



Impact of Pupil Premium funding

Poltair School

2015 - 2016

MHaselden

Deputy Headteacher

Pupil Premium 2015 - 2016	
Number of Pupils eligible	
Amount received per pupil	
Total PP funding received	£259, 210

Service children £1,500

Pupil Premium £252,450

40.2% of students eligible for FSM (Raise on line 2016 unvalidated data)

Year group	% FSM	LAC - number
7	36.4	1
8	48.7	4
9	48.0	4
10	34.0	1
11	35.9	1

The five key objectives:

1. **Curriculum:** to develop further the range of intervention strategies in use to ensure PP students in all years make progress in line with or exceeding the progress of their non PP peers
2. **Teaching and Learning:** to further improve teaching and learning across school and for targeted cohorts
3. **Wider Outcomes:** to provide a range of opportunities for students, no matter what their background to access learning opportunities and curriculum enrichment outside the classroom
4. **Attendance:** to implement strategies addressing the attendance gap between PP non PP students
5. **Behaviour:** to implement strategies to reduce the exclusion data for PP students

Objective 1: Curriculum:

To develop further the range of intervention strategies in use to ensure PP students in all years make progress in line with or exceeding the progress of their non PP peers.

Area of spend	Cost	Intervention	Impact	Next steps
Literacy support Year 7 and year 9	£2056	3 hours per week of literacy support in year 7 and 4 hours per fortnight for year 9.	70% of Pupil Premium year 7 students improved on their reading ages.	Accelerated reader delivered in English / Literacy lessons and tutor programme.
	£7357	Accelerated reader programme established within year 7		Termly progress reports produced for Year 7 Pupil Premium students.
		Literacy Teaching Assistant employed to work with identified groups of students requiring catch up		Bespoke literacy programmed developed for identified catch up Pupil premium students.
		Literacy CPD workshops for staff		
Numeracy support for year 7 and 8 students	£24,100	KS2 teacher employed to work with students requiring catch up numeracy skill development.		Arithmetic lessons delivered within KS3 Maths lessons. Reward strategy implemented within Maths linked to progress of PP students.
Year 11 group intervention - Maths - English Easter and Half term revision / exam prep sessions Staffing Refreshments Year 11 exams PEP refreshments	£4557 Maths Tutor £5467 £395 £557	English and Maths small groups intervention with an appointed English & Maths tutor Teachers planned and delivered additional lessons in school holidays	In English no difference between progress of All and PP year 11 students. Pupil Premium high starters achieved above all in English	Revised intervention methodology introduced for identified PP students - much smaller bespoke programmes introduced.

Maths intervention for Pupil Premium High Starters -		Students attended Cornwall College for enrichment Higher Paper GCSE questions.	3/9 students achieved a grade B.	Specific high starter Pupil Premium intervention programmes implemented alongside a robust rewards system in Maths.
RAP mentoring and support programme		Mentor assigned to each student 1:1 mentoring sessions completed every fortnight Revision skills workshops provided to students to improve confidence levels prior to the examinations	26% achieved 5 A* - C (M&E) Progress 8 = -0.26.	Joined PiXL in October 2016. Greater focus on boundary leapers. Intervention programme revised with PiXL approaches and methodology adopted.
Alternative Curriculum provision <ul style="list-style-type: none"> - Prince's Trust - Forest schools provision - Cornwall College - CHES - Acorn Academy Tutors to support students	£34,013 £1485	Students identified as needing a different format of education to move themselves forward with their social interactions, behaviours and attitude. We used providers such as BF Adventure.	Reduction in behaviour points with key PP students, as highlighted in previous data.	
Additional careers advice and guidance for identified Pupil Premium students	£ 995	1:1 career meetings with identified students	Number of NEETS significantly reduced to just 2 out of the attending cohort at school.	Year team leaders have greater focus on careers - tutor programme and careers advice and guidance bespoke for PP students - options / college / universities

Rewards strategy implemented within year 11 from January to June to support rise in progress and achievement	£995	Fortnightly achievement assemblies to recognise progress in academic achievements. Rewards raffle		
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Objective 2. Teaching and Learning

