



Pupil Premium Grant (PPG) Evaluation Document for 2015-16

Number of Students eligible for Pupil Premium Grant funding (PPG)	
Total number of students on roll.	836
Total number of students eligible for PPG.	198
Number of students entitled to free school meals in the previous six years (Ever 6 FSM).	133
Number of students who are Looked After Children (LAC).	2
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order.	6
Students recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence (Service Children).	57

From 2015-16 the Pupil Premium Grant available was as follows:

Disadvantaged students	Pupil Premium 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	Pupil Premium per student
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 from 1/9/15- 31/3/16 at St Edmund's was: £151,357

Impact of PP spend for 1st September 2015- 31st August 2016 (RAG rated)

Teaching, Learning and the Curriculum			
Intervention	Intended impact	Intended spend (actual in brackets)	PPI
Literacy support- targeting students in English who are working below age expectations. A qualified teacher will deliver one to one lessons in all year groups focussing on skill and knowledge gaps. Students will be selected by Academic Leader (English) based on progress data.	Accelerate progress in English, develop confidence, to develop independence and access to the curriculum.	£40,000 (£33,236)	Ever 6 FSM AFC LAC
<p>Comment: The examination data from 2016-16 suggests that whilst one to one teacher support may have helped some disadvantaged individuals, it has not helped to narrow the gap in English for the cohort. The expected progress for disadvantaged students was below target this year. EEF and Sutton Trust research suggests that individualised instruction has low impact and is relatively expensive. Students need to benefit from the existing high-quality teaching and intervention strategies in the English department.</p> <p>This approach will not be used in the 2017-17 spending plan.</p>			
Numeracy support- targeting students in maths who are working below age expectations. A trained teacher will deliver one to one lessons with in all year groups focussing on skill and knowledge gaps. Students will be selected by the Academic Leader (Maths) based on progress data.	Accelerate progress in Maths, develop confidence, to develop independence and access to the curriculum.	£40,000 (£33,220)	Ever 6 FSM AFC LAC
<p>Comment: This approach has been used for a number of years. Since 2014, the examination data shows that disadvantaged students in maths do not make enough progress when viewed as a cohort. The gap between non-disadvantaged and disadvantaged students has increased this year. As with the English intervention method, individual instruction does not seem to have made a significant impact which is in line with the EEF and Sutton Trust findings.</p> <p>This approach will not be used in the 2016-17 spending plan.</p>			
Alternative Curriculum- provide external provision as required in exceptional circumstances.	Engage learners or re-engage learners back into education. This promotes positive safe-guarding as well as inclusion and improved attendance in mainstream education.	£7,500 (£7,500)	Ever 6 FSM AFC LAC
<p>Comment: Two PP students with significant behavioural difficulties received an alternative curriculum package. All girls continued to be persistently absent in spite of the curriculum being altered to suit their needs. One girl achieved 6 A*-C (including Cs in English and Catering) and one achieved 3 A*-C (including a C in English).</p> <p>Whilst the results are below target for the girls, it is unlikely that they would have achieved better results through a normal mainstream curriculum.</p> <p>As new behaviour systems embed, we are likely to see a reduced demand for alternative placements- however there is still a need to provide for exceptional circumstances in the 2016-17 spend.</p>			

Intervention	Intended impact	Intended spend (actual in brackets)	PPI
Curriculum Resources- we provide revision materials for home and school use for all subject areas in Key Stages 3 and 4. In addition we provide materials for use in all Technology lessons.	Accelerate progress, develop confidence, to develop independence and access to the curriculum.	£5,000 (£4,017.69)	Ever 6 FSM AFC LAC
<p>Comment: Staff feedback from the Google survey has been extremely positive regarding this method of intervention. Student voice and parent voice has also been positive or neutral with regard to this spend. There have been no negative responses so far.</p> <p>We will be continue this spend in 2016-17.</p>			
Tracking and monitoring of provision and progress using 'Blue Hills software'.	Tracking and monitoring of spending and provision for all PP students.	£1,500 (not spent)	All categories
<p>Comment: A trial version was utilised and found to not be suitable for the needs of the school. Therefore the package was not purchased.</p> <p>There are no plans to purchase in 2016-17.</p>			

