

PUPIL PREMIUM: REPORT 2016/17 and ACTION PLAN 2017/18

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?

	2016/17	2017/18
<i>Pupil Premium grant (FSM, service children, adopted from care)</i>	£203,830	£220,330
<i>CLA grant</i>	£18,000	£18,465
<i>Catch-up grant</i>	£12,000	£12,000
<i>TOTAL</i>	£233,830	£250,795

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.

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):

<i>Provision / Initiative</i>	<i>2016/17</i>			<i>2017/18</i>	
	<i>Action</i>	<i>Cost</i>	<i>Impact</i>	<i>Action</i>	<i>Cost</i>
Intervention tutors (KS3) and resources	1-1 and small group tutoring from experienced, qualified, specialist English / SEN and Maths teachers.	£39.5K (100%)	Accelerated progress over Year 7	Continued provision.	£39.9K
Intervention tutors (KS4) and resources	Maths tutoring exclusively targeted at PP students; English tutoring – retain allocation of hours for PP students.	£57.7K (100%)	Strong impact on En coursework grades; strong progress for selected Ma students	Continued provision.	£60.3K
Information, Advice and Guidance Manager / resources / other support	Level 6 qualified CEG advisor deployed to ensure that progression is strong (particular attention given to RONI / PP students)	£21.7K (40%)	All students continued in full-time education or employment and training.	Continued provision.	£21.9K

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<i>Provision / Initiative</i>	<i>2016/17</i>			<i>2017/18</i>	
	<i>Action</i>	<i>Cost</i>	<i>Impact</i>	<i>Action</i>	<i>Cost</i>
Focus Room	Ensure that the most vulnerable students are well supported, with counselling support and extra help in organisation / meeting deadlines etc.	£17.4K (40%)	See above. Also, attendance profile and exclusion profile of PP students for were both better than comparative national figures.	Continued provision	£17.6K
Raising Boys' Achievement programme	Adjust provision. New Coordinator (TLR3). New overall RBA / RGA Manager (TLR 2b). Different character for RBA programme – greater emphasis on personalisation and support.	£2.6K (40%)	Very effective in helping C/D borderline PP students to gain a C grade in English (strategic priority from previous year)	Continued provision	£3.1K
Raising Girls' Achievement programme	Programme for 50-60 girls across years 10 and 11 to provide extra mentoring support and motivation through group activities. Use as a model for RBA (adjusted to take into account gender differences).	£2.6K (40%)	Further considerable success in boosting confidence, leading to improved grades. Included sixth form mentoring to support progress in Maths.	Continued provision	£3.1K
Gifted and Talented programme	Dedicated coordinator, who liaises with staff and parents. Programme of enrichment activities, inc. university visits.	£3.3K (20%)	Improved progress of G&T students	Continued provision. Increase emphasis on STEM-related activities.	£3.3K
Extra KS4 groups / reduced class sizes in En, Ma	Strategic decision to increase the number of classes in En and Ma, thereby reducing class sizes and allowing more effective targeting of specific groups.	£18.1K (30%)	English and Maths improvement strategies targeted specific staff and particular groups to good effect	Continued provision.	£20.8K

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	<i>Action</i>	<i>Cost</i>	<i>Impact</i>	<i>Action</i>	<i>Cost</i>
Extra timetabled Maths intervention time				Additional provision	£8.2K
Year 8 extra literacy support (TAs)	Withdrawal group (from MFL)	£3.3K (50%)	Improved literacy skills	Continue provision	£3.3K
Year 10 and 11 – modified curriculum small group support	Small groups with option block time to complete flexible, skills support programme.	£5.7K (50%)	Students remain in control of coursework deadlines and improve literacy and research skills	Continued provision	£5.8K
Year 9 Youth Award / Enterprise programme	Withdrawal group (from MFL)	£1.7K (50%)	Improved literacy skills	Continue provision	£1.7K
Timetabled extra literacy and numeracy support (qual. teachers)	Introduced to utilise every opportunity to provide extra support for PP students	£16K	Improved literacy skills	Continued provision	£16.2K
Extra tutor groups created for En, Ma tutoring support	Maths and English teachers running tutoring support for targeted students	£3.7K (30%)	Improved outcomes for targeted students	Continued provision	£3.7K
Peer support with reading	Training of sixth form mentors (as part of Sixth Form Student Leadership programme). Involve Library Assistants in training / coordination roles to strengthen further	£0.5K	Improved progress in En	Continued provision	£0.5K
SEN nurture group	Extended opportunities for vulnerable students to gain valuable extra support, e.g. with homework (before and after school and at break and lunch times)	£21.1K (50%)	Improved progress of SEN students	Continued provision	£21.3K

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Provision / Initiative	2016/17			2017/18	
	Action	Cost	Impact	Action	Cost
Leading Practitioner (Cross-Phase Learning Progression)	Role created to address key strategic priority – cross-phase learning progression. Joint staff training and cross-phase projects.	£3.1K (20%)	Improved literacy outcomes	Continued provision	£3.1K
Trips and visits (PP subsidy)	Year group residential trip – subsidy to promote wellbeing of PP students	£5K	Increase in confidence and identity with tutor group for students involved	Continued provision	£5K
Support in the form of equipment and resources for specific courses	Provide support for practical courses (ingredients, cost of materials etc.)	£8K	Improved progress on specific courses	Continued provision	£8K
PP CPD	SLT members to attend external courses on PP and visit other schools	£1K	Positive course evaluations. More informed decision-making.	Continued provision	£1K
Other related CPD (literacy, inclusion etc.)	Support selected whole-school Training Plan events – workshops with primary school colleagues, INSET on boys’ achievement, literacy, differentiation, assessment for learning and independent learning	£2K	Better understanding of shared agenda for improvement.	Continued provision	£3K
TOTAL		£234K			£250.8K

Achievement and Progression Profiles for Disadvantaged Students**ACHIEVEMENT:**

	<i>Students eligible for PP</i>	<i>Students not eligible for PP</i>	<i>In-school gap</i>
Standard Passes ('C' / '4', or better)	50%	76%	26%
No. achieving 5 Standard Passes (inc. En and Ma)	44%	