

2015-16 Pupil Premium Spend and Evaluation

October 2016



Introduction

At Reach Academy Feltham we believe that every one of our pupils is capable of excellent academic outcomes and the opportunity to go to University if they so choose. We welcome the pupil premium as a further resource to ensure that there is no disparity of opportunity within our community. We want every child to flourish at Reach, and are committed to this being the case regardless of deprivation or any other challenge.

Pupil Premium is additional funding given to schools to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

The Government believes that it is for schools to decide how the Pupil Premium Grant (PPG), allocated per eligible pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. Schools are required to publish online information about how they have used the Premium. This is to ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

Ofsted Recommendations

Ofsted conducted a survey of the use of the Pupil Premium in 2012. Recommendations from the findings included:

- School leaders, including governing bodies, should ensure that Pupil Premium funding is not simply absorbed into mainstream budgets, but instead is carefully targeted at the designated children. They should be able to identify clearly how the money is being spent.
- School leaders, including governing bodies, should evaluate their Pupil Premium spending, avoid spending it on activities that have little impact on achievement for their disadvantaged pupils, and spend it in ways known to be most effective.
- Schools should continue to seek ways to encourage parents and carers to apply for FSM where pride, stigma or changing circumstances act as barriers to its take-up
- Ofsted should continue to evaluate the use of Pupil Premium funding by schools to ensure that they are focusing it on disadvantaged pupils and using it effectively

Ofsted have published two recent reports:

Pupil Premium- How schools are spending the funding successfully to maximise achievement

<http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement>

How schools are using the pupil premium funding to raise achievement for disadvantaged pupils

<http://www.ofsted.gov.uk/resources/pupil-premium>

Some interventions are adopted on a whole school basis and are not restricted to FSM registered pupils only. However, the implementation of some intervention programmes would not have been possible without the Pupil Premium. The majority of school strategies are targeted towards improvement in the attainment and progress of pupils. A number of these key strategies are resourced from the schools' main budget, including additional teachers across year groups, educational support staff and an intervention programme. We have allocated the additional Pupil Premium funding to specific initiatives to support the most disadvantaged pupils.

Ultimately, our objective is to narrow and eliminate the gaps in achievement between different groups, particularly those eligible and not eligible for the PPG. In order to work towards this, we have continued our policy of focusing on language, literacy, pupils' emotional needs and physical well-being. This has been grounded in research evidence that suggests that young people growing up in more deprived communities experience less access to language and literacy-rich activities at home and in the community; that they are also more likely to have emotional, social and behavioural difficulties; and are more likely to experience physical hardship and neglect. The interventions that we implemented sought to redress this balance and we have continued to see a positive impact on progress.

In addition to the interventions set out below, the school also sought to focus attention on our vulnerable pupils (often eligible for the grant) by putting them front and centre in our appraisal and performance bonus system. Half of the performance bonus awarded to staff in Primary was for the progress and attainment and wider school experience of the 20 most vulnerable pupils in the cohort. IN Secondary, the half of the bonus awarded to pastoral teams was heavily concerned with the experience of these pupils. We will continue to develop this system next year.

Our Allocation

In 2015-16 the school received £164,889 in Pupil Premium Funding, with £67,824 allocated to support pupils in Primary and £97,065 to support pupils in Secondary.

We have the following numbers of eligible pupils:

- Reception: 22 pupils (37% of cohort)
- Year 1: 14 pupils (23%)
- Year 2: 12 pupils (20%)
- Year 3: 16 pupils (26%)
- Year 7: 24 pupils (40%)
- Year 8: 24 pupils (40%)
- Year 9: 22 pupils (37%)
- Year 10: 25 pupils (51%)

We are delighted that the proportion of eligible pupils is rising, especially in Primary. We attribute this to the changes we introduced to our Admissions Policy and the decision to ring-fence 16 places each year for pupils eligible for the Pupil Premium, to ensure that the school remains reflective of the local community. In our 2016-17 Reception cohort, a third of the pupils are eligible and in the Year 7 cohort 49% are eligible.

The Early Years Premium and Impact Thereof

As a school we had 14 pupil eligible for the Early Years premium, which meant that the school received a total of £4,500 in Early Years Premium funding last year.

The funding was allocated in two areas:

TO RAISE ATTAINMENT: Additional Teacher in Nursery in 2015-16 (PPG contribution of £3,000)

Evidentiary base: *a range of evidence supports the impact of a high quality teacher (Mckinsey, Dylan William, etc) on progress and learning, hence our decision to recruit a highly qualified, skilled, additional teacher into the Nursery*

We believe that the most critical resource we have to raise the attainment of our pupils is the quality of the teacher. Part of the grant was put towards adding a second qualified teacher into Nursery, so that we could multiply to high quality modelling and feedback available to pupils. This promoted differentiation by enabling more small groups and great differentiation of instruction in more formal learning, as well as adding a high quality practitioner to promote learning during less structured time in the Nursery.

