

## Pupil Premium Report

Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils in order to close the gap between them and their peers.

It is paid to schools according to how many pupils have been eligible for FSM (free school meals) in the last 6 years or have been in care for more than 6 months.

In the 2014 to 2015 financial year, pupil premium funding has increased to £935 for each eligible secondary-aged student. We average 19% of our school population in years 7 – 11 as FSM. We recognise that FSM is just one indicator of ‘disadvantage’ and therefore take every opportunity to broaden the group of students who will benefit from the funding and resources it brings. Whilst ensuring that individuals are supported in accessing the range of opportunities and experiences we offer and that they are making good progress, we ensure value for money by enabling a wider group of students to access relevant interventions and opportunities.

	2012/13		2013/14		2014/15 (Pred May 15)	
Total Y11 Cohort	222		219		222	
No. of students who are FSM	74		88		72	
% 5 A-C Eng/Ma – FSM	55		32		36	
% 5 A-C Eng/Ma - Non FSM	68		46		59	
	En	Ma	En	Ma	En	Ma
% 3+ Levels progress – FSM (Expected Progress)	70	62	57	43	86	55
% 3+ Levels progress - Non FSM (Expected Progress)	79	71	73	62	86	73
% 4+ Levels Progress - FSM (Expected Progress)	32	20	21	17	42	28
% 4+ Levels Progress - Non FSM (Expected Progress)	29	32	28	25	34	32
% Attendance - FSM	93.7				93.6	
% Attendance – Non FSM	95.7				95.8	

All data for 2012/13 from Raiseonline 2013, validated 27.3.2014 – FSM Eligible

All data for 2013/14 from EPAS (Progress: VA24PLM, attainment: GGI) – FSM6

All data for 2014/15 from TCOL 8/5/2015 data collection – Current Deprivation Premium (Ever6) 2014/15

The improvement in outcomes for FSM students continues to be a challenge; 'disadvantage' means different things to different people and can manifest itself in a huge variety of ways. Generally we use the pupil premium to support individuals and groups in a variety of ways.

**Staffing:** Small group intervention e.g. literacy, numeracy, life skills, social communication, nurture group; 1:1 tutoring and support; alternative provision e.g. outdoor education; Learning Mentors; enrichment e.g. music lessons, sports coaching.

**Curriculum Support:** We fund some students uniform, revision guides, scientific calculators, dictionaries, maths equipment, ingredients/resources for Technology lessons and cost of trips and visits e.g. Where an activity or trip is deemed to 'benefit' a student, the College will generally pay up to 75% - there is always discretion here and at times we would pay the full amount. This includes residential trips, field trips and theatre visits. We have bought football boots and running spikes for those who have an interest they are pursuing in and out of College.

We will also be looking to subsidise the leasing or purchasing agreements around the BOYD programme (Bring Your Own Device) and the leasing of the lockers.

We subsidise or fully fund instrumental lessons in College. We also use this money to support 1:1 or small group tuition e.g. additional literacy or numeracy support/intervention.

**Work Experience:** In the last few years, work experience has become too expensive for some schools to offer. However, we have made some adjustments such as reducing the time to one week. We charge parents who can afford to pay but also support those students who are FSM/LAC by paying the cost of the placement (this is the risk assessment and admin charged by LEBC).

**Food:** We have in the past allowed students to spend more in the canteen than the £2.05 allowance from the free school meals. If tutors felt students were not eating sufficiently, we are able to extend the amount available to spend in the canteen.

**SMSC:** Funding for food, to supplement FSM allowance; provision of uniform, including sports equipment; travel expenses i.e. weekly/monthly bus tickets; provision of lockers.

We believe pupils will make greatest progress when they are happy and safe. There are a number of students who travel from the other side of the city and need to catch 2 buses. We support with bus passes. We know pupils do not like to be 'different' with regard to uniform and we support families to ensure uniform is appropriate - reducing the risk of non-attendance. We also recognise that the FSM allowance of £2.05 per day is insufficient to feed young and growing children and we therefore top up their allowance.

A new initiative this year, having settled in to our new building and hub structure, has been to encourage all students, but especially those from disadvantaged backgrounds, to stay beyond the fifth lesson. We have piloted a number of different approaches in each of the hubs, such as a points system with a reward trip for those who stay beyond 3.10pm and participate in Maths and ICT activities; art clubs and visiting artists in ADT; additional sports clubs and drama groups from PE and Expressive Arts. These approaches have resulted in a significant increase in participation in after school activities from students of all year groups.

Finally, this year we have supported individual students through our BYOD programme, whereby FSM students are receiving a significantly higher subsidiary to allow them to own their own iPad or

similar device. This will encourage pupils to develop their independent learning skills both in college and beyond.

Parents who are experiencing difficulties or who are interested in any of the activities and support should contact their child's tutor in the first instance.

### Current Students (Pupil Premium) – May 2015

	English				Maths				Science			
	%3+		%4+		%3+		%4+		%3+		%4+	
	PP	NPP	PP	NPP	PP	NPP	PP	NPP	PP	NPP	PP	NPP
Year 7	97	99	44	37	100	100	38	37	100	100	53	52
Year 8	95	94	28	35	99	98	29	28	95	100	50	50
Year 9	98	94	31	33	95	98	22	39	95	97	23	31
Year 10	76	91	23	38	77	87	18	26	70	77	20	22
Year 11	86	86	42	34	55	73	28	32	48	55	17	13

### Report on Spending of the Pupil Premium

Pupil Premium 2014-15	
Number of Students Eligible	412
Amount Received per Student	£935
Total PP Received	£385,700

Key Expenditure		
One to One Support	Maths	£17,396
	English	£10,605
TA Support		£26,986
Targeted Intervention	P6 Sessions, Taiko Drumming, Environmental Education Programme	£21,719
Trips / Visits / Enrichment	Curriculum visits, Sporting Events, Nepal, language Trips, Music Lessons, Theatre visits	£24,762
Ipad and Equipment Subsidy	Incl. Maths Equipment, Revision Guides, Sports Equipment, Uniform	£7,498
Counselling		£14,433
Mentoring		£27,035
FSM Top Up		£3,629

Transport		£3,626
Additional Expenditure	e.g. Rewards	£3,019
<b>Total</b>		<b>£160,708</b>

### The Four Key Objectives:

1. Transition: to improve transition outcomes for PP\* students to bring attainment in line with expected levels of progress
2. Literacy: to establish a reading scheme to improve the reading age of students whose reading age is below national average
3. Engagement: to improve curriculum engagement and academic achievement for PP and CLA students
4. Attendance: to implement strategies addressing the attendance gap between for PP and CLA and non PP students

### KS3 Interventions:

#### Early Bird Reading intervention

87.5 % of the cohort made the minimum progress of +6months with the average being +2 years (29 months) progress as a result of the intervention.

#### Catch-Up Premium (£18500) and additional Literacy

- 82.75% of the cohort made the minimum of +3 months progress with the average being +2 years (26 months) progress as a result of the intervention.
- Catch – Up Premium was used to fund Lexia reading Support for students below 4c and also LSA before school support for below 4c Numeracy students.
- Enabled 3 additional literacy and numeracy groups to be created and staffed.

#### Summer School, Numeracy & Literacy intervention

English 60% of the cohort receiving intervention made 2+ LoP in year 7 in comparison to 43% achieving 2+LoP by those who did not attend the interventions.

Maths 53% of the cohort receiving intervention made 2+LoP in year 7 in comparison to 50% achieving 2+LoP by those who did not attend intervention (numeracy focus to 2015 -2016 ppp).