

Total Pupil Premium (PP) Funding received for 2016-17: **£180,349.94**

Intervention Category	Area of Expenditure	Contribution from PP Funding (£)	Description of Intervention	Target Year Group	Intended Outcome	How Impact is to be measured	Impact and Value for Money (assessed in Sept/Oct 2017)																																
							High	Medium	Low																														
Progress and Attainment	Interventions Manager (IM)	29, 286	Operational lead for the PP cohort. Ensures that the PP Statement of Intent is accessible to all students within this cohort.	ALL	Every PP student is tracked academically.	Improvement in : - attendance - achievement - behaviour - attitude to learning.	<b>**Year 11 Outcomes</b>																																
			Regular team meetings with the four Community teams, the SENDCO and the Primary Transition Coordinator.		Every PP student is discussed in community meetings on a rolling basis in terms of academic progress but also pastoral needs.		Overall PP gaps narrowing compared to non PP national figure and whole school figure.	Positive feedback via Student Voice with regards to students feeling valued and supported.	<table border="1"> <thead> <tr> <th>Cohort</th> <th></th> <th>% English 9-4</th> <th>% Maths 9-4</th> <th>% E&amp;M 9-4</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Non-PP</td> <td>Target</td> <td>90.1</td> <td>88.4</td> <td>86.6</td> </tr> <tr> <td>Actual</td> <td>71.5</td> <td>69.8</td> <td>62.8</td> </tr> <tr> <td>Diff</td> <td>-18.6</td> <td>-18.6</td> <td>-23.8</td> </tr> <tr> <td rowspan="3">PP</td> <td>Target</td> <td>80.0</td> <td>82.2</td> <td>77.8</td> </tr> <tr> <td>Actual</td> <td>57.8</td> <td>53.3</td> <td>46.7</td> </tr> <tr> <td>Diff</td> <td>-22.2</td> <td>-28.9</td> <td>-31.1</td> </tr> </tbody> </table>					Cohort		% English 9-4	% Maths 9-4	% E&M 9-4	Non-PP	Target	90.1	88.4	86.6	Actual	71.5	69.8	62.8	Diff	-18.6	-18.6	-23.8	PP	Target	80.0	82.2	77.8	Actual	57.8	53.3
Cohort		% English 9-4	% Maths 9-4	% E&M 9-4																																			
Non-PP	Target	90.1	88.4	86.6																																			
	Actual	71.5	69.8	62.8																																			
	Diff	-18.6	-18.6	-23.8																																			
PP	Target	80.0	82.2	77.8																																			
	Actual	57.8	53.3	46.7																																			
	Diff	-22.2	-28.9	-31.1																																			
			Track academic progress of all PP students, plan and facilitate interventions as appropriate.		Bespoke packages of intervention (academic and pastoral) are in place as required.		<p>Higher % of PP students achieved English (9-4) but NOT Maths (9-4) than vice versa. This cohort is a focus in maths for 2017-2018.</p> <p>PP Progress 8 (2016/2017) = -0.06            Non PP Progress 8 (2016/2017) = +0.31            Progress gap (2016/2017) = -0.37</p> <p>PP Progress 8 (2017/2018) = -0.592            Non PP Progress 8 (2017/2018) = -0.112            Progress gap (2017/2018) = -0.48</p>																																
			Coordinate mentoring programme for every PP student who requires one. Monitor the mentoring programmes, pastoral and academic, on a regular basis.		Every student who needs a mentor has one.		<p><b>Champions' League (boys) 40% PP</b> - Based on student voice survey:  <b>83%</b> found the league helpful  <b>83%</b> felt they had <b>made progress</b> since joining the league            67% felt it was a <b>4 or 5/5 for helpfulness</b> in terms of <b>motivating towards progress</b>.  <b>Quotes about the sessions included</b> – 'lots of support on offer / good motivation'... 'It motivates me to do better'... 'we get to share our achievements'... 'tells you what you've done in the week ... you can see what teachers are saying'.</p>																																
			Run a series of support groups (high % of PP students) - Champions League, 'We are Amazing' group and Young Carers.		Different PP cohorts meet weekly for support.		<p><b>Awesome Girls' Group</b>            Following analysis of 'goal setting' sessions, several girls (over 80% High Prior Attainers (HPA)) were identified as having stress/ anxiety/ sleep issues.</p>																																
Progress and Attainment	Intervention teachers	4458	Directed to work with specific students by HoD.	ALL	Improved engagement and motivation in learning.	Progress 8 improves from 2016.																																	
			Details of Intervention are logged - Support/Intervention log 2016-17		Improved exam technique		Overall PP gaps narrowing compared to non PP national figure and whole school figure.																																
					Improved outcomes																																		

