



## Pupil Premium Impact Report 2018-19 and Planned Expenditure for 2019-20

### Pupil Premium Impact Report 2018-19

Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

This funding is provided for various reasons as listed below:

#### **£935 for Y7-11 pupils:**

Pupils registered as eligible for free school meals at any time during the last six years (FSM6)

#### **£300 for Y7-11 pupils:**

Pupils registered as Armed Forces Service Child in the previous 6 years

#### **£2300 for Y7-11 pupils:**

Pupils who have been in Local Authority Care for 1 day or more in the last six months

Pupils who have been identified on the January 2020 census as being adopted from state care (this includes leaving care under a Special Guardianship Order or a Child Arrangements Order)

In the 2019-20 financial year schools will receive the following funding for each pupil who has been 'eligible for free school meals (FSM) in the last six years.

We would like to remind parents that if they feel they may be eligible for free school meals they should contact Warwickshire County Council through the following details or apply online using the provided link. Please use this link even if you live outside of Warwickshire as it is based on the school attended:

Children, Young People and Families, Saltisford Office Park, Ansell Way, Warwick, CV34 4SP 01926 742060

[www.warwickshire.gov.uk/freeschoolmeals](http://www.warwickshire.gov.uk/freeschoolmeals)



Grant allocation for PP for 2019-20 is £220,905

### Grant pupil summary for 2018-19

	2018-19	2019-20
<b>Students on roll</b>	867	1014
<b>Pupil Premium (FSM6)</b>	216	223
<b>Child Looked After</b>	5	5
<b>Service Child</b>	3	3
<b>PP Grant allocation*</b>	£214,360	£220,905

\*CLA grant is allocated to the individual student and accounted for through termly PEP meetings

### Pupil Premium Expenditure 2018-19

Expenditure	Cost (£)
<b>Subject Expenditure and Enrichment Activities including:</b>	
Breakfast and Homework club	500
Revision guides and Course Texts	2016
Intervention and enrichment	1812.25
Resources (especially technology)	17046.25
Trip subsidy	2767
Planners	785
Photocopying	647.5
<b>Individual student budget</b>	16036
£100 per year allocated to each PP student	
<b>Additional curriculum time in English</b>	1900
For PP students with a reading age 2 or more years below their chronological age	
<b>Staffing</b>	97839
Pastoral leaders	
Refocus Staffing	
Whole School Leader for PP	
<b>Alternative provision</b>	38196



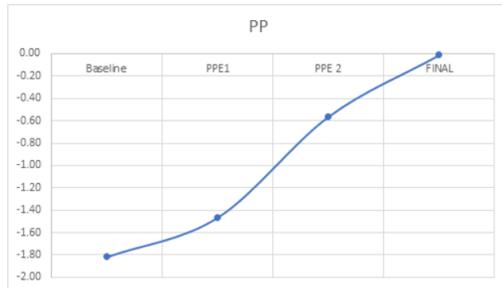
<b>Careers and support</b>	
Careers advisor	4078.5
Counselling and mentoring	4750
<b>Late buses</b>	3232.5
<b>CPD</b>	
One day CPD for whole staff	23107
PiXL membership	6628
<b>Year 11 PP tutor group</b>	
Member of SLT as tutor (5x 20 mins a week)	450
Head of Eng/Maths/Sci during tutor on weekly rotation (5 x20 mins a week)	1265.25
SLT mentors for each child (20 hours a week)	
Breakfast on exam mornings	280
<b>Total expenditure</b>	<b>223336.25</b>

