

Pupil Premium (2016-17)



Background

The Pupil Premium was introduced nationally in April 2011 in order to help schools to address the inequality in attainment between children eligible for free school meals (FSM) and their peers. The Pupil Premium is allocated to children from families who are either currently eligible for FSM or who have been eligible for FSM in the past six years (Ever 6). It is also allocated to Looked-After Children (LAC), children adopted from care, and the children of Service Personnel. Nationally, these groups of children have been identified as achieving less well compared to other student groups. The Government permits schools to decide how to use the funding but we are required to be clear as to how the funding is spent and what impact it is having on students eligible for the Pupil Premium.

Date of most recent Pupil Premium review: October 2016

Date of next review of Pupil Premium strategy: October 2017

Pupil Premium allocation for 2016-17

The pupil premium allocation for 2016-17 is £145,900 (£935 per Free School Meal /Ever 6 student, £1900 per LAC student, £300 per Service student). Of the current total school population in Years 7 to 11 is 735. Our Pupil Premium cohort is currently 142 students.

Barriers faced by eligible pupils

Barriers vary according to individual circumstances but for some students the school has identified specific learning needs including literacy and numeracy, and those associated with attendance as well as access to resources which support learning.

2016-17 Strategies, funding, and how the impact will be measured

Strategy	Reason	Measure	Allocation
Regular whole school and faculty-level CPD with a clear focus upon developing high quality and inclusive teaching. The school is continuing to develop the TEEP model with foci including quality-first teaching, regular assessment and feedback, well-planned, challenging and engaging lessons.	Promote excellent progress for all groups of students	Pupil Premium student to make progress at least matching that of non-Pupil Premium students (KS3; expected or accelerated progress: KS4; Progress 8)	£65,000
A rigorous whole-school assessment and feedback policy which requires formal marking and feedback of student work after every 6-8 hours of teaching. Pupil Premium students' work is priorities for enhanced feedback, and these students are focused upon during 'Review and Improve' sessions.	The school believes that high quality assessment is a strong motivator for students and it guides them in improving their understanding and ability.	Pupil Premium student to make progress at least matching that of non-Pupil Premium students (KS3; expected or accelerated progress: KS4; Progress 8)	£2,000
Year Group Progress Managers to provide intensive academic mentoring support for Pupil Premium students alongside intensive academic mentoring from specialists e.g. SEN or EAL, and House Leaders.	More intensive academic mentoring of students where progress has been lower has previously been identified as a factor which has contributed to improved progress, attainment, attendance and engagement in learning.	Pupil Premium student to make progress at least matching that of non-Pupil Premium students (KS3; expected or accelerated progress: KS4; Progress 8)	£31,000
Provide literacy support in English in addition to Reading Buddy support.	Some Pupil Premium students have a low reading age and this impacts upon progress in English and other subjects.	KS3 Pupil Premium students make at least expected progress in English during the academic year.	£4,000
Provide twice-weekly Year 11 Maths booster lessons for around 30 students, including Pupil Premium, with immediate follow-up intended to secure understanding.	Around 30 students were identified at the end of Year 10 as being at risk of not making expected progress in Maths during Year 11.	Supported Year 11 students attain their expected grade in the GCSE Maths examinations.	£8,500
Maximise the progress of KS3 Pupil Premium students in Maths through the provision of support classes and one-to-one and small-group support.	Each year a number of students is identified where progress in the previous year has been lower than expected.	KS3 Pupil Premium students make at least expected progress in Maths during the academic year.	£2,000
Maths after-school workshop for all Year 11 students; staffed by two Maths teachers. Students elect to come and are also directed to attend.	Students who are not enrolled on to the twice-weekly Maths booster can access support with specific areas, including current homework.	Directed students submit homework which is graded as Good or better (evidenced in Progress Checks).	£2,500
Support the progress of Pupil Premium students in Years 7 to 11	Some students find it difficult to undertake homework at	Students attend for the required number of sessions	£3,000