Mental health, well-being and inclusion			
Intervention	Intended impact	Intended spend (actual in brackets)	PPI
Counselling- qualified psychodynamic counsellor (two days per week) provides one to one counselling on request. One hour sessions- minimum of 6 weeks. Students can be referred or self-referred.	Positive mental health and well-being. Removing barriers for learning.	£12,500 (£14,800)	All categories
<p>Comment: Student voice has been strong here. This intervention is targeted at services children who need extra support as required, but has also been utilised by other PP students.</p> <p>Research from NHS Digital (2016) suggests that young women are the highest risk group for mental health difficulties. Therefore providing counselling support for vulnerable groups is increasingly necessary.</p>			
Self-esteem and self-confidence mentoring- our Lay Chaplain provides group and individual sessions for students. Students can be referred or self-referred.	Positive mental health and well-being. Removing barriers for learning. Raising aspirations.	£5,000 (£5,000)	All categories
<p>Comment: Student voice has been strong here. This intervention is targeted at services children who need extra support as required, but has also been utilised by other PP students.</p> <p>Research from NHS Digital (2016) suggests that young women are the highest risk group for mental health difficulties. Therefore providing counselling support for vulnerable groups is increasingly necessary.</p>			
Attendance Support- provide additional capacity to address persistently absent students.	Reduce persistent absence and increase overall attendance for the PP cohort.	£0 (£12,200.00)	All categories
<p>Comment: In 2013-14 and 2014-15 the overall attendance for disadvantaged students remained unmoved at 89%. Following our appointment of an additional member of staff with attendance responsibilities the attendance figure for 2015-16 for this group was 92%.</p> <p>The position is now established and provides support for the whole school. However, there is still a gap in attendance between disadvantaged and non-disadvantaged which requires sustained funding.</p>			
Thrive Adolescence Course- behaviour intervention scheme undertaken by Student Achievement Manager for vulnerable students.	Provide specific individual behavioural programmes; removing barriers to learning.	£0 (£1,505.75)	All categories
<p>Comment: Although the programme is going to be useful in the long term, it is too early to see any impact. EEF research suggests that specific behavioural programmes are effective, so it is likely that there will be a long term benefit. This is a 'one-off' spend and will not be in the 2016-17 budget.</p>			

Intervention	Intended impact	Intended spend (actual in brackets)	PPI
Services Champion- termly mentoring with Services students in a small group focussing on health, well-being and academic progress.	Positive mental health and well-being. Removing barriers for learning.	£5,000 (£5,000)	Services
<p>Comment: The services small-group mentoring took place in key stage 3 and showed that the cohort was particularly focussed and engaged with their learning. This is supported by year 11 examination data which showed that the service cohort exceeded expectations. The value-added score was significantly above average at 1030. In addition 85.7% achieved 5 A*-C including English and maths, which is both above target and the overall school figure. Attendance with the services cohort has been consistently above average in all year groups.</p> <p>Clearly our existing pastoral structures and teaching methodologies meet the needs of the services cohort; which is backed up by the results of small-group interviews.</p> <p>Therefore the Services Champion is not required in the 2016-17 spend.</p>			
Advocate for Disadvantaged Learners in Year 11 (intervention added mid-year).	Removing barriers to learning. Behavioural support. In-class advocate. Parental engagement.	£0 (£13,557.07)	FSM Ever-6 AFC LAC
<p>Comment: The Services Champion was given extended hours to support disadvantaged students with behavioural and parental engagement support, which has a strong research backing according to EEF studies. Four Year 11 disadvantaged students who were underachieving (highlighted by the Deputy Head as vulnerable in terms of achieving 5 A*-C including English and maths) were selected for this approach. Their final results were very encouraging: two achieved 10 A*-C including English and maths (EM), one achieved 6 A*-C EM and one achieved 3 A*-C (her target was 4 A-C). The year 10s that were worked with showed similar signs of achievement over a short space of time.</p> <p>We intend to increase our spending in this area in 2016-17 to support all disadvantaged students and to link up with families.</p>			
Year 6 Home Visits- during the summer term a member of the pastoral team will visit parents to assist in making the transition from primary to secondary as smooth as possible and to highlight any barriers to achievement.	Inclusion. Removing barriers to learning. Building positive relationships between home and school.	£2,000 (not spent)	FSM Ever-6 AFC LAC
<p>Comment: Not spent. However additional interviews with year 6 staff took place with a specific focus on disadvantaged learners during transition visits.</p> <p>All students will have additional visits next year, regardless of whether they are PP. Therefore there is no need to add to the 2016-17 spend.</p>			