#### Impact of Pupil Premium Expenditure as Measured by Summer 2019 Results

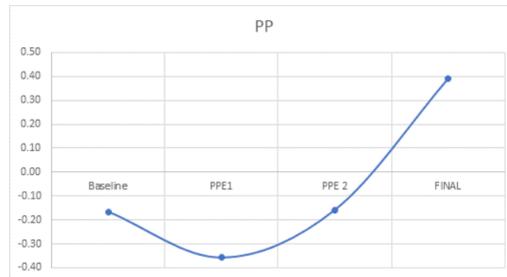
Key Stage	Academic Impact	Attendance Impact	Additional Enrichment
4	<p><b>Summer Year 11 results</b> Overall P8 -0.006 Pupil Premium P8 -0.496 (compared 2018 PP P8 -0.6)</p> <p>Overall 9-5 English and Maths 39.9% PP 9-5 English and Maths 26.4% (5.7% increase)</p> <p>Overall 9-4 English and Maths 66.0% PP 9-4 English and Maths 52.8% (11.4% increase)</p>	<p><b>Overall Years 7-11 attendance 93% (2017-18 91.4%)</b></p> <p><b>Pupil Premium Years 7-11 attendance 88.2% (2017-18 87.8%)</b></p>	<p>Compulsory P6 intervention sessions provided by subjects for students not making expected progress</p> <p>Holiday revision sessions provided</p> <p>Boost sessions provided prior to exams</p> <p>Individual student budget enabling students to access enrichment opportunities including educational trips.</p> <p>Breakfast club and homework club offered to all PP students</p> <p>PP students studying GCSE Geography had compulsory trip paid for</p> <p>Revision guides given to all Year 11 PP students</p> <p>Late buses ensured students were able to access afterschool intervention</p>

Students in Year 11 PP tutor group P8 0.114

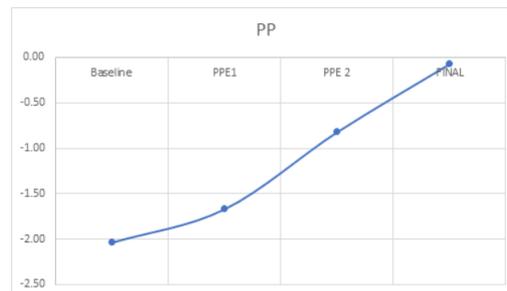
Maths



English



Science



Mocks at two points in the year to prepare students for the exam period

Year 11 PP tutor group created with students taught every tutor time by the Head of English, maths and science on rotation, each student allocated an SLT mentor, and afterschool revision session with refreshments offered on the Friday.



	<p><b>Capacity for the future:</b> Summer Year 10 English Literature results for the whole cohort were: 9-7 = 19.2% 9-5 = 68.4% 9-4 = 84.2%</p> <p>The gap between PP and non PP students within the 2018 cohort was 0.42 The gap between PP and non PP students within the 2019 cohort was 0.15</p>		
3	Additional English lessons and paired reading leading to increased reading ages.		Individual budget allocated which was used to support individual student as necessary including the purchase of uniform, equipment and transport and in many cases to allow students to attend educational visits. Breakfast club and homework club offered to all students.



## **Pupil Premium Grant Planned Expenditure 2019-20**

### **Aims**

To narrow the gap between PP and other for basics and P8 and to align with national figures in Year 11 results and predictions for Years 10-7, with a specific focus on English Literature in Year 10 and the open bucket subjects in all years

To reduce persistent absenteeism in PP students to national figure

To increase PP attendance so that is in line with other and national figure

To reduce the number of exclusions in the PP cohort so that they fall in line with other

To increase the reading ages of PP students in KS3 to align with their chronological age and to foster a love of reading in our PP students

To develop the culture of success within our PP cohort, and the character of resilience and determination

To increase PP uptake to sixth form

### **Identified challenges within our PP cohort:**

- Lower attainment compared to non-PP counterparts. Focus on removing barriers to learning.
- High persistent absenteeism and lower attendance compared to non-PP. Closer monitoring and early parental contact when this appears to be evident.
- High number of PP exclusions and removal from lessons. Focus on earlier pastoral intervention.
- Lower literacy levels of students on entry impacting on future outcomes. Identify pupil needs earlier (during transition to secondary)



