

Pupil Premium Update 2015-16

We have had 246 (including six LAC) pupils eligible for Pupil Premium (PPM) in this academic year which equates to £239,510 for this pupil cohort. Funding for each pupil is £935 with £1900 for each Looked After Child. However, PPM is not funded per academic year, but is based on census returns that took place in January; last year's figures for funding were for 251 pupils (including five LAC). Funding has arrived this year in four lots of £51,952 in October 2015, January, April and July 2016.

Year Group	Total Pupils	PP Female	PP Male	PP Total	PP %
New intake	116	22	24	46	40
7	120	30	24	54	45
8	120	20	25	45	38
9	118	27	29	56	48
10	129	23	22	45	35
11	119	25	26	51	43
Total	606	125	126	251	41

The overall percentage of disadvantaged pupils is 41% with the largest cohort in Year 9 with 48% of pupils in the year group eligible for PPM funding and the smallest cohort is found in Year 10 with 35% of disadvantaged pupils. Key funding has been focused on staffing, with Year 7 established as a six form entry. As a result of this teaching groups for Year 7 have been smaller, however extra staffing in core subjects has been provided for all year groups. Teaching Assistant support has been increased and a Pupil Support post, School Counsellor and part of the Community Liaison post have been funded.

Funding Allocation 2015/16

Focus	Amount
Teaching Staff	£50,000
Intervention	£15,000
Behaviour Team	£15,000
Community Liaison	£35,000
TA	£15,000
Counsellor	£10,000
Rewards/Pastoral	£2,000
Staff Training	£1,000
SEN	£2,000
IT laptops/software/Licences	£4,000

Breakfast Club	£5,000
Library/Careers - Prospects	£2,000
Alternative Provision/Skills/College	£10,000
COPE	£1,000
Trip Subsidies	£2,000
Residential	£15,000
Music Tuition	£4,000
Attendance, Attendance Officer	£12,000
Exams/Revision Guides/Access arrangements	£5,000
Admin staff/general	£7,000
Uniform	£1,000
Total	£213,000
Remaining	£26,510

Examples of areas of focus outside of the classroom include:

- Counselling – A young people’s mental health and family counsellor is employed. As well as three members of the Student Support Team with full training in a range of issues such as emotional literacy, social skills and raising self-esteem that affect young people and provide a barrier to their learning.
- Enhanced Curriculum/Enrichment – opportunities that include out of hours learning involving sporting, cultural, music lessons, residential opportunities, careers based activities and visits. Such as Loughborough College L1 courses and taster sessions to help sign-post pupils for Post 16 destinations.
- Breakfast Club – a free daily breakfast club provides a healthy start for between 40-60 young people each day, with more involved during exam time.
- Work with PPM families – include an extra home/school community support worker. ESOL, maths, sewing, yoga, swimming and Zumba classes encourage the most vulnerable parents to improve their skills, confidence and engagement in their child’s learning. Parenting classes, coffee and drop in and one to one sessions incorporating school issues and advice on Options, GCSE, SEN provision, attendance, internet safety and home visits.

Progress and Pupil Premium

Pupil cohorts, including PPM, are identified on the school’s tracking system and their progress is monitored to ensure progress and to help target key interventions. The school provides a wide range of interventions for all its pupils and these interventions are then rigorously evaluated. Awareness of PPM status is high amongst staff and disadvantaged pupils are identified on seating plans and are a key focus of departmental discussion.

On-going assessments are used to track the progress of the pupils receiving interventions. For an intervention to be seen as successful, the school expects to see sustained academic progress. This runs alongside feedback on qualitative outcomes such as improvements in pupils’ attitudes, behaviour and confidence which are gathered as appropriate.

Both data and in-depth knowledge of families are used to identify under-achievement and to facilitate a quick response. Many interventions are highly personalised and meet the needs of many of our most vulnerable pupils. Just over 62% of our PPM cohort for example have had counselling sessions this year. Just under 48% have been seen by our school nurse and 90% have had more than one targeted intervention.

PPM funding has been invested in building staff capacity to enable teaching groups in core subjects to be smaller with focused support where possible. A strong in-house pupil support team including a new home school family worker, are in place to manage a range of interventions and family support. The effectiveness of this generous staffing, to allow for smaller groups of students, is reflected in sustained progress and improved attendance. A teacher student ratio which enhances student outcomes is a priority to enable every student to have the opportunity to develop their skills and learning capabilities.

