

# NORTH CESTRIAN SCHOOL

## ANNUAL PUPIL PREMIUM PLAN AND EXPENDITURE 2018-2019 AND IMPACT REVIEW 2018-2019 (review added in October 2019)

The five key themes of intervention are Extra-curricular Provision, Assertive Mentoring, Behaviour For Learning, Teaching and Learning and Parental Involvement.

<b>2018-2019 PP BUDGET</b>	£107,095
<b>PP NO. ON ROLL</b>	105
<b>% OF WHOLE SCHOOL ROLL</b>	20.7%
<b>TOTAL NO. ON ROLL</b>	508

### Overall Data Review

	<b>North Cestrian PP Pupils</b>	<b>National Average Non PP Pupils</b>
<b>% achieving GCSE 9-5 E/M 2019 – Year 11</b>	57.1%	43%
<b>Progress 8 Score – all</b>	-0.2	-0.02
<b>Attainment 8 Score – all</b>	44.94	46.53

<b>Key Intervention Theme:</b>	Extra-curricular provision					
<b>Priority Intervention:</b>	Summer School					
<b>Rationale:</b>	The summer school will target progress in numeracy and literacy (avoiding regression over the summer). Evidence from The Sutton Trust suggests that pupils who attend a summer school make approximately two additional months' progress, compared to similar pupils who do not. Greater impacts (as much as four additional months' progress) can be achieved when summer schools are intensive, well-resourced, and involve small group tuition by trained and experienced teachers. At our school we already have evidence of intensive subject-specific revision workshops significantly boosting progress. <b>Main success criteria will be that base line tests in English and Maths at least stay at in line with official KS2 scores.</b>					
<b>Action</b>	<b>When</b>	<b>Whom</b>	<b>Planned Cost</b>	<b>Evidenced actual cost</b>	<b>Success Criteria</b>	<b>Success Evidence</b>
One week of Summer Transition School with PP from feeder primary schools in penultimate week of August (week of GCSE results) with Year 6 and current Y7 PP. 1. liaise with primary schools 2. organise with parents 3. organise timetable from staff.	May 2019	EKI and HOY7	£5000 on resources, transport, entry fees and staff remuneration	£5000	1. Successful delivery 2. Take up opportunity by 75%+ over Y6 PP pupils. 3. Inclusion of KS3 PP students currently behind target	From Year 6 and 7 28 out of a targeted 33 pupils (85%) attended summer school. 30% of those students attending were identified as Pupil Premium. The feedback from the summer school was extremely positive and has significantly aided the transition. Summer school focused on English and Maths and September base line tests were very accurate against KS2 results. See Progress Tracker.
Homework Club and Targeted Extra-curricular (in whole school slice see policy)	All year	HHo / AJa	£2,850 (homework club)  £570 (Extra-curricular)	£2,850 (homework club)  £570 (Extra-curricular)	1. 25% of all PPs regularly attend (3 or more evenings per half term) 2. 25% of all PPs regularly attend (3 or more sessions per half term)	See IMPACT Evaluation below this table.
Funding trips	All year	NBI, JGr	1. £2000 on trip costs	£2727	1. Adequate take-up in consideration of all reasonably removable	Ensured 78 pupils (all who applied) were included on trips as diverse as Chester

					barriers have been removed	Zoo, Alton Towers, Bilbao (Spain), Reykjavik (Iceland), Red Ridge, Hale Mosque and London . (Note: all PP are made aware of available support). The provisos of “all who applied” and “all made aware of support” applies to other appropriate line in this review.
Sport Sessions	Summer 19	NBI		£64.50	Uptake from PP student	Ensured 2 students were able to attend extra-curricular activities
Music Lessons	All Year	NBI, CBa		£649.00	Uptake from PP student	Ensured 5 students had access to music lessons throughout the year
Breakfast for Revision Sessions (Languages)	All Year	NBI, CHa		£53.20	Uptake from PP students	Incentivised students to attend that particular revision session (100% attendance of PP students)
P6 Revision Sessions	All Year	All Staff		£3000	Uptake from PP students	See IMPACT Evaluation below
Wake Up Drama Academy	All Year	NBI, CBa		£150.00	Uptake from PP Students	Ensured 2 students had access to drama lessons throughout the year
				<b><u>TOTAL COST:</u></b> <b><u>£11,643.70</u></b>		

