

Pupil Premium

- Targeted groups are pupils eligible for free school meals, looked after children and those from families with parents in the Armed Forces.
- In 2012/13 it was extended to pupils who have been eligible for free school meals (FSM) at any point in the last six years. On the data system these are FSM Ever6.
- 2016-17 Limehurst received £935 per child. LAC are given £1900.
- The purpose of the Pupil Premium (PPM) is to raise achievement for disadvantaged pupils. Closing the gap for all. These pupils may be achieving well and we have to ensure that they are put on an aspirational flight path to optimise their potential.
- The funding is ring fenced.
- Funding is overseen by a senior leader with clear criteria of cost effectiveness of projects.
- Governors and parents are involved or informed about the use and impact of Pupil Premium. A report to Governors is made and details of spending put on the website with our Pupil Premium Policy.
- Decisions have been made using the Education Endowment Foundation (EEF) Teaching and Learning Toolkit.
- The Government uses the term disadvantaged, FSM and PPM.
- Pupils benefit from targeted support to improve attendance, behaviour and develop family links.
- An enrichment programme of activities as well as discrete interventions take place and are evidenced.
- Impact through monitoring and evaluation of spending on pupil outcomes is measured nominally. This is currently done through a Pupil Premium database organised by Jo Mannion and this is also on Go4Schools.
- This database allows a clear audit trail for intervention. Staff asking for Pupil Premium funding have to complete an evaluation to look at cost and outcomes.
- Pupil Premium is a main focus for Ofsted. All progress conversations will include reference to Pupil Premium.
- Pupil Premium pupils are a separate cohort to be compared with non-Pupil Premium Pupils in school and nationally.
- There is an expectation that everyone knows who these pupils are and their progress compared with non-Pupil Premium pupils in terms of the class/year group/whole school. This can be found on Go4Schools and is in department dot folders and on seating plans.
- The purpose is to close the gap. All aspects of school focus are monitored – Progress, access to CAEG, Attendance and Behaviour.
- Pupil Premium pupils are expected to be achieving at a faster rate than all pupils regardless of ability to enable them to catch up.

Pupil Premium Update 2016-17

We have 219 and six LAC pupils eligible for Pupil Premium (PPM) in this academic year which equates to £210.555 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 246 pupils (including six LAC). This was £239.510. Funding has arrived this year in four lots of approximately £59.800 in October 2016, January, April and July 2017.

Year Group	Total Pupils	PP Female	PP Male	PP Total	PP %
New intake	107	16	22	38	36
7	120	21	23	44	37
8	120	27	21	48	40
9	120	18	24	42	35
10	119	25	22	47	40
11	126	19	20	39	31
Total	605	110	110	220	36

The overall percentage of disadvantaged pupils is 36% with the largest cohorts in Year 8 and 9 with 40% of pupils in the year group eligible for PPM funding and the smallest cohort is found in Year 11 with 31% of disadvantaged pupils. Key funding has been focused on staffing, with Year 7 established as a six form entry the priority has been to create smaller teaching groups and extra staffing in core subjects has also 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 continued to be funded.

Funding Allocation 2016/17

Focus	Amount
Teaching Staff	£50,000
Intervention	£15,000
Behaviour Team	£15,000
Community Liaison	£35,000
TA	£15,000
Counsellor	£12,000
Rewards/Pastoral	£2,000
Staff Training	£1,000
SEN	£2,000

Text books	£4,000
Breakfast Club	£5,000
Library/Careers - Prospects	£10,000
Alternative Provision/Skills/College	£10,000
Trip Subsidies	£2,000
Residential	£5,000
Music Tuition	£4,000
Attendance, Attendance Officer	£12,000
Exams/Revision Guides/Access arrangements	£5,000
Clothes and other provisions	£1,000
Total	£205,000
Remaining	£34,510

Examples of areas of focus outside of the classroom include:

- Counselling – A young people’s mental health and family counsellor is employed and because of demand her time has been increased by an extra day.
There are four members of the Student Support Team with full training in a range of issues such as the Solihull training to support emotional health and well-being for young people and their families, counselling, social skills, self-harm, young people as carers, sex and relationships education, CSE 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. Work with Loughborough College and other Post 16 providers 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. These sessions are run by our Student Support Team.
- Work with PPM families – include an extra home/school community support worker. ESOL, maths, use of ICT, sewing, yoga, swimming and Zumba/Aerobics 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. Our Ofsted inspection March 2017 noted that as a school we ‘are driven by a moral purpose to ensure that your pupils succeed, and you make it your business to understand the barriers to learning that pupils face and help them overcome these.’

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 51% of our PPM cohort for example have had counselling sessions this year with the most common issue presented being 'family impact'. Just under 59% have been seen by our school nurse and 92% 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 further 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 changes to GCSE grading means progress cannot at this time be fully calculated against verified National figures, however our recent DfE checking data has excellent positive outcomes for PPM pupils with a positive progress 8 figure of 0.08, above average and likely to be well above National figures for disadvantaged pupils.

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 Outcome Grades based on KS2 prior attainment in English and Maths and the current grade achieved. The Minimum Outcome Grades are set as positively as possible.

Disadvantaged pupils have positive average progress scores in all year groups, with very small differences between these pupils and non-disadvantaged pupils in Years 7,9 and 10 and better progress for Year 8 disadvantaged pupils than non-disadvantaged.

