



Frederick Bremer School

**Pupil Premium and
Literacy & Numeracy Catch
Up Premium Strategy**

2017-2018



Pupil Premium Statement 2017-18

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| | |
|-----------------------|---|
| Report Period: | This report contains details of spending and an evaluation of impact for the 2016/17 academic year and details of planned spending and proposed strategies for the 2017/18 academic year. |
| Review Date: | September 2018 |



Pupil Premium Statement 2017-18

The Pupil Premium

The pupil premium (PP) is additional funding which is allocated to 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.

Pupil premium funding is allocated separately to a school's main funding and is provided to enable a school to address the potential deficit in outcomes displayed by 'disadvantaged' pupils when compared to their peers. Schools currently receive pupil premium funding for pupils as follows:

| Disadvantaged pupils | Pupil Premium per pupil |
|---|-------------------------|
| Pupils in Year Groups 7 to 11 recorded as having received free school meals at any point in the past 6 years | £935 |
| Pupils who are / have been in local authority care | £1,900 |
| Pupils who have left local-authority care as a result of adoption, a special guardianship order or a child arrangements order | £1,900 |

Year 7 Literacy & Numeracy Catch UP Premium

The literacy and numeracy catch up premium (LNP) is additional funding which is allocated to publicly funded schools in England to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2.

Literacy and numeracy catch up premium funding is allocated separately to a school's main funding and is provided to enable a school to offer additional literacy and numeracy support to eligible pupils. Due to the recent changes in assessment at key stage 2, schools do not receive literacy and numeracy premium funding based on the number of pupils within this category but, instead, receive a fixed total premium to be allocated across all eligible pupils.

Principles and Objectives

Frederick Bremer School is proud of the diverse nature of its pupil body. Economically and socially, the pupil profile reflects the school's complex urban environment and at any time approximately 50% of our pupils are considered disadvantaged within the context of the pupil premium grant criteria. We do not consider this as an excuse for under-achievement and have high aspirations for all our pupils irrespective of their background.

As part of our high-aspirations, it is our aim that pupils who receive the pupil premium and/or literacy and numeracy catch up premium are enabled to achieve progress and outcomes that match, or exceed, those achieved both nationally and by their peers within the school.

2016-17 Funding and Impact Evaluation

During the 2016-17 academic year Frederick Bremer School received £434,620 in pupil premium funding. This was supplemented by a further £16,031 in literacy and numeracy catch up premium funding.

Pupil Premium Spending and Impact Evaluation

Spending and impact during the 2016-17 academic year are based on the strategy implemented from September 2016 to July 2017 which encompassed 6 key themes.



Pupil Premium Statement 2017-18

Strand One: Raising Achievement & Attainment

During 2016-17 a total of £211,800 was allocated to strategies focused on raising the achievement of pupils who received pupil premium funding. This was allocated as follows:

| Funding allocated to | 2016 – 17 Spending (£) |
|---|------------------------|
| Vocational Curriculum (e.g. Business Administration) | £26,500 |
| Creativity Curriculum (inc. Examination costs) | £30,000 |
| Homework & Study Surgeries | £16,000 |
| Part costs of Learning Mentors (60%) | £35,000 |
| HLTA in Literacy and Numeracy (part funding) | £65,000 |
| SAM Learning | £3,500 |
| Targeted Intervention (After school / Weekend / Holidays) | £16,300 |
| Subject related revision guides | £1,000 |
| Exam Skills Workshops | £5,000 |
| Individual department bids | £13,500 |

Strand Two: Improving Attendance

During 2016-17 a total of £58,970 was allocated to strategies focused on improving the attendance of pupils who received pupil premium funding. This was allocated as follows:

| Funding allocated to | 2016 – 17 Spending |
|---|--------------------|
| Part costs of Education Welfare Officer (60%) | £6,100 |
| Part costs of Attendance Officer (60%) | £13,820 |
| Part costs of Home School Workers – (60%) | £38,000 |
| Breakfast Club (Exams) | £1,050 |

Strand Three: Providing Additional Support and Intervention for the most vulnerable