Pupil progress was faster in the second half of the year when this teacher was recruited, suggesting that it had a significant impact.

TO SUPPORT SOCIAL AND EMOTIONAL DEVELOPMENT AND RAISE ATTAINMENT IN COMMUNICATION: Developing a Forest School for Nursery Pupils (PPG contribution of £1,500)

Evidentiary base: *we were confident from our own observations and experiences that Forest School would promote speaking and listening, especially for pupils who tended not to communicate much in the classroom. We also read [Impacts of Long Term Forest School Programmes on Children's Resilience, Confidence and Wellbeing](#) (Blackwell, 2015)*

Following a successful pilot with a focus on trips in 2014-15, we took advantage of the building of our farm to create a Forest School. Pupils accessed Forest once every two weeks for a full session and the funding was used to pay for the staff training and release time.

We decided to invest the grant in this because we believe that Forest School could have a significant impact on the communication and language development of all of our pupils but especially eligible pupils and especially boys. At Forest School language was modelled explicitly, vocabulary deliberately extended and pupils given an unfamiliar and exciting context in which to apply these skills. In addition, we believed that it could promote resilience and pupil confidence as well.

The Forest School was critical to prioritised pupils making progress and many of the boys made a break-through here in terms of communication (and making relationships) that later showed in their progress in typical Nursery sessions.

PPG Spend in Primary and Impact Thereof

This section of the report summarises the way that the £67, 824 was spent to support Primary pupils:

TO RAISE ATTAINMENT: Additional Teacher in Reception in 2015-16 (PPG contribution of £12,500, 30% of cost)

Evidentiary base: *a range of evidence supports the impact of a high quality teacher (McKinsey, Dylan William, etc) on progress and learning, hence our decision to recruit a highly qualified, skilled, additional teacher into the Reception.*

We recruited a third Reception teacher to work across our two forms in Reception, a significant increase in personnel compared to other year groups. This investment would not have been possible without part of the funding of it coming from the PPG.

Rationale: the quality of teaching is the most significant factor influencing pupil progress, and in particular excellent quality feedback is critical, according to the EEF. We knew that we had a cohort with significantly more pupils whose circumstances might make them vulnerable and wanted to provide additional capacity to support this cohort.

Impact: despite the cohort being significantly more vulnerable, we maintained our excellent historic levels of GLD, with 80% of the cohort achieving the ELG. The school's internal monitoring judged the team in Reception to be good or outstanding for the whole year, and they worked very effectively with parents to support those who needed to make the most progress.

In terms of the performance of eligible pupils specifically, there is a gap in attainment, with 8 of the 12 pupils not achieving the GLD being eligible for the Pupil Premium grant. That means that 14 of 22 eligible pupils did achieve the GLD, being 63% of the cohort and comparable to the level of GLD nationally. At Reach, PP pupils are achieving in line with national levels at the end of the Foundation Stage.

In some areas, the progress of PPG pupils was more rapid than the rest of the cohort, notably in communication – listening, speaking and understanding (of which more below). However, progress was slower in Reading, Writing and Number, and this will be a focus in 2016-17.

Will this continue? We do intend to continue to invest in having three teachers in Reception in 2016-17. We believe that there is a unique opportunity to accelerate the progress of the most vulnerable and give every pupil the very best grounding to be ready to achieve well in Year 1.

TO RAISE ATTAINMENT: Access to Talk Boost and other Speech and Language Intervention (PPG contribution of £3,240)

Evidentiary Base: *this is a programme which has impact, as their [2012 evaluation](#) demonstrates. It is one that we have used regularly and the pre and post assessment has consistently demonstrated progress over the last two years.*

We provide an evidence based speech and a language intervention, Talk Boost for pupils in the Foundation Stage and Key Stage 1. The intervention is partly funded via the Pupil Premium and is accessed by many eligible pupils (12 in 2015-16).

Rationale: pupils will not read and write better than they can speak, and so we know that supporting all of our pupils to speak clearly and confidently is critical to achieving the outcomes we are aiming

for. We do a range of speech and language work, last year commissioning a therapist who was on site weekly for the year, but have found that Talk Boost has been the most successful intervention.

Impact: there is a bespoke pre- and post- programme assessment and from this, we identified that 90% of pupils who accessed Talk Boost did make progress. This support was focused on Reception, where the EYFS framework has three areas of communication to evaluate. It was in this area that eligible pupils did best, with many accessing this intervention. All pupils who accessed Talk Boost made at least expected progress in speaking, listening and understanding, and eligible pupils overall were more likely to make accelerated progress than non-eligible: 73% compared to 62% in Listening, 86% compared to 68% in Understanding and 91% compared to 84% in Speaking. In terms of attainment as well, 95% of eligible pupils met the ELG in Listening compared to 86% of non-eligible pupils, 86% in Understanding (the same figure as for non-eligible) and 91% compared to 89% in Speaking.