Priority 1: Raising attainment and predictions			
Success Criteria & Measures	Action	Cost linked to Pupil Premium Grant (based on 18/19 expenditure)	Impact
Reduce the <b>gap</b> to better than that of national, which is currently 0.57	Some students involved in Build Up sessions to allow students greater chance of success in a slightly reviewed curriculum.	Teacher time – classroom teachers working with smaller cohorts of Year 11 students.	Increase in attainment in all subjects leading to an increase in P8 score in 2019. Students can move to their chosen post 16 with better outcomes and therefore more options.
Remove the barriers to learning for individual students. This will allow them to capitalise on their potential and therefore narrow the gap between PP and non-PP.	Year 11 intensive intervention. Implementation of new PP tutor groups from Years 7-10 to tailor support to their needs (Autumn term focus increased parental engagement)	Year 11 PP tutor group (Jan 2020 onwards) including extra teaching and support from Head of English, maths and science, SLT mentors allocated P6 interventions PP tutor time	Specific barriers to learning for PP students identified to enable bespoke support to be decided, implemented and reviewed on an individual level for students who are underachieving, leading to greater engagement in lessons an increase in predictions and greater attainment in terminal exams.
Increase in PEG, no difference between PP and other witnessed in presentation and quality of work during book trawls. Gap to narrow to 0.25 in GCSE results.	PP to remain a focus throughout the year in staff briefings and CPD with actions for staff to employ including positive discrimination of PP students for questioning and marking.	£5,000 CPD Leadership time used for book trawls	Staff to implement practices as directed. PP student's engagement in lesson, work completion and progress to increase leading to a rise in predictions and attainment
Students targeted for intervention based on progress data.	Subject leaders to identify PP underachievement in subjects and classes using progress calculators, SISRA and QA, with strategies implemented where improvement is needed	Staff time - Assistant Head responsible for Data systems and Year 11 subject leaders	Gap between PP and others to narrow in subjects and classes where it is most significant. Incremental increase in WAG and potentially PEG seen for the PP students identified and targeted,



			leading to increased P8 for the individual and collectively for PP P8.
PLC gaps reduce and are all completed before terminal examinations. Increase in assessment scores, WAGs and PEGs seen for students targeted. Gap to narrow to 0.25 in GCSE results.	Year 11 students identified as underachieving or missing sections of work as identified by their PLCs to attend compulsory P6 intervention sessions	£4,000 Resources and staff time – subject leader identification and subject specialist teacher delivery time. Additional staff costs for out-of-hours lesson delivery.	Gaps in student knowledge to be eradicated. Student attainment in assessments to increase, leading to an increased attainment in terminal exams, leading to a higher P8 score for the individual and the PP cohort.
<b>Priority 2: Reducing persistent absence and increasing PP attendance</b>			
<b>Success Criteria &amp; Measures</b>	<b>Action</b>	<b>Cost linked to Pupil Premium Grant</b>	<b>Impact</b>
Improved attendance to 92% attendance by the end of the year.	PP students fast-tracked through attendance system when their attendance dips, with earlier parental contact.	Attendance team staffing costs	Early engagement for parents to prevent attendance dipping too low. Earlier intervention reducing the incidence of non-attendance leading to a rise in PP attendance.
10.4% of the PP cohort persistently absent	Staged system with PP fast tracked through and interventions implemented earlier. Home visits to PP students with low attendance Attendance team to liaise with ACE and build referral packs. Individualised support offered to families. Alternative Provision to be considered for students refusing to engage	Attendance and pastoral team staffing costs	Attendance of identified students who receive home visits to increase. Early identification of family support and Early Help implemented, leading to a reduction in the number of PP students who are persistently absent. Individualised support given to students and their families leading to improved engagement and attendance. Enforcement of fines by ACE to act as a deterrent
<b>Priority 3: Decreasing PP exclusion and removal incidences</b>			



