day for targeted pupils to further develop their depth of understanding, coursework complete or booster learning sessions.

- Targeting of PP pupils to complete outstanding coursework
- Additional revision sessions for PP pupils to better prepare for examinations
- Subsequent improvement in the A*-C grades all subjects
- Pupils more engaged with the subject, increased confidence in their potential in the subject and ultimately, make expected rates of progress towards target levels
- Mental Toughness training – yrs 11 through PREP sessions and yr 7 through Philosophy.

ASPIRATIONS 2015/16 IMPACT STATEMENT – KEY STRATEGIES

AFA STRUCTURED CONVERSATIONS PROGRAMME

All staff to work with all pupils in receipt of pupil premium to improve rates of progress and ensure they achieve their academic potential.

- To provide support and guidance to selected pupils in receipt of PP. Cohort 1 – more able PP and cohort 2 – hard to reach parents.
- To promote effective participation, raise aspirations and improve learning and progress to support pupils in achieving their full potential in all aspects of school life

- To develop and maintain effective and supportive mentoring relationships with identified pupils within the cohort
- To work in partnership with others, involving parents/carers using structured conversations three times per year and a range of networks to support and improve progress and learning for pupils.

PEER TUTORING STRATEGIES

Reading ages and Numeracy scores of targeted pupils increase following the peer support programme. Pupils are more confident and better able to access all curriculum areas.

- Tutoring by older peers acting as aspirational role-models
- Peer development opportunities

BEHAVIOUR, SAFETY AND WELL-BEING 2015/16 – IMPACT STATEMENT – KEY STRATEGIES

PASTORAL TEAM SUPPORT AND INTERVENTION

Identification of multiple barriers to learning, which allows the team to offer academic and pastoral support.

- Individual and groups of pupils will be able to overcome social and emotional difficulties in order to access the curriculum, engage with it and therefore make at least expected progress.
- Reduction in school seclusion
- Improvement in Attendance figures – PWO below 95% attendance.
- Support from the following multi agencies; Pastoral Assistants regular meetings and catch ups, Phillipi Trust – charitable counselling, FIN, Social services, LAC, YOT, WISH, HUB, PREVENT, BAT, Chrysalis, CAHMS, School nurse and young carers.
- Employed two extra Pastoral Assistants and increased capacity of the data team.

PARENTAL CORRESPONDENCE

Increased parental contact with the focus on future goals and remove their barriers to school.

- Personalised appointments and FAQ for parents, reminders on the day
- Increased PP parental contacts.
- Structured Conversations pilot with parents/carers of a group of Yr8 & Yr9 pupils.

ICAPS

Fully staffed by literacy, numeracy and behaviour specialists who co-ordinate the needs of children into re-integration, accelerating reading, language, resilience and performance. This is mostly with catch up premium pupils in Yr 7, 8 & 9 and also Trigger intervention for behaviour.