Will it continue? We will continue to offer this intervention and will seek to extend it by training teachers in its principles.

TO RAISE ATTAINMENT: Read Write Inc (PPG contribution of £7,500)

Evidentiary Base: *the evidence for phonics as a critical component of learning to read is widely accepted and features on the EEF toolkit:*

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/phonics/>

Read Write Inc has a number of studies that have been done, including an EEF Efficacy Trial, demonstrating impact for all pupils.

Having not worked with Read Write Inc, it was introduced into Years 1 & 2 in the first instance as a trial and to address concerns about reading progress, especially from the more vulnerable. The PPG enabled us to train a senior member of staff and give her the capacity to coach and develop the teachers and TA's delivering the programme.

Rationale: there is a strong evidentiary base for the programme and despite impressive Phonics Screen results in 2013 and 2014, we were concerned about the level of progress and the application of phonics of our more vulnerable pupils. We used the PPG to enable us to kick-start using RWI and explore its impact.

Impact: in Year 1 there was accelerated progress in Reading in the second half of the year, which we attribute to the introduction of RWI. At the end of the year 69% of the cohort were working at a Level 2c, although that figure was only 30% of eligible pupils. There was also a disparity in levels of progress, with 94% of non-eligible pupils making expected progress or better, and only 70% of eligible pupils. Despite positive overall progress, and excellent levels of progress from key eligible individuals, there is not yet evidence that this intervention has closed the gap. We hypothesise that these pupils will continue to make good progress and will catch up as the phonics becomes more embedded.

Will it continue? Yes, we are planning to roll it out into Reception from September and all parts of the school will be using RWI.

TO RAISE ATTAINMENT: Reading Support: Small Group Reading (PPG contribution of £4,000) and **Teacher-led 1:1 Reading** (£3,600)

Evidentiary Base: *taken from the research done by the EEF on Reading comprehension strategies, which can add 5 months of progress.*

We use additional resources of senior staff and specialist teachers to prioritise small group guided reading focused on vulnerable pupils and teacher-delivered 1:1 reading for prioritised pupils.

Rationale: for vulnerable pupils with fragile self-esteem, being successful in the classroom is critical and so reading is critical. We want to maximise the time that pupils are listened to reading, and where possible to have someone highly skilled doing that work with the pupil.

Impact: amongst pupils at the lowest levels of attainment, there was significant progress for prioritised pupils. In year 2 several vulnerable pupils jumped from a level 1 to a Level 3 over the course of the year, with our analysis being that this support enables that progress.

Will it continue? We will continue to offer this personalised, focused support for pupils in reading, especially in EYFS and Key Stage 1.

TO RAISE ATTAINMENT: Creation of a separate class for prioritised Year 3 pupils (PPG contribution of £7,500)

Evidentiary Base: we are aware that the [evidence for streaming and setting](#) is that it has a net negative impact and hence our commitment to mixed ability teaching. However in this case we opted to proceed because of the exhaustive list of strategies we have tried to raise the attainment of this group of pupils.

We used PPG resources to create a class for the eight pupils in Year 3 who had not met expectations in either of reading, writing and Maths with the aim of supporting rapid progress and rejoining the class.

Rationale: over their first three years in the school this group of pupils had received a great deal of targeted support in class, differentiation strategies and 1:1 intervention outside class, without getting to a Level 2 in reading and writing, nor in Maths. As a school we do not favour streaming or setting but felt that this was a strategy that had not been tried previously.

Impact: our eligible pupils in this cohort have multiple challenges (like many of our PP cohort), and have stubbornly failed to attain at age expected levels. By the end of the year and in large part of a positive, confidence-building and resilience-building experiences the children had in this group, all pupils are working at a Level 2 or above in Maths (and Level 2b being the lowest level), and then the lowest attainers working at a Level 2a in Reading. This intervention did have a significant impact.

Will it continue? This was significant decision and was take because of the specific needs of our frontier cohort. It could be repeated but is unlikely to be in the next year or two.

TO SUPPORT SOCIAL AND EMOTIONAL DEVELOPMENT AND RAISE ATTAINMENT: City Year in Primary (PPG Contribution of £6,080)

Evidentiary Base: there is only limited evaluation of City Year because it is so new, but we acknowledged this report: [www.cypnow.co.uk/digital_assets/City Year Interim Report.doc](http://www.cypnow.co.uk/digital_assets/City_Year_Interim_Report.doc) The evidence from the US, where the programme is more established, suggest it can have a strong impact.

For the fourth year we hosted a team from City Year, who worked across Primary and Secondary, supporting learning, leading extra-curricular activities and mentoring and supporting pupils. This investment would not have been possible without part of the funding of it coming from the PPG (in this case around 22% of the total cost).

