

Pupil Premium Grant (PPG) Spending Evaluation for 2017-18

Number of Students eligible for Pupil Premium Grant funding (PPG)	
Total number of students on roll.	907
Total number of students eligible for PPG.	231
Number of students entitled to free school meals in the previous six years (Ever 6 FSM).	136
Number of students who are Looked After Children (LAC).	0
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order.	8
Students recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence (Service Children).	87
% of the school cohort who are deemed to be disadvantaged	16%

From 2016-17 the Pupil Premium Grant available was as follows:

Disadvantaged students	Per pupil
Students in Years 7-11 entitled to free school meals at any time in the previous six years (Ever 6 FSM).	£935
Looked After Children (LAC).	£1,900
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order.	£1,900

Service children	Per pupil
Students recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence (Service Children).	£300

The total PPG for this year from 1st April to 31st March 2018 is: £168,400. This does not include the Catch-Up Literacy and Numeracy funding which is described in a separate spending plan document.

Pupil Premium Strategy 2017-18			
Date of most recent PP review	26 th January 2017	Date of next PP review	February 2018 (completed)
Barriers to future attainment (for PP students)			
In-school barriers (issues to be addressed in school, such as poor literacy skills)			
A	First quality teaching within all lessons, including using data to inform planning and intervention where required.		
B	Numeracy and literacy, particularly within Year 7 and 11.		
C	Full access to qualifications to ensure open P8 is positive for learners.		
D	Raise aspirations; particularly for more able PP students.		
External barriers (issues which require action outside school, such as low attendance rates)			
E	Attendance from PPD cohort		

Planned Expenditure					
Monitoring Overall Effectiveness					
Desired action	Chosen approach	What is the evidence/rationale for this approach?	How will you ensure that it is implemented well?	Staff Lead	Cost & RAG (September '17)
Senior staff have a thorough and up-to date knowledge of performance.	<u>All analyses</u> will include a comparison between the disadvantaged cohort and the non-disadvantaged. This will include the following: weekly attendance, parents evening attendance, rewards and sanctions, attainment and progress.	By monitoring the gaps in all areas, we can monitor the effectiveness of our teaching, learning and pastoral systems.	Pupil Premium Consultant Review. School Development Plan Review.	All senior staff	£1,000 Our PP Consultant completed a review, however not all recommendations have been put into place as yet.
Quality of Teaching, Learning and Assessment					

Teachers and TAs have a good understanding of teaching, learning and assessment strategies which, according to research, are most effective.	A Teaching and Learning champion will be recruited to advocate for the disadvantaged cohort. They will provide CPD for staff, monitor assessments and conduct student interviews to gauge impact.	EEF research suggests that individual instruction has low impact and is expensive. It is more effective to work alongside existing teaching staff.	Line Management and reports to SLT. Student and parent voice.	Teaching and Learning Champion	£3,000 PPD Lead Teacher. The T&L champion delivered CPD which helped to refine practice. Student views were collected and forwarded to staff for consideration.
Students make good progress in English and Maths.	Two lead professionals will be recruited to ensure that English and Maths provision is in place to enable all disadvantaged learners to make expected progress. Students will have a good understanding of their learning needs and next steps in learning. Increase teaching staffing in English and Maths to create additional capacity for work with disadvantaged learners.	Many research sources such as Dylan William's 'Embedded Formative Assessment' and the EEF Toolkit underline the importance of feedback and assessment.	Data drop and intervention analyses. Student and parent voice. Additional English and Maths teaching will be provided to enable Lead Professionals to support students in lessons and to advocate for them.	Lead Professional in English Lead Professional in Maths	£6,000 PPD Lead Professionals £87,460 Extra staffing in English and Maths Results were very positive in Maths and English. 62% achieved a 9-4 in Maths and English (69% in Maths and 79% in English).
Able students will make good progress and will have high aspirations.	Up to 8 students in Years 9 and 10 will be placed on the 'Brilliant Club' programme.	The Brilliant Club programme involves peer tutoring, mastery learning and feedback for the work that they complete with their PhD tutor. All approaches have a high impact according to the EEF Toolkit.	Impact evaluation from the Brilliant Club.	Teaching and Learning Champion	£3,500 (Two groups). The Scholar's programme has been a great success. Our able PPD cohort have

