

Pupil Premium 2015 – 2016

This summary document provides the following information:

- A. Background to the Pupil Premium grant
- B. School Position Statement
- C. Pupil Premium Planned Expenditure
- D. Impact

For further information please contact the school.

A. Background

The Pupil Premium was introduced by the Government in April 2011 and is allocated to schools to work with disadvantaged students.

Students eligible for Pupil Premium Funding in 2015 – 2016 :

- Students in years 7 to 11 who received Free School Meals (FSM) or who have done so at any stage in the last 6 years (Ever 6 FSM)
- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order

In addition, pupils in years 7 to 11 recorded as 'Ever 5 Service Child' (a child who has a parent in the Forces or who has had so at any time in the last 5 years) or in receipt of a child pension from the Ministry of Defence, receive Pupil Premium funding.

Pupil Premium funding is allocated to close the gap between 'disadvantaged' students and those in the 'Other' / Never 6 group, i.e. students who have never been in the CLA or FSM group in the last 6 years.

	Funding amounts:
• Students in Years 7 – 11 recorded as currently in receipt of Free School Meals or as ever having been in receipt of FSM in the last 6 years	£935
• Looked After Children (LAC)	£1900
• Children adopted from care after 2005	£1900
• Service children recorded as Ever 5 Service Child or in receipt of a child pension from the MoD	£300

B. Pupil Premium Position Statement

At Wolfreton School and Sixth Form College we have a clear plan to use specific Pupil Premium funding. This plan will be monitored and evaluated regularly and data analysis will ensure that the correct support strategies are identified to maximise progress. Staff will have an opportunity to share best practice strategies that have/are working with the students.

C. Pupil Premium Funding Expenditure (2015 – 2016)

During the Academic Year 2015 – 2016 we were allocated £170,080 of Pupil Premium funds. This was used in a variety of ways to work to narrow the disadvantage gap by addressing inequalities and raise attainment. Funding was used alongside additional school funding to provide extra support and intervention for all students, including students in receipt of free school meals, students who are looked after or students with parents who work for the military.

The estimated allocation for the academic year 2016 – 2017 is expected to be £180 470.

Area of expenditure	Target date / Duration	Lead	Projected cost	Monitoring
Salaried support				
<p>Making Good Progress (MGP) English lessons <i>(Additional teaching staff)</i></p> <p>The English team identify key targets for students to focus on in MGP lessons. A six-week programme focuses closely on these target areas, ending with an assessment of progress. These small group lessons are designed to provide enhanced opportunities for AfL to impact on learning and progress, driven through understanding.</p>	6 week programmes throughout the year.	Lead Teacher English	£ 33 000.00	<p>Programme targets and outcomes.</p> <p>Data Trawls.</p>
<p>Making Good Progress (MGP) Maths lessons <i>(Additional teaching staff)</i></p> <p>The maths team identify key targets for students to focus on in MGP lessons. A six-week programme focuses closely on these focus areas, ending with an assessment of progress. These small group lessons are designed to provide enhanced opportunities for AfL to impact on learning and progress, driven through understanding.</p>	6 week programmes throughout the year.	Lead Teacher Maths	£33 000.00	<p>Programme targets and outcomes.</p> <p>Data Trawls.</p>
<p>Smaller class size in KS4 English and Maths <i>(Additional teaching staff)</i></p> <p>Class sizes in core subjects are for key groups to ensure a focus on individual needs and quality marking and feedback.</p>	Annual provision	DoL English DoL Maths	£22 500.00	<p>Data Trawls.</p> <p>Progress Meetings</p>
<p>Vocational Learning Mentor <i>(Proportion of role / salary)</i></p> <p>This role supports all students studying vocational courses at College (one day in Y10 and one in Y11).</p> <p>Direct intervention, in-class support and mentoring are provided on the remaining 3 days in school.</p>	Continuous throughout the year.	AHT	£3 750.00	<p>Attendance on college days.</p> <p>Progress and completion monitored through Data Trawls.</p>
<p>Senior Pastoral Manager <i>(Proportion or role / salary)</i></p> <p>The Senior PM is responsible for the Pupil Premium Opportunities Fund and for brokering bespoke support, including that which we are able to support through additional funding for LAC students. The Senior PM monitors and evaluates provision for Pupil Premium students, leading the Pastoral Managers, including the Pupil Premium Pastoral Manager, to ensure that individual student's academic, social and emotional needs of students are met and that effective contact is maintained with parents and carers.</p>	Continuous throughout the year.	SPM	£6 300.00	Interim meetings with DHT with Pupil Premium overview.
<p>Pupil Premium Pastoral Manager: KS4 focus <i>(Salary)</i></p> <p>This role is entirely focused on Pupil Premium students. Student's benefit from 1-1 interviews, supplemented by mentoring as required. Interviews identify bespoke needs including both academic and social emotional interests, motivations and needs, which would benefit from support. Support is either brokered by the Pupil Premium Pastoral Manager and funded through the Opportunities Fund, or provided directly, in the case of mentoring.</p>	Two days per week throughout the year, plus additional days as identified needs require.	SPM	£6 700.00	Pastoral Files maintained to ensure a comprehensive overview accessible to identified staff.

