

# Pupil Premium (2017-18)



## 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). Additionally, it is allocated to Looked-After Children (LAC), and children adopted from care. Nationally, these groups of children have been identified as achieving less well compared to other student groups. A Service Pupil Premium (SPP) is also allocated to provide mainly pastoral support the children of Service Personnel.

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 next review of Pupil Premium strategy:** October 2018

## Pupil Premium allocation for 2017-18

The pupil premium allocation for 2017-18 is £159,200 (£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 773. Our Pupil Premium cohort is currently 162 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, those associated with attendance as well as access to resources which support learning.

**2017-18 Strategies, funding, and how the impact will be measured**

Strategy	Reason	Measure	Allocation
<p>The school is continuing to apply and refine the TEEP model with foci including quality-first teaching, regular assessment and feedback, well-planned, challenging and engaging lessons.</p> <p>Each class teacher will be required to devise student-level strategies for each class in Year 10 and 11 by the start of the autumn term (other Year group strategies will follow). Each plan will highlight each PP student's academic strengths, weakness, and strategies to support them. All staff are asked to positively discriminate in favour of disadvantaged students through the strategy outlined above, and through carefully arranged seating plans to advantage PP students. Additionally, marking of PP student work is to be prioritised, including one to one feedback as well as prioritised homework support, and intervention. Each Faculty will be required to publish a short document detailing how homework support and intervention will prioritise PP students. This will be examined and then monitored during line management meetings</p> <p>To promote high-quality lessons and to ensure the application of the strategy above there will be regular, daily monitoring of lessons across the school by senior leaders. Lessons will be monitored for early engagement, level of challenge and appropriate support, effective verbal feedback, and formal assessment. The achievement progress of PP students will be monitored and support by SLT.</p>	<p>Promote excellent progress for all groups of students and specifically, Pupil Premium students.</p>	<p>Pupil Premium student to make progress at least matching that of non-Pupil Premium students (KS3; expected or accelerated progress: KS4; Progress 8)</p>	<p>£82,700</p>
<p>Year Group Progress Managers with a focus on regular monitoring of teaching and learning in their Year Group. Frequent monitoring of the academic progress of Pupil Premium students'; homework, completion of</p>	<p>More intensive academic mentoring of students where progress has been lower has previously been identified as a factor which has contributed to improved progress,</p>		<p>£31,800</p>

coursework and attendance at booster intervention classes. Direct academic mentoring of key students and regular parental contact.	attainment, attendance and engagement in learning.		
Regular weekly 'booster' (intervention) classes at afternoon registration for Year 11 students in a range of subjects from September 2017 (and Year 10 in some subjects from the summer term). The number of Year 11 classes will increase in the spring term.			£14,000
To ensure that the rigorous whole-school assessment and feedback policy is consistently applied, there is regular scrutiny by senior staff of student books for quality of task, quality of completion, and quality of teacher feedback. The assessment policy requires formal marking and feedback of student work after every 6-8 hours of teaching. Pupil Premium students' work is prioritised for enhanced feedback, and these students are supported and monitored 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.		£3,000
Provide literacy support in English.	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
Maximise the progress of KS3 Pupil Premium students in Maths through the provision of a support class in Year 8 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. KS4 students supported achieve their target grade in the final examination.	£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 by their Maths teachers following discussion with parents/carers	All students can access support with specific areas, including current homework.	Directed students submit homework which is graded as Good or better (evidenced in Progress Checks).	£1,000
Support 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	Some students find it difficult to undertake homework at home for a variety of reasons and consequently they do not complete it regularly or to the best of their ability.	Students attend for the required number of sessions (referred by teaching staff) or voluntarily.	£3,000

invited as requested by subject teachers or mentors.			
Employ an independent Careers Advisor with a significant focus on the provision of early support for, and engagement with, 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).	£5,700
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 wish 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
			<b>£159,200</b>

## Impact of Pupil Premium strategies 2016-17

The allocation of £145,900 was spent on the following;