Rationale: City Year have given us the ability to work more intensively with pupils and particularly to focus resources on the most vulnerable. City Year volunteers who across multiple aspects of the school and are able to support pupils and apply what they are learning about a pupil in the playground to supporting him in school. The PPG investment facilitated the volunteers to prioritise 1:1 reading and other specialist support to eligible pupils.

Impact: of course, it is notoriously difficult to judge impact here, but there are signs that the 1:1 reading and other led by City Year did have an impact. Progress accelerated throughout the year in each of Reception, Year 1, 2 and 3, and prioritised pupils did make accelerated support once they were working closely with CY volunteers.

Will this continue? We made the decision at the end of the year to end our collaboration with City Year. After four successful years we wanted to have more control over the staff members working in our school (there is no role for the school in selecting the team).

TO SUPPORT SOCIAL AND EMOTIONAL DEVELOPMENT: Place2Be – School Counselling Service (PPG contribution of £3,400)

Evidentiary base: *Place2Be is an established organisation with a recognised commitment to research. Evidence of its impact is available here: <https://www.place2be.org.uk/impact-evidence/research-publications.aspx>. The EEF has also recognised the impact of Social and Emotional Learning: <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/>.*

For the fourth year, we worked with Place2Be to provide an in-school counselling service. The service is disproportionately accessed by eligible pupils. This investment would not have been possible without part of the funding of it coming from the PPG (in this case around 15% of the total investment).

Rationale: we were convinced when the school opened that for pupils to be able to learn well in school, we would need to ensure that they had good mental health and that in this area early intervention was critical. We have a strong relationship with Place2Be grounded in mutual trust, hence this investment.

Impact: this has been the most successful of our four years of partnership with Place2Be. We have seen dramatic impact of counselling on their attitude and ability to access school and be successful, and a clear outcome from Strengths and Difficulties Questionnaires. The team has also worked more consistently with staff and parents and this has had an impact on staff well-being and the quality of relationships with pupils, as well as parental engagement with counselling when pupils are accessing this support.

Will it continue? Yes, we are pleased with our work together and intend to continue.

TO SUPPORT SOCIAL AND EMOTIONAL DEVELOPMENT: Free access to Breakfast Club and After School Club (PPG contribution of £5,700)

Evidentiary base: *There is currently an EEF research project underway to test the impact of free Breakfast Clubs - <https://educationendowmentfoundation.org.uk/news/first-uk-trial-on-the-impact-of-free-breakfasts-on-pupils-attainment/>: the early results are very positive (<https://schoolclerk.co.uk/2016/11/18/study-found-attending-primary-school-breakfast-clubs-improved-pupil-progress-friday-18-november-2016/amp/>).*

We provide access to our wrap-around care for eligible pupils. In this year we provided access to six pupils.

Rationale: where we think that socially, academically or to support the family it would be beneficial to invite the children to join Breakfast Club or After School Club, we make that offer. It is part of our efforts to create consistency and stability for pupils where that may not be the norm and support them forming secure attachment inside and outside school.

Impact: the impact of this is difficult to see in the academic outcomes, not least because for these pupils they were benefiting from a range of other support. It did raise levels of attendance and punctuality in the prioritised pupils, and to improvements in SDQs at the end of the year.

Will it continue? Yes, we will continue to offer this, with a adjustment that it will be evaluated half-termly with wrap-around staff having a clearer set of objectives to be working towards with these pupils.

TO CREATE STRONG LINKS WITH FAMILIES AND STRENGTHEN COLLABORATION: Family Support Worker (PPG contribution of £7,500)

Evidentiary base: *there is clear evidence that parental engagement accelerates pupil progress, particularly academically. Evidence from the EEF here:*
<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/>

We have a strong Family Support Worker who works with our more vulnerable families, many of whom are eligible for the Pupil Premium. This investment would not have been possible without part of the funding of it coming from the PPG (in this case around 30% of the total investment).

Rationale: we firmly believe that for us to have a transformative impact on pupils' lives, we need to take their parents with us on this journey. We believe that having someone who can support families that really need that support, both practically and emotionally, builds trust and openness between home and school and also helps families reate the best possible environment for their children.

Impact: there has been significant impact from this work. The Family Links programme ran three times, was targeted and accessed by 70% eligible parents, with some other vulnerable families also accessing the course. The feedback has been excellent and in several cases progress with the child has been remarked on by the teacher and this has led to improved outcomes. In addition this member of staff ran nurture sessions with vulnerable pupils (where she was already working with the family) and in one case had such a dramatic impact that this pupil is no longer needing to access support and has made excellent academic progress.

Will it continue? Yes, we will continue to fund this post and seek to expand the more structured elements of the role (Family Links, Nurture, etc) as these seem to have the greatest impact.