<b>Key Intervention Theme:</b>	Assertive Mentoring					
<b>Priority Intervention:</b>	Stretch, Challenge and Raising Aspiration Programme (SCRAP)					
<b>Rationale:</b>	Progress will be closely monitored and they will be mentored to ensure they make progress in line with other pupils who have similar abilities. PP pupils will all be involved in enrichment activities and encouraged to have high aspirations for attainment and higher education. It is more likely such pupils need extra support to overcome barriers to social mobility and such barriers should be challenged and overcome. The use of Extended School Time (Extra-curricular) clubs will further enhance SCRAP and also give PP pupils the opportunity to participate in activities they would not normally choose to nor get the opportunity to. Evidence from The Sutton Trust suggests that pupils who receive mentoring make approximately one additional months’ progress, compared to similar pupils who do not. The enrichment programme at this school has already proved successful in these regards and is seen as a target SCRAP for PP pupils. <b>Main success criteria will be that data captures show rapid and sustained progress.</b>					
<b>Action</b>	<b>When</b>	<b>Whom</b>	<b>Planned Cost</b>	<b>Evidenced actual cost</b>	<b>Success Criteria</b>	<b>Success Evidence</b>

Teacher led one to one intervention	Weekly	Allocated Staff	1. £21,200 (£42.40 per hour, 25 hours per fortnight, 20 fortnights per year)	£21,200	1. Higher achievement as evidenced by associated previous Maths and English assessments (as well whole progress measure)	Welfare Survey conducted throughout the year, all student surveyed three times. Average score (out of 70) was 46 in Term 1 and 51 in Term 3 (Net Welfare Average score increase of 5)
Pupil Voice	Half Term	NBI	2. £300 Photocopying and digital analysis (early termly)	£300	1. 90%+ agree or strongly agree	See also IMPACT evaluation below.
PP Committee to do a termly book scrutiny of PP pupils	1 <sup>st</sup> week of a term	Gov, NBI, MBe, HOF (5), SAs	2. £900 Cover and analysis	£900	3. PP pupils books are good or better in terms of the book scrutiny standards and inline with NCS Marking Policy	PP students were found to have same quality as non- PP students
Assertive Mentoring (AM)	One pastoral session per fortnight	Form Tutors, NBI, CLa, DCa	1. £300 photocopying and analysis	£300	2. Each PP is seen three times per year (first priority). 3. Subsequent KPI progress.	Students receiving Assertive Mentoring based on available evidence: Year 7 – 11 students Year 8 – 3 students Year 9 – 8 students Year 10 – 2 students
More Able University Trip dovetailed with Y9-11 PP pupils	TBD	NBI	1. £1000 to fund places on the trip, coach and cover.	Not taken up this academic year.	1. Pupil and Parent Voice evaluation of aspiration and interest	Scheduled for February 2020
Careers Interviews and CV writing workshops and priority for high calibre work experience (explore Trafford)	June 19	NBI, ABo	1. C£500 on resources/booking costs for Connexions and use of Parent Support to support the Action	£500	1. Pupil and parent Voice evaluation of the satisfaction.	60% of Year 11 PP students have gone on to attend either college or apprenticeship placements.  Careers education overview 2018/19 indicates disadvantaged students received same quality advice as non-disadvantaged students.

