Newall Green High School - Pupil Premium Spending

Evaluation - Autumn 2016

The Pupil Premium is additional funding given to schools to raise the attainment of disadvantaged students and to close the gap between them and their peers and so improve their life chances.

Principles We ensure that teaching and learning opportunities meet the needs of all of the students. We ensure that appropriate provision is made for students who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged students are adequately assessed and addressed.

In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged.

We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of students the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.

Number of students and Pupil Premium Grant received					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number on roll	958	976	951	894	790
Number of students eligible for pupil premium grant	355	557	591	578	496
Number of looked after children (LAC)_ eligible for students premium)	30	21	18	10	6
Amount of pupil premium received per pupil	£488	£623	£900	£935 PPG £1900 LAC	£935 PPG £1900 LAC
% of students who are entitled to pupil premium grant	40%	59%	64%	64%	68.5%
Amount of pupil premium grant received	£186,904	£359,513	£547,085	£563,430	£568,930

Pupil Premium Spending

The premise of the pupil premium funding and its use at Newall Green High school is to ensure all disadvantaged students have their needs met, to ensure there are NO barriers to learning and to close the gaps between attainment and progress of all disadvantaged students when compared to National other students.

The approach to spending pupil premium funding is divided into key areas of support.

Attainment and Progress
Literacy and Numeracy support
Pastoral, Social and Emotional support- including careers education and planning
Alternative provision
Resources and Systems

The table below sets out the details of what the funding is used for, a summary of the intervention, intended outcomes, how it is monitored and the impact.

Pupil Premium used for:	Amount allocated to the intervention / action (£)	New or continued activity	Brief summary of the intervention or action.	Specific intended outcomes.	Monitoring	Impact: What was achieved
1. Quality First teaching	£94,244	Continued	Retention and recruitment of experienced staff with specialist knowledge and skills in urban challenging schools.	Improvement of quality first teaching. Improved outcomes across each year group. Gaps narrowing towards national others.	Monitoring of teaching and learning though lesson observations, data tracking and work scrutiny. Monitored of data using SISRA, reports to HT, EHT and LBG	Overall for 2016 outcomes there was an upward trajectory for pupil premium students. The average grade (capped 8 best subjects) rose from and E grade to a D+, internally this reduced the gap by a third of a grade between pupil premium and non- pupil premium students. Attainment 8 improved from 3.26 to 4.21, the gap between pupil premium and national other students was reduced by 0.28. The progress 8

						figure for Pupil premium students increased from -0.84 to -0.55, a significant improvement. This was a reduction in the gap compared to national other students of 0.34. The percentage of pupil premium students achieving 5 A-C grades increased from 37% to 51%. In English the pupil premium students Attainment 8 score increased from 3.93 to 4.58 and the Progress 8 score increased from -0.94 to -0.68. In Maths the pupil premium students Attainment 8 score rose from 3.57 to 3.93, the progress 8 score dipped from -0.49 to -0.63 (mainly as a result of high attainers not achieving the B grade threshold) The basics figure decreased as did the gap both internally and nationally. This was a reflection of maths results dipping slightly below grade boundaries at both the C/D and B/C borderline.
2. Faculty Intervention	£16,769	Continued	Planning preparation and delivery of extended revision sessions / revision conferences and holiday classes. Purchase of PiXL member ship and costs for maths, English and	Improved outcomes. Support for exam preparation for students with little support at home- provision of place, time and expertise to address shortfall.	Monitored and tracked using HTA and predicted systems.	Despite the issue with maths progress other subject areas have shown improvements in performance. English and Maths attainment both improved for pupil premium students (see above). In Art, Dance, Psychology,