Parent-driven spend across Primary and Secondary (PPG contribution of £6,400 in Primary and £12,400 in Secondary)

Evidentiary base: *there is clear evidence that parental engagement accelerates pupil progress, particularly academically. Evidence from the EEF here:*
<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/>

As in previous years, we seek to invest parents more deeply in the opportunity provided by the Pupil Premium and have worked alongside parents to spend a proportion of their child's Pupil Premium collaboratively. We share the rationale for the Pupil Premium and how the school was spending it, and then introduced a range of suggestions for how part of the money could be spent, although parents were invited to make additional suggestions.

Last year, parents have spent the money in the following way:

- Putting towards a computer loan;
- Subsidising residential trips;
- A camera to feed an interest in photography
- Joining a sports club which meets several times a week;
- Book tokens; and
- Educational visits for the whole family

Several of these came at the behest of the parents. This initiative has brought about much higher engagement from parents –parents were often surprised when they found out what the national gap was in achievement for Pupil Premium eligible pupils.

Outcomes for Primary Pupils eligible for the Pupil Premium

The following table shows the performance of eligible Primary pupils compared to the cohort average and, if available, to the borough average, and compares this to 2015.

Early Years

	2016		2015		National level of PPG eligible pupils (2014)
	Whole cohort	Pupil Premium Eligible	Whole cohort	Pupil Premium Eligible	
Achieving Good Level of Development	80%	64% (-16%)	80%	50% (-30%)	46%

In Reception we have closed the gap between PPG eligible pupils and no-PPG eligible pupils by 14% in the last year. An internal gap of 16% remains but eligible pupils outperform the national figure for PPG pupils by 18%.

Year 1

	2016		2015		National level of PPG eligible pupils
	Whole cohort	Pupil Premium Eligible	Whole cohort	Pupil Premium Eligible	
Phonics Screen	90%	66% (-24%)	90%	82% (-8%)	67%
Making good progress in Maths	78%	64% (-14%)	68%	50% (-18%)	N/A
Making good progress in Reading	88%	79% (-9%)	78%	38% (-40%)	N/A
Making good progress in Writing	43%	77% (-34%)	74%	25% (-49%)	N/A

In Year 1 we closed the gap compared to the previous year, especially in Reading and Writing and will continue to prioritise this in the coming year.

Year 2

	2016		2015		National level of PPG eligible pupils
	Whole cohort	Pupil Premium Eligible	Whole cohort	Pupil Premium Eligible	
Making good progress in Maths	46%	36% (-10%)	81%	100% (+19%)	N/A
Making good progress in Reading	34%	64% (+30%)	78%	29% (-49%)	N/A
Making good progress in Writing	46%	36% (-10%)	37%	14% (-23%)	N/A

In Year 2 we have substantially closed the gap in terms of performance in Literacy, with eligible pupils out-performing the cohort in Reading Progress and a narrowing gap in Writing. There is a small gap in Maths.

Year 3

	2016		2015		National level of PPG eligible pupils
	Whole cohort	Pupil Premium Eligible	Whole cohort	Pupil Premium Eligible	
Making good progress in Maths	63%	71% (+8%)	N/A	N/A	N/A
Making good progress in Reading	68%	76% (+8%)	N/A	N/A	N/A
Making good progress in Writing	64%	59% (-5%)	N/A	N/A	N/A

A cohort which has had a significant gap in terms of progress lower down the school saw this close in 2015-16, with the eligible pupils out-performing the cohort in terms of Maths and Reading and a small gap existing only in Writing.

PPG Spend in Secondary and Impact Thereof

TO RAISE ATTAINMENT: Team Teaching and additional groups in Key Stage 4 Maths (PPG contribution of £9,225)

Evidentiary base: *a range of evidence supports the impact of a high quality teacher (McKinsey, Dylan William, etc) on progress and learning, hence our decision to allocate an additional teacher to teach Year Key Stage 4 Maths.*

We allocated two teachers to each of our Year 10 classes in order to support all pupils to make rapid progress. This investment would not have been possible without part of the funding of it coming from the PPG.

Rationale: We have a commitment to missed ability teaching which has been widely demonstrated, including by the EEF, to yield the best outcomes, especially for vulnerable pupils. This is a commitment shared across the school and has been most challenging in Maths and has become more challenging as pupils have moved through the school. We therefore decided to add capacity to each of our Year 10 teaching groups so that we could support more effective differentiation.

Impact: half of the Year 10 cohort are eligible for the PPG and there is a gap in their attainment and the rest of the cohort in Maths – with 58% of non-eligible pupils achieving a Level 5+ in their Year 10 assessment and only 31% of eligible pupils. It should be noted in this cohort that 57% of eligible pupils are also on the AEN Register, and so are pupils who face multiple challenges.