To further improve teaching and learning across school and for targeted cohorts

Area of spend	Cost	Intervention	Impact	Next steps
Odyssey project Use values and emotions to engage and motivate learners. Encouraging children to look at the values behind the lesson (SMSC) and link learning experiences to their life experiences.		Staff training Focus on staff collaboration to implement specific learning strategies to target PP students Sharing best practice briefings to inform staff of successful learning strategies	Focus group of staff have led training and schemes of learning have been creating using emotive learning to engage.	Revisit emotive learning through CPD time to further plan and develop schemes of learning with staff. Implement through tutor programme to further engagement
New improved feedback policy		Leadership and all staff training Specific Pupil Premium work scrutiny to identify any gaps in expectation, challenge and presentation and organisation of work	The quality of work has improved across the whole school. There are many areas of excellent practice Expectations of students have increased The quality of teaching is currently judged to be 82% good or	Termly whole school work scrutiny to continue to monitor standards Sharing of best practice through an updated Good Practice Guide for all staff

			better. This is an increase of 15% since the time of the last inspection (November 2015)	
<p>Mint class purchased to enable improved lesson planning and identification of Pupil Premium students</p>	£1500	<p>Staff training</p> <p>All teachers use Mint class to review seating plans with a particular emphasis on Pupil premium grouping</p>	<p>Regular use of MINT class ensures that students are seated in optimum position within classes to secure best progress</p> <p>As a result of staff being able to view all seating positions for a students across a curriculum, there is a greater awareness of where students sit best which reduces behaviour incidents</p>	Continued sharing of best practice through Best Practice Briefing to ensure all staff are full conversant with the full range of features of MINT Class
<p>Show my homework</p> <p>Students and parents are able to access their homework online. Resources and hand in facilities can also be used to encourage children to complete their homework.</p>	£4620	<p>Implementation of the homework resource to raise challenge and expectations for students.</p> <p>Monitor the quality of homework submitted by PP students in all year groups.</p>	<p>The setting and uploading of homework from 2015 to 2015 autumn term has increased by 51%</p> <p>Homework is being set on a more regular basis with the majority of subjects referencing to it in book work and class time.</p> <p>A more succinct whole school approach to homework improves consistency of setting and delivery of homework across the school ensuring students</p>	<p>Continued monitoring with subject and staff numerical base lines allows CTL's to ensure that focus of homework as a PD target for members of staff will ensure homework is planned into the scheme of learning so homework is relevant to students learning and develops/consolidates classroom activities.</p> <p>Continue to promote homework so working at home becomes a habit for students leading to better revision programmes and more independent work for KS4 students</p>

			are consolidating learning at home.	
<p>Learning resources to support Pupil premium independent learning</p> <p>Revision guides</p> <p>Resources / stationary</p> <p>Praise postcards / stickers</p>	<p>£670</p> <p>£1023</p> <p>£1200</p>	<p>Revision guides provided for all Pupil Premium students</p> <p>Art materials provided to year 9 and year 10 PP students to support project work at home</p> <p>Equipment provided to Tutors to provide PP students with stationary for all lessons</p>	<p>Students have greater access to learning materials at home. This allows for improved quality of homework and preparation for classroom assessments</p>	<p>Continued monitoring with subject and staff numerical base lines allows CTL's to ensure that focus of homework as a PD target for members of staff will ensure homework is planned into the scheme of learning so homework is relevant to students learning and develops/consolidates classroom activities.</p> <p>Continue to promote homework so working at home becomes a habit for students leading to better revision programmes and more independent work for KS4 students.</p>
<p>Additional music 1:1 lessons for all year 7 and 8 Pupil premium students and GCSE Pupil Premium students</p>	<p>£7150</p>	<p>All pupil premium students in year 7 & 8 given 1:1 music therapy</p> <p>All GCSE Pupil Premium students timetabled for 1:1 peripatetic lessons</p>	<p>Of 9 Pupil Premium students, 4 decided to continue their development as musicians in Year 8 by signing up for weekly peripatetic lessons. These lessons are funded by their parents/carers unless they qualify for free lessons (FSM)</p> <p>2 of the 9 have joined the school's Elite choir and are key members</p> <p>86% of Pupil Premium pupils in Year 11 got an A*-C grade for their performance unit in the exam</p>	<p>Pupil Premium Panel to be established to scrutinise curriculum pupil premium bids and to monitor and evaluate the impact of funding on the progress of all Pupil premium students in all year groups.</p>

Catering ingredients for all Pupil Premium students	£1,700	All Pupil premium students are provided with food ingredients so that they can fully participate in all practical lessons so that they can develop their practical and evaluative skills.		
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3. Wider Outcomes:

To provide a range of opportunities for students, no matter what their background to access learning opportunities and curriculum enrichment outside the classroom