During 2016-17 a total of £95,700 was allocated to strategies focused on additional support and intervention for the most vulnerable of pupils who received pupil premium funding. This was allocated as follows:

| Funding allocated to | 2016 – 17 Spending (£) |
|--|------------------------|
| Specialist Assessment for Exam Access Arrangements | £9,000 |
| Counselling Provision (60%) | £31,500 |
| Behaviour Guidance Mentor (60%) | £41,700 |
| Hardship Fund to support inclusion in school | £1,500 |
| Speech and Language Local Authority Support | £12,000 |



Pupil Premium Statement 2017-18

Strand Four: Strengthening Parental Engagement

During 2016-17 a total of £5,200 was allocated to strategies focused on strengthening parental engagement with parents of pupils who received pupil premium funding. This was allocated as follows:

| Funding allocated to | 2016 – 17 Spending (£) |
|---|------------------------|
| School Gateway | £2,700 |
| Parent workshops (including exam preparation, e-safety) | £2,500 |

Strand Five: Raising Aspirations

During 2016-17 a total of £28,300 was allocated to strategies focused on raising the aspirations of pupils who received pupil premium funding. This was allocated as follows:

| Funding allocated to | 2016 – 17 Spending (£) |
|--|------------------------|
| Progression week/work experience costs including Simmons and Simmons support | £28,300 |

Strand Six: Building Social and Cultural Capital

During 2016-17 a total of £34,650 was allocated to strategies focused on building social and cultural capital for pupils who received pupil premium funding. This was allocated as follows:

| Funding allocated to | 2016 – 17 Spending (£) |
|---|------------------------|
| Curriculum related educational visits | £5,650 |
| Extra-Curricular Enrichment Activities | £9,500 |
| MISST Curriculum (inc. School Production) | £19,500 |

| Annual Report (Pupil Premium funding) | 2016 – 17 Spending (£) |
|---------------------------------------|------------------------|
| Total received | £434,620 |
| Total spend | £434,620 |

Pupil Premium Strategy 2017-18

The impact of spending within these themes can be measured through review of the following information:

| Measure | Evaluation of impact | | | | | | |
|--|--|------------------------------------|-------------------------------------|-------------------------------|-------------------------------|-------------------|--------|
| Year 11 GCSE Results | Overall GCSE results on 2016/17 show improvements across all key measures when compared to 2015/16 results (the school's progress 8, attainment 8 and proportions of pupils achieving grades 4+/5+ in both English & Math's have improved year on year). 2016/17 GCSE results also indicated attainment and progress levels for pupils who receive the pupil premium are above those achieve nationally and remain within close proximity of their peers within the school. | | | | | | |
| | | 2015/16 | | | 2016/17 | | |
| | | Pupil Premium | Non-Pupil Premium | School | Pupil Premium | Non-Pupil Premium | School |
| | Progress 8 Score | -0.01 | +0.07 | +0.03 | +0.15 | 0.49 | +0.21 |
| | Attainment 8 Score | 46.6 | 51.4 | 48.9 | 44.6 | 45.2 | 44.7 |
| | % Achieving grade 4+ in English & Maths | 53% | 62% | 56% | 57% | 68% | 59% |
| % Achieving grade 5+ in English & Maths | Not Available | Not Available | Not Available | 33 | 33% | 33% | |
| | Results within our bespoke Level 1 curriculum were also positive with 100% of those entered successfully achieving a Level 1 BTEC in Business Administration and results indicating no attainment gap between those who receive the pupil premium and their peers. Evidence from analysis of the GCSE results from 2016/17 suggest a positive impact from strategies employed to raise the achievement of pupils who receive the pupil premium those this remains a priority for the school. | | | | | | |
| Creativity Curriculum | GCSE & BTEC results achieved by those year 9 pupils completing an additional qualification within the Creativity Curriculum were also positive with 78% of pupils entered achieving a Level 2 pass of better in their BTEC and 51% if those entered achieving a grade C in their GCSE. | | | | | | |
| | | BTEC Level 2 Courses 2016/17 | | GCSE Courses 016/17 | | | |
| | | % Achieving Level 2 Pass or better | % Achieving Level 2 Merit or better | % Achieving Grade C or better | % Achieving Grade A or better | | |
| | Pupil Premium | 74% | 9% | 55% | 9% | | |
| | Non-Pupil Premium | 82% | 21% | 44% | 15% | | |
| School | 78% | 16% | 51% | 12% | | | |
| | Despite the success indicated by these results similar qualifications cannot be completed in 2017/18 due to the recent changes in the approved KS4 qualifications though it remains a possibility in forthcoming years. | | | | | | |