through the provision of a staffed after-school homework club to which Pupil Premium students are formally invited as requested by subject teachers or mentors.	home for a variety of reasons and consequently they do not complete it regularly or to the best of their ability.	(referred by teaching staff) or voluntarily.	
Employ an independent Careers Advisor to support the engagement and achievement of KS4 Pupil Premium students through high quality information, advice and guidance (IAG), and through the provision of a modified curriculum for some students which includes extended work experience.	A number of students each year are unsure as to the most appropriate post-16 destination which will support their career aspirations. A small number will benefit from experiencing the world of work before the end of Year 11.	All students progress to an appropriate post-16 destination. No JMHS students are NEET (Not in Education, Employment or Training).	£7,000
Employ an Attendance Officer to support the attendance of all students, but with a priority focus upon Pupil Premium students	The attendance of some students is consistently below the school target.	Pupil Premium student attendance to be in line with the overall school target of 97%	£8,400
Ensure that Pupil Premium student have greater access extra-curricular activities through financial assistance, including support with uniform, equipment, travel and some other school activities.	Some students do not participate in extra curricular activities due to the cost.	All PP students participate in planned whole-cohort activities and school visits which form part of the whole-school programme. Students are supported if they which to participate in optional activities including one overseas visit per school year. Funding is prioritised for students in receipt of Free School Meals (FSM).	£12,000
Dedicated time to support students with social and emotional needs	In order to promote students' wellbeing through feeling safe and happy at school, and thus encourage them to attend school.		£500
			£145,000

Impact of Pupil Premium strategies 2015-16

The allocation of £127,800 was spent on the following;

Strategy	Impact	Allocation
<p>Year Group Progress Managers supported by Year Group Progress Leaders supporting Pupil Premium students, acting as intensive academic mentors. Intensive academic mentoring from specialists e.g. SEN or EAL, or from House Leaders in the case of Pupil Premium students with a PSP</p>	<p>Year and Pupil Premium Progress Managers mentored students intensively in relation to academic matters.</p> <p>Key Stage 4 – Year 11</p> <p>Year 11 Pupil Premium students (cohort);</p> <p>Attainment 8; 44.70 (52.31) Progress 8; -0.51 (0.00)</p> <p>Evaluation</p> <p>The 22 PP students averaged half a grade below their Progress 8 target. After our success with PP students in 2014 and 2015 this was extremely disappointing. Analysis indicates that for English and maths and EBacc subjects, disadvantaged students achieved close to, but just below, their targets. In the Open element students achieved very badly, especially in ICT and business. The strategy for maximising progress for disadvantaged students has been evaluated and wide ranging improvements have been put in place to improve progress of disadvantaged students especially middle ability boys in lessons and to ensure more effective intervention programmes where these are needed</p> <p>Year 11 - Levels of progress – PP (Non PP)</p> <p>English 3+: 67% (88%); 4+: 48% (57%); 5+: 14% (24%)</p> <p>Maths 3+: 57% (77%); 4+: 17% (34%); 5+: 4% (8%)</p> <p>Key Stage 3 Percentage of student making expected or more than expected progress in Core subjects;</p> <p>Year 7 English: PP 82%; cohort 83% Maths: PP 82%; cohort 90%</p> <p>Year 8 English: PP 81%; cohort 84% Maths: PP 86% cohort 83%</p>	<p>£52,200</p>

	<p>Year 9 English: PP 100%; cohort 90% Maths: PP 52%; cohort 67%</p>	
KS3 Literacy intervention during PSHE and tutor time	<p>80% of the supported students made at least 1 point of progress over the period of intervention.</p> <p>Evaluation</p> <p>This represents reasonable progress given that a number of these students had not made sufficient progress, previously</p>	£7,500
Literacy and handwriting support	<p>92 students supported; average of 6-8 months progress per term</p> <p>Evaluation</p> <p>6-8 months of progress within 3 months represents evidences significant impact of this strategy.</p>	£3,400
KS4 English support during curriculum time	<p>The majority of supported students met or exceeded their target grade on coursework in comparison to FFTB estimates. A small number did not achieve their FFTB target.</p> <p>Evaluation</p> <p>This represents good progress.</p>	£7,500
Fresh Start English support	<p>17 students with the lowest reading ages were supported; 100% of students made progress. The average progress was 10.8 months.</p> <p>Evaluation</p> <p>All students made progress with phonics; students made most progress in Term 1. Reading comprehension shows that as a group, the average progress is 10.8 months, which is expected progress but NOT accelerated progress (three students, two with EAL and one with dyslexia made little progress). Earlier progress analysis would have revealed this lack of impact for those students and the students could have been supported differently. Data will now be collected on a termly basis and analysed.</p>	£6,000