							They were invited to a weekly tutor time sessions where we talked through/ tried out a toolbox of ideas to address these issues. One of The 'Door' mentors from The Vibe regularly supported this session. This group of students generally performed well in the GCSE exams.
<b>Progress and Attainment</b>	Reading, writing and numeracy, L2L programmes	None	Sound Training for Reading (StfR) Reading Buddies Success Maker	ALL	Students who are below expected Reading Age (RA) will follow a rolling 6 week intensive Reading buddy scheme with Y12 buddies.  Students to follow programme of Success Maker on a termly basis.	Improvement in RA – aiming to reach the min standard.	<p><b>Literacy</b> <b>Year 8</b> 31 students went through the <b>StfR programme</b>. 30 out of 31 students demonstrated an improvement in Reading Age.</p> <p><b>Reading Buddies</b>/Functional Skills support – 6 out of 9 students increased their Reading age and 7 out of 9 increased their spelling age.</p> <p>Overall from this cohort of 41 students, 5 have a reading age of &lt; 11 years and 11 students are &lt; 12 years.</p> <p><b>Year 9</b> <b>Reading Buddies</b>- 6-8 Week intervention package. Students read to Year 12 students. Only one student did not make progress during this intervention.</p> <p><b>Numeracy:</b> 50% of students are on track to achieve their KS4 targets. However, this method of measuring progress is being refined as more detail is released from the exam boards re: grade descriptors for the newly reformed GCSE maths.</p> <p><b>Maximise/Carousel of activities for Exam Preparation</b> <b>Year 11</b> Year 11 – Enrichment day – A carousel of sessions including 'Maximise' which reviewed revision strategies, <b>GCSEPod</b> and other relevant apps and meditation, to help relieve stress</p> <p><b>Positive feedback</b> from students and staff.</p> <p>Increased use of GCSEPod following the day</p>
<b>Progress and Attainment</b>	Study resources	468	Year 10 and 11 PP students receive subject specific revision materials e.g.	10/11	Students able to complete independent revision and learning	Impact measured by end of year assessments (Y10).	<b>Purchasing these revision materials</b> enabled all students to have access to books/texts which they could annotate. This enabled students to

