

Pupil Premium (2018-19)



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 2019

Pupil Premium allocation for 2018-19

The pupil premium allocation for 2018-19 is £164,135 (£935 per Free School Meal/Ever6 student, £2300 LAC/adopted from care, £300 Service student). Of the current total school population in Years 7 to 11 (782 students) our Pupil Premium cohort is currently 155 students (20%).

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.

2018-19 Strategies, funding, and how the impact will be measured

Strategy	Reason	Measure	Allocation
<p>The school will continue to focus upon developing and sustaining high quality teaching through regular staff INSET and coaching based upon the TEEP model; key foci include quality-first teaching, regular assessment and feedback, well-planned, challenging and engaging lessons. All staff are asked to positively discriminate in favour of disadvantaged students 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. 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 supported by Year Group Progress Leaders. Each class teacher will be required to update student-level strategies which highlight each PP student's academic strengths, weakness, and strategies to support them.</p>	<p>To promote excellent progress for all groups of students and specifically key groups such as Pupil Premium students.</p>	<p>Pupil Premium students to make progress at least matching that of non-Pupil Premium students (KS3; expected or accelerated progress: KS4; Progress 8)</p>	<p>£66,040</p>
<p>Year Group Progress Managers regularly monitor the teaching and learning in their Year Group as well as monitoring of the academic progress of Pupil Premium students' homework, completion of coursework and attendance at booster intervention classes.</p>	<p>Supporting groups of students where progress has previously been lower has contributed to improved progress, attainment, attendance and engagement in learning.</p>	<p>Pupil Premium students to make progress at least matching that of non-Pupil Premium students (KS3; expected or accelerated progress: KS4; Progress 8)</p>	<p>£12,620</p>
<p>Support from an Inclusion Coordinator in a central base to provide wrap around care aimed at students with low attendance and other key issues; PP students are prioritised.</p>	<p>Alongside other groups of students, a number of PP students have had low school attendance and have not engaged fully with learning.</p>	<p>PP students whose attendance at school and engagement in lessons improves.</p>	<p>£5,200</p>

Enhanced PP attendance monitoring by a member of support staff with early follow-up contact to parents/carers.	PP attendance was too low in all Year groups during 2017-18	Attendance of each PP student is in line with the school target.	£8,270
Senior staff will directly mentor key PP students	Students who have been identified as currently under-performing require extra support with learning, organisation, homework, and revision.	Pupil Premium students to make progress at least matching that of non-Pupil Premium students (KS3; expected or accelerated progress: KS4; Progress 8)	£7,735
Weekly 'booster' (intervention) classes at afternoon registration for all Year 11 PP students in a range of subjects from September 2018.	To address areas of under-performance identified in Year 10.	Pupil Premium students to make progress at least matching that of non-Pupil Premium students (KS3; expected or accelerated progress: KS4; Progress 8)	£34,840
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.	Pupil Premium students to make progress at least matching that of non-Pupil Premium students (KS3; expected or accelerated progress: KS4; Progress 8)	£2,890
Provide literacy support in English.	Some Pupil Premium students have a low reading age and this impacts upon progress in English and other subjects.		-
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.	Students to make at least expected progress in Maths.	£5,000
Maths after-school workshop available to all Year 11 students; staffed by two Maths teachers. Students elect to come and are also directed to attend by their Maths	To enable all students to access support with specific areas, including current homework.	Pupil Premium students to make expected progress as measured by Progress 8.	£1,270

teachers following discussion with parents/carers			
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.	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.	Pupil Premium student to make progress at least matching that of non-Pupil Premium students (KS3; expected or accelerated progress: KS4; Progress 8)	£4,550
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).	£3,720
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
			£164,135