Area of spend	Cost	Intervention	Impact	Next steps
Enrichment: Trips and visits	£976	Pupil premium students have access to part funding in order to enable them to access and engage in a range of extra-curricular visits and trips. The school offers an extensive range of local and national trips to students.	Pupil premium students were engaged and focussed - Pupil Premium students achieving well in Art, Humanities	Robust recording of which students are going on each enrichment experience. Identify how the enrichment links to learning and the curriculum.
Promoting access to higher education	£500	Visits to local universities and colleges specially targeted to PP students to raise aspiration, and create a 'can-do' culture.	Student voice really positive - students felt more inspired. All identified PP students attended. Only 2 students were NEET as of December 2016.	Greater focus on Pupil premium students in KS3 and KS4.

Collaborative Art and Literacy project. Pit Paper Porcelain Project	£500	Pupil Premium high starters curriculum project. A creative writing project inspired by the history and landscape of the Wheal Martyn, as well as the artwork of Grayson Perry.	High quality Art and extended writing completed and on display for the public. Evidence- literacy improving in English. Lesson observations show greater development of emotional literacy in Art projects	Extend the project to all Pupil Premium students in year 9.
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4. Attendance:

To implement strategies addressing the attendance gap between PP non PP students

Area of spend	Cost	Intervention	Impact	Next steps
Rewards for improved or 100% attendance with Pupil Premium students	£ 2,400	Year Team Leaders/Year Managers given specific groups to focus on to set targets.	Pupil Premium Gap was 2.27% (non PP 95.51%, PP 93%) The gap is now closed to 1.74%. More work continues to close this Gap further	
Uniform and Equipment	£748	Ensuring that PP pupils have barriers removed, especially when it is uniform or equipment that become the reasons for poor attendance at school.	Students feel proud and it made a difference to some PP students who were a Persistent Absence problem.	Form tutors to daily monitor the students who frequently fail to bring in equipment. Curriculum areas to provide stationary learning packs for each PP student.
PP boys group PP focus on Attendance focus groups	Year managers £ 95,943 EWO support Staffing in SSC	Year Managers have specific interventions which are focused on PP students.	The outcomes are in the attached example of intervention from Nigel Morris.	YTLs to monitor the attendance of PP each fortnight. Swift AIMS meetings take place and EWO referrals

	<p>£ 49,579</p> <p>Travel & mobiles</p> <p>£1565</p>			<p>monitored more closely.</p>
		<p>Year Managers time focus on PP students as a focus group. The students would be spoken to and the parents made aware of the targets set for attendance</p>	<p>The Gap between PP PA and non PP PA was at 13.27%. The Gap had narrowed by 2.8% by the end of the 2015-2016 academic year. This continues to be a focus this year. The gap currently stands at PP PA: 15.16% Non-PP PA: 6.72% Gap is 8.44%. Closing all the time.</p>	
<p>EWO</p>		<p>Co-ordination of provision and return to school for students at PA level attendance and those who are school refusers.</p>	<p>Whole school final attendance: 95.38%</p> <p>PA<90%: 10.94%</p> <p>Both better than National average. (94.80% and 13% respectively)</p>	<p>Across the school, addressing the Gap between PP & Non-PP attendance which currently stands at 2.27%. Highest Priority is in Years 9 & 10.</p>
<p>Improved targeted use of Family Support Worker to focus on students who are PP + Low Attendance + Family Barrier.</p>				<p>Across the school, addressing the Gap between PP & Non-PP attendance which currently stands at 2.27%. Highest Priority is in Years 9 & 10.</p>