Key Stage 4

Year 11

Disadvantaged pupils have performed well at GCSE with a positive progress 8 figure of 0.08. Attainment 8 for this group is 41.70 compared to 50.16 for non-disadvantaged pupils. The average Attainment 8 grade for disadvantaged pupils is 2.44, a gap between non-disadvantaged pupils and disadvantaged of only 0.35.

59.1% of our disadvantaged pupils got grade 4 and above, including Maths and English and 36.4% gained a grade 4 and above in Ebacc subjects compared to 50.6% of non-disadvantaged pupils.

In school progress measures show that 8 out of 15 GCSE subjects have positive progress scores for disadvantaged pupils. These include both English Language and Literature, Geography, Triple Science, ICT, Music, Art and Textiles and Citizenship.

Year 10

In Year 10 there is a progress gap between disadvantaged pupils and other pupils of just 0.15 with disadvantaged pupils having a positive average progress score of 0.07 overall. Disadvantaged pupils have positive progress scores in all Core subjects and all but 2 other subject areas overall.

Year 9

In Year 9 disadvantaged pupils have a positive average progress score of 0.06 compared to a progress score of 0.17 for non-disadvantaged pupils. A positive average progress score for disadvantaged pupils can be seen in all but two subject areas overall.

Year 8

In Year 8 disadvantaged pupils have a positive average progress score of 0.22 which is higher than non-disadvantaged pupils by 0.02. Disadvantaged pupils have positive progress averages in all but two subject areas overall.

Year 7

In Year 7 disadvantaged pupils have a positive average progress score of 0.11, with positive progress scores in all but three subjects. Those subjects below average however are only between -0.02 and -0.06.

Overview of Attendance

The absence rate of disadvantaged pupils is extremely positive (4.6%) and stands at nearly half the national figure of just below 8.5% and compares favourably with the whole school absence rate of 3.8. The percentage of disadvantaged pupils who are persistently absent (below 90%) is 8.7% compared to 27% nationally. The percentage of LAC who are persistently absent is 4.8% more than half that of the national average.

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 (0.11).

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 and 12 pupils taking part in the Leicester City Football Reading Stars project.

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 8 have taken part in taster sessions for a Friendship group with help in developing key skills and strategies for establishing and sustaining relationships. Seven pupils have taken part in Kooth stress and anxiety and an online counselling project. Over 30 Year 7s completed 158 counselling sessions 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 the Grounded project, to look at conflict resolution, TalktoSort, a Hair and Beauty project, Love for Life, 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 positive average progress scores. 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 30 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 issues. Other sessions have included Love4Life healthy relationships workshops, TalktoSort, an Outdoor learning programme, a Leicester Tigers rugby experience and Kooth online counselling project. 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.

Ten 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 STEM projects with the Great Central Railway with a practical emphasis on engineering as a career path, a visit to East Midlands Airport and other local employers 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 8 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.

Nine 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. All have improved their end of key stage average progress scores in English and Maths and four have exceeded them.

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.

Thirty six pupils (over half of whom were PPM) and 8 were Year 9s, were given the opportunity to visit Paris 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 1-1 sessions for 9 pupils, over 142 sessions were accessed with the school counsellor focusing on friendships, family relationships and self-harming behaviours. Three pupils have had focused grief and bereavement counselling. Other sessions include Young Carers support, Kooth on line counselling and Love4Life Healthy relationships workshops.

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. Fourteen pupils currently studying French have been supported to go on a visit to Paris. 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. Targeted PPM pupils attended the Skills show in Birmingham with a focus on our Foundation and Skills pathways.

There has been a focus on a range of projects to encourage higher aspirations through improving motivation and self-esteem. Two students have had personal alternative provision in ICT and Car Mechanics. Six 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 92 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.

Six most able PPM students have visited an Oxbridge event, with Oxford and Cambridge colleges providing help and advice for future aspirational choices. Most able pupils also took part in Careers in Law workshops over a term.

Four 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 10 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 24 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-four 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.

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 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 targeted PPM pupils.

Over 50 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 continues to be 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, feedback and challenge 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. These areas were judged by Ofsted to be working well.

Teaching and Learning

The extra staffing in Year 7 to allow smaller groups particularly in core subjects 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 0.11, 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 and other schemes 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. Literacy was a key focus for Summer School enabling transition for key PPM new Year 7s to be a positive experience.

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 2015-16 cohort are in work, training or education (the only verified data provided at present), 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. The additional staffing in Pupil Support and Home School Liaison teams remains a priority and allows access to a range of targeted and personalised interventions to take place. Full analysis of progress, attendance and behaviour data allows such interventions to be focused on a clear needs basis and allows a quick and ongoing response, if there are issues, to take place. The school counsellor, 20/20 project, Worth It and attendance mentors and rewards have seen huge impact on individual motivation, confidence, coping strategies, behaviour and 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.

New project for next year

Use of Solihull Training to work with parents and pupils. This fully researched and well-established training is part of the Department of Health's Healthy Child Programme and is aimed at improving the emotional health and well-being of pupils and parents.

- Key staff from Pupil Support, our Home School Liaison and SEN teams to receive training over two days.
- Training manuals and resource packs to be purchased.
- Key pupils to be identified to include PPM pupils on the autistic spectrum, those with attachment issues or those exhibiting concerning vulnerabilities.
- Parents who are finding it difficult to cope with the above issues and would benefit from work to understand their child's behaviour will be identified.
- Group and one-to-one sessions to be set up for both parents and pupils.