Success Criteria & Measures	Action	Cost linked to Pupil Premium Grant	Impact
Reduction in removals to 25% being PP (approx. school population)	PP students receiving sanctions for poor behaviour choices 'fast tracked' to parental support meetings with either subject teacher, pastoral leader, subject leader, assistant head, deputy head or whole school leader.	Staff costs – pastoral leaders	Reduction in PP repeat offending, students spend more time in lessons, attainment and progress to increase.
Early Careers support/intervention	When poor behaviour becomes a barrier to learning for individual students consider mentoring, career advice support or the development of metacognition skills to remove this barrier. Identification through removal data, progress data and profiling.	£3,200 Careers advisor	Decrease in removals and exclusions and increased engagement in lessons leading to greater progress being made, an increase in prediction and ultimately student attainment
Reduction in fixed term exclusions for PP	Exclusion re-integration meetings to be held by AHTs and PL and supported by whole school leader and DH, to focus on identifying barriers to learning and implementing specific strategies to engage the individual student, as agreed by the student.	Staff time – AHT/DH/PL/Whole school leader	Decrease in number of repeat exclusions and increased engagement in lessons leading to greater progress being made, an increase in prediction and ultimately student attainment
<b>Priority 4: Increase reading ages and foster a love for reading</b>			
Success Criteria & Measures	Action	Cost linked to Pupil Premium Grant	Impact
All PP students reading ages to fall in line with their chronological age.	Identify PP students whose reading ages are below their chronological age. Reading programme to be deployed in extra English lessons to	Extra English lessons for Years 7 and 8	Students reading ages to increase until they are at least in line with their chronological age. Students then able to access all texts in lessons and to read exam questions



	for KS3 students whose reading age is below their chronological age.		accurately, leading to an increase in attainment.
Student voice reports students increased confidence in book reading. All PP students reading age to fall in line with their chronological age.	Year 10 PP reading group reading through key texts for English Literature exam. DEAR implemented for all Year 7 and 8 students in lessons instead. Paired reading to take place with Year 7 students reading to sixth form students.	Staffing to run small groups	Students begin to develop a love for reading and an increased confidence, leading to an increase in their reading age and students reading for pleasure.
<b>Priority 5: Develop culture and character</b>			
<b>Success Criteria &amp; Measures</b>	<b>Action</b>	<b>Cost linked to Pupil Premium Grant</b>	<b>Impact</b>
All students in Year 7 and 8 bridge group to complete the year on track with their reading ages in line with their chronological age and increase in positive social skills demonstrated.	Year 7 and 8 tutor group who are predominantly PP who have an experienced form tutor and are taught English, maths and science in their tutor room. Additional curriculum time provided to English. Small group social skills work to be undertaken with students.	Staffing – form tutor £1,900 for extra curriculum time	Tutor time to be tailored to support students with needs, barriers to learning identified early so support can be put in place, pre-empting issues and ensuring either early removal of barriers to learning or support deployed early. Students to feel safe and secure in a nurturing environment.
Increase in WAGs and PEGs for PP students in tutor group. P8 PP -0.2 in GCSE results.	Year 11 PP tutor group to be run with 20 Year 11 PP students. Member of SLT to take on the role of tutor to ensure regular direct contact with PP lead and to increase support offered to PP students, allow for early identification of issues and regular evaluation of the impact of strategies and interventions. The culture of success	Staff – tutor, Head of core subjects, SLT mentors.	Early identification of barriers to attainment and strategies put in place to remove them, leading to greater attainment and the gap closing.



	<p>and high expectations to be set for these students.</p> <p>Intensive support in English, science and maths delivered by heads of subjects during tutor time.</p> <p>SLT mentor allocated to every student in tutor group.</p>		
<p>Increase in positive student voice, increased attendance to 92%, 25% of removals PP and gap narrowed to 0.25.</p>	<p>PP tutor groups in Years 7-11 with specialisation of their provision to develop throughout the year.</p> <p>Raise the profile of the form tutor role in knowing their students, having discussions about the importance of engagement in lesson, attendance, removals and home learning through CPD, tutor meetings and whole school training sessions</p>	<p>£10,000 CPD – role of the tutor</p>	<p>Early identification of barriers including poor attendance or disengagement in lessons identified by form tutor who has developed a supportive relationship with them, to enable timely support to be deployed leading to better attendance, fewer exclusions and removals and greater progress of PP students.</p>
<p>Increased engagement from parents leading to increased communication between school and parents, leading to greater attendance and narrowing of gap to 0.25</p>	<p>Encourage parental engagement through phone contact (especially prior to parent’s evenings) and Triple P if a need is identified within our cohorts as well as through Class Charts.</p>	<p>Staff time – PP students</p>	<p>Increase in parental engagement learning to increase in student attendance, home learning and engagement in lessons leading to an increase in attainment.</p>
<p>Increase in cultural experiences had by our PP students, leading to increased engagement in school, which will lead to increased attendance (to 92%) and ultimately gap narrowing to 0.25</p>	<p>Conduct visits to museums, theatres and university taster days to inspire and raise aspirations. Walking visit of Rugby to be explored for Years 7 and 8, information provided to parents regarding “free things to do”</p>	<p>£1500 Trip costs – transport costs and event costs</p>	<p>Student aspirations to be raised leading to greater engagement and dedication to subjects, greater progress made and increased attainment.</p>