Funding PP Pupil participation in the Duke of Edinburgh Scheme	Sep 18	YST + NBL	1. C£1000 on equipment and trips costs	£1260	1. Uptake from PP to ABOVE the proportionate uptake from the Non PP	30% of the Duke of Edinburgh cohort this academic year were Pupil Premium students.
Challenge For Change Mentoring	Oct 18	NBL & LMC	2. £270 per pupil	£1350	2. KPI Improvements for students involved.	(Student 1) Net points on SIMs: +152 Attendance: 82.15% (Authorised circumstances for low attendance)  (Student 2) Net points on SIMs: -355 Attendance: 78.77%  (Student 3) Net points on SIMs: +36 Attendance: 97.77%  (Student 4) Net points on SIMs: -190 Attendance: 91.62%  (Student 5) Student left NCS
Prince's Trust – MOSAIC Programme	Jan 19	NBL	Free	Free	3. KPI Improvements for students involved.	40% of students involved were Pupil Premium. Average Attendance for those PP students increased from 92.56% in HT2 to 94.41 in HT6. Average Net Points on SIMS from +39 in HT2 to +102 in HT6
Additional Staff Costs	All Year	NBL and MBE	£5000	£4000		Ensured PP Champion was available to conduct welfare survey and staff enquiries.
				<b><u>TOTAL COST:</u></b> <b><u>£29,810.00</u></b>		

<b>Key Intervention Theme:</b>	Behaviour For Learning					
<b>Priority Intervention:</b>	Attendance Interventions					
<b>Rationale:</b>	<p>Additional Pastoral mentor support including additional attendance monitoring and intervention and behaviour support. Concerns regarding attendance are referred to parents (further link to the intervention plan is that The Sutton Trust states that Parental Involvement adds 3 months to progress). Pupils eligible for pupil premium may be referred to the EWO where additional intervention will be put in place. Missing just 17 days in one year (90%) can cause a drop of a full grade at GCSE.</p> <p>Only about one in four students with attendance less than 90% achieve 5 A*-C GCSEs. There is a strong correlation between progress and attendance in evidence at the school. <b>Main success criteria will be that data captures show rapid and sustained progress.</b></p>					
<b>Action</b>	<b>When</b>	<b>Whom</b>	<b>Planned Cost</b>	<b>Evidenced actual cost</b>	<b>Success Criteria</b>	<b>Success Evidence</b>
External providers for Healthy Minds, Mindfulness, Mrs Meagh. <b>(in whole school slice see policy)</b>	All year	HHo, NBI, HOY/K	£2000 (£50 per hour, 5 hours, 40 weeks) (20% from PP)	£2000	2. Reductions in Behaviour points, increase in attendance.	See IMPACT evaluation below
Bus Pass Funding and Metro Funding	Sep 18	NBI	£1000	£26.00	3. Increased attendance and punctuality.	See IMPACT evaluation below
Staffroom PP notice board knitting together the strategy	Sep 18	NBI	£100 display space and materials	Refurbishment of the school and new buildings – so delayed to next plan.	1. Knowledge of staff and embedding into the culture, evidenced by seating plans, lesson plans and obs	For 2019-20 Plan with use of EduKey
Trafford SLAs – External Agencies to reduce Permanent and Fixed Term Exclusions -EWO 20% -- Free school meals report 100% <b>(in whole school slice see policy)</b>	As required	JGr	£490	£490	1. Increased attendance, decreased behaviour points	See IMPACT evaluation below
Rewards programme	All year	NBlo	£500 on proportional funding of the school reward system for PP pupils and reward trip	£158.76	1. 20% of all postcards are for PP	20% of reward postcards were received by PP students
Funding of the Student manager/Learning Mentor/Coordinator and Assistant		JGr	2. £6,111	£6,111	Proportion of role on PP pupils to ensure behaviour	See IMPACT evaluation below