Will it continue? Next year we will move to three groups across Key Stage 4 in Maths and these groups will be determined by attainment level. We will evaluate this termly and determine a long term strategy at the end of the year.

TO RAISE ATTAINMENT: Team Teaching and personalised support in Year 7 English (PPG contribution of £9,225)

Evidentiary base: *a range of evidence supports the impact of a high quality teacher (McKinsey, Dylan William, etc) on progress and learning, hence our decision to recruit a highly qualified, skilled, additional teacher to support Year 7 English.*

We allocated two teachers to each of our Year 7 English classes in order to support all pupils to make rapid progress in their first year in the school. This investment would not have been possible without part of the funding of it coming from the PPG.

Rationale: In Year 7 pupils benefit from additional English and Maths, with 7 hours of English weekly plus 2.5 hours of dedicated reading time. Furthermore, the Year 7 English teachers each teach one class only, meaning that they are able to support and work alongside their colleague in the other lessons. We do this so that pupils can make accelerated progress and be able to access the full curriculum in Year 8 and beyond.

Impact: this year we substantially increased the rigour of our Key Stage 3 assessment in order to align it to the new GCSE and the increased and changing demands of that qualification. As a result our results were lower than in previous years, although the feedback from our external review at the end of the year was that pupil work in English was of high quality.

Half of eligible pupils in Year 7 were also on the AEN register. The average attainment for eligible pupils was a Level 5b at the end of the year, and eligible pupils made 2.4 sub-levels of progress, ahead of national expectations. This was marginally, but not substantially, below the levels made by non-eligible pupils.

Will it continue? We will continue to invest substantially in additional Literacy support for Year 7 pupils, in English and next year in Humanities as well.

TO RAISE ATTAINMENT: Masterclasses and personalised support (PPG contribution of £14,040)

Evidentiary Base: while citing it as expensive, the EEF recognises the impact of this sort of support: <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/one-to-one-tuition/>

We ensure that we have capacity across subjects to give pupils access to 1:1 and small groups support where it is needed. This investment would not have been possible without part of the funding of it coming from the PPG.

Rationale we have relatively fewer TA positions than schools of a comparable size and pupil population and instead recruit additional teachers who have a certain amount of flex in their timetables to work with small groups of pupils and individuals. This support can change and evolve over the course of the year and provides more flexibility and responsive intervention than is often possible.

Impact: this impact of this support is hard to separate from the impact of teaching when considering holistic assessment outcomes by subject. A more granular review of the objectives met through this support suggests that they do have a significant impact, especially in English and Maths.

The case study of Year 8 English is a helpful one to consider, given that the Year 8 English teachers had time set aside to work directly with pupils. At the end of the year all eligible pupils bar one were working at a Level 5b, therefore at national expectations, and 65% of eligible pupils were working at a Level 6c, giving them the opportunity to achieve a Level 7 in Year 9 and be well-positioned to work towards top grades at GCSE.

Will it continue? Yes, we will seek to give teachers the space and time to work intensively with the pupils who need the support the most.

TO RAISE ATTAINMENT: Small group tuition in Humanities and Science by a Tutor Fellow
(PPG contribution of £10,500)

Evidentiary Base: while citing it as expensive, the EEF recognises the impact of this sort of support: <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/one-to-one-tuition/>

To support pupils to make accelerated progress in priority areas, we provide access to small group tuition that takes Humanities and Science content and teaches it with an English and Maths core skills focus. This investment would not have been possible without part of the funding of it coming from the PPG.

Rationale: We believe that pupils need to have a strong level of Literacy and Maths to be able to access a fully broad and balanced curriculum. We use our Tutor Fellows, graduates with an intention to go into teacher training after a year developing their understanding of the role of a teacher and their curriculum understanding, to deliver this support across Key Stage 3.

Impact: we have seen a substantial impact from this support. As mentioned above, more than 90% of eligible pupils are working at national expectations in Year 8 English, while the same is true of Maths in Year 8. In Year 9, 88% of eligible pupils have met national progress expectations in English, while 85% have done so in Maths.

Will it continue? We are in the process of reviewing this support and are exploring the implications of the changes to GCSE Science to the Key Stage 3 curriculum. It may well be that we focus this support on Humanities only in the coming year.

TO SUPPORT SOCIAL AND EMOTIONAL DEVELOPMENT AND RAISE ATTAINMENT: City Year in Secondary (PPG Contribution of £6,080)

Evidentiary Base: *there is only limited evaluation of City Year because it is so new, but we acknowledged this report: [www.cypnow.co.uk/digital_assets/City Year Interim Report.doc](http://www.cypnow.co.uk/digital_assets/City_Year_Interim_Report.doc) The evidence from the US, where the programme is more established, suggest it can have a strong impact.*

For the fourth year we hosted a team from City Year, who worked across Primary and Secondary, supporting learning, leading extra-curricular activities and mentoring and supporting pupils. This investment would not have been possible without part of the funding of it coming from the PPG (in this case around 22% of the total cost).