					outperformed students nationally on this course.
Students in Year 11 will narrow the attainment gap in Maths.	One intensive Maths week will be provided for 18 students. There will be four professionals involved during all sessions to provide bespoke, individualised feedback.	The PET-Xi team specialise in peer tutoring, advocacy, metacognition and feedback which are high-impact approaches.	Impact evaluation after the PET-Xi assessments.	Mr Adams and PET-Xi	£15,500 the PET-Xi programme. Overall this was very successful. Students increased their confidence dramatically which contributed to the excellent results.
KS4 students will have access to bespoke curriculum resources which they can use at home.	Each curriculum area will be able to purchase resources which they feel will enhance learning outside of the classroom.	Staff feedback from last year's Google Survey was extremely positive. We will continue to support this approach.	Staff feedback.	Mrs White	£7,000 Students were able to access high-quality revision and course materials from home.
KS4 students will have access to extra-curricular tuition in Year 11 with specialist teachers.	An 11 week programme will address the gaps in learning for all PPD students. Sessions will take place once a week from 3pm to 4pm.	EEF Toolkit suggests that small group and one-to-one tuition has a moderate to high impact.	Impact evaluations from students involved.	Mr Burley/Ms Foster	£5,000 This was particularly effective for students were attending regularly and engaged. Typically the students either met or exceeded

					their target grades.
Personal Development, Behaviour and Well-being					
Students who are underachieving will receive support from tutors and Heads of Year.	Following data capture, Heads of Year will be provided with under-achievers lists. Heads of Year will then instigate the 'Game-changers' programme which will be measure changes in attitude to learning which in turn impacts on progress.	PiXL have advocated this approach and in a trial last year with Year 11 the results showed success.	Results from Game-changers intervention programmes. Reviewed by SLT at HoY meetings.	Mr Burley and Mr Adams	£5,000 for HoY staffing costs to implement and maintain the programme. The programme had a relatively modest impact on progress.
Any student who requires mental health support can access services in school.	Students can be referred of self-refer to our qualified psycho-dynamic counsellor or our Lay Chaplain. Anti-bullying Ambassadors will be recruited and professionally trained to support students disengaged as a result of bullying.	Research from NHS Digital (2016) suggests that young women are the highest risk group for mental health difficulties. These difficulties affect learning and outcomes.	Anonymised student voice responses and questionnaires.	Mrs White and Mrs Rideout	£20,000 Counsellor and Lay Chaplaincy Student voice has been consistently positive about the support received via our counsellor and lay chaplain.
Barriers to learning fund.	Disadvantaged learners who require equipment either at school or at home which is essential to learning can be provided.	Teacher feedback suggest that one of the key obstacles to progress can be a lack of basic equipment which hampers work completion.	Student voice	Mrs White	£2,000 Although not used to capacity, this fund has made a significant difference to individuals.
Students will be able to access enrichment activities, educational	All disadvantaged learners can access subsidies on request. All curriculum	Teacher and student voice for such activities was very compelling last year and has a	Analysis from Enrichment Coordinator and Trips Coordinator.	Mrs White	£8,500 Student and teacher voice

trips and visits and Duke of Edinburgh Award provision.	based trips will be free and there will be a 15% discount on all residential visits.	positive effect on self-esteem and confidence.			evaluations were hugely positive.
All students wear the correct uniform.	We will provide on request an allowance for essential uniform.	Feedback from last year's students was very positive. Students don't feel 'different' in school and don't feel that there is a stigma about disadvantage (according to LA Consultant).	Student and parent voice. QA observation of uniform.	Mrs White	£1,500 There has been a significant improvement in the consistency of uniform this year, which is in part due to this spend.
Students will be able to access subsidised peripatetic Music lessons.	We will provide on request an allowance for Music tuition.	Staff feedback has been positive. Students benefit from developing new talents in an extra-curricular context.	Student, staff and parent voice.	Mrs White	£3,000 Student Voice was extremely positive about the support.
				Total budgeted cost	£168,460