

PUPIL PREMIUM REPORT

What is the Pupil Premium (PP)?

The Pupil Premium is a specific allocation of DfE funding that is designed to address the national relative under-performance of disadvantaged students, namely:

- a) students from low income families (eligible for Free School Meals at any point within the past 6 years);
- b) students who are living with carers ('Looked After Children (LAC)')
- c) students who have been adopted from care
- d) service children
- e) students whose attainment on entry to the school is below national expectations in English and/or maths.

How much PP funding does the school receive?

	<i>2013/14</i>	<i>2014/15</i>
<i>'Ever 6' grant (FSM, service children, adopted from care)</i>	£150,900	£176,380
<i>CLA grant</i>		£9,601
<i>Catch-up grant</i>	£23,000	£25,000 (est.)
<i>TOTAL</i>	£173,900	£210,981

How does the school spend the grant?

The school uses the grant to strengthen:

- a) teaching and learning; and
- b) care, guidance and support

in order to ensure that the infrastructure for inclusive, differentiated practice is as strong and responsive as possible.

Our key concern is that PP students receive extra attention and support, where it is needed, in order to address the gap between the achievement of PP and non-PP students. In practice, some of the funding benefits a wider group of students. We have attempted, where possible, to allocate a pro-rata proportion of the dedicated funding to these activities, where this is the case.

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We have introduced, and strengthened, a wide range of programmes. Some of these have had immediate impact on final examination outcomes and other key indicators. Others are longer-term in nature, with impact being shown by the greater progress that younger disadvantaged students are now making, especially in the core subjects of English and maths.

Specifically, funding has been used as follows (with indications of the impact that these actions have had on outcomes):

Provision / Initiative	PP Group(s)	2013/14		2014/15	
		Action	Cost	Action	Cost
Intervention tutors (KS3) and resources	E6 / CLA / CAC / SC / CU	1-1 and small group tutoring from experienced, qualified, specialist English / SEN and Maths teachers.	£48K (100%)	Continued provision.	£48K (100%)
Intervention tutors (KS4) and resources	E6 / CLA / CAC / SC	1-1 and small group tutoring from experienced, qualified, specialist English / SEN and Maths teachers	£23K (40%)	Maths tutoring (£26K) exclusively targeted at PP students; English tutoring (£12K) – retain allocation of hours for PP students.	£38K (100%)
Information, Advice and Guidance Manager / resources / other support	E6 / CLA / CAC / SC	Appoint Level 6 qualified CEG advisor to ensure that progression is strong (particular attention given to RONI / PP students)	£22K (40%)	Continue provision.	£22K (40%)
Focus Room	E6 / CLA / CAC / SC	Ensure that the most vulnerable students are well supported, with counselling support and extra help in organisation / meeting deadlines etc.	£20K (40%)	Continue provision	£20K (40%)
Raising Boys' Achievement programme	E6 / CLA / CAC / SC	Programme for 40-50 boys across years 10 and 11 to provide extra mentoring support and motivation through team building activities (To include funding for residential English skills (writing) and teambuilding weekend)	£6K (40%)	Adjust provision. New Coordinator (TLR3). New overall RBA / RGA Manager (TLR 2b). Different character for RBA programme – greater emphasis on personalisation and support.	£3K (40%)
Raising Girls' Achievement programme	E6 / CLA / CAC / SC	Programme for 50-60 girls across years 10 and 11 to provide extra mentoring support and motivation through group activities	£3K (40%)	Continue provision. Use as a model for RBA (adjusted to take into account gender differences).	£3K (40%)
Gifted and Talented programme	E6 / CLA / CAC / SC	Dedicated coordinator, who liaises with staff and parents. Programme of enrichment activities, inc. university visits.	£2K (20%)	Continue provision.	£2K (20%)
Extra KS4 groups / reduced class sizes in En, Ma	E6 / CLA / CAC / SC	Strategic decision to increase the number of classes in En and Ma, thereby reducing class sizes and allowing more effective targeting of specific groups.	£15K (30%)	Continue provision.	£15K (30%)