| Measure | Evaluation of impact | | | | | | |
|-----------------------------|---|---------------------------------|--------------|--------|---------------------------------|--------------|--------|
| KS Progress | Average grades of progress made by pupils since completing KS2 have made improvements overall when comparing 2015/16 to 2017/18 and gaps between those pupils who receive the pupil premium and their peers remain very small across all year groups. | | | | | | |
| | | Average Grades Progress 2015/16 | | | Average Grades Progress 2016/17 | | |
| | | Year 7 | Year 8 | Year 9 | Year 7 | Year 8 | Year 9 |
| | Pupil Premium | 0.73 | 1.39 | 2.22 | 1.06 | 1.55 | 1.90 |
| | Non-Pupil Premium | 0.86 | 1.44 | 2.38 | 1.06 | 1.62 | 2.05 |
| | School | 0.80 | 1.42 | 2.30 | 1.06 | 1.59 | 1.96 |
| | Ensuring the progress of all pupils during KS3 remains a priority for the school and further actions to secure ongoing improvements will follow from work completed by our Lead Practitioners during 2017/18. | | | | | | |
| Overall School Attendance | Overall attendance of pupils who receive the pupil premium remains marginally below the school average and those of their peers. Comparison of figures from 2016/17 and 2015/16 indicates that the in-school gap has increased slightly though this remains significantly below the national gap of 2.3% (based on 2015-16 national figures). Persistent absence (Those with average attendance of 90% or less) has risen sharply during the past year and remains a priority for improvement for the school. | | | | | | |
| | | 2015/16 | | | 2016/17 | | |
| | | % if Roll | % Attendance | % P.A | % if Roll | % Attendance | % P.A |
| | Pupil Premium | 55.5% | 93.9% | 17.1% | 55.5% | 92.7% | 20% |
| | Non Pupil Premium | 44.5% | 95.5% | 9.6% | 45.5% | 95.2% | 11% |
| | School | - | 94.5% | 14.7% | - | 94.1% | 15.0% |
| | National | - | 95.0% | 12.4% | - | - | - |
| | Detailed analysis at an individual pupil level does indicate that additional support from the Attendance Officer, EWO & Home School Worker had a positive impact on the attendance of targeted pupils, though overall figures indicate that improving overall attendance and closing the in-school gap remains a priority for the school. | | | | | | |
| Year 11 Attendance to Exams | Overall attendance and punctuality of year 11 pupils whilst attending their GCSE examinations remains very positive and reflect a year on year improvement (3 absences from examinations in 2016/7 reduced from 7 in 2015/16). Given the high proportion of pupils receiving the pupil premium (80% of 2016/17 cohort) was significantly higher than national this indicates the positive impact of this initiative and this will remain an element of our ongoing strategy during 2017/18. | | | | | | |