Overview of Progress

In Year 11 Progress 8 scores are used based on 2015 Progress 8 results nationally.

In Years 7-10 however, Progress scores are given based on average progress across all subjects. We use a School Progress measure as being the difference between Minimum Tracking Grades based on KS2 prior attainment in English and Maths and the current grade achieved. The Minimum Tracking Grades are set as positively as possible.

Disadvantaged pupils have positive average progress scores in all year groups, with the exception of Year 10, where the progress score for disadvantaged pupils is -0.23. Year 9 disadvantaged pupils are currently making more progress than other pupils.

Key Stage 4

Year 11

Disadvantaged pupils have performed well at GCSE. Attainment 8 for this group is 43.59 compared to 41.67 in 2015 and 28.94 nationally. Progress 8 (unverified), but compared to 2015 validated data is -0.02 compared to -0.36 nationally with a progress gap of 0.16 for our disadvantaged pupils compared to a progress gap of 0.49 nationally. Our disadvantaged pupils have also outperformed the national statistics in the English Baccalaureate subjects with 22% achieving the English Baccalaureate measure compared to 11% nationally. In English the progress of disadvantaged pupils has gone from a negative progress score in 2015 to a positive one in 2016 with the progress gap between disadvantaged and non-disadvantaged closing to 0.08 in 2016 compared to 0.34 in 2015. Again this is considerably better than the national gap of 0.37. In Maths the progress score for disadvantaged pupils is -0.26 which fell from last year, however it is still better than the national score of -0.31. The gap of 0.27 between disadvantaged and non-disadvantaged remains the same despite Maths progress falling slightly overall for all pupils.

The average Attainment 8 gap between disadvantaged and non-disadvantage pupils is 10.57 compared to the national gap for 2015 of 12.52.

41% of our disadvantaged pupils got 5 GCSEs A*-C including Maths and English compared to 36% nationally, a 6% improvement on our 2015 figure. 47% of our disadvantaged pupils got both Maths and English GCSEs A*-C compared to 38% nationally, an 8% improvement on 2015.

Year 10

In Year 10 there is a progress gap between disadvantaged pupils and other pupils of just over a quarter of a grade and disadvantaged pupils have positive average progress scores in Core Science, Triple Science, Citizenship, ICT and Art and Textiles. 31% of disadvantaged pupils are predicted to achieve the English Baccalaureate compared to the 2015 national figure of 11%.

Year 9

In Year 9 disadvantaged pupils are making more progress than other students, with a positive average progress score of 0.26 compared to a progress score of 0.15 for non-disadvantaged pupils. These positive average progress scores can be seen in all subjects. The average attainment score for all pupils is 5.25 and disadvantaged pupils match this score.

Year 8

In Year 8 disadvantaged pupils have a positive average progress score of 0.17 and the progress gap between disadvantaged and non-disadvantaged pupils is a tenth of a grade. This can be seen in all subjects with the exception of English and MFL where the average progress score is slightly below expected outcomes, English is -0.08 and Humanities is -0.03. The average attainment score for all pupils is 5.50 and disadvantaged pupils match this score.

Year 7

In Year 7 disadvantaged pupils have a positive average progress score of 0.22, with positive progress scores in all subjects except MFL and Maths where the average progress score is slightly below expected outcomes, MFL is -0.06 and Maths -0.03. The average attainment score for all pupils is 5.36 and disadvantaged pupils match this score.

Overview of Attendance

The absence rate of disadvantaged pupils has continued to improve with a significant improvement since last year (4%) compared to (6.8%) which is half the national figure of 8.5% and compares favourably with the whole school absence rate of 3.9%.

Out of the five LAC on role three have attendance rates of 100% and two of 98%.

The percentage of disadvantaged pupils who are persistently absent is more than half that of the national average 5% compared to 11.2% nationally. This is also a significant improvement from last year (10.1%).

Targeting PPM pupils to ensure positive attendance has been a key focus. The use of ongoing data analysis, individual attendance meetings with pupil mentors, family focus meetings and rewards for excellent, sustained and improved attendance has made a substantial difference to PPM attendance rates and so progress.

Careers Education and Guidance

Disadvantaged pupils are a key priority within the school as it is recognised that they have an even greater need to access high quality CEIAG and PPM funding is used to ensure access to a range of opportunities and skills in both KS3 and KS4. This is detailed in the summary sections below.