			science revision guides, texts for English Literature		Improvement to Maths, English and Science GCSE results.  Narrowing of PP/ Non PP gap	GCSE results 2017 (Y11). Overall PP gaps narrowing compared to non PP national figure.	personalise their texts/guides to support their revision strategies.
<b>Progress and Attainment</b>	Maths Software package	500	Hegarty Maths – online maths support and intervention programme which covers the KS3 and KS4 programmes of study	ALL	Online maths support/intervention resource that can be used in/out of school.  Teachers can tailor the programme to create a bespoke set of activities for individual students.  Student performance can be tracked easily	Improvement in numeracy skills  Improvement in Maths outcomes	<b>Hegarty Maths</b> Students' strengths and areas for development were identified and an intensive 8 week bespoke maths programme was put in place.  The outcomes between the Year 11 mock and terminal exams did not demonstrate a significant improvement for the PP cohort but did for the Year 11 cohort overall.
<b>Progress and Attainment</b>	Parents' evenings – PP student parents contacted directly to encourage attendance.	No Cost	PP attendance at parents' evenings improve	ALL	Improved motivation for learning in PP students.  Parents aware of actions for improvement	Ongoing communication with parents/carers  Improved levels of progress/Progress 8 in PP students	<b>Phone calls to parents led</b> to a significant increase in attendance at Parents' Evening.
<b>Progress and Attainment</b>	English Intervention	4,026	Additional lessons for Year 11 students in Terms 4/5 – English booster sessions led by experienced English Teacher  Saturday School sessions in May 2017	11	PP students attain a standard/strong pass in English and in Maths in line with other schools nationally.	Improved GCSE results 2017  Improved levels of progress 2017  Decreased PP and Non PP gap in achievement	<b>English PiXL High 5 conference</b> – 80% gained a 4+ in English Language and/or English Literature. 30% got a 5+ and 20% got a 6  <b>English Saturday school</b> – focus on HPA and PP students. Outcomes demonstrate an improvement on final Year 11 reporting grades.
<b>Progress and Attainment</b>	Numeracy Intervention Support	4,935	Rolling programme of students as highlighted by report data – given specific numeracy intervention on areas of weakness in order to consolidate learning – Using SuccessMaker and Hegarty Maths to create bespoke packages.	7/8/9	Improvement in numeracy skills in areas of weakness e.g. arithmetic skills	Overall scores in internal tests show an improvement.  Report grades improving  Improvement in KS3 numeracy skills	<b>Success Maker</b> worked well for the literacy component of the intervention package however, the structure and format of the numeracy package did not work as effectively. Therefore, alternative programmes were used. <b>Hegarty Maths</b> and the <b>PiXL KS3 Intervention packages</b> were used to address the numeracy component of the programme.  All students demonstrated progress in at least three out of the four skill areas of addition, subtraction, multiplication and division.

<p><b>Progress and Attainment</b></p>	<p>Literacy Intervention Support</p>	<p>7,444</p>	<p>Rolling programme of students as highlighted by report data – given specific literacy intervention on areas of weakness in order to consolidate learning.</p>	<p>7/8/9</p>	<p>Improvement in literacy skills in areas of weakness e.g. reading, spelling and comprehension.</p>	<p>Overall scores in internal tests</p> <p>Report grades improving</p> <p>Reading/Spelling/Fluency scores improve</p>	<p><b>Year 7</b> - 13 PP students were identified as needing Literacy Support and 7 students were identified as needing Numeracy Support.</p> <p>Reading ages, Spelling ages, fluency and comprehension scores alongside Year 7 English and Maths attainment data was used to determine students' progress on this programme.</p> <p>Reading Ages data shows that 11/13 students have made progress in their reading. However, there are several students who are 12 months + below reading age expectations.</p> <p>Spelling Ages data shows that 10/13 of students improved their spelling scores. However, there are several students with a spelling age 24 months below expectation.</p> <p>Fluency and Comprehension scores demonstrated some progress across the academic year. These assessments were used to create bespoke literacy interventions on 'Success Maker'.</p> <p><b>Year 9:</b> Data for this group was variable. However, it did highlight that while some reading ages/spelling ages have improved they are still below age expectation. These students will be picked up in Year 10.</p>
<p><b>Progress and Attainment</b></p>	<p>Vibe Revision Sessions</p>	<p>None</p>	<p>Exam support and revision techniques/ sessions in Terms 5 and 6.</p> <p>This alternative environment will be used to encourage those struggling to engage and to give them specific attention</p>	<p>11</p>	<p>Improved engagement in revision</p> <p>A better understanding of the importance of working towards exams in terms of enhancing their life chances</p> <p>Making of revision notes- mind maps etc</p>	<p>Teachers in school noting improved engagement</p> <p>Student voice re: engagement and importance of revision GCSE results</p>	<p>Unfortunately, this support could not be offered on the lead up to the exam.</p>
<p><b>Pathway and Aspiration</b></p>	<p>Fix it Up Action Jackson</p>	<p>None</p>	<p>Motivational Speaker – Sept 2016</p> <p>All PP students and other selected students attend a workshop with a motivational speaker followed by a whole year group assembly.</p>	<p>11</p>	<p>Improved engagement in learning</p>	<p>Improved engagement</p>	<p>The <b>Fix It Up</b> event launched a series of T&amp;L and motivational events that supported revision, informed parents on how they can support their children and led into the Mock season in Nov/Dec. There was a noticeable change in students' attitude following the Year 11 Mock examinations.</p>

