



Pupil Premium Report 2018-19
Pupil Premium Strategy 2019-20

Pupil Premium (PP) funding is allocated by the government to ensure that all children, regardless of their background, starting point or aspirations, are helped to achieve their potential. We use this funding to support students on an individual or group basis, remove barriers to learning, encourage resilience and ensure positive mental health and wellbeing. We aim to close any gap in attainment and progress between students in receipt of the funding and their peers.

Pupil Premium Report 2018-19

The number of students on roll was 577.

The number of students eligible for PP funding was 109.

The school received £113,753.00 for the academic year 2018-19.

Objectives

- Ensuring that 'quality first' teaching and learning opportunities meet the needs of all of our students, regardless of social background or specific educational need. We recognise that some students do not require any special intervention, but may benefit from extra support at specific times during their education.
- Targeting additional support strategies to result in every identified student being able to achieve at least their expected level of progress through full access to the curriculum and extra-curricular provision.
- Providing emotional and mental health support to improve behaviour and attendance through interventions such as County Inclusive Support Services and counselling.
- Arranging for impartial careers information, advice and guidance which is personalised and supporting transition activities.
- To allocate Pupil Premium funding following a needs analysis to identify priority groups or individuals. Limited funding and resources means that not all students who are in receipt of the funding will benefit from Pupil Premium interventions, or need them, on any one occasion.
- Recognising that not all students who are socially disadvantaged have been registered or have qualified for Free School Meals. We reserve the right to allocate the Pupil Premium funding to support any student or groups of students the school has legitimately identified as being socially disadvantaged alongside Pupil Premium students.

Spending 2018-19

Area of Spend	Spend	Actions and Rationale	Impact
Additional Staffing	£96,623	Providing 1:1 and small group support in lessons to maximize learning. Supporting literacy and numeracy across the curriculum. Delivering identified strategies to support individual students eg Reading Recovery, Times Table Rock Stars.	PP students achieving expected progress; Y7 – Eng 74%, Maths 56% Y8 – Eng 69%, Maths 73% Y9 – Eng 48%, Maths 68% Y10 Overall Progress is +0.37 (+0.51*) This is a significant move to a positive P8 score. Y11 English Progress is -0.18 (+0.28*) This shows a reduction in the progress gap. * non-PP students
Attendance and Behaviour Support	£1,108	Education Welfare Service used to create plans to improve attendance. Intervention meetings used more as early support rather than penalty notices. Achievement house points also used as motivation. Student Support room used to resolve lesson issues and to remove barriers to learning.	Whilst there was a small rise (3%) in the number of incidents leading to PP students being excluded, this increased by 5.5% in non-PP students suggesting support strategies were being successful for PP students. Some Year 11 PP students had a bespoke timetable including Alternative Provision, Work Experience and bespoke timetables. The average attendance figure for all PP students across the year was 92%, below that of non-PP students.
Careers	£1,338	Personalised careers advice to ensure appropriate applications. Support to attend interviews. Appropriate work experience placements sourced and supported as necessary.	100% of students made a successful transition to post-16 courses. All mid-year leavers transitioned successfully to new education providers. All Year 10 students completed work experience.
Curriculum access	£1,164	Ensuring students have access all learning materials and extra-curricular activities including; Revision materials and additional teaching Practical learning materials Peripatetic music lessons Access to after school clubs	No barrier to learning is presented to PP students because of inability to afford the same materials as other students. Arrangements put in place to ensure students could take part in school performances and sports fixtures. The rural nature of school and sparsity of local transport were addressed without the barrier of transport costs. This supported engagement with curriculum, promoted good

			attendance and raised self-esteem.
Visits	£6,881	Direct financial support to pay for visits. These included support for Thriftwood (Y7), Duxford (Y8), ski trip (various), zoo (Y8), Walton (Y10 fieldwork).	The impact of students being able to attend these visits with their peers is both academic and social, allowing them to take part in the full curriculum without family circumstances becoming a barrier.
Literacy and Numeracy Support	£3,372	1:1 tuition to accelerate learning towards expected progress. Materials to address specific learning needs. Additional library books chosen by students and used to promote reading, linked to Accelerated reader. TLC Live used for online 1:1 tuition in English and/or Maths.	<u>Literacy</u> At least expected progress was made by 74% of Year 7, 68% of Year 8 and 46% of Year 9 PP students when assessed at the end of the year. <u>Numeracy</u> In end of year assessments, expected progress was made by 56% of Year 7, 72% of Year 8 and 66% of Year 9 PP students.
Therapeutic Support	£2,539	Use of external specialists to provide identified therapeutic support to ensure that factors beyond school are minimised and do not become a barrier to attendance or progress.	Reduction in the number of lessons missed due to anxiety, heightened emotion or poor behaviour.
Uniform and Basic Equipment	£747	Ensuring that students have correct uniform and equipment so that they cannot be differentiated from their peers. Technology contributions paid. Lost planners replaced.	Attendance and self-esteem were improved as students felt able to attend school and participate fully as they were indistinguishable from their peers.

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Support for students in receipt of PP funding will primarily be through 'quality first' teaching and the targeted removal of barriers to learning. Proposed additional measures are detailed below.

Actions and Rationale	Impact
Careers Advice and Guidance PP students to be offered a 1:1 interview with a qualified, impartial careers advisor.	Improved motivation, identify barriers to transition leading to improved attainment and progress
Curriculum Access Provide financial support to ensure students can access all aspects of the curriculum and enrichment activities. Provision of Alternative Provision on an individual needs basis.	Improved self-esteem, attainment and progress
Curriculum Review Review of GCSE options to consider whether the curriculum meets the needs of PP students.	Improved attainment and progress
Data Tracking Improved data tracking to measure attainment and progress each term in each year group. PP students to be discussed in SLT link meetings in relation to all data reviews. PP data reported termly to Governors.	Improved attainment and progress Raised staff awareness of progress of PP students
Enrichment Activities Consideration to extra-curricular activities which build cultural capital to support PP students.	Improved confidence, resilience, motivation and social skills
Focus on Under-achievement. Whole school focus on under-achievement, which includes PP students. Staff training during the year.	Improved attainment and progress
Homework Strategies Analysis of online homework (using Bedrock Learning) to identify whether this type of learning, with built-in tutorials, supports PP students to make improved progress.	Improved confidence and progress, with individuals accessing support as soon as they need it
Improve Attendance Year Leaders to be provided with weekly attendance figures for PP students. EWO services to be used for fast track interventions.	Improved attendance
Staff Training All staff to be more aware of how to best support PP students and have knowledge of a wider range of effective strategies to use as part of their daily interactions.	Regular, effective support which removes barriers to learning