Priority 6: Increase uptake to sixth form			
Success Criteria & Measures	Action	Cost linked to Pupil Premium Grant	Impact
Increased attainment for targeted students including an increase in WAG and PEG, gap to narrow to 0.25	Engage with Think Higher NCOP and University Go initiatives including educational visits and onsite mentoring and exam support sessions provided by Think Higher	Administration time	Students targeted by NCOP and University Go to be inspired by the programme, leading to greater engagement in lessons, improved progress and increased attainment, allowing students to access sixth form places
0 NEET, gap to be narrowed to 0.25.	Provide careers advisors for PP students during Year 8 options process and prioritise in Year 11 according to need following profiling.	Careers advisor (See above for costing)	PP Students more likely to make wiser option choices for their ability and future career path, leading to greater engagement in KS4 lessons and increased attainment. Increase in engagement in Year 11 students who have a clear understanding of the qualifications involved in their chosen career path
No NEET students	Identify students in Year 11 who are at risk of NEET and provide support	Careers advisor (See above for costing)	Increase in engagement in Year 11 students who have a clear understanding of the qualifications involved in their chosen career path, leading to increased attainment
Other effective ongoing strategies grant will be used for			
Success Criteria & Measures	Action	Cost linked to Pupil Premium Grant	Impact
Students use revision guides in lessons and at home leading to an increase in attainment. Gap to narrow to 0.25.	Revision guides provided for GCSE courses for all PP students Day to day equipment and resources provided for PP students	£5,400 £28,000	Removal of barriers linked to material deprivation, students now able to progress better in lessons and have access to revision materials at home. Students able to



			revise leading to incremental increases in WAG and possible increase in PEG, leading to a higher P8 score.
Increased attendance to 92%, 25% of removals PP, Gap to narrow to 0.25.	Individual student budget allocated to every PP student to be used at parent's discretion to support their education e.g. used for uniform, specialist equipment or materials, educational visits.	£20,000	Budgets used by parents and students to ensure students have suitable uniform (increasing attendance), have basic equipment in lessons (lowering removals) and aspirations are raised because of education visits (leading to increase in P8 score)
Increased attainment for PP students in Geography, PP -0.2 in Geography	Year 11 PP students place on mandatory GCSE Geography residential visit fully funded.	£2,300	Students have experienced original mandatory Geography trip where previously they may have missed this due to the cost, and would therefore have been involved in day trips. Leading to better engagement in Geography and greater success in terminal exams.
Reduced lates for students attending breakfast club (comparison before and after attendance)	Breakfast club delivered every morning, free breakfast for PP students	£4,600	Removal of hunger as a barrier for PP students from low income families, other PP students using club as a safe place and a trusted adult to talk to, ensuring a calm start to the day.
All PP students accessing P6 intervention, Gap to narrow to 0.25.	Late bus provided, ensuring all PP students are able to access afterschool intervention sessions.	£3,100	Removal of transport as a barrier, leading to greater attendance at P6 sessions, leading to PLC gaps being filled and an increase in attainment.



Increased attendance to 92%, 25% of removals PP, Gap to narrow to 0.25.	Counselling and mentoring provided to support PP students where emotional barriers to learning have been identified.	£3,600	Removal of emotional barriers is likely to lead to increased resilience leading to increased attendance, decreased removals and increased attainment.
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**Planned spend for 2019-20 £92,600 + staffing costs**

**Next review date: October 2020**