<b>Pathway and Aspiration</b>	Duke of Edinburgh (D OF E)	None	PP students participate in the D Of E course		Students gain experiences and opportunities that provide valuable life skills for the future.  Students gain a valuable qualification for use when applying for further education.	Impact measured through number of PP students participating and completing the awards	3 students participated in the D of E programme in 2016-2017.
<b>Pathway and Aspiration</b>	Careers Education, Information, Advice and Guidance (CEIAG)	None	Students are provided with an interview with external careers advisors in order to make appropriate decisions about their future education pathways.	10/11	PP students make successful applications to suitable jobs, careers and further education.	Destination Data	All students had the opportunity to participate in the impartial <b>careers advice meetings</b> . Where appropriate, follow up 1:1 meetings were organised to support students with choosing an appropriate progression route.
<b>Pastoral</b>	Attendance	24,892	PP students receive priority home visits, attendance meetings and rewards for improving attendance	ALL	Improved attendance for PP students  Improved achievement for PP students	Improved PP attendance %  Decreased gap between PP and non PP attendance  Improved progress across all PP students	The <b>PSA (Parent Support Advisor)</b> works closely with staff, students and families to improve student attendance. Bespoke packages of support are put in place based on the student's needs. The attendance data for this cohort is lower than target but the work of the PSA has ensured that it is not even lower.
<b>Pastoral</b>	Alt Provision	2,140	Year 10/11 students, where appropriate, offered access to alternative provision.  A wide range of outside agencies are used by PP students to enable them to have more appropriate provision for their needs	10/11	Targeted provision offered following the identification of students for whom the present curriculum is not wholly appropriate.  Students attend regularly  Transfer of motivational effect to other areas of study	Outcomes achieved at alternative qualifications  Improvements in attitude/ behaviour of individuals  Improved attendance	An <b>alternative curriculum</b> was offered to a couple of students because Rednock's offer was inaccessible for a number of different reasons. Bridge training and GroundEd provided an offsite provision which met the needs of the learners and kept them engaged in their studies.
<b>Pastoral</b>	Community Support Officers (CSOs)	43,142	Ongoing support and mentoring of PP students. Provide a point of daily contact and in regular contact with parents and carers.	ALL	Students are given 1:1 time and feel they are supported, listened to and helped as appropriate to their needs.	Improvement in : - attendance - achievement - behaviour - attitude to learning.  Overall PP gaps narrowing compared to non PP national figure and whole school figure.  Positive feedback via Student Voice with regards to students feeling valued and supported.	The <b>CSOs</b> provide day to day support to students. They are usually the first point of contact and therefore coordinate support, advice and guidance for students. They liaise with parents on a regular basis.  <b>Mentoring</b> The Community Team (CSO/CLs/ skills managers) and some Y13 students all mentored students – particularly Y11 PP Students. Those who were able to meet regularly and be very specific in their conversations about work / progress/ support needed were very successful.  A noticeable impact was that a group of Y13 maths students successfully mentored some HPA Y11 students on maths.  <b>Young Carers (YC) Group</b>