Pupil Premium Strategy 2017-18

| Measure | Evaluation of impact | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------|--|-------------------|--|-----------|-------------------|-----------------|--|--|--------|-----------|-------------------|-----------------|-----------|----------------------|-----------------|----------------------|-------|-------|-------|--------------------------|------|-------|--------------------------|-------|-------|-------|------|----|-------|---------------|---|----|---|---|----|---|
| Behaviour Analysis | <p>Overall standards of behaviour have improved significantly across the school during the past 3 years and the overall number of exclusions issued by the school continues on a downward trend from 78 in 2014/15. Whilst figures from the past 2 years indicate an increase in the number of exclusions for pupils who receive the pupil premium this is attributable to specific isolated events that occurred during the year. The overall number of exclusions issued to pupils who receive the pupil premium remains low as comparison to their peers providing evidence of the positive impact that has been achieved through our Behaviour Guidance Mentors.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">2015/16</th> <th colspan="3">2016/17</th> </tr> <tr> <th></th> <th>% of Roll</th> <th>No. of Exclusions</th> <th>% of Exclusions</th> <th>% of Roll</th> <th>No. of Exclusions</th> <th>% of Exclusions</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>55.5%</td> <td>16</td> <td>23.2%</td> <td>55.5</td> <td>27</td> <td>40.3%</td> </tr> <tr> <td>Non-Pupil Premium</td> <td>44.5%</td> <td>53</td> <td>76.8%</td> <td>45.5</td> <td>40</td> <td>59.7%</td> </tr> <tr> <td>School</td> <td>-</td> <td>69</td> <td>-</td> <td>-</td> <td>67</td> <td>-</td> </tr> </tbody> </table> <p>Analysis of these figures provides evidence of the impact of the school's investment in Behaviour Guidance Mentors. As a result, the funding for containing this targeted work by our Behavior Guidance Mentors will remain an element of our pupil premium strategy during 2017/18.</p> | | 2015/16 | | | 2016/17 | | | | % of Roll | No. of Exclusions | % of Exclusions | % of Roll | No. of Exclusions | % of Exclusions | Pupil Premium | 55.5% | 16 | 23.2% | 55.5 | 27 | 40.3% | Non-Pupil Premium | 44.5% | 53 | 76.8% | 45.5 | 40 | 59.7% | School | - | 69 | - | - | 67 | - |
| | 2015/16 | | | 2016/17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | % of Roll | No. of Exclusions | % of Exclusions | % of Roll | No. of Exclusions | % of Exclusions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupil Premium | 55.5% | 16 | 23.2% | 55.5 | 27 | 40.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-Pupil Premium | 44.5% | 53 | 76.8% | 45.5 | 40 | 59.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | - | 69 | - | - | 67 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Exams Access Arrangements | <p>The proportions of pupils within the school who require exams access arrangements is significantly higher than those nationally. As a result of the funding allocated to complete specialist assessments, the proportion of pupils receiving this support has increased in in general across the more senior years and markedly increased for those pupils who are supported by the pupil premium.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="5">% of cohort with Exams Access Arrangements 2016/17</th> </tr> <tr> <th></th> <th>Year 7</th> <th>Year 8</th> <th>Year 9</th> <th>Year 10</th> <th>Year 11</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>5.5%</td> <td>10.3%</td> <td>22.8%</td> <td>12.2%</td> <td>28.8%</td> </tr> <tr> <td>Non-Pupil Premium</td> <td>7.8%</td> <td>12.4%</td> <td>12.2%</td> <td>16.1%</td> <td>15.0%</td> </tr> </tbody> </table> <p>As result of the pupil premium funding allocated to this strategy, an increased number of pupils have benefited from receiving the additional support appropriate to their needs whilst completing their internal / external examinations.</p> | | % of cohort with Exams Access Arrangements 2016/17 | | | | | | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Pupil Premium | 5.5% | 10.3% | 22.8% | 12.2% | 28.8% | Non-Pupil Premium | 7.8% | 12.4% | 12.2% | 16.1% | 15.0% | | | | | | | | | | | |
| | % of cohort with Exams Access Arrangements 2016/17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupil Premium | 5.5% | 10.3% | 22.8% | 12.2% | 28.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-Pupil Premium | 7.8% | 12.4% | 12.2% | 16.1% | 15.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Gateway | <p>Since its introduction in September 2017 the proportion of parents with activated accounts being used has steadily increased and currently sits at 84% of our parent population. When compared to the 50% target for activated accounts provided by School Gateway this indicates the impact of the pupil premium funding used to support the introduction and management of this package. As such, finding for this initiative will continue within our 2017/18 strategy.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 11 Destinations | <p>The proportion of pupils with confirmed placements for continuing their education or work-related training remains positive with current figures suggesting that 100% of our 2017 cohort have enrolled and started an appropriate course. Figures also indicate the impact of pupil premium funding used to increase the proportion of pupils securing an appropriate apprenticeship placement (2016/17 figures indicate that 8% of our pupils have secured a Level 2/3 Apprenticeship compared to 2% during 2015/16). To ensure that pupils are provided with the access to positive progression routes funding for our Careers & Progression Leader will continue within our 2017/18 strategy.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Parent Workshops | <p>A result of the programme of 14 parent workshops and 2 parent conferences that were run throughout 2016/17 the school has developed its Charter in collaboration with parents and has launched its Parent Council. Funding for continuing to develop parental partnerships will remain within our strategy for 2017/18.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Pupil Premium Strategy 2017-18