Rationale: City Year have given us the ability to work more intensively with pupils and particularly to focus resources on the most vulnerable. City Year volunteers who across multiple aspects of the school and are able to support pupils and apply what they are learning about a pupil in the playground to supporting him in school. The PPG investment facilitated the volunteers to prioritise mentoring, homework support and other curriculum support for eligible pupils.

Impact: the pupils who benefited from this support also had access to a lot of other support. However, the trend from our behaviour data is that pupils achieved fewer and fewer demerits throughout the year, suggesting impact from this mentoring support. Pupils who made use of the Homework Club facility (often these pupils were targeted) had substantially reduced occasions of homework being inadequate and needing to be redone.

Will this continue? As noted above, we made the decision at the end of the year to end our collaboration with City Year. After four successful years we wanted to have more control over the staff members working in our school (there is no role for the school in selecting the team).

TO SUPPORT SOCIAL AND EMOTIONAL DEVELOPMENT: Place2Be – School Counselling Service (PPG contribution of £5,100)

Evidentiary base: *Place2Be is an established organisation with a recognised commitment to research. Evidence of its impact is available here: <https://www.place2be.org.uk/impact-evidence/research-publications.aspx>. The EEF has also recognised the impact of Social and Emotional Learning: <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/>.*

For the fourth year, we worked with Place2Be to provide an in-school counselling service. The service is disproportionately accessed by eligible pupils. This investment would not have been possible without part of the funding of it coming from the PPG (in this case around 25% of the total investment).

Rationale: we were convinced when the school opened that for pupils to be able to learn well in school, we would need to ensure that they had good mental health and that in this area early intervention was critical. We have a strong relationship with Place2Be grounded in mutual trust, hence this investment.

Impact: as noted above, this has been the most successful of our four years of partnership with Place2Be. We have seen dramatic impact of counselling on their attitude and ability to access school and be successful, and a clear outcome from Strengths and Difficulties Questionnaires. The work of

the School Project Manager and senior staff at Place2Be to offer staff development and reflection spaces have had a big impact on helping staff to build stronger and more enduring bonds with many of our eligible pupils.

Will it continue? Yes, we are pleased with our work together and intend to continue.

TO CREATE STRONG LINKS WITH FAMILIES AND STRENGTHEN COLLABORATION: Family Support Worker (PPG contribution of £7,500)

Evidentiary base: *there is clear evidence that parental engagement accelerates pupil progress, particularly academically. Evidence from the EEF here: <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/>*

We have a strong Family Support Worker who works with our more vulnerable families, many of whom are eligible for the Pupil Premium. This investment would not have been possible without part of the funding of it coming from the PPG (in this case around 30% of the total investment).

Rationale: we firmly believe that for us to have a transformative impact on pupils' lives, we need to take their parents with us on this journey. We believe that having someone who can support families that really need that support, both practically and emotionally, builds trust and openness between home and school and also helps families create the best possible environment for their children.

Impact: the work done by this staff member has developed differently with Secondary pupils and their families compared to those in Primary. We have only had a handful of Secondary parents undertake the Family Links programme, partly due to the fact that more of them are working. As a result the work that has been done has been more on an individual basis and significantly focused on the pupil themselves and helping them to create the right support and environment at home.

The pupils who have been targeted have seen improvements in attendance, punctuality and behaviour data, suggesting that the impact is pronounced.

Will it continue? Yes, we will continue to fund this post and will seek to expand the more structured elements of the role into Secondary.

TO SUPPORT SOCIAL AND EMOTIONAL DEVELOPMENT AND RAISE ATTAINMENT: 1:1 Support for prioritised pupils from Senior Leaders (PPG contribution of £13,500)

Evidentiary base: *we have prioritised this support because of the particular needs of our cohort. As mentioned elsewhere, there is evidence for the impact of Social and Emotional Learning: <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/> and for 1:1 support.*

Over the course of the year three senior leaders worked for 100 hours with 5-10 pupils each to support them with pastoral and academic matters and ensure that they were able to be successful in school.

Rationale: this is a substantial investment from the school and a critical one to ensuring that our most vulnerable pupils are able to be successful. This support often comes when work with other staff, our Family Support Worker for example, and our Place2Be service, have not yielded an impact. This support is accessed where there are academic and pastoral concerns about a pupil and they need a period of intensive personalised support.

Impact: each of these cases have their own story and this support is used to ensure that eligible pupils raise attendance levels, effort levels in class and in some cases avoid exclusion. One example is of a pupil who had three fixed term exclusions in a short period and was judged to be at significant

risk of permanent exclusion. Through daily 30 minute sessions at the start of every day for four weeks with a senior teacher, coupled with brief check-ins at the end of the day, the student was able to develop a range of strategies to get through this difficult period and finished the year on track to achieve well in GCSEs next year.