PLEASE SEE SDIP MILESTONES FOR OVERALL IMPACT

5. Behaviour

To implement strategies to reduce the exclusion data for PP students

Area of spend	Cost	Intervention	Impact	Next steps
Year Managers Intervention and provision	As above	The 5 Year Managers have a key list of 'High tariff' students where they implement interventions and put provision in place in school to reduce instances of poor behaviour.	There is a group that makes up 3.76% (24 Students) of our school population that we would regard as ' Repeat Offenders '. They have a complex and varying needs and it will be key that the provision is right for these youngsters. [Year 7- 4 Students, Year 8- 7 Students, Year 9- 6 Students, Year 10- 7 Students]. This number has reduced from the previous school year from 28 students.	A re view of the behaviour policy, targeted use of PP money to ensure that interventions are treating the cause and not the symptoms.
Student services: shared services and faster interventions to remove barriers to learning		<p>The 'wrap around' services:</p> <ul style="list-style-type: none"> • Year managers • Counsellor • FSW • EWO • BESD Teacher <p>These have enabled a faster response to issues which affect learning and behaviour, enabling the support and strategies to be better targeted.</p>	<p>This has led to:</p> <ul style="list-style-type: none"> • A 54% drop in behaviour incidents across the school over the past 12 months and since the last inspection. <ul style="list-style-type: none"> ○ 24th June 2015=12836 incidents ○ 24th June 2016 =5968 incidents • A drop in breaktime detentions of 27.51% over time. (-970 detentions) (This combines the new A1 & A2 and compares with the C2's last academic year) • A drop in After School Detentions of 13.98%. (-370 Detentions) (this compares the A3a & A3b with C3 & C4 last academic year) 	<p>1. Students in receipt of Pupil Premium receive 17.55% more behaviour points than Non-PP. This is a GAP that includes a lot of the 'Repeat Offenders'. Targeted support using PP Funding to support these learners.</p>

BESD Teacher:		1:1 and small group intervention, partial timetables within school, support for SEND and disengaged PP children.	<p>Case Student of Year 10 Student with specific SEND needs and social difficulties. In 2014-2015 this student amassed 97 Behaviour incidents, including 30 separate instances in an A4.</p> <p>2015-2016 With ongoing support, teaching, intervention and provision from the Specialist BESD teacher the same student only amassed 34 behaviour incidents, with 19 separate A4's. This represents a 65% reduction in overall incidents and a 37% reduction in serious incidents.</p>	With this post not being renewed, it is important that we target the money to provide similar interventions for those 'High Tariff' students.
FSW		The role of the Family Support Worker to ensure that the appropriate support is in place for any peripheral family issues, engaging parents in parenting courses and supporting their children and their behaviour.	This outreach work is vital and has yielded many different impacts. (see attached impact assessment from B.Stoneman.)	Provide case studies of impact with identified families.

PLEASE SEE SDIP MILESOTNES FOR OVERALL IMPACT

Academic achievement 2016

	Progress 8	Attainment 8
All	-0.2	-5.91
Disadvantaged	-0.4	-15.36

Area for development

- Middle and High ability pupil premium students – Progress 8 and Attainment
- Use of funding to remove barriers to learning

- Curriculum team leaders to monitor progress of PP students in their learning within all year groups

English and Maths performance comparison

	English P8	Maths P8
All	-0.1	-0.6
Disadvantaged	-0.1	-0.7

- In English - Middle ability Pupil Premium students performed below
- In Maths – High and Middle ability Pupil Premium students performed below
- Curriculum planning key development area alongside increased foci on learning strategies for Pupil Premium students

Achievement	NPP	Disadvantaged
5A* - C (E&M)	43	23

2015-2016

Attendance

	Target 2015 - 16	Attendance Data July 2015	Milestone 1 Dec 2015	Actual Dec 2015 (18/12/2015)	Milestone 2 Mar 2016	Actual March 2016 24/03/2016	Milestone 3 Jun 2016	Actual Jun 2016 24/06/2016
Whole school attendance	95%	92.4%	94%	95.27%	95%	95.17%	95%	95.51%
Persistent absence (Below 90%)	12.00%	20.32%	15.00%	11.09%	13.00%	10.69%	12.00%	9.95%
Persistent absence (Below 80%)	6.00%	9.41%	9.0%	4.84%	7.5%	5.19%	6.0%	4.74%
% of pupils with good attendance > 95%	65.00%	52.94%	55.00%	70.16%	60.00%	69.81%	65.00%	70.30%

Behaviour

	Target 2015 - 16	Behaviour July 2015	Milestone 1 Dec 2015	Actual Dec 2015 (18/12/2015)	Milestone 2 Mar 2016	Actual March 2016 24/03/2016	Milestone 3 Jun 2016	Actual June 2016 24/06/2016
Fixed Term Exclusions	6.5%	7.5%	3.0%	1.56%	4.5%	4.72%	6.5%	

		(National: 6.87%)						6.45%
Permanent Exclusions* *The target represents a 50% reduction on last year	0%	0.8% (National 0.12%)	0%	0%	0%	0.31%	0%	0.47%
Pupil Premium Fixed Term Exclusion	3.25%	4.6%	1.5%	0.31%	2.25%	1.42%	3.25%	2.83%