Summary of Interventions

Year 7

PPM funding for Year 7 has been focused on staffing, enabling smaller groups for core subjects to be created and linking areas of the curriculum that can support key literacy and numeracy skills. This has seen a positive return for PPM pupils who are making more than estimated progress.

Targeted support for key pupils in terms of one to one and small group work has also seen pupils make sustained progress, with all pupils making substantial improvements in reading and spelling scores including pupils on a targeted reading scheme Fresh Start and Go4Reading scheme.

The need to boost out of school opportunities for the PPM cohort has seen a group of pupils visiting De Montford University on a problem solving day and the chance for 15 pupils to visit the Ministry of Science in Birmingham so enhancing their CAEG opportunities.

Seven pupils have benefited from targeted work with the 20/20 Love for Life and Mentoring project building confidence and addressing home issues that affect their learning and 10 have taken part in taster sessions for a Friendship group with help in developing key skills and strategies for establishing and sustaining relationships. Over 60 counselling sessions have been accessed with the most frequently presented problems being anxiety and anger centred around family dynamics and difficult family situations. This has included targeted grief and bereavement counselling.

A homework club for SEN and EAL pupils to develop basic skills and independence in learning, a high percentage of which has been PPM pupils, has also been very positive. Taught by specialist members of staff, pupils have all reached minimum expected progress and some have made more than expected progress in core subjects as a result, as well as gaining confidence when tackling homework tasks across all subject areas.

A number of personalised interventions for Year 7 have included a Music Project, Living without Abuse, Worth It Young Carers' Support group and Anger Management sessions.

Year 8

Weekly one to one targeted literacy and numeracy sessions for key PPM pupils who have below average levels in English and Maths, has seen sustained progress. In English and Maths all pupils targeted have achieved a positive average progress score between 0.12 and 0.14. A focused homework club for these pupils has also allowed them to reach their targets in foundation subjects.

PPM funding in Year 8 has allowed 25 pupils to take part in a residential, team building and outdoor pursuits experience, providing the opportunity to broaden pupils' extra-curricular experiences.

Pupil well-being sessions have included courses for PPM pupils with attachment issues and mindfulness sessions and several pupils have had 20/20 mentoring (this is a group who work with disadvantaged young people to help develop self-belief, motivation whilst achieving academic success and learning work ready skills). PPM pupils have accessed more than 60 sessions with the counsellor with relationships, anger and anxiety being the most common of issues. Other sessions have included a Hair and Beauty course for three pupils and Forest Schools for five pupils. All pupils showed an improvement in behaviour and attitude as a result of these courses, with fewer behaviour incident reports and improved attendance being recorded.

Fifteen pupils who are on the autistic spectrum or who have issues with personal interaction and communication have continued weekly Friendship group sessions. These have been run by members of the SEN department who have specialist training in developing key skills and strategies to enable pupils to gain confidence in everyday school life. Evaluation has seen a fall in the number of behaviour incidents for key pupils, both in lessons, at break and lunchtimes and they are more able to manage social interactions particularly in unstructured situations. This group has had several pupils from the PPM cohort.

Pupils have had a range of CAEG focused sessions including a STEM project with the Great Central Railway with a practical emphasis on engineering as a career path, a visit to East Midlands Airport to look at how a key company has many career paths available, a Loughborough University 'Where does English and Maths take me' day, looking at how core subjects fit into a range of career paths and two further widening participation University experience days at Loughborough and De Montfort universities. The criteria for these visits includes being part of the PPM cohort. Pupils have also taken part in an Enterprise Champions Learn to Earn session again giving CAEG opportunities.

Further university input has come in the form of a Loughborough University Mentors' programme set up to provide positive role models for young people and offering encouragement and support in their learning and career aspirations. All twelve young people who were given university mentors were from the PPM cohort.

Year 9

Intervention for Year 9 has also focused on preparation for GCSE with all PPM students being given revision guides in core subjects.

Twelve of the lower attaining PPM students have attended a targeted homework club and one to one English and Maths sessions, enabling them to have focused support on completing homework tasks and reinforcing basic literacy and numeracy skills. All pupils have seen their confidence and organisation improve. They have also managed in six cases to exceed their end of key stage average progress scores in English and Maths, and for the rest of the group to reach their Minimum Tracking Grade.

