

Evaluation - Pupil Premium Allocation 2014-15

	Total cost (£)	PP Expenditure (£)	Evaluation
<p>Additional staffing: Core subjects (English, Maths and Science) to enable smaller classes and additional core subject teaching</p> <p style="padding-left: 40px;">Student support Dyslexia teacher 1:1 Literacy and numeracy support Accelerated Reading programme Learning mentor/ Student counselling</p> <p>School based Attendance Officer Additional Mathematics support Student support - Teaching Assistants</p>	<p>139,330</p> <p>36,200 47,397 6,000 45,010 47,883</p> <p>65,525 124,167</p>	<p>90,565</p> <p>23,530 30,808 3,900 36,008 31,124</p> <p>52,420 108,964</p>	<p>Smaller classes Maintaining nurture classes in year 8 and 9 has not led to high numbers of students achieving 5 A*-C grades including English and Maths by the end of year 11. On average, 33% or less of nurture students achieved a range of qualifications. Following a curriculum review, it was decided that the nurture classes would be removed in year 8 & 9. To support students development further, more teaching time for smaller Extra English & Extra Maths classes has been timetabled for GCSE students with low prior attainment, level 3/4c, (commencing September 2015).</p> <p>Student Support Data from RAISE indicates that students coming in to the school on a Level 3 for English make good progress by the time they complete year 11. Dyslexia withdrawal lessons and one to one withdrawal support benefitted 40 students across key stage three and four. The accelerated reader programme supported 230 students with an average increase of 4 months in reading age for low prior attainment groups. Counselling services were utilised to support a significant number of students with change, loss and challenging circumstances . With the non-replacement of a Learning Mentor who moved onto a difference role in the school, teaching assistants played a critical part in mentoring students.</p> <p>Attendance officer Attendance remained at 96% for the academic year 2015/2016, above the national average. First day absence follow up remains a priority.</p>
<p>Additional curriculum resources GCSE revision guides for Y11 (English, Maths and Science) Additional on line resources for Y10 and 11</p>	<p>2,300 1,550</p>	<p>1,495 1,000</p>	<p>Additional resources All students in year 11 were provided with additional resources in English and Maths. In 2015, 72% of students made 3 levels of progress in English and in Maths it was 55%.</p>

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Curriculum enrichment:			
Specialist schools (additional costs) Friday Enrichment Programme Junior Academy (after-school programme) Saturday School	70,100 49,555 28,520 56,200	45,565 32,211 18,538 44,960	<p>Specialist Schools Although an innovative and unique aspect of the school key stage three curriculum for some years, the review of the provision highlighted an issue between curriculum time and student outcomes in the majority of the 7 subjects. This has been addressed through a change in the curriculum structure, options embedded in year 9 and a broad, balanced curriculum for all from year 7.</p> <p>Friday Enrichment/Junior Academy The Friday early closure model did not benefit the whole school with the majority choosing to leave the school site at 1.30pm. This, along with the after school club programme 'junior academy', has been reviewed and it is agreed that there will be daily enrichment on offer from September 2015 between 3.30pm-5.00pm.</p> <p>Saturday School Saturday classes, including detentions were run weekly. Key groups, such as Year 9 students with a level 3 in English in KS2, benefitted from targeted literacy teaching. 87% of these students achieved a 'good' or higher for progress in their summer report. The mathematics department ran targeted classes to further develop mathematical knowledge and skills. 63 students benefitted Other recreational activities such as basketball and football training had a 90% uptake throughout the year.</p>
Additional classes/revision programmes:			
Autumn Half-term 2014 Spring Half-Term 2015 Easter 2015	3,900 3,900 7,700	3,120 3,120 6,160	<p>Additional Classes The additional lessons, controlled assessment time and revision classes saw an average of 85% attendance. These intervention sessions provided invaluable additional learning support for students and are an important part of our provision. It is imperative that all students, regardless of starting point, have access to extended teaching time with a focus on exam preparation.</p>

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School trips and journeys:	82,500	55,500	<p>School trips and journeys</p> <p>Part of the curriculum provision are trips, part funded by the school, to the following destinations to ensure a rich diet of learning in action for all students in key stage three:</p> <ul style="list-style-type: none"> • Paris in year 7 (139 students attended) • Ypres in year 8 (113 students attended) • Aberdovey, Wales in Year 9 (136 students attended) <p>These opportunities provide students to practise their language skills, see the aftermath of War and an appreciation for the outdoors and a range of new skills including risk, challenge and battling the elements.</p>
<p>Miscellaneous:</p> <ul style="list-style-type: none"> • The Access Project (raising attainment in Y11 and improving access to Russell Group Universities) • Lexia reading (Y7-9) • Toe by Toe • Pixl Club membership <p>Still to be allocated</p>	<p>44,500</p> <p>6,000</p> <p>2,500</p> <p>3,600</p>	<p>28,550</p> <p>3,900</p> <p>1,625</p> <p>2,340</p> <p>7,592</p>	<p>Miscellaneous</p> <p>The Access Project continued to support students with access to tutoring and preparation for university interviews. 25 students, in each year, in KS4 and KS5 receive additional tutoring from 'Russel Group' university graduates.</p> <p>30 students, with a reading age of 9 or lower, received reading intervention through Lexia and Toe by Toe. This led to an average of a 6 month increase in reading age for 22/30 of participants.</p> <p>The PIXL club membership was beneficial in terms of providing updates re: changes to exams, government policy etc. However, as the majority of information is now readily available and department leads were not utilising the tools as per previous years, the membership was cancelled for the year 2015-2016.</p>
Total		632,995	

Progress and Raw outcomes - 3 year trend data

Closing the gap	2012		2013		2014	
	Cohort	School	Cohort	School	Cohort	School
Value Added Disadvantaged pupils	100	1023.1	111	1036.2	96	1013.9
Other pupils	59	1036.1	46	1028.5	38	1033.2

	2012		2013		2014	
	Cohort	School %	Cohort	School %	Cohort	School %
5 A-C including English and Maths						
Disadvantaged pupils	100	52	111	59	96	44
Other pupils	59	63	46	76	38	47
Within school gap		-11		-17		-3