

PUPIL PREMIUM 2011 / 12 – POLTAIR SCHOOL

Poltair School received £ 77,429 of Pupil Premium funding for the academic year 2011/12. We received this money in addition to our main school funding. This is allocated to schools to support specific groups of students who are more vulnerable to possible underachievement. These include students who are entitled to free school meals, those looked after by the local authority and the children of armed service personnel.

Poltair School used the funding in the following ways:

A. ACHIEVEMENT

1. Literacy Progress Groups (£18,000)

- This is a specific programme of support targeted at those pupils who join the school with prior attainment in English below Level 4. The programme runs during English lessons in Years 7 and 8.
- Specially trained Teaching Assistants worked with small groups of pupils who entered the school with a KS2 score of below a Level 4 (national average). The progress of the groups was monitored by an English specialist. The teaching assistants provided intensive support for pupils so that they were quickly able to catch up and progress to Level 4 by the end of Year 7 and Level 5 in Year 8. The focus was on Reading Recovery and the use of synthetic phonics.

2. Accelerated Reader (£2,250)

- Pupils in Years 7 and 8 follow a structured reading programme. This not only assesses accurately their current reading level, but methodically directs personalised reading plans for all pupils. Diagnostic online tests assess pupils' reading for understanding and provide a quantitative and competitive edge to the approach.
- On average, the Accelerated Reader programme improves reading ages by between 6 and 9 chronological months per term, meaning that over the course of two years on the programme, pupils' reading ages improve by between 3 and 6 chronological years.

3. Passport To Success (£5,000)

- A significant number of pupils in Year 11 at risk of not making expected progress were selected for the school's 'Passport to Success' programme. In this, fortnightly target setting in English and Mathematics was complemented by an extensive rewards package and access to a mentor who supports the pupils through a fortnightly meeting structure.
- By the end of Year 11, 100% of pupils identified for the PtS group, attained in line with their projected outcomes based on their KS2 attainment.

4. Small group tuition (£10,000)

- Higher Level Teaching assistants are used in both English and Mathematics to work with small groups of pupils, extracted from lessons to support in their learning and progress over short periods of defined time. This is about the acquisition of skills, knowledge and understanding and building pupil confidence.

5. Easter / May Half Term revision (£4,500)

- The school organizes and delivers a series of subject based revision days during the two school holidays, prior to the summer examination series. These allow pupils at risk of underachievement, to rehearse examination techniques and best structure their own independent learning. Increasingly, these have been targeted at pupils who are most at risk from underachieving

B. TEACHING

6. Staff CPD – Planning for the needs of learners (£3,000)

- In response to the school's own self-evaluation, validated by the Ofsted inspection of September 2011, the school invested the major part of its CPD resourcing to ensure that teachers were best equipped to plan differentiated lessons for all learners, regardless of their starting points.
- Monitoring data indicates that 72 % of all lessons are now good or better compared to 63% in the 12 month period preceding this.

C. BEHAVIOUR AND SAFETY

7. Five Ps (Uniform) (£3,250)

- So that all pupils can demonstrate day-to-day standards and 'pride' in their school, changes in the school uniform, plus the reintroduction of a House system has involved ties (reflecting the new House and school communities) being purchased for pupils.
- Whilst it is difficult to quantify this in terms of outcomes, there has been a significant level of participation in community based events as part of the House system. In the academic year 2011/2012, the school community raised over £6000 for local charities.

8. Activities Week (£1,000)

- Each year the school organizes an Activities Week during the summer term when a range of different out of school learning experiences is provided for pupils. Some subsidies are offered so that all pupils, even the most vulnerable, have an equal opportunity to enjoy and engage.

9. Reducing Exclusions (£5,000)

- Although behaviour in the school is very good, exclusions are still only broadly at the national average. Previously, boys in receipt of free school meals would appear to be particularly likely to be excluded. The school has invested in internal systems of consequence, including improvements to Internal Exclusion, in order to reduce exclusions, to retain closer support for pupils who do misbehave and to ensure that consequences are based on 'certainty' of sanction.

D. LEADERSHIP AND MANAGEMENT

10. Average Class Size / Staffing Ratios (£20,000)

- Despite financial pressures on the school, driven by a falling roll over time, wherever possible, class sizes have been kept small (below county average). This allows for teachers to more easily provide bespoke and individualized advice, guidance and interventions. Moreover, a small amount of over-staffing has been allowed for in English and Mathematics so that there remains some flexibility to supplement or adjust classes when delivering specific schemes of learning.

11. Alternative Curriculum (£6,000)

- The school has a small handful of learners, particularly at Key Stage 4, potential NEETs and highly vulnerable children, who struggle to engage with the formal curriculum. A number of these learners join the school in the latter stages of their secondary education. In order to secure attendance, engagement and progress, the school does secure alternative provision, working closely and in partnership with other local providers .

2012 – 13

In the current year the school will receive £ 165,718 of pupil premium funding. Our intention is to spend the money in a similar way but with the following additions or amendments.

A. ACHIEVEMENT

1. Literacy Progress Groups (£18,000)

- This successful programme established last year has been evaluated and developed to further support those pupils at risk of underachievement. The programme runs during English and French lessons in Years 7 and English lessons in Year 8.
- A specialist English teacher, accompanied by three specifically trained Teaching Assistants work with a Year 7 and Year 8 group of pupils who entered the school with a KS2 score of below a Level 4 (national average). Intensive support is provided to enable all pupils to reach national standards at an accelerated rate. There is a strong focus on Reading Recovery and the use of synthetic phonics.
- Autumn term 2012/13 data indicates that in Year 7 65% of pupils are currently on target to make three levels of progress and in Year 8 67% of pupils are on target to make three levels of progress. Most pupils in Year 7 and 8 have made good progress since the start of the autumn term.

2. Passport To Success

- The Passport to Success programme is now offered to pupils in Years 10 and 11.

3. Tracking of Pupil Progress

- In order to ensure that the school swiftly intervenes on behalf of any pupil in danger of falling behind and to support all leaders and teachers in this regard, the school has invested in the appointment of a Data Manager and Analyst.

4. Classroom Monitor

- The school has invested in an electronic mark book that more easily allows teacher to translate their day to day assessment with the formal half termly data entries. This is to assist teachers to ensure good accurate assessment is placed at the heart of the lessons they plan and to give leaders confidence that all data analysed is robust and accurate.

5. Achievement For All

- The school has joined the national Achievement For All project. This project, with its origins in the National Strategies is a proven way of tackling the potential under-performance of the lowest ability pupil groups in the school. The school will be working with a nominated coach once a fortnight to ensure that the school's structured work with the target pupils and their families focuses on the removal of all obstacles to progress and achievement.

6. GCSE Pod

- The school has recently purchased a reduced rate license for GCSE Pod. This constitutes a comprehensive set of clips and visual tutorials accessible for pupils on hand-held devices and on computer. These will form a key part of the additional study and revision materials and resources provided for pupils, encouraging them to work independently. The company has a proven record of raising achievement in schools where the resources have been well used. The school will explore ways of ensuring pupils without devices have access to the resource.

B. TEACHING

7. iPads / Hand-held Devices

- We have recently purchased a set of 40 iPads which will be used to assist teaching in Mathematics, PE and Music in the first instance. In Mathematics, the iPads are ostensibly being used within intervention sessions aimed at accelerating the progress of pupils in receipt of the pupil premium funding. In PE and Music, they are being used to allow pupils to develop independence and resilience.