(in whole school slice see policy)						and attendance in line with or better than non-PP	
Uniform	Sep 18	NBI	1. C£2500	£1,799.26		1. Increased wellbeing and 90% of PP in correct uniform	Ensured all PP students were in line with Cestrian Way policy
Learning Equipment Pack	Sep 18	NBI, YSt	1. 50 packs at £13 = £650	£31		2. 100% of PP will full equipment in line with CW policy	Ensured all PP students were in line with Cestrian Way policy
PP Breakfast Club	All year	JGr, NBI	2. C£10000	£848		3. Increased well-being, attendance and punctuality, associated rewards and behaviour points	848 vouchers were us by PP students
Additional Counselling (External Provider)	Sept 18	NBI, JGr	£480	£480		Increased KPI indicators	Student - Net points on SIMs: +152 Attendance: 82.15% (Authorised circumstances for low attendance)
ED Start Step Out Programme	Sept and Oct 18	NBL, HOYKS	£900 per student	£1800		See Success Evidence	Student continued to be educated whilst decisions about their future were taken.
NISAI Online	Sept 19	NBL, HOYKS, HHO		£1900		See Success Evidence	Student continued to be educated whilst decisions about their future were taken.
DEAR Reading Books	All Year	NBL		£16.11		See Success Evidence	Ensured all PP students were in line with Cestrian Way policy
				<b>TOTAL COST: £7,159.13</b>			

<b>Key Intervention Theme:</b>	Teaching and Learning: Learning Styles and Differentiation (through Quality First Teaching)					
<b>Priority Intervention:</b>	Literacy (Oral Language, Phonics, Reading Comprehension), Numeracy Support					
<b>Rationale:</b>	<p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Evidence from The Sutton Trust suggests that pupils who receive Oral language intervention make approximately five additional months' progress, compared to similar pupils who do not.</p> <p>Evidence from The Sutton Trust states that qualified teachers tend to get better results when delivering phonics interventions with pupils making approximately four additional months' progress. On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. Such support is essential to exam results. <b>Main success criteria will be that data captures show rapid and sustained progress.</b></p>					
Action	When	Whom	Planned Cost	Evidenced actual cost	Success Criteria	Success Evidence
Reading and Spelling Testing, intervention and retesting	Sep 18	HHo, Abi, NBL, EBU	1. IDL £100 (PP contributed 20%) 2. LASS Lucid £200 (PP contributed 20% PP) as well as LANCU	£100 £200	1. Higher achievement on the test scores	Identified a more accurate reading age for all PP students involved and the spelling age for all PP students involved was raised by an average of 9 months.
Catch Up Programmes	Sep 18	HHo, Abi, NBL, VBr	2. £400 PP to contribute (20% of £2000) as well as LANCU	£400	2. Higher achievement on the test scores and therefore numeracy age	Six students across Years 7 to 9 were placed on catch up programmes. Impact is to be determined next academic year due to late start of the programme.
PP use of Hegarty Maths	Sep 18	VBr, NBL	3. £1000 (PP to contribute 20%)	£1000	3. Higher achievement in assessments	Average Points Score in Maths
Numeracy Ninjas	All year	HHo, VBr	4. £100 on resources for Y7/8 (PP contributed 20%)	£100	4. Knowledge of staff and embedding into the culture, evidenced by seating plans,	Yr7 – DC1 - 5.12 DC4 – 5.03  Yr8 – DC1 – 5.52 DC4 – 5.63  Yr 9 – DC1 – 5.23



					lesson plans and obs	DC4 – 5.21 Yr 10 – DC1 – 5.11 DC4 – 4.67 Yr 11 – DC1 – 5.11 DC4 – 5.00
PP Champion Leading Staff INSET. Also to focus on main cohorts for intervention e.g PP (+HA/SEN/boy). DC analysis to include PP and their other cohorts.	Sep 18, Feb 19, Jul 19	NBI	5. £100 resources for staff	£100	5. Knowledge of staff and embedding into the culture, evidenced by seating plans, lesson plans and obs	110 requests for support of Pupil Premium funds from staff for their pupils across the academic year.
PP Specialist TA	Sep 18	HHo, NBI	6. £20,000	NOT IMPLEMENTED	6. Higher achievement in assessments	NOT IMPLEMENTED
Targeted reading aloud during DEAR time. This uses class readers to support the English curriculum.	All year	Form Tutors	7. C£180	NO EVIDENCE OF TAKE UP	7. Successful participation in DEAR. 8. Evidence in newsletter 9. English Grades 10. Reading culture in the school and book swapping 11. Reading and Spelling ages	NO EVIDENCE OF TAKE UP. However, this is no in place for the next academic year.
Phonics Support as part of Extending School Time	Half termly	HHo + ABi	1. C£100 on enhanced resources	NO EVIDENCE OF TAKE UP	1. Improved quality of reading aloud	NO EVIDENCE OF TAKE UP