Strategies	Impact																		
<p>A number of strategies were employed in order to raise the achievement of all groups of students, with a focus on Pupil Premium students;</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Provide twice-weekly Year 11 Maths booster lessons for around 30 students, including Pupil Premium, with immediate follow-up intended to secure understanding.</p> <p>In addition to the Maths booster classes the number of Year 11 booster classes across subjects was increased. From the spring term many subjects offered formal booster classes beyond lesson time.</p>	<p><b>Outcomes</b></p> <p>KS4 (Year 11)</p> <p>There is no validated Progress 8 data available yet for 2017 results. However, comparison against FFTB targets gives an indication of how students achieved compared to median results with students of similar KS2 scores.</p> <table border="1" data-bbox="699 600 957 813"> <thead> <tr> <th></th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>0.18</td> <td>0.00</td> </tr> <tr> <td>Maths</td> <td>0.27</td> <td>-0.20</td> </tr> <tr> <td>EBacc</td> <td>0.35</td> <td>-0.10</td> </tr> <tr> <td>Other</td> <td>0.00</td> <td>-0.35</td> </tr> <tr> <td>All</td> <td>0.20</td> <td>-0.18</td> </tr> </tbody> </table> <p><b>KS4 (Year 10)</b></p> <p>For Pupil Premium students in 2016-17, the position varies across subjects. In English, Maths and Combined Science the figures, based on projected grades, are -0.2, 0.0, and +0.2 (FFT20). In Art, Product Design, French, German, and Music students are currently around half of one grade below FFT20 target. Value-added in these subjects is lower than for students for whom the school does not receive Pupil Premium. Good progress was made in French, German and Music by Year 11 students, and this underpins the needs for continued focus as described in the strategies.</p> <p><b>Year 7 to 9</b></p> <p>Analysis of progress, coupled with work scrutiny for students currently in Years 7-9, indicates that the majority of students made at least expected progress across all subjects.</p> <p>By the end of Year 7, in the case of English and Maths, a slightly higher proportion of students for whom the school receives Pupil Premium were not making expected progress; 10% (3 students) in English. In Maths only one such student did not make expected progress.</p> <p>By the end of Year 8 the progress of students for whom the school receives Pupil Premium was also strong with only a marginal reduction compared to other students; 81%, 81% and 94% respectively.</p>		All	PP	English	0.18	0.00	Maths	0.27	-0.20	EBacc	0.35	-0.10	Other	0.00	-0.35	All	0.20	-0.18
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	<p><b>Evaluation</b></p> <p>Based on this analysis, overall in Year 11, students achieved just above expectation overall whilst PP students achieved just below expectation. Significant improvements in 2017 GCSE results for PP students' progress were achieved in English Literature, the separate sciences, languages, Dance, Catering and Music. Subjects where PP achievement was too low at GCSE included Art, Design Technology, History and Sport.</p> <p>There is evidence of improvement in the quality and quantity of classwork completed by PP students in all Year groups. The average Care and Concentration grade on reports and quality of homework grades on reports indicated that PP students have good, and improving, attitudes to learning, but they are not yet as positive as their more advantaged peers.</p> <p>The programme of booster lessons delivered by SLT members in afternoon registration periods, and by teachers after school, at lunchtime and during the holidays, helped students gain confidence. In English, lower ability PP students benefitted from booster sessions targeting specific questions on the Language paper. These were delivered to students identified from practice papers as needing additional support with particular type of questions. In Humanities, although attendance at booster sessions was good, more effective teaching and better support for PP students in History is required for 2017-18. Although after-school practical sessions were provided in Design Technology subjects, PP students underachieved in Product Design and Graphics. Support needs to be improved and a system where PP students receive personalised study and homework support is planned. Improvements this year in ICT results follow better teaching and support. This needs to be echoed in Business where PP students underachieved, compared to other students, in 2017.</p> <p>Booster classes in other subjects were well attended by PP students and they produced improvements in numeracy skills and subject knowledge, but not necessarily in exam results. Not all PP students attended booster classes and this will be improved in 2017-18.</p> <p>Despite clear improvements in the classroom work rate of PP students in Year 7-10 it evident clear that further work is required to embed these strategies and to ensure that PP students in all subjects are improving.</p>												
<p>Provide literacy support in English in addition to Reading Buddy support.</p>	<p>At KS3, students in Year 7, 8 and 9 making at least expected progress in English;</p> <table data-bbox="699 1883 954 2067"> <tr> <td>Year 7</td> <td>Cohort</td> <td>PP</td> </tr> <tr> <td></td> <td>98%</td> <td>90%</td> </tr> <tr> <td>Year 8</td> <td>Cohort</td> <td>PP</td> </tr> <tr> <td></td> <td>84%</td> <td>81%</td> </tr> </table>	Year 7	Cohort	PP		98%	90%	Year 8	Cohort	PP		84%	81%
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	<p>Year 8 Cohort PP 97% 92%</p> <p><b>Evaluation</b></p> <p>This represents good progress and the differential between the progress made by all students and PP students continues to reduce.</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>At KS3, students in Year 8 and 9 making at least expected progress in English;</p> <p>Year 7 Cohort PP 90% 81%</p> <p>Year 8 Cohort PP 89% 78%</p> <p><b>Evaluation</b></p> <p>Progress made by PP students in both Year Groups is lower than for the main student body. Support improved some students' confidence with key topics but has not had the necessary impact when measured by end of year testing. Improved whole-class teaching and tightly focused continued support is required, especially for a small number of Year 8 students.</p>						
<p>Maths after-school workshop for all Year 11 students; staffed by two Maths teachers. Students elect to come and are also directed to attend.</p>	<p><b>Evaluation</b></p> <p><b>Comparison to FFTB targets</b></p> <table data-bbox="699 1245 1153 1312"> <thead> <tr> <th></th> <th>Cohort</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>GCSE Maths result</td> <td>0.27</td> <td>-0.20</td> </tr> </tbody> </table> <p>Support sessions were well attended throughout the year but the number of PP students was lower than anticipated. This was partly due to support sessions offered by other subjects from the spring term onwards. Additionally, the Maths teachers of several PP students held their own support sessions which may have been perceived as more being helpful by a number of students. The classes will continue with greater direction by teachers of PP students to attend.</p>		Cohort	PP	GCSE Maths result	0.27	-0.20
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<p>Support 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><b>Evaluation</b></p> <p>The impact upon student progress cannot be directly measured but there is some evidence of homework improvement as measured by teacher grading. There were a small number of regular attendees who used the facilities well. A number were directed to attend by subject teachers. Where PP students were seen to be engaging less well with homework a number of faculties offered their own homework support sessions, either formally or on an ad-hoc basis. The staffed after-school sessions are planned to continue and PP students will be</p>						