CAEG has also been a key area with visits to De Montfort and Loughborough Universities to take part in a visual CV day and two university experience days with key opportunities in different department areas including Maths, English, Engineering and Sport Science.

All PPM pupils have had an extra day from our Level 6 Prospects Careers professional to discuss options and future career choices, either one to one or in small groups.

All PPM pupils have taken part in a series of visits and workshops with local businesses exploring the link between school subjects, skills and the world of work. This has included an Enterprise Challenge to raise as much money as possible for £10. Four out of five of the enterprise leaders for the challenge were high performing PPM pupils.

Twenty-eight pupils (over half of whom were PPM) were given the opportunity to visit Barcelona to encourage able linguists currently studying MFL to benefit from a language/cultural visit before taking their studies on to GCSE.

Year 9 PPM pupils have been given many opportunities to support their well-being with 20/20 sessions for eight pupils, over 120 sessions were accessed with the school counsellor focusing on friendships, family relationships and self-harming behaviours. Four pupils have had focused grief and bereavement counselling. Other sessions include Young Carers support, a music project, a horse care course, hair and beauty and work with the Bridge (a mediation service that works with families).

Key Stage 4

Year 10

Intervention for Year 10 has focused on supporting the GCSE curriculum. All PPM pupils have been given revision guides in core subjects. Five pupils currently studying Spanish have been supported to go on a visit to Barcelona. Pupils have had key equipment and resources for practical subjects bought for them such as materials for Textiles GCSE.

CAEG focus has included a variety of opportunities for pupils to think about their next steps after GCSE. All PPM pupils have had a day with our Level 6 Prospects Careers professional in the summer term to review their GCSE choices and progress in relation to their Post 16 pathways. All PPM students have had Leicester Cares interviews with CV writing and a formal interview as a key component; visits to Caterpillar, Leicester University Botanical Gardens, 3M, a Careers in the National Health Service event and an engineering day at Leicester College have also taken place, with PPM pupils being given priority where possible.

Other events have also offered important career guidance, with visits for all pupils to the King Power Stadium Careers Fair to allow pupils to look at targeted post 16 opportunities.

There has been a focus on a range of projects to encourage higher aspirations through improving motivation and self-esteem. Seven students have taken part in the Worth It project with Limehurst being a hub for the sessions. These have had an impact on attendance and emotional stability for some very complex and vulnerable PPM pupils. There have also been a range of highly personalised interventions organised to address a range of issues such as mental health, domestic violence, self-

harm and bereavement. Nearly 80 sessions have been accessed with the school counsellor with relationships with parents and friends and social anxiety being key areas raised.

Parents' sessions focused on components of GCSE, such as preparation for exams and attendance, as well as behaviour and general well-being have also taken place.

Four most able PPM students have visited an Oxbridge event, with Oxford and Cambridge colleges providing help and advice for future aspirational choices.

Five PPM pupils are taking part in the Aim Award with personal programmes designed to develop job specific skills, independent living and support English and Maths.

A further eight PPM pupils have set up businesses, sold shares, manufactured, marketed and sold products at the Highcross Shopping Centre in Leicester as part of an Enterprise Project.

Other opportunities have included a successful Duke of Edinburgh Bronze Award group with twenty PPM pupils about to complete the award.

Year 11

Intervention has focused on supporting the GCSE curriculum. All PPM students have been given revision guides and where appropriate text books in all subjects. Pupils have had key equipment and resources for practical subjects bought for them such as materials for Textiles GCSE.

Twenty-two pupils were given academic mentors to help focus, motivate, encourage and set learning targets for GCSE success. Of these 12 were from the PPM cohort. 42% of these students achieved 5 or more A*- C GCSEs including English and Maths and 42% achieved positive Progress 8 scores compared to 40% of non-disadvantaged pupils. 25% achieved the English Baccalaureate award.

CAEG has been an important focus with destination work taking place for all pupils. College courses, Apprenticeships, Sixth Form sessions and interviews have taken place. PPM students have been supported in their choices with interviews and advice from profession careers' advisors through Prospects (our Careers' service provider). All pupils visited the Leicestershire Skills show to reinforce post 16 options and took part in an employability morning at a local college. Visits from different employment sectors have added to the opportunities offered for all pupils, with targeted support for PPM students. All Year 11 pupils currently have post 16 provision and none are NEET.