					2. Increased spelling age	
Revision Guides	In Year	JGr, YSt	1. Cf£1250 on resources	£1010.04	1. Evidence of use and improved Grade outcome	See IMPACT Evaluation below.
Knowledge Atlases	In Year	NBI, YSt	£7.50 per copy	£30.00	To ensure students have standard equipment	Ensured that 4 student have standard equipment
Subject Specific Trips (An Inspector Calls Lecture Day, Macbeth Lecture Day & Snowdonia Geography Trip, Theatre Tickets, Abbey House Museum, Leeds)	In Year	EBu, MBe, NBI, CBa		£809	Adequate take-up in consideration of all reasonably removable barriers have been removed	Ensured that 18 PP student across years 10 and 11 accessed trips that contributed towards GCSE results.  Abbey House Trip – Ensured that gaps in knowledge were filled prior to first assessment in DC1
Digital Theatre	In Year	CBa		£119.88	Adequate take-up in consideration of all reasonably removable barriers have been removed	Students given opportunity to see how live theatre looks within a school environment across KS3 and KS4
Geography Webinar	April 19	MBe	£6.00 per student	£30.00	Adequate take-up in consideration of all reasonably removable barriers have been removed	Ensured that 18 PP student across years 10 and 11 accessed session that contributed towards GCSE results.

Copies of 1984 for PP Extra English Sessions	Nov 18	SWI, NBI		£44.90	To ensure students have supporting equipment	Ensured all students had resources to access Extra English sessions.
English Literature texts (various)	Nov 18	SWI, NBI	Various prices	£725.58	To ensure students have standard equipment	Ensured 17 students had essential texts for GCSE English syllabus
Laptops	June 19	HHo, NBI	£154 each	£308	SEN students in receipt of Pupil Premium felt more confident with longer pieces of writing	Supported SEN students in receipt of pupil premium with long pieces of writing in lessons. Reflected in welfare survey scores.
STEM Workshop for Year 9 students	March 19	Science Dept	£5 each	£110	Student engagement with subject prior to GCSE.  Increase in welfare survey score.	Welfare survey average score in HT1 – 45 out of 70  Welfare survey average score in HT1 – 52 out of 70
Read with Biff, Chip and Kipper (Levels 1 -6)	Nov 18	SEN	£37.98	£37.98	Increase in attainment	Score in DC1 = -1.00 Score in DC4 = -0.52
				<b>TOTAL COST: £5,125.38</b>		

<b>Key Intervention Theme:</b>	Parental Involvement
<b>Priority Intervention:</b>	Involvement of parents in their child's education
<b>Rationale:</b>	Parents who take on a supportive role in their children's learning make a difference in improving achievement and behaviour. The active involvement of parents can help promote a learning community in which children and young people can engage positively with staff and their peers. Staff can benefit from developing positive partnerships with parents by involving them in all decisions affecting their children's education and learning. Engaging with parents gives them the chance to understand the role that they play in their children's learning and development and fosters parental involvement.

