

Pupil Premium Spending

2015-2016

The statement of intent (Appendix 1) explains how we spend our Pupil Premium Funding to make our vision a reality for **all** young people at Rednock School. Our vision focuses on 3 key areas:

- **Students achieving personal and academic goals.**
- **Teaching students the skills for life so that they can contribute to our community.**
- **A curriculum meeting the needs of all students:**
 - **exciting them to enjoy learning**
 - **ensuring that students are given the full experiences of learning.**

During 2015-2016, the Pupil Premium Grant was spent on the following:

Pupil Premium and Summer School Expenditure 2015/16	
Funds available (2015/16 allocation plus carried forward balances from previous years)	
£201,649	
EXPENDITURE ITEM	AMOUNT £
Teaching staff	81526.95
Non-Teaching Staff	101380.93
Summer School	4159.64
Music tuition fees	5233.00
Trip subsidies	1013.60
Off Site Curriculum Provision	2500.00
Resources e.g. DT Ingredients, books	3529.10
Breakfast Club	2095.78
External Agency support e.g. counselling	210.00
	201, 649

Overview of Pupil Premium Support.

Students achieving personal and academic goals.

Examples of the type of support include:

- **Monitoring, Tracking and Support** - continually monitoring the progress of Pupil Premium students at each reporting cycle – ‘Bespoke’ packages for students requiring additional support were implemented as needed.
- **Key Stage 4** – texts and materials were purchased for students e.g. revision books, English texts and Maths equipment. This enabled students to have equal access to support resources.
- **“The Champions League”** – a school based initiative focused upon raising boys’ attainment. This year 50% of participants were Pupil Premium students. These students were given

extra support and were a key focus group for interventions throughout Terms 3, 4 and 5 of Year 11.

Three of this group received end of Key Stage subject awards, others had successes which include improved attendance, completing outstanding coursework and grades improving in a range of subjects.

- Teacher time was bought in to support students in core subjects. This included a Specialist Maths teacher spending one day per week supporting small groups of students in Years 9 to 11 and an English Specialist working with Year 11 students three lessons per fortnight in Terms 4 and 5. These teachers worked with Year 11 students on a sharply focussed revision programme leading up to the external examinations.

- **Supporting Literacy**
 - **Sound Training for Reading (StfR)** – Selected Year 8 and 9 Pupil Premium students received additional support to develop their literacy skills, by following the StfR programme.
 - **Reading Buddy Scheme** - Year 12 students supported Year 8 and Year 9 students four times per week. A number of Pupil Premium Students benefitted from this programme with the majority of students making progress in their reading level.
 - **Additional English lessons timetabled** - 43% of the Year 11 Pupil Premium students were timetabled for additional English lessons with a specialist teacher in Terms 4/5. Preparation for the English Language exam was the focus for these sessions.

- **Supporting Numeracy** - The numeracy Teaching Assistant (TA) worked with 22 Key Stage 3 Pupil Premium students. The focus of these sessions was to develop basic arithmetic skills. Part of this programme involved regular practice and timed tests which gradually get more difficult over time. This programme was supported by the 'Numeracy Ninjas' resources. Students really engaged with this programme, as they aimed to achieve the next colour belt! The TA also worked with Key Stage 4 Pupil Premium students who were underachieving in Maths. This included a few students with dyscalculia, whose confidence really improved due, specifically to the targeted support they received.

Teaching students the skills for life so that they can contribute to our community.

Examples of the type of support include:

- **Careers Education, Information, Advice and Guidance (CEIAG).**
 - Careers advice in relation to destinations after Year 11 – Students were given group career advice, extended sessions and 1:1 specific help was provided to:
 - a) Help students obtain a suitable work experience in Year 10.
 - b) Apply for post-16 places – whether it be at Rednock, College based or Apprenticeship.

- **Young Carers** – This is a newly formed group in 2015-2016. 74% of the Young Carers participating in this group are Pupil Premium students. This group met fortnightly for cakes, hot chocolate and the opportunity to meet with peers experiencing the same

challenges on a day to day basis. This enabled the Intervention Manager and Pastoral Team to provide support in a relaxed environment and identify anyone who was struggling and in need of extra support. At Christmas, a funded trip was organised to the shops and cinema in the Gloucester Quays as a Christmas treat with the majority of the group attending. Some funding was secured from the local cinema who donated complimentary tickets.

- **Outside agency support** – e.g. The Vibe – Students have the opportunity to access the support of this group during the school holidays and after school. For the first time this year, The Vibe timetabled revision sessions during the school holidays to provide academic support in a more informal environment.