							<p>Last year there were 19 students on the YC register and most came weekly.</p> <p>The student voice <b>feedback is extremely positive</b>- they appreciate the meetings, the chance to chat to other carers, to play games, chill out as well as have some sessions on meditation to help them relax. We also talk about subjects such as cooking on a budget.</p> <p><b>Meditation</b></p> <p>This was offered and trialled with students one lunch time a week and was offered to specific cohorts such as Young Carers and 'Awesome Girls'.</p>
<b>Pastoral</b>	Behaviour TA	18,942	TA provides a link between the work done in Student Development (LINK) and mainstream lessons enabling students to transition to independent learning successfully	ALL	Improved attendance, engagement, behaviour, social and emotional health of supported students.	Improved attendance % for supported students  Improved engagement and behaviour	<b>The Behaviour TA</b> worked with selected students. Monitored in and out of class behaviours and worked with the students and staff to address any issues. This resulted in a reduction of higher level consequences including FTEs.
<b>Pastoral</b>	Student Development Team	32,555	<p>One of the objectives of the Student Development Team is to improve the behaviour, motivation and attitude to learning of disengaged students in all year groups.</p> <p>Short term provision for students struggling in school. Used to re-integrate students into a full curriculum.</p>	ALL	<p>Improved engagement in lessons of supported students</p> <p>Improved progress for supported students</p> <p>Improved behaviour records for supported students</p>	<p>Attitude to learning scores for supported students improve</p> <p>Progress levels for supported students</p> <p>Behaviour records for supported students</p>	<b>The Link</b> provided a short, medium and long term provision for a number of different students. Long term, it provided a study area for several students who were struggling to cope with the demands of a full curriculum. It provided a short term provision for those transitioning from another school, through a difficult period in their life and offered a place to study when PE could not be accessed on medical grounds. The support offered in this area ensured that the attendance and behaviour of a number of students was closely monitored and optimised to secure engagement in school.
<b>Pastoral</b>	Breakfast Club	1,538	Breakfast and pastoral care to be provided daily as part of the Student Support Programme (LINK)	ALL	Students are prepared for the day – in terms of being fed but also helped with organisation for the day and given emotional support as needed.	<p>Attitude to learning</p> <p>Progress levels &amp; Behaviour records for supported students alongside attendance and punctuality</p>	Approximately 25 PP joined the <b>Breakfast club</b> in 2016-2017. A typical day would involve students meeting for breakfast between 7:30 and 8:00 am to have some food and discuss the day ahead with fellow students or the member of staff. Provided a positive start to the day and any issues were diffused and/or resolved before they became a problem.
<b>Opportunities</b>	Music tuition	3,660	Enable PP students to access subsidised music tuition should they wish to	ALL	Wider opportunities for PP students	Number of PP students subsidised.	13 students studied a musical instrument in 2016-2017. These students were from a range of different year groups and had varying ability profiles. Some of these students have showcased their musical talents at a number of events including the KS3 and KS4 awards evening.

**PUPIL PREMIUM SPENDING 2016 | 2017**

<b>Opportunities</b>	Resources which enable students to access course	1,615	Textiles, DT Ingredients, re-sit exam fees	ALL	Ensuring the students have equal opportunities to access the course requirements	Number of PP students subsidised.	DT ingredients were purchased for Y10 and Y11 students doing GCSE Food & Nutrition and Catering courses. Ingredients were also made available for students in KS3. To ensure that students had the same opportunities as their peers, re-sit exam fees were paid in the BTEC courses which would enable students to access the higher levels e.g. Health & Social care.
<b>Opportunities</b>	Curriculum related trips	500	Enable PP students to experience an enriched curriculum through subsidised costings	ALL	Wider opportunities for PP students	Number of PP students subsidised.	A number of students had school trips subsidised. This included the Paris Trip (Oct 2016) and the Music tour (July 2017).
	Uniform	249	Provide some PE/uniform items that enable students to be prepared for learning	ALL	Enable PP students to be prepared for learning	Number of PP students subsidised.	A few items of PE kit were purchased for students to ensure that they had access to the school's PE curriculum.
<b>Total Spend</b>		<b>180, 350</b>					