The Sutton Trust says that Parental Involvement adds 3 months. Parental involvement to improve their children's attainment is effective. NCS already has strong evidence that parental involvement enhances progress through regular pastoral – parent meetings and subject delivering workshops for parents on exam technique and revision. Parents cited workshops in 2017 as one of the main reasons behind the 94.1 A\*-C in Geography GCSE. **Main success criteria will be that data captures show rapid and sustained progress.**

Action	When	Whom	Planned Cost	Evidenced actual cost	Success Criteria	Success Evidence
Calling log programme (ahead of assessment, post data capture and ahead of parents evening) (in whole school slice see policy)	After DC	NBI	N/A	N/A	1. KPI improvement	See IMPACT evaluation below
Attendance with child to Parent Evenings	AS per calendar	NBI	£1000	£1000	1. 96%+ attendance at Parent Evenings 2. 100% evidence of effective follow up for those who could not attend	The following number of PP students attended parents' evening with parent/carer:  Year 7 – 7 students (23%) Year 8 – 6 students (26%) Year 9 – 10 students (33%) Year 10 – 5 students (55%)  (% in bracket is the percentage of that year's PP cohort)
Alternative request for staff to call/visit parents	AS per request	NBI	£250	NO EVIDENCE OF TAKE UP	3. 100% of pp parents have the parents' evening information (combining with above)	NO EVIDENCE OF TAKE UP
Newsletter Vouchers	As per request	MBE	£20 each	£40	Parents of PP students engaging with school material	6 parents of PP students have engaged with school material.
				<b>TOTAL COST:</b> <b>£1,040.00</b>		

**Overall Review** (including statement of value for money, success, modification for next year)

Total Planned Cost	£107,095																										
Total Evidenced Cost	<p>Evidenced costs: £54,778.21                      Unfulfilled costs: £20,000                      Top Slice costs: £24,226</p> <p><b>TOTAL (Without unfulfilled costs): £79,004.21</b></p> <p><b>TOTAL (With unfulfilled costs): £99,004.21</b></p>																										
Review of Intervention 1 - Extra-curricular Provision	<p><b><u>IMPACT (ENRICHMENT):</u></b></p> <p><b><u>Attendance:</u></b></p> <p>59 Pupil Premium Students out of 107 have regularly attended clubs so far this academic year (55.1% of all Pupil Premium students)                      12 Pupil Premium students out of 107 have regularly attended homework club this academic year (11.2% of all Pupil Premium Students)</p> <p><b><u>Breakdown of extra-curricular attendance:</u></b></p> <p><b><u>KS3: 47 out of 87 (54%)</u></b>                      Year 7 – 20 out of 33 (60%)                      Year 8 – 17 out of 24 (71%)                      Year 9 – 11 out of 30 (37%)</p> <p><b><u>KS4: 9 out of 20 (45%)</u></b>                      Year 10 – 2 out of 12 (15%)                      Year 11 – 7 out of 8 (88%)</p>																										
Review of Intervention 2 – Assertive Mentoring	<p><b><u>IMPACT (ATTAINMENT):</u></b></p> <table border="1" data-bbox="629 1070 1827 1262"> <thead> <tr> <th></th> <th>Average Points Score Difference</th> <th>Non Pupil Premium Average Points Score Difference</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>-0.60 (-0.53)</td> <td>-0.56</td> <td>-0.04 (+0.03) (+)</td> </tr> <tr> <td>Year 8</td> <td>-0.57 (-0.52)</td> <td>-0.50</td> <td>-0.07 (-0.02) (+)</td> </tr> <tr> <td>Year 9</td> <td>-0.51 (-0.46)</td> <td>+0.29</td> <td>-0.22 (-0.17) (-)</td> </tr> <tr> <td>Year 10</td> <td>-1.26 (-0.83)</td> <td>-0.56</td> <td>-0.70 (-0.27) (-)</td> </tr> <tr> <td>Year 11*</td> <td>-1.56</td> <td>-0.50</td> <td>-1.06</td> </tr> </tbody> </table> <p>Please note this information is based on Data Capture Four (Year 11 is based on Actual GCSE). Statistics in RED are the scores and differences if students with persistent absences are factored out. (+) or (-) indicates improvement/decline since Data Capture Three.</p>				Average Points Score Difference	Non Pupil Premium Average Points Score Difference	Difference	Year 7	-0.60 (-0.53)	-0.56	-0.04 (+0.03) (+)	Year 8	-0.57 (-0.52)	-0.50	-0.07 (-0.02) (+)	Year 9	-0.51 (-0.46)	+0.29	-0.22 (-0.17) (-)	Year 10	-1.26 (-0.83)	-0.56	-0.70 (-0.27) (-)	Year 11*	-1.56	-0.50	-1.06
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Year 11*	-1.56	-0.50	-1.06																								
Review of Intervention 3 – Behaviour for Learning	<p><b><u>Impact:</u></b>  <b><u>Attendance:</u></b></p> <p>Average attendance for PP students: 92.00%</p>																										