A curriculum meeting the needs of all students:

- **exciting them to enjoy learning**
- **ensuring that students are given the full experiences of learning.**

Examples of the type of support include:

- **Curriculum trips / wider experiences** - e.g. Visits to the theatre / Sport participation
The Pupil Premium grant was used to fund theatre trips which support the English and Drama curricula e.g. A View to a Bridge, Blood Brothers and An Inspector Calls. This ensured that Pupil Premium students had the same experiences to extend their learning as other students.
- **Alternative Provision** – an alternative curriculum was provided for a number of disadvantaged students who were struggling to access the school's curriculum for a number of different reasons e.g. attendance, anxiety.

Staffing Costs (£182,908):

- **Intervention Manager** - The school's intervention manager created a rigorous model of tracking and intervention which proved to be very successful. Personalised packages were set up which included intervention, support and alternative qualifications. Streamlined communication pathways were created to ensure all staff were involved, contributed to and remained aware of students' needs and strategies to support them. At least 50% of the Intervention Manager's time was focussed on improving student outcomes for the Pupil Premium cohort.
- **Specialist staffing** – Specialist Maths, English and Science teachers worked with Year 9, 10 and 11 students.
- **Numeracy TA** – The numeracy TA worked with a selection of students to support their use of number in key areas.
- **Behaviour TA** – Provided 1:1 and small group support for a number of Pupil Premium Students. A Breakfast club was set up with a number of Pupil Premium students attending. Daily provision was offered to students as part of the alternative provision.

- **Community Support Officers (CSO)** - Community Support Officers (CSOs) are daily points of contact for students and a programme of mentoring, support and intervention was set up within communities.
- **Parent Support Advisor (PSA)** - The school's PSA worked closely with students and parents to improve attendance and ensure that families are receiving appropriate support.

Impact:

Data Key Stage 4 - Year 11 – GCSE – 3 Levels of Progress for 2015

English	Cohort	Rednock (%)	National non-Pupil Premium (%)	Difference between Rednock and National (%)
All Pupils	237	66.5	69	-2.5
Pupil Premium	28	48.3	69	-20.7
Non Pupil Premium	209	69.2	69	0.2
In School Gap		- 20.9		
Maths	Cohort	Rednock (%)	National non-Pupil Premium (%)	Difference between Rednock and National (%)
All Pupils	237	69.1	66	3.1
Pupil Premium	28	51.7	66	-14.3
Non Pupil Premium	209	71.6	66	5.6
In School Gap		- 19.9		

Key Stage 3 data for 2016:

Year 9 English	Cohort	% of students working at Level 6 or above
Pupil Premium	39	46.2
Non Pupil Premium	162	54.3
In School Gap		-8.1
Year 9 Maths	Cohort	% of students working at Level 6 or above
Pupil Premium	39	53.8
Non Pupil Premium	157	77.1
In School Gap		-23.3

Appendix 1:

2015-2016 Statement of Intent

This statement explains how we spend our Pupil Premium Funding to make our Vision a reality for **all** young people at Rednock School.

Students achieving personal and academic goals

When students enter Rednock School we assess each student using a variety of baseline assessments e.g. reading/spelling age and CATs testing. These act as a basis for focused tracking of student attainment and progress, ensuring the impact of outcomes from effective teaching and learning is maximised.

The Pupil Premium will be spent on resources e.g. books, ingredients, support and intervention that will enable students to make progress, particularly in key skills required to succeed at Rednock and ensure they are properly prepared for each stage of their education. Without these skills students will not reach their potential.

For students who enter the school with reading ages well below their chronological age we will deliver a programme of “catch up” to help them improve on this vital skill. This will be done through interventions such as:

- Small group teaching (e.g. Skills Based Curriculum (SBC) groups, specialist Maths teaching)
- One to One Tuition (Literacy and Numeracy Support)
- Additional support classes, either after School or during Holiday time (i.e. Summer School)

Teaching students the skills for life so that they can contribute to our community.

For many students becoming a teenager is not the easiest of times. This can lead to emotional challenges both at home and at School. We believe that employing high quality staff to help students overcome their particular barriers to learning is essential. There are many students who rely on this to succeed at Rednock and for whom this personal approach has a marked impact upon their achievements.

Mentoring will mean supporting students, emotionally, including counselling, but also ensuring that they are challenged to work hard, succeed and overcome barriers to learning. Some of this work involves helping students to raise their aspirations. Therefore some funding will be targeted at helping students identify future opportunities. For example, promoting the possibilities of further and higher education through the Careers Fair and external speakers.

A curriculum meeting the needs of all students and exciting them to enjoy learning

A key aspect of our ethos at Rednock School is our belief that we need to develop memorable learning experiences through quality teaching and enrichment opportunities. This includes curriculum trips and visits.

We believe that all students should have the opportunity to develop talents such as sport, music and drama. The Pupil Premium Grant enables students to participate in additional activities e.g. Music lessons, visits to the theatre.