Impact of Pupil Premium strategies 2017-18

The allocation of £159,200 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 quality-first teaching and assessment, well-planned, challenging and engaging lessons. The school continued to promote excellent teaching and learning based on the TEEP model.</p> <p>Year Group Progress Managers provided support for Pupil Premium students alongside intensive academic mentoring from specialists e.g. SEN or EAL, and House Leaders.</p> <p>To ensure that the rigorous whole-school assessment and feedback policy is consistently applied, there was regular scrutiny by senior staff of student books for quality of task, quality of completion, and quality of teacher feedback. Pupil Premium students' work was prioritised for enhanced feedback, and these students were a focus during 'Review and Improve' sessions.</p> <p>The school provided weekly booster lessons for all Pupil Premium students in a range of subjects.</p>	<p>KS4 (Year 11); At the time of writing there is no validated Progress 8 (P8) data available yet for 2018 results. Our own estimates indicate the following;</p> <p>Pupil Premium (PP); -1.02 (all subjects) Not Pupil Premium (NPP); 0.25 (all subjects)</p> <p>English Lang; NPP = -0.12 PP = -1.37 Maths; NPP =0.25 PP -0.52</p> <p>KS4 (Year 10); For Pupil Premium students in 2017-18, the estimated P8 figures are as follows;</p> <p>Maths; NPP = 0.6 PP = -0.03 English Lang; NPP = 0.2 PP = 0.22</p> <p>In other subjects (PP), Biology, Chemistry, Physics, Combined Science, History, Music, and Travel & Tourism are in line or have positive P8 projections. Art, Business, DT, Food, ICT, and MFL are less than half a grade below expectation.</p> <p>Year 7 to 9; 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. By the end of Year 7, in the case of English and Maths, broadly the same proportion of students for whom the school receives Pupil Premium were making the same levels of expected progress as other students.</p> <p>By the end of Year 8 the progress of students for whom the school receives Pupil Premium was also strong with similar rates of progress in English and Maths for Pupil Premium students as those without PP.</p> <p>By the end of Year 9 the progress of students for whom the school receives Pupil Premium was similar in English, Maths and Science to the progress made by students without PP.</p> <p>Based on this analysis, overall in Year 11, PP students made less than expected progress especially when compared to other students.</p> <p>Booster lessons were well-attended and they helped students to gain confidence but they did not have sufficient positive impact on final grades and the programme needs to be refined in order to focus on aspects of examinations which are known to be challenging for all students.</p> <p>Although after-school practical sessions were provided in Design Technology subjects, PP students significantly</p>

	<p>underachieved in Product Design and Graphics. Teaching requires improvement and there is a detailed and rigorous improvement plan in place. This is also the case with Business and ICT subjects.</p> <p>Although continuing improvement is evident in the classroom in terms of the school learning standards, again it is evident that support for, and high expectations of PP students continues to be required.</p>												
There was a Maths after-school workshop for all Year 11 students	Attendance by PP students was lower than anticipated. This was, in part, due to students attending other subject after-school sessions in order to complete coursework. This facility will be supplemented by an enhanced after-school support programme in The Hub where students may be formally referred and can be supported by a Maths HLTA.												
The school provided KS3 Literacy support in English.	<p>At KS3, students in Year 7 and 8 made at least expected progress in English;</p> <table> <tr> <td>Year 7</td> <td>Cohort</td> <td>PP</td> </tr> <tr> <td></td> <td>97%</td> <td>92%</td> </tr> <tr> <td>Year 8</td> <td>Cohort</td> <td>PP</td> </tr> <tr> <td></td> <td>94%</td> <td>95%</td> </tr> </table> <p>Progress made by PP students in both Year Groups is in line with the main student body. Continuing enhancements to whole-class teaching, and tightly focused continued support are foci, and a small number of students need to make accelerated progress from this point.</p>	Year 7	Cohort	PP		97%	92%	Year 8	Cohort	PP		94%	95%
Year 7	Cohort	PP											
	97%	92%											
Year 8	Cohort	PP											
	94%	95%											
In order to maximise progress, KS3 Pupil Premium students were provided with a Maths support class in Year 8 and one-to-one and small-group support.	At the end of Year 9, as measured by formal assessment, 73% of PP students made expected progress compared which was around 15% lower than for other students.												
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. All PP students were supported with the cost of mandatory activities and over 90 students were supported with the cost of optional activities including foreign visits, and uniform and equipment. Impact cannot be directly measured but, again, it was evident that very few students did not engage with planned school visits.												
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.	Post-16 destination data is not yet finalised (October 2018). All PP students in Year 11 were interviewed before Christmas in Year 11 in order to help them to identify post-16 possibilities and to develop robust action plans. A significant number were seen again at least once, with some students having more meetings based on need. Extended work experience placements were organised for nine Year 10 PP students. These were regarded as successful from an engagement perspective, as well in terms of preparing them for post-16 transition. PP students were involved in a variety of Post-16 activities												

	including a college visit, employer networking sessions, Armed Services talks, Apprenticeship talks, as well as other skills-related and STEM activities.
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.	The impact upon student progress cannot be directly measured but it is clear that insufficient students voluntarily attended or were referred by teachers. The improved arrangements for after-school homework support through The Hub will need to be monitored in terms of referrals for students whose homework record continues to be weak.

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.