Will it continue? Yes, although the school will need to critically evaluate where this intensive intervention is the right course, given the growth of the school and the range of demands on senior staff.

TO SUPPORT SOCIAL AND EMOTIONAL DEVELOPMENT AND RAISE ATTAINMENT: 1:1 and small groups support from Pupil Support Officer (PPG contribution of £11,700)

Evidentiary base: *we have prioritised this support because of the particular needs of our cohort. As mentioned elsewhere, there is evidence for the impact of Social and Emotional Learning: <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/> and for 1:1 support.*

Our Pupil Support worker supports pupils in groups and individually, using a range of strategies including nurture group training that several staff undertook last year. This investment would not have been possible without part of the funding of it coming from the PPG.

Rationale: as set out above, we are convinced that our pupils will only be successful academically if their social and emotional well-being is addressed. We have therefore prioritised support from our Pupil Support Officer, much of which is accessed by eligible pupils.

The support has included a series of nurture groups run for prioritised pupils in Year 7 and 8, as well as support for pupils pursuing any kind of risky behaviours and a range of other issues.

Impact: based on the Boxall Profiles undertaken around the nurture groups, and some use of SDQs, pupils benefited significantly from this support. In addition, feedback from parents has been overwhelmingly positive.

Will it continue? Yes, though we will continue to evaluate the impact and reflect on which pupils benefit most from this support.

Outcomes for Secondary Pupils eligible for the Pupil Premium

The following tables set out of the gaps in performance between the whole cohort of pupil premium eligible pupils.

Year 7

	English	Maths	Science	History	Geog	French	Spanish
Working at level 4+	-2%	0%	0%	0%	0%	-2%	-5%
Working at level 5+	5%	9%	-1%	5%	7%	3%	5%
Working at level 6+	6%	5%	10%	6%	5%	0%	0%
Working at level 7+	1%	8%	-2%	0%	0%	0%	0%
On track to make 3 levels progress KS2-4	0%	5%	-2%	-6%	1%	5%	-4%
On track to make 4 levels progress KS2-4	7%	7%	1%	-3%	5%	0%	-2%
On track to make 5 level progress KS2-4*	-2%	9%	1%	-5%	-3%	-2%	-2%

In Year 7 the picture is very positive, with comparable performance across the board in terms of attainment and PPG eligible pupils outperforming peers in Science and Maths. The picture in terms of progress is very similar.

Year 8

	English	Maths	Science	History	Geog	French	Spanish
Working at level 4+	3%	0%	0%	2%	0%	0%	100%
Working at level 5+	3%	3%	4%	2%	7%	-2%	30%
Working at level 6+	17%	10%	13%	12%	10%	9%	0%
Working at level 7+	14%	5%	11%	4%	1%	0%	0%
On track to make 3 levels progress KS2-4	6%	5%	4%	8%	-4%	-3%	0%
On track to make 4 levels progress KS2-4	10%	10%	13%	7%	-6%	-3%	0%
On track to make 5 level progress KS2-4*	16%	10%	7%	5%	-2%	0%	0%

Pupil Premium pupils are out-performing the rest of the cohort in Year 8 in terms of attainment and progress with 17% more working at Level 6 in English and 10% more in Maths. 16% more are on track to make five levels of progress from Key Stage 2 to Key Stage 4.

The picture is very positive.

Year 9

	English	Maths	Science	History	Geog	French	PE
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Working at level 4+	0%	4%	0%	0%	0%	2%	0%
Working at level 5+	2%	6%	6%	0%	0%	-4%	4%
Working at level 6+	5%	8%	14%	-3%	7%	-2%	-2%
Working at level 7+	-6%	12%	14%	-1%	6%	-1%	0%
On track to make 3 levels progress KS2-4	-11%	-8%	2%	-14%	1%	-7%	-11%
On track to make 4 levels progress KS2-4	2%	7%	5%	8%	4%	-1%	-4%
On track to make 5 level progress KS2-4*	-4%	4%	4%	1%	-3%	0%	-2%

In Year 9 the picture is positive in terms of attainment, with a high proportion of PP pupils achieving Levels 6 and 7 in Maths and Science, and only a 6% gap in English at Level 7. Slightly fewer pupils are on track to make 3 levels of progress and this will be a focus in 2016-17.

Year 10

	Attainment 8		Progress 8	
	End of Y10 result	GCSE prediction	End of Y10 result	GCSE prediction
Whole cohort	47.4	59.1	-0.50	0.97
PPG eligible pupils	45	56.9	-0.59	0.88

Year 10 eligible pupils are performing very close to the whole cohort by both the Attainment 8 and Progress 8 measure at the end of Year 10, with less than half a grade between them in Attainment 8 and 0.09 by the Progress 8 measure.