Literacy and Numeracy Catch Up Premium Spending and Impact Evaluation

During 2016-17 the £16 031 literacy and numeracy premium funding was allocated to supporting pupils who did not achieve the national expectation in reading or maths as follows:

| Funding allocated to | 2016 – 17 Spending (£) |
|---|------------------------|
| HLTA in Literacy and Numeracy (part funding) | £5 580 |
| Contribution to an extra class in Year 7 to ensure smaller class sizes and more personalized teaching | £5 000 |
| Accelerated Reading Programme | £2 660 |
| Learning Mentor | £2 800 |

| Annual Report (Pupil Premium funding) | 2016 – 17 Spending (£) |
|---------------------------------------|------------------------|
| Total received | 489,800 |
| Total spend | 489,848 |

The impact of literacy and numeracy catch up premium spending can be measured through review of the following information:

| Measure | Evaluation of impact | | | | | | | | | | | | | | | |
|--|---|--|--|--|--------------------------------------|--------------------------------------|-------------------------|-----|-----|-----|-----|--------------|-----|-----|-----|-----|
| Progress of pupils receiving LNP | At the end of year 7 pupils individual results indicate that an increased proportion of pupils have achieved the national standard for those entering year 7 (Increase of 6% in English and 5% in Maths). Results also indicate that pupils who arrive at Frederick Bremer school below the national expected standard made more rapid progress than their peers as a result of the strategies funded through the literacy & numeracy premium | | | | | | | | | | | | | | | |
| | 2016/17 | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th></th> <th>% of pupils below expected standard (Sep 2016)</th> <th>% of pupils below expected standard (Sep 2017)</th> <th>Average grades progress (LNP pupils)</th> <th>Average grades progress (All pupils)</th> </tr> </thead> <tbody> <tr> <td>English(Reading)</td> <td>42%</td> <td>36%</td> <td>1.0</td> <td>0.8</td> </tr> <tr> <td>Maths</td> <td>35%</td> <td>30%</td> <td>0.6</td> <td>0.5</td> </tr> </tbody> </table> | | % of pupils below expected standard (Sep 2016) | % of pupils below expected standard (Sep 2017) | Average grades progress (LNP pupils) | Average grades progress (All pupils) | English(Reading) | 42% | 36% | 1.0 | 0.8 | Maths | 35% | 30% | 0.6 | 0.5 |
| | | % of pupils below expected standard (Sep 2016) | % of pupils below expected standard (Sep 2017) | Average grades progress (LNP pupils) | Average grades progress (All pupils) | | | | | | | | | | | |
| English(Reading) | 42% | 36% | 1.0 | 0.8 | | | | | | | | | | | | |
| Maths | 35% | 30% | 0.6 | 0.5 | | | | | | | | | | | | |
| Supporting improvements in literacy and numeracy remains a priority for the school throughout 2017/18 (and beyond) and, as such, these strategies will continue for the duration of the LNP funding. | | | | | | | | | | | | | | | | |

Pupil Premium Strategy 2017-18

Pupil Premium Strategy 2017-18

Pupil Premium funding is determined by pupils on roll in the school at the point of the January School Census and is paid to the school based on each financial year – Figures stated below therefore relate to confirmed funding up to the end of the current financial year and estimated values for any relevant portion of forthcoming financial years. In order to ensure that support is in place for pupils within the school during the academic year, our strategy is based on pupil numbers on roll in September of each academic year and for the 2017/18 year is based on the following figures from September 2017.

| | Total pupils | Eligible for PP | % of year group |
|----------------|--------------|-----------------|-----------------|
| Year 7 | 174 | 77 | 44.3% |
| Year 8 | 176 | 73 | 41.5% |
| Year 9 | 173 | 68 | 39.3% |
| Year 10 | 177 | 79 | 44.6% |
| Year 11 | 173 | 82 | 47.4% |
| School | 873 | 379 | 43.4% |

In addition the school will receive a total of £16,397 in literacy and numeracy catch up premium which will be used to support the 65 pupils in year 7 (37% of the cohort) who did not achieve the expected standard in reading or maths at key stage 2.