<p>Learning Zone Behaviour Support Teaching Assistant (Salary)</p> <p>The Learning Zone facility was introduced for the academic year 2013 – 2014. Pupil Premium students were identified who would benefit from one to one support focused on learning from the Behaviour Support TA. Provision focuses on ensuring identified students learn and make progress, either through support within the Learning Zone, or from one-to-one outreach TA support in lessons.</p>	Daily provision throughout the year.	DHT	£16 500.00	Attendance, behaviour and progress data of cohort monitored.
Identified bespoke support				
<p>Opportunities Fund</p> <p>The Opportunities Fund is provided to allow both bespoke support requirements identified by the Senior PM and Pupil Premium Pastoral Manager, as well as provision agreed through successful faculty bids, to be provided. Typically the Opportunities Fund will support: participation in educational visits; music tuition; the purchase of revision books and revision cards; resources including memory sticks, art resources or cooking ingredients; as well as other bespoke needs.</p>	Annual provision.	SPM	£5 000.00	Interim meetings with DHT with Pupil Premium overview.
<p>LAC Expenditure Linked to PEPs</p> <p>Bespoke support identified for LAC students through PEP meetings which agree allocation of these students additional funding.</p>	As agreed at PEP meetings	SPM	£7 000.00	Feedback prepared for PEP meetings
<p>Learning Support (SEND)</p> <p>Bespoke Learning Support teaching and interventions for identified SEND Pupil Premium students including:</p> <ul style="list-style-type: none"> • Multi-sensory language lessons (both small group and one-to-one) • Functional Maths lessons (one-to-one) • Teaching Children Talking and Numeracy Programme Curriculum Support • Bespoke English lessons • Literacy lessons • Additional funding contribution for Statemented Pupil Premium students <p>Teaching and interventions are planned by the SENCO and delivered by a combination of Learning Support Teachers, HLTA's and Teaching Assistants. Pupil Premium Funding is used to increase staffing to enable this.</p>	Annual provision	SENCO	£14 500.00	SEND progress tracking
<p>ALPS</p> <p>An Alternative Learning Package was identified to be the most appropriate provision to ensure the progression of 2 Y10 students for 2015 – 2016. LA placements are secured to ensure quality of provision.</p>	September 2015 – July 2016.	AHT	£8 400.00	Interim reports from LA link overseen by AHT.
<p>Independent Careers Advisor</p> <p>Independent Careers Advisor time in addition to standard SLA purchased to ensure access to IAG.</p>	Annual provision	AHT	£6 000.00	Progression data.

%5+A*-C inc English & Maths	32	67	35	36	66	30	33	71	38	41	73	32
3 levels of progress - English	44	73	29	63	77	14	63	83	20	67	86	19
4 levels of progress - English	6	32	26	22	36	14	22	36	14	33	46	13
3 levels of progress - Maths	39	72	33	56	64	8	52	77	25	65	82	17
4 levels of progress - Maths	6	21	15	11	22	11	22	32	10	15	39	24
Progress 8										-0.12	0.30	

*2015 methodology for comparison with other years.

Analysis:

Progress measures show that there has been a clear improvement in the performance of the disadvantaged group.

In terms of 5+ A* - C including English and Maths, the proportion of students achieving this measure has increased over a three year period and the gap between those in receipt of the Pupil Premium and 'others' has narrowed. It should be noted that whilst the proportion achieving this measure appears to dip in 2015, this is the result of the change in what counted in the Government Performance Tables. A decision was taken not to adjust the curriculum of the small number of students affected in this group as they were mid-course.

In English, the proportion of students in receipt of the Pupil Premium, who achieved 3 and 4 Levels of Progress, has increased. The gap between those in receipt of the Pupil Premium and 'others' has also decreased since 2015. Where the gap had appeared to increase in 2014, it should be noted that this was as a result of the increase seen in the 'Other' group.

In mathematics, the proportion of students in receipt of the Pupil Premium, who achieved 3 Levels of Progress, has increased. The corresponding gap has decreased. The proportion achieving 4 Levels of Progress dipped in 2016, after an increase in 2015. This is an area of focus for 2017.

Value Added Trends

Value Added	2014		2015		2016	
	Cohort	School	Cohort	School	Cohort	School*
Overall						
Disadvantaged	26	954.3	25	977.8	27	993.4
Other	237	983.0	225	996.6	232	1022.7
English						
Disadvantaged	26	999.3	25	1000.6	25	1001.8
Other	237	1000.7	225	1001.7	230	1004.3
Mathematics						
Disadvantaged	26	998.4	25	999.1	25	999.2
Other	237	997.9	225	1000.5	230	1002.5
Science						
Disadvantaged	18	1000.4	20	998.9	23	999.4
Other	197	998.9	224	998.5	226	1000.0
Languages						
Disadvantaged	9	997.9	8	1001.7	12	993.7
Other	146	999.3	160	998.0	186	997.6
Humanities						
Disadvantaged	15	996.5	12	1002.8	23	1001.8
Other	181	1000.7	207	1003.5	226	1003.7

* Pending validated RAISEonline data (Expected Spring 2017)

Analysis:

In terms of Value Added measures, improvements can be seen in the Disadvantaged group.

- A 3 year improvement in the VA score is seen overall (i.e. Capped 8+ EM VA), in English and in mathematics
- A 2 year improvement is seen in science
- The Humanities VA score has improved since 2014, however dipped in 2015. The increased numbers studying a Humanities subject from 2015 to 2016 should be noted (the result of planned curriculum change), as well as the VA score for the disadvantaged group remaining over 1000.
- The Languages VA score has declined. While there was a marginally increased cohort, this is identified as an area for improvement.