			post 16 staff to attend meetings Introduction of additional Mock exam sessions with required printing resources and marking Purchase or production or revision guides and materials. Purchase of Doddle software	Improved expertise of staff		Science Further additional GCSE and Science BTEC the pupil premium students out performed other internally.
3. Tuition	£18,700	Continued	One to one tuition and small group tuition by staff after school and at lunchtimes for students in y11 and y10 cohort. Subject dependent on need	Improved standards/ outcomes in key subjects. Closing the gap to meet national expectations	Monitored through students tracking and data analysis of outcomes by SLT and HoF fortnightly, monthly and half termly.	See point above.
4. Academic mentoring programme	£4,675	Continued	Individual pupil and parent meetings to identify need and support.	Improved focus of students and parents on their own learning.		See point 1 and 2 above
5. Literacy support	£22,629	continued	Developing staff as Sound training providers. Purchase and use of reading schemes	Improved reading ages and improved confidence of readers when accessing exam papers.	Monitored by SLT English middle leaders and English teachers.	See impact points 1 and 2 Sound training impact was an average of 21 months improvement by the end of the programme
6. Numeracy support	£22,040	continued	Development of resources to deliver whole school strategies to improve basic skills, including Rock star maths and Maths Ninja	Improvement in basic skills to impact overall on GCSE results	Monitored by SLT Maths middle leader and maths teachers	See impact point 1 and 2
7. Attendance strategies	£70,816	Continued	Additional staffing in attendance team to support huge variety of interventions, monitoring and systems.	Attendance improves to match national average.	Monitored weekly by attendance team and SLT	The overall absence gap compared to national other students for pupil premium students is 2.7% compared to national gap of 3.1% and the PA gap was 9.3% compared to a national gap of 13.3%

8. Identification and early help	£8,861	continued	Focus of DHT on disadvantaged students by need- spreadsheet of factors to identify and direct support pastorally and academically	Early identification and help for vulnerable students. Reduction long term in number of students requiring internal and external alternative provision. Reduction in exclusions.	Monitoring by HT, EHT and link Governor	Impact is dependent on individual students. Fixed term and permanent exclusions are below the national average for all pupils with 0% permanent and 6.64% fixed term exclusions.
9. Pastoral mentoring	£62,627	Continued	Restructure of some of the associate staff to enable a more focused team on pastoral issues	To provide support for vulnerable students, to improve attendance and outcomes	DH pastoral and SLT	See point 7 with regard to attendance and point 1 and 2 regarding academic outcomes.
10. CAMHs provision	£17,163	continued	Purchase of external CAMHs support for 3 days per week to manage high level of student need	To provide support for vulnerable and disadvantaged students and prevent attendance decline and family disengagement		Impact is dependent on individual students.
11. Careers education	£6,850	Continued/ new	Development of curriculum to meet local need and develop aspiration. Purchase of alumni provision	To provide detailed career advice to students. To improve aspiration by use of role models.		92% of the cohort moved on to employment, education or training.
12. Internal Alternative Provision strategy	£128,225	Continued	Further development of provision to provide a suitable outcome driven alternative for students at risk of permanent exclusion.	Improved responsibility of students for their own learning, improved active learning, and improved outcomes. Pathways planned for all students	Monitored through governor visit, lesson observation and data	Improved pupil outcomes. Progress 8 of -1.3 compared to previous figure of -3.5. A8 improved from 0.21 to 2.5 representing a very significant increase in GCSE outcomes.
13. External Alternative provision	£92,383	Continued	Provision of alternatives for PP students with ESB needs	Suitable provisions with measurable outcomes for KS4 and improved engagement access to education for KS3 and KS4	Monitored by SLT HoY and inclusion team	Impact is on an individual basis depending upon need and engagement. Provision provided by external suppliers ensures students at KS4 have remained in education- avoided exclusion, have attended

						and have a suitable destination.
14. Resources	£1,000	continued	Supply of resources for PP students to ensure full access to the curriculum, to include extracurricular activities, food costs, uniform costs, etc	Access to full curriculum. Support of social and emotional needs	Monitoring of spend by SBM	Impact is dependent on individual students and their need.
15. Pupil Tracking system	£1,948	Continued	Purchase and implementation of pupil tracking systems to ensure accurate data analysis. Training for staff.	Accurate tracking, usable by all staff		Impact on outcomes as demonstrated in points 1 and 2