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Provision / Initiative	PP Group(s)	2013/14		2014/15	
		Action	Cost	Action	Cost
Year 8 extra literacy support (TAs)	E6 / CLA / CAC / SC / CU	Withdrawal group (from MFL)	£3K (50%)	Continue provision	£3K (50%)
Year 9 Youth Award / Enterprise programme	E6 / CLA / CAC / SC / CU	Withdrawal group (from MFL)	£3K (50%)	Continue provision	£3K (50%)
Year 10 and 11 – modified curriculum small group support	E6 / CLA / CAC / SC	Small groups with option block time to complete BTEC Travel and Tourism Course	£15K (50%)	Continue provision (4 groups rather than 6, in response to introduction of Progress 8) but switch to broader, more flexible skills support programme	£10K (50%)
Timetabled extra literacy and numeracy support (qual. teachers)	E6 / CLA / CAC / SC / CU			Introduced to utilise every opportune to provide extra support for PP students	£28K (100%)
Extra tutor groups created for early morning En, Ma KS4 tutoring support	E6 / CLA / CAC / SC	Two maths teachers running tutoring support for targeted students	£2K (30%)	Extend provision to include English	£2K (30%)
Peer support with reading	CU	Training of sixth form mentors (as part of Sixth Form Student Leadership programme)	£0.5K	Continue provision / involve Library Assistants in training / coordination roles to strengthen further	£1K
SEN nurture group	E6 / CLA / CAC / SC / CU	Extended opportunities for vulnerable students to gain valuable extra support, e.g. with homework (before and after school and at break and lunch times)	£8K (50%)	Continue provision	£8K (50%)
Leading Practitioner (Cross-Phase Learning Progression)	E6 / CLA / CAC / SC / CU	Create new role created to address key strategic priority – cross-phase learning progression, esp. literacy. Joint staff training and cross-phase projects.	£4K (20%)	Continue provision with stronger focus on numeracy and other curriculum areas (to include network meetings)	£4K (20%)
SIMS Discover (for tracking / identification) – inc. training	E6 / CLA / CAC / SC / CU			Having switched to SIMS in the previous year, need to make effective use of SIMS Discover for effective analysis of data, inc. group analysis of PP students.	£2K (100%)
Extra support from short stay school / other external agencies	E6 / CLA / CAC / SC	One students (AWPU transferred / extra costs – programme planning and review)	£0.5K		

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<i>Provision / Initiative</i>	<i>PP Group(s)</i>	<i>2013/14</i>		<i>2014/15</i>	
		<i>Action</i>	<i>Cost</i>	<i>Action</i>	<i>Cost</i>
Trips and visits (PP subsidy)	E6 / CLA / CAC / SC	Year group residential trip – subsidy to promote wellbeing of PP students	£1K	Year group residential trip – subsidy given to promote wellbeing of PP students	£1K
Provision of iPads on 3-year lease (third of cost per year)	E6 / CLA / CAC / SC	Provided where there is a clear need	£1K	Continue provision	
Support in the form of equipment and resources for specific courses	E6 / CLA / CAC / SC	Provide support for practical courses (ingredients, cost of materials etc.)	£0.5K	Continue provision	£0.5K
Revision classes	E6 / CLA / CAC / SC	Summer and Easter ‘booster’ revision classes for En, Ma, Sci, D&T	£2K (25%)	Continue provision	
PP CPD	E6 / CLA / CAC / SC / CU	SLT members to attend external courses on PP and visit other schools	£1K	Continue provision	£1K
Other related CPD (literacy, inclusion etc.)	E6 / CLA / CAC / SC / CU	Support selected whole-school Training Plan events – workshops with primary school colleagues, INSET on boys’ achievement, literacy, differentiation, assessment for learning and independent learning	£3K	Continue provision	
TOTAL	E6 / CLA / CAC / SC / CU		£183.5 K		£214.5 K

What impact has PP funding had on the outcomes of PP students?

ACHIEVEMENT:

In 2014, for the first time, the Pupil Premium students' A*-C profiles for both GCSE English and GCSE Maths were above 50%, a reflection of the strong work that has taken place to help PP students to achieve this important benchmark in the key core subjects. We are, however committed to improving the results of PP students in these key areas, up to the very high percentage success rate achieved by other students.

The percentage of PP students achieving the 5A*-C (including English and Maths) benchmark was 41% in 2014 (the corresponding figure for Staffordshire Local Authority schools and academies is 37%). There is a strong agenda of improvement required in order to close the gap between the performance of PP students and the results of non-PP students. The gap between the performance of PP students at CTTC and non-PP students nationally stands at 26% (the national gap for 2013 and the Staffs gap for 2014 are both 27%).

We worked hard last year to use our 1-1 tuition to give extra support to 'threshold' A*-C PP students in English and Maths. Our priority for 2014/15 and beyond is to target our very effective specialist 1-1 tuition support more broadly across the ability range to ensure that PP students of all abilities are supported as much as possible in making progress through KS4.

ATTENDANCE:

Our strengthened pastoral and inclusion support structures have helped PP students to attend well:

- Attendance of PP students for '13/'14 was 93.9%, compared to 95.2% overall and national figures (2012/13) for PP students of 91.7%.
- The proportion of persistent absentees (absent for more than 15% of sessions) in '13/'14 was 9.2%, compared to 5.4% overall and national figures (2012/13) for PP students of 12.8%.

We will continue to try to close the gap between the attendance profiles of our PP and non-PP students.

EXCLUSIONS:

The school has a highly structured and consistent approach to managing behaviour, supplemented by support structures that operate to prevent disengagement and respond strongly to the personal needs that vulnerable and disadvantaged students have. Exclusion statistics for PP students in '13/'14 are lower than comparative national figures, very significantly so for the number of students to have been given a fixed-term exclusion at any time at school (4.8%, compared to 19.1% nationally (2011/12)).

PROGRESSION:

As a result of our strong systems for Information, Advice and Guidance we have very few (if any) students who do not move into full-time further education or employment with training. In '13/'14, there was one student in Year 11 (who was PP) who was unable to take up their place at college; this student plans to do so later in the year.