Average attendance for Non PP students: 95.15%  
Difference = -3.15%

**Breakdown:**

Yr 7 (95+%) 17 out of 33 (52%)  
Yr 7 (90+%) 26 out of 33 (79%)  
Yr 7 – 7 pupils as Persistently Absent (PA) 21% of the PP cohort

Yr 8 - (95+%) 16 out of 24 - (66%)  
Yr 8 - (90+%) 22 out of 24 - (92%)  
Yr 8 2 pupils as Persistently Absent (PA) 8% of the PP cohort

Yr9 - (95+%) 14 out of 30 - (47%)  
Yr9 - (90+%) 23 out of 30 - (77%)  
Yr 9 7 pupils as Persistently Absent (PA) 23% of the PP cohort

Yr 10 (95+%) 5 out of 13 - (38%)  
Yr 10 (90+%) 9 out of 13 - (69%)  
Yr 10 4 pupils as Persistently Absent (PA) 31% of the PP cohort

22PP pupils (now including Y11) were PA of the whole school roll of 508 = 4.33%. Whole School PA was 12.78%

**Behaviour:**

The table below shows the number of Behaviours Points (BP) students have achieved since the start of the academic year (% in brackets):  
From the 107 PP pupils -

10 BP or less	44 (45%)
20 BP or less	49 (51%)
30 BP or less	58 (58%)
40 BP or less	67 (69%)
50 BP or less	74 (76%)
50 BP+	23 (24%)

Review of Intervention 4 – Teaching and Learning

**IMPACT (ATTAINMENT):**

	Average Points Score Difference	Non Pupil Premium Average Points Score Difference	Difference
Year 7	-0.60 (-0.53)	-0.56	-0.04 (+0.03) (+)
Year 8	-0.57 (-0.52)	-0.50	-0.07 (-0.02) (+)
Year 9	-0.51 (-0.46)	+0.29	-0.22 (-0.17) (-)
Year 10	-1.26 (-0.83)	-0.56	-0.70 (-0.27) (-)
Year 11*	-1.56	-0.50	-1.06

Please note this information is based on Data Capture Four (Year 11 is based on Actual GCSE). Statistics in RED are the scores and differences if students with persistent absences are factored out. (+) or (-) indicates improvement/decline since Data Capture Three.

Review of Intervention 5 – Parental Involvement

**IMPACT:**

There has been 100 instances of communication with the parents of Pupil Premium students discussing a variety of topics; 46 of those instances were carried out by the Pupil Premium Champion (46%).

## **EVALUATION OF LAST YEAR'S TARGETS:**

### **STRENGTHS:**

- Evidence of expenditure is more transparent and thorough.
- Careful consideration over impact of funding and its outcomes is given.
- Tracking the impact of spending on progress and KPI over time is more thorough.
- Welfare and happiness amongst students quantified in Welfare Survey which has shown an average score increase from term 1 to term 3
- Offering equal access to opportunities (particularly around enrichment and extra-curricular) has been a success in spite of less opportunities for sport extra-curricular due to building work.

### **AREA FOR DEVELOPMENT:**

- Progress has been made with KS3 as evidenced in Ofsted report, however, more focus now needed back on KS4
- Increase in attendance has been evidenced but more can be done.
- Parent attendance