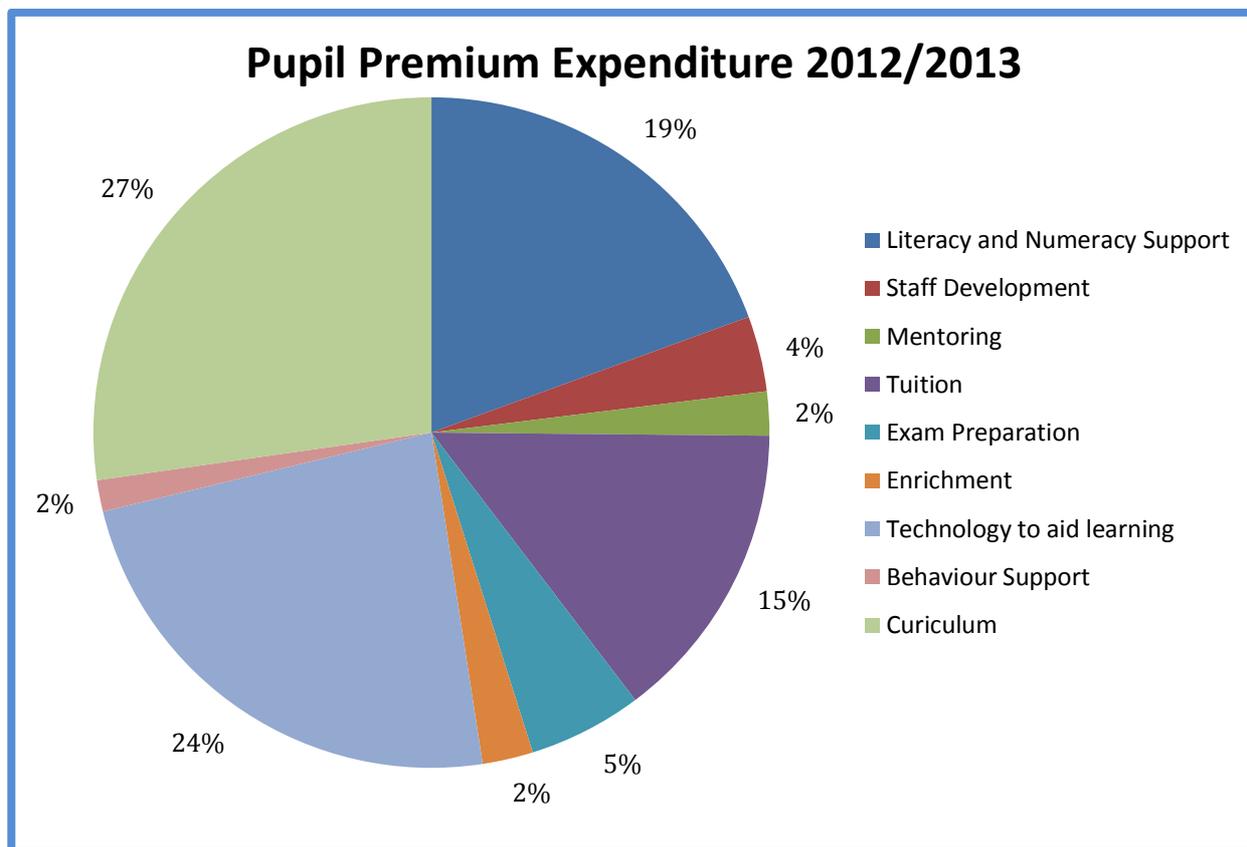


## PUPIL PREMIUM 2012 / 13 – POLTAIR SCHOOL

Poltair School received £ 165, 718 of Pupil Premium funding for the academic year 2012/13. 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 £25,000

- 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 £7,500

- 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, pupil's reading ages improve by between 3 and 6 chronological years.

### **3. Books for Breakfast- Peer Mentoring Scheme £500**

- To support pupils who were reluctant to engage with the Accelerated Reader programme, a breakfast club was established. Pupil Premium pupils who were not completing a sufficient number of reading books to make progress were invited to attend a breakfast session where they were paired with a Year 10 pupil.
- The attendance to these sessions were above 90% and reading ages have now begun to improve with this group of children.

### **4. Passport To Success- Mentoring Scheme £3000**

- A significant number of pupils in Year 10 and 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 with an extensive rewards package and access to a mentor who supports the pupils through a fortnightly meeting structure.
- Every pupil participating in the scheme had access to a mentor who provided both support and challenge in order to encourage pupils to attend exam support sessions and to strive towards their fortnightly and long term targets.