Identified barriers to learning

Based on the context and prior attainment of those pupils who receive funding from the pupils premium the following barriers to learning have been identified and will be addressed through the six themes within our strategy:

| Identified barrier to learning | Identified theme within the strategy |
|---|--|
| Prior attainment levels below those achieved nationally | Strand One: Raising Achievement & Attainment |
| Levels of attendance below that experienced nationally | Strand Two: Improving Attendance |
| Social / conjctural challenges relation to low income | Strand Three: Providing Additional Support and Intervention for the most vulnerable |
| Lower levels of parental engagement than those experienced nationally | Strand Four: Strengthening Parental Engagement |
| Lower aspirations for continuing education / future career than those demonstrated nationally | Strand Five: Raising Aspirations |
| Lower than average exposure to cultural experiences and the Arts | Strand Six: Building Social send Cultural Capital |



Pupil Premium Statement 2016-17

As part of our commitment to providing all pupils with the opportunity to achieve their potential, the school is committed to ensuring that all pupil premium funding is spent on initiatives that promote the achievement and aspirations of those who qualify to receive it. Based on our review of impact from 2016/17 and the school's improvement priorities, pupil premium funding for the 2017/18 academic year will be allocated as follows:

| Delivery Strand | 2017/18 Funding Allocation (£) |
|--|---------------------------------------|
| Strand One: Raising Achievement & Attainment | £190,500 |
| Strand Two: Improving Attendance | £53,500 |
| Strand Three: Providing Additional Support and Intervention for the most vulnerable | £86,262 |
| Strand Four: Strengthening Parental Engagement | £4,600 |
| Strand Five: Raising Aspirations | £25,500 |
| Strand Six: Building Social and Cultural Capital | £30,000 |
| Total: | £390,362 |

*Please note: Funding depicted within these allocations is based on funding confirmed within the 2017/18 financial year and estimated funding for the relevant portion of the following financial year.

Literacy and numeracy catch up premium funding is allocated to the school for each academic year and is projected to total £16,397 for the 2017/18 academic year. Based on our review of impact from 2016/17 literacy & numeracy premium funding for the 2017/18 academic year will be allocated as follows:

| Delivery Strand | 2017/18 Funding Allocation (£) |
|--|---------------------------------------|
| Literacy & numeracy catch up premium strategy | £16,397 |
| Total: | £16,397 |

Pupil Premium Statement 2016-17



Pupil premium funding for 2017/18 academic year has been allocated to each of these strands to support delivery of the following strategies:

| Strand | Identified Strategy | Success Measure |
|--|---|---|
| Strand One: Raising Achievement & Attainment | Part costs of Lead Practitioners (60%): Funding to provide 3 x Lead Practitioners to support the development of outstanding teaching and learning, with specific foci on raising standards of literacy, Numeracy and Science. | Improved teaching and learning across the school. |
| | Vocational Curriculum - Expansion of the bespoke vocational curriculum to support individual needs of pupils through Level BTEC courses in Business Administration, Health & Nutrition, Retail & Sport) | Individual pupil's results and engagement with learning. |
| | Creativity Curriculum: Continue funding of the bespoke Creativity curriculum atKS3, including funding for reduced class sizes and additional material to support the practical nature of learning activities. | Long term development of skills required for success in 21 st Century employment and engagement with learning. |
| | Homework & Study Surgeries: Continue to fund staffing and resourcing to support daily Homework & Study Surgeries to improve completion / quality of homework. | Improved completion / quality of homework |
| | Targeted Intervention: Funding for subject specific, targeted interventions to close the gap within the new whole school Intervention strategy. | Continued improvement in GCSE results |
| | Subject related revision guides: Funding to be provided to support the provision of subject specific revision guides / materials. | Individual pupil's results and engagement with learning. |
| | Individual department bids: Funding to support individual department initiatives to raise the achievement of pupils. | Individual pupil's results and engagement with learning. |
| Strand Two: Improving Attendance | Part costs of Attendance Officer, Education Welfare Officer & Home-School Worker (60%): Funding to support delivery of the school's new attendance strategy designed to improve the overall attendance of all pupils. | Attendance levels reach & exceed national figures |
| | Breakfast Club (Exams): Funding to support provision of additional hours to breakfast club throughout the GCSE Examinations period. | Continued high attendance & punctuality to examinations / high attendance at pre-examination revision sessions |
| Strand Three: Providing Additional Support and Intervention for the most vulnerable | Specialist Assessment for Exam Access Arrangements: Continue funding of a specialist assessor to ensure that all necessary exams access arrangements are in place to meet the needs of pupils. | All referrals from SENCO are processed and relevant EAA in place. |
| | Part costs of Counselling Provision (60%): Funding to support co-ordination & delivery of ion-site counselling services to support pupils with emotional / other support needs. | Individual pupil attendance and well-being. |
| | Part costs of Behaviour Guidance Mentor (60%): Funding to support continuation of targeted behavior support delivered through the behavior team including additional professional development of staff. | Continued improvements in behavior and reduction in exclusions |
| | Hardship Fund to support inclusion in school: Funding to be used to support pupil participation in curriculum events requiring financial contributions from parents/careers and cover other reasonable costs associated with education that may not be possible for families with limited financial means. | Levels of pupil participation and well-being. |

Pupil Premium Statement 2016-17



| Strand | Identified Strategy | Success Measure |
|---|---|---|
| Strand Four: Strengthening Parental | School Gateway: Continue funding of School Gateway communication package and associated staffing costs to support parental involvement with & understanding of school activities. | Number of parents with registered accounts and participation levels at parent event. |
| | Other Parental Involvement: Funding to cover costs on additional hours (staffing / building) and materials associated with developing parental involvement through the Parent Council and School Conference programmers. | Parental feedback and engagement through Parent Council and School Conference. |
| Strand Five: Raising Aspirations | Progression /work experience (inc. Simmons and Simmons Young Talent): Funding to support the provision of school wide progression activities focused on raising the aspirations of pupils and providing access to work-related learning opportunities. | Increased aspirations and engagement with education. |
| | Part costs of Career & Progression Leader (60%): Funding to support with delivery of a school wide careers and progression initiative to promote aspirations and secure to continuing education (FE & HE) including exposures to the University environment. | Further increase in proportion of pupils securing aspiration FE placements & increase in aspiration for GE study. |
| Strand Six: Building Social and Cultural | Duke of Edinburgh Award Scheme: Funding to support costs of running the DoE programmer including staffing, equipment and pupil registration/participation costs. | Individual pupil's completion of programmer and personal development. |
| | Pupil Leadership Opportunities: Funding to support development of pupil leadership across the school including relevant training and resources associated with the Pupil Parliament and School Ambassador initiatives. | Individual pupil participation and development of inter-personal skills. |

Literacy & numeracy catch up premium funding for 2017/18 academic year has been allocated to each of these strands to support delivery of the following strategies:

| Strand | Identified Strategy | Success Measure |
|--|--|--|
| Strand One: Literacy & numeracy premium | Part costs of HLTA in Literacy and Numeracy (60%): Funding to provide support for delivery of additional literacy / numeracy intervention to pupils who have not yet reached the expected national standard. | Reduction in the proportion of pupils who have not reached national standard for KS2, rates of progress in excess of their peers and increases in reading age measured through AR. |
| | Funding for the 'Numeracy Ninjas' programme – Funding to support with additional resources and staffing to develop, monitor and evaluate our bespoke 'Numeracy Ninjas' programme delivered to those pupils who have not yet reached the expected national standard. | |
| | Accelerated Reading Programme: Funding to be used to support with part costs (60%) of licensing and staffing to monitor and evaluate the AR programme delivered to all pupils throughout year 7 and 8. | |
| | Peer Reading Programme: Support for further developments to the peer reading programme using more senior pupils to encourage LNP pupils to increase their confidence with reading. | |