<p>Maximise the progress of KS3 Pupil Premium students in English through the provision of literacy support in and Reading Buddy support.</p>	<p>Year 7: 82% (83% whole cohort) made expected or accelerated progress in English Year 8: 81% (84% whole cohort) made expected or accelerated progress in English Year 9: 100% (90% whole cohort) made expected or accelerated progress in English</p> <p>Evaluation</p> <p>The Pupil Premium figures compare well to cohort progress and indicate that the strategies used were effective in contributing to student progress.</p>	<p>£3750</p>
<p>Maximise the progress of KS3 Pupil Premium students in Maths through the provision of support classes and one-to-one and small-group support.</p>	<p>Year 7: 82% (90% whole cohort) made expected or accelerated progress in Maths Year 8: 86% (83% whole cohort) made expected or accelerated progress in Maths Year 9: 52% (67% whole cohort) made expected or accelerated progress in Maths</p> <p>Evaluation</p> <p>Whilst the progress in Year 7 and 8 was in line with all students, the progress of Year 9 students was less good. Similar strategies were used to support students in these year groups but the school needs to ensure that all students engage with the support as well as possible.</p>	<p>£3500</p>
<p>Year 8 Intensive Numeracy support</p>	<p>All of the students involved made expected progress in Year 8.</p> <p>Evaluation</p> <p>This is a positive outcome and indicates that the intervention model is effective.</p>	<p>£3,200</p>
<p>KS4 one-to-one and small-group Maths support</p>	<p>Most middle and upper ability supported students met or exceeded their projected grade (Year 10) or actual grade (Year 11). A number of lower ability students did not meet their target grade but improved upon earlier projected grades.</p> <p>Evaluation</p> <p>It is difficult to isolate the impact of any single intervention because numerous students were involved in more than one type, in addition to normal maths lessons. Students, however, reported positive views of one-to-one support and often improved their homework on the topics studied.</p>	<p>£4,800</p>

<p>Bridge Builders mentoring programme</p>	<p>14 boys from Years 9 to 11 were supported by trained mentors provided by the Bridge Builders charity. In all cases except one, attendance was in line with the school target. Year 9 students made most improvement (average +0.64 grade) Year 10 students have improved upon the previous year (average +0.40 grade). Year 11 students; only one of the four Year 11 boys who were mentored achieved expected grades in English and/or Maths.</p> <p>Evaluation</p> <p>Evidence for the clear impact of the Bridge Builders programme was not compelling and the programme will not be used in the future.</p>	<p>£9,000</p>
<p>Support students with social and emotional needs in order that they feel safe and happy at school, and thus encourage them to attend school (Chill and Chat)</p>	<p>Student feedback was positive. Attendance in most cases was maintained or improved.</p>	<p>£1,000</p>
<p>Early IAG from Careers Advisor</p>	<p>In all but a small number of cases students were formally interviewed at least twice and the schools Careers Advisor recorded the students' intentions for post-16 study and monitored these in relation to expected grade outcomes. Where projections were unlikely to enable a student to study their intended programme, guidance was offered and those students were directly supported with identifying and applying for a post-16 course.</p> <p>Evaluation</p> <p>No students were identified as NEET as of January 2017. This indicates the positive impact of our Careers Advisor support for students.</p>	<p>£7355</p>
<p>Maximise the progress of Pupil Premium students in Years 7 to 11 through the provision of a staffed after-school homework club to which Pupil Premium students are formally invited as requested by subject teachers or mentors.</p>	<p>Over 40 different students attended homework support at least once during the year. Around 15 of these were Pupil Premium students.</p> <p>Evaluation</p> <p>Although it is positive that students attended homework support, it is important for subject teachers to recommend students for attendance at the homework club if there is an issue with homework quality and completion. This will be a focus for the future.</p>	<p>£5,000</p>
<p>Ensure that Pupil Premium student have equal access to school including sporting, cultural and other extra-curricular opportunities through financial assistance for uniform, equipment, travel and school activities.</p>	<p>All PP students were supported in attending planned extra-curricular activities. Around 70 students were supported with optional activities including foreign visits, and uniform and equipment.</p>	<p>£9,870</p>

<p>Regular tracking and analysis of Pupil Premium student progress, and close attendance monitoring</p>	<p>Non-Pupil Premium attendance 96.5% Pupil Premium-attendance; 94.2%</p> <p>Pupil Premium Progress Leaders, alongside the school attendance officer, worked with key students where the attendance was of concern. Two students had intermittent attendance and a systematic approach was adopted which included contact with the parents, and support for the students to encourage and maintain attendance.</p> <p>Evaluation</p> <p>The Pupil Premium overall attendance figure was below the figure for non-Pupil Premium students. The previous year's figure was 93.19% however and this, therefore, represents an improvement, however there still need to be more sustained focus upon attendance by this key group of students.</p>	<p>£1,950</p>
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Management and accountability - The Leadership Team and Governor with responsibility for Pupil Premium will monitor and review the effectiveness of the Pupil Premium strategies termly.