### **5. Small group tuition £8,000**

- An investment has been made in Mathematics to ensure that small group tuition, particularly in KS3 benefits from specialist teaching. We have appointed a primary AST to support the development of bespoke sessions for less able pupils in KS3.
- 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.

### **6. One to One Tuition £16,000**

- One to One tuition is provided by specialist teachers in English and Mathematics for pupils who in particular have fallen behind due to mobility throughout secondary education and are at risk of underachieving. Class teachers identify focused targets for pupils based on careful assessment of prior learning. An intensive programme of support is delivered through extraction from the normal curriculum. This evaluated at the end of the 6-10 week period of support.

### **7. Easter / May Half Term Exam Preparation £8,000**

- The school organises and delivers a series of subject based exam preparation 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
- In addition, both English and Mathematics have offered Sunday school for pupils on the C/D borderline. This proved to be very popular.

### **8. Exam Preparation Refreshments £1000**

- In order to encourage participation in exam preparation sessions, a system was set up whereby pupils collected a token from a subject area and used it to collect hot drinks and food from a central area. This ensured that subject teachers were able to appropriately prepare their subject areas for the exam preparation sessions and that pupils were able to sustain concentration for an additional 45mins- 1 hour after school.

#### **9. Raising Aspirations in English and Mathematics £1500**

- Throughout the course of the year, children entitled to the Pupil Premium have been provided with opportunities to participate in enrichment activities designed to give an insight into where the subject area can take pupils. Activities have included a workshop with a theatre group at the Theatre Royal Plymouth followed by attendance at their performance of Shakespeare and in Mathematics, visits to further and higher education providers.
- The outcome of these opportunities is increased engagement within lessons and attendance at exam preparation sessions.

### **B. TEACHING**

#### **10. Staff CPD – Feedback £3,000**

- Over the last two years, departments have continued to review the quality of written feedback to ensure that it is consistently, specific, accurate and clear. To aid this, the school has invested in feedback stamps for every teacher that provide space to give positive aspects of the work (in relation to learning objectives) and areas for development.
- In addition, departments take part in regular moderation activities to review the assessment practice of each teacher and to ensure standardization. This allows for teacher to plan precisely to meet the needs of all pupils.

#### **11. 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.
- This academic year, teachers have worked in small peer groups on a range of pedagogical foci and in developing the infrastructure for sharing

#### **12. Use of hand held devices and improvements to ICT access across subject areas £39,000**

- Following the successful purchase of 40 iPads for use in Mathematics, PE and Music, there has been further investment in technology. Significantly, due to a substantial increase in the uptake of pupils to study GCSE Geography and History, a suite of laptops has been purchased to provide access to high quality ICT to compliment controlled assessment tasks.
- In Mathematics, the iPads purchased last year have been used ostensibly within intervention sessions aimed at accelerating the progress of pupils in receipt of the pupil premium funding. In PE and Music, they have been used to allow pupils to develop independence and resilience.
- Funding has been allocated to invest in handheld devices in English to support the use of Kindle software for engaging boys in reading and also to aid small group work.

## **C. BEHAVIOUR AND SAFETY**

### **13. Five Ps (Uniform) £1,000**

- So that all pupils can demonstrate day-to-day standards and 'pride' in their school, changes in the school uniform, the reintroduction of a House system, ties (reflecting the new House and school communities) were purchased for pupils and parents.
- 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 and in 2012/2013, it raised almost £9000.
- To raise the profile of student leadership, we have invested in blazers for Year 11 prefects.

### **14. Activities Week £2,500**

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

### **15. Reducing Exclusions £1500**

- Although behaviour in the school is very good, exclusions are still only broadly at the national average. Previously, FSM boys 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 consequence.
- The use of external exclusion has been improved by changing the timings of the day to mismatch the normal school day. In addition, prior to entering internal exclusion, pupils are required to attend a meeting with a member of SLT to discuss the reasons for the exclusion. This has had a profound impact on reducing fixed term exclusions.

## **D. LEADERSHIP AND MANAGEMENT**

### **16. Average Class Size / Staffing Ratios £42,000**

- Despite financial pressures on the school, driven by a falling role over time, wherever possible, class sizes have been kept as small as possible (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.

### **17. Alternative Curriculum £3,000**

- 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 provides secure alternative provision, working closely and in partnership with other local providers.