Intervention	Intended impact	Intended spend (actual in brackets)	PPI
Peripatetic Music Lessons- weekly shared music lesson with qualified music professional.	Positive mental health and well-being, inclusion and raising aspirations.	£5,000 (£5,112.88)	FSM Ever-6 AFC LAC
Comment: Uptake was low. Arts participation activities have been shown to have a low impact on educational achievement according to EEF research, however students and parent voice suggest that the provision has a positive impact on self-esteem and confidence which may in turn affect academic outcomes.			
Uniform- we provide on request an allowance for essential uniform.	Inclusion, attendance, self-esteem	£1,000 (£833.15)	FSM Ever-6 AFC LAC
Comment: Provision of uniform for the disadvantaged has been very well-received by parents, students and staff. Whilst it does not make a difference to educational achievement (according to EEF research) it contributes towards social inclusion and our overall ethos. Anecdotal evidence suggests that attendance has been positively influenced by our uniform spend, with students previously citing a lack of uniform as a barrier to attendance. We will continue this spend in 2016-17.			
Transport costs- we provide transport (a) to support parents with difficulties accessing school events such as parents' evenings and (b) for students requiring alternative education.	Inclusion, attendance, parental involvement.	£4,000 (£1,632.41)	FSM Ever-6 AFC LAC
Comment: Very low take up for parents evening transport. Therefore limited impact. However, when used it has been impactful. Students requiring transport for alternative provision would not have benefitted from off-site curriculum without transport being provided. We will continue with this spend, but reduce the budget allocation to reflect usage this year.			

Aspiration and developing skills for life			
Intervention	Intended impact	Intended spend (actual in brackets)	PPI
Enrichment- we provide on request an allowance for one paid enrichment activity.	Inclusion, attendance, self-esteem, raising aspirations and personal development.	£5,000 (£940.00)	FSM Ever-6 AFC LAC
<p>Comment: EEF evidence suggest that disadvantaged students benefit disproportionately from an extended school day.</p> <p>We will continue to allocate funds for 2016-17 to this area.</p>			
PGL Personal Development residential weekend trip for KS3- we pay in full-inclusive of accommodation, food, transport and equipment.	Self-esteem, raising aspirations, team-building, social skills, removing barriers to achievement.	£7,500 (£5,700)	FSM Ever-6 LAC AFC
<p>Comment: Whilst some students found great value in going on this trip, it is questionable whether such a venture this year actually re-enforced disadvantaged stereotypes. We may look to run an aspirational trip with parents included.</p> <p>To be confirmed for the 2016-17 spend.</p>			
Educational Trips and Visits- we pay in full for curriculum-related trips and visits.	Inclusion, raising attainment through contextual understanding.	£8,000 (£3,889.70)	FSM Ever-6 LAC AFC
<p>Comment: Teacher and student voice responses have been compelling. Educational trips and visits extend learning and offer students the opportunity to deepen knowledge.</p>			
Activities Week- we provide on request an allowance of 10% towards the total cost of paid activities.	Positive mental health and well-being, inclusion and raising aspirations.	£7,000 (£2,882.50)	FSM Ever-6 LAC AFC
<p>Comments: Useful for social inclusion, but minimal effect on learning.</p> <p>Continue but reduce allocation.</p>			
Duke of Edinburgh Award Scheme- we pay the enrolment fee and all expedition costs, inclusive of kit.	Positive mental health and well-being, inclusion and raising aspirations.	£1,000 (£510.00)	FSM Ever-6 LAC AFC
<p>Comments: Useful for social inclusion, but minimal effect on learning.</p> <p>Continue but reduce allocation.</p>			
TOTAL SPEND		£151,537.15	

Overall comment:

Following the 2015-16 results, and having maintained a very similar spending pattern over the past few years, it is obvious that changes are needed to bring about rapid progress with the disadvantaged cohort. Overall progress is significantly below the school average; English progress is below target and maths progress is below the national average.

In short, staffing investment is required for 2016-17 to bring about change. Two management posts: one in English and one in maths are needed to champion teaching and learning for the disadvantaged cohort. One staff member is also required to champion general good teaching practice for disadvantage learners.

A whole school focus on teaching and learning for disadvantaged learners and robust challenge in all department areas by middle and senior management is required throughout 2016-17.

This evaluation has been completed alongside the LA (Local Authority) consultant specialising in the pupil premium; therefore it is robust and verified.