Our most able PPM pupils have attended an Oxbridge event, with Oxford and Cambridge colleges providing help and advice for future aspirational choices. Other opportunities have included Bridge to Work workshops at Loughborough College with targeted sessions including interview techniques, CV writing and taster events in a variety of subject areas and weekly video conferencing sessions with prospective employers with the chance to ask questions concerning career pathways. This has proved to be very successful for pupils looking at apprenticeship pathways and post 16 courses and were accessed by twelve PPM pupils.

Fifty pupils were given the opportunity to take part in the National Citizenship Service, over half of which were from the PPM cohort and have gone on to take part in a range of opportunities to boost their life skills, work skills and all round confidence, leadership, motivation and self-awareness.

Most successful focus for PPM spending

Marking and Feedback

Whole school work on marking and feedback to pupils has been and remains a key focus. This fits well with the Sutton Trust EEF research on the importance of using feedback to set complex or challenging tasks and goals and emphasising the importance of effort and perseverance. All departments have Performance Management targets linked to marking and feedback as a key way of improving pupil performance and this has particular significance for disadvantaged pupils who need to move their progress forward at a faster and challenging rate. All seating plans identify disadvantaged pupils and they are prioritised where possible in terms of speed of feedback and key challenge lists for cohorts and individuals have to address ways in which marking and feedback is an important tool to address inequality of progress. Departmental marking trawls and discussion as well as whole school INSET has been used to improve skills in this area and monitor and evaluate impact.

Teaching and Learning

The extra staffing in Year 7 to form six teaching groups instead of five and to enhance the pupil support team has had an important impact on progress. The smaller groups have shown that all pupils have settled into secondary school more quickly and so get on with their learning at a sustained rate. End of year data shows Year 7 disadvantaged pupils have a positive average progress score of 0.22, this is only a 0.03 difference to that of non-disadvantaged pupils. This has been shown in Year 8 and 9 to be ongoing with disadvantaged pupils making sustained progress.

Targeted high quality literacy work through Fresh Start has also been shown to be a worthwhile investment. The need to catch up any disadvantaged pupils who start secondary school well below the expected averages is clear and the use of highly trained staff has shown great results that will allow the gap for these key pupils to be closed as quickly as possible.

CAEG

The need for high quality CAEG is a priority within the school for our disadvantaged pupils and it is clear that funding spent on ensuring that this takes place is substantiated by the positive destination data of our last Year 11 cohort and the choices in place for the next one.

All of our 2014-15 cohort are in work, training or education, this includes all of our PPM cohort. High aspirations and targeted opportunities start in our transition work with our feeder primary schools and continues throughout KS3 and KS4.

Well-being

Improvements to attendance and progress for PPM pupils can be directly linked to the work of supporting their individual and family situations. Access to a range of targeted interventions such as the school counsellor, 20/20 project, Worth It and attendance mentors and rewards have seen huge

impact on individual motivation, confidence, coping strategies, behaviour, attendance and therefore progress.

The breakfast club has had substantial impact with between 40-60 pupils accessing the club throughout the week. This has allowed key pupils to be targeted. They can be fed, uniform sorted and home issues that could lead to problems are dealt with before learning takes place. Key pupils have shown a huge improvement in progress because of fewer behaviour, disruptive issues or improved concentration and social confidence.

PPM funding has been invested in building staff capacity in the pupil support team including a new home school family worker. This has had a huge impact in reaching our vulnerable families enabling a full programme of education and support to be put in place that greatly enhances the life chances of our disadvantaged pupils.

Less successful focus for PPM funding

Although the need for opportunities for pupils to experience foreign travel, particularly when visiting a country where they are studying the language, is clearly documented, it is an expensive one-off experience. To enable PPM pupils to take part, virtually all costs have to be met from passport applications to appropriate clothing as well of course of the cost of travel and living expenses.

The take up from PPM pupils even when cost is not an issue has been low particularly from our main ethnic group (Bangladeshi pupils) and when Year 9 pupils have gone they have not necessarily gone on to choose the language they experienced at GCSE.

New project for next year

Community liaison purchase of six iPads to work with parents

- To increase access to Go4Schools to monitor their children's progress, behaviour and attendance.
- To improve access to educational support for their children such as use of GCSEPod
- To be part of projects run by the Library service, such as improving their English
- As a translation aid
- To work on the importance of internet safety