	encouraged to attend, supported by Progress Leader involvement.
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.	<p>Post-16 destination data is not yet finalised (Sept 2017).</p> <p>All PP students in Year 11 were interviewed early in Year 11 in order to help them to identify post-16 possibilities and to develop robust action plans. All were seen again at least once, with some students having more meetings based on need. Ten Year 11 PP students had some form of work experience at KS4. Extended work experience placements were organised for the small number of Year 10 PP students whom we believed were ready. These were regarded as successful from an engagement perspective, as well in terms of preparing them for post-16 transition. PP students attended a range of activities including employer networking sessions, Armed Services talks, Apprenticeship talks, as well as other skills-related and STEM activities.</p>
Employ an Attendance Officer to support the attendance of all students, but with a priority focus upon Pupil Premium students	<p>The Attendance Officer was not in post for the whole school year. Overall attendance was above the national average at 95.9%. In 2016/17 the attendance rate for PP students was 92.9%.</p> <p><b>Evaluation</b></p> <p>The level of PP attendance is lower than other groups and will be a focus from September.</p>
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.	All PP students were supported in attending planned extra-curricular activities. Around 80 students were supported with optional activities including foreign visits, and uniform and equipment. Impact cannot be directly measured but it is evident that very few students did not engage with planned school visits.
Dedicated time to support students with social and emotional needs	A member of staff offered planned and ad-hoc support to students, including a number for whom we receive Pupil Premium funding. Students could access support to discuss their issues. Direct impact is not easy to measure but it is felt that many students were helped and, in some cases, more significant issues were identified and addressed formally.

**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.