

Review of Pupil Premium Strategy 2017 – 2018

1. Summary Information for 2017 - 2018					
Academic Year	2017/18	Total PP budget allocated	£20,000	Total PP grant received	£28,657
Total number of pupils	Max 97	Number of pupils eligible for PP	13	Date for review of this strategy	Summer 2018
VS allocation	£43000	Number of LAC	6	Total PP expenditure	£29,290

2. Summer 2017 Attainment Outcomes		
	<i>Pupils eligible for PP (in this cohort)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C (9-4) incl. EM	0/6 = 0%	0/9 = 0%
% achieving expected progress in English	2/6 = 33%	3/9 = 33%
% achieving expected progress in Maths	3/6 = 50%	4/9 = 44%
% achieving expected progress in English & Maths	0/6 = 0%	2/9 = 22%
% achieving KS2 National Standard in Reading	1 pupil - disapplied	No non PP Yr6 pupils
% achieving KS2 National Standard in SPaG	1 pupil - disapplied	No non PP Yr6 pupils
% achieving KS2 National Standard in Maths	1 pupil - disapplied	No non PP Yr6 pupils
% achieving KS1 National Standard in Reading	No Yr2 pupils	No Yr2 pupils
% achieving KS1 National Standard in Maths	No Yr2 pupils	No Yr2 pupils

3. Review of Strategy 2017 - 2018				
i. Quality of Teaching for All				
Desired outcome	Chosen action/approach	Impact: Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
KS1-3 PP students to make expected progress throughout the year	Additional staffing at KS1/2 Use of diagnostic tools and resources	KS1/2: Significant increase in numbers during the year, total 12 over the year, the majority of whom made demonstrable progress in reading, writing and maths. 9 pupils had SEN. 5 were PP, One PP pupil was disapplied from KS2 national testing by home school.	To be continued Flexibility to adapt to changing profile of pupils is necessary.	Staff costs £14,000 KS1&2 resources
KS4 PP students to meet their target (from baseline) grades at GCSE	Intensive revision programme over Easter Alternative provision provided for vocational learning support After school sessions Before school sessions	Attendance and participation at Easter revision sessions was very poor and so was cancelled after the first day. Out of hours learning enabled personalisation and good focus by pupils individually. 33% of pupils made expected progress (relative to baseline) in English and 50% in Maths	Easter School to be reconsidered for next year. With the right cohort and good advance planning is could still be an invaluable strategy, but just wasn't well received by this target cohort. Before/after school sessions have been a successful strategy for expanding and personalising the curriculum where necessary	Easter school £300 Out of hours learning £1000
ii. Targeted Support				
Desired outcome	Chosen action/approach	Impact: Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Y11 students move onto Post 16 courses that are suitable for their life choices and offer clear progression	Moving on co-ordinator to have scheduled meetings with pupils on a half termly basis to ensure they have been supported 1:1 Adviza consultations	9 of 16 Yr11 pupils were continuing in education or an appropriate form of employment with training in September, covering a wide range of college courses and apprenticeships.	To be continued Internal arrangement of work experience was considerably more successful and to be repeated. For some pupils more than one work experience opportunity would probably be beneficial. More rigorous tracking of post-16 outcomes would be helpful	Staff costs: £4000
PP students are fully integrated into school life	Induction period to highlight aspirations and areas of interest. Allocation of a Mentor	Barriers to engagement were identified and strategies developed to overcome them. PP pupils' attendance is slightly lower (77%) than the counterpart cohort (85%) ILPs are in place for all pupils and are monitored half termly to track progress	To be continued Personalised curricula are essential to provide the necessary support to all pupils. An effective mentoring process is key. Extra-curricular and enrichment opportunities need further development and rigorous tracking.	Staff costs: £2000 Pixl costs: £3000

<p>Education and pastoral Support for Children in Care</p> <p><i>(Added in March 2017 as funds became available for use : £43000)</i></p>	<p>1: 1 staff capacity available to respond immediately to ad hoc need Mentoring supervision for exclusions</p>	<p>Enabled pupils to engage in education and avoid fixed term external exclusions. 1:1 learning opportunities. Enabled LAC to reintegrate back into mainstream school. Data: Attendance 88% (82% cohort) No Fixed term exclusions 1 pupil (KS4) above target, 5 pupils below target</p>	<p>To be continued Having the capacity available to respond to need was greatly advantageous.</p>	<p>Ad hoc emergency and sustained support of LAC: £45,248</p>
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iii. Other approaches				
Desired outcome	Chosen action/approach	Impact: Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Resilience and self-esteem are improved and pupils make progress with emotional development</p>	<p>To offer pupils a variety of sporting and enrichment opportunities throughout the year. 1:1 social / emotional intervention support</p>	<p>Inconsistent impact due to continuous upheaval caused by new arrivals leading to unplanned constraints to the timetable and staffing capacity 6 primary pupils successfully moved on to specialist provision. 60% of managed moves from Foundry were successful 56% of Yr11 leavers had successfully secured EET plans.</p>	<p>To be continued and further developed Attitude to learning matrices are a useful tool in monitoring progress with softer skills. To be developed for M/V pupils</p>	<p>Enrichment: Primary £1170 Secondary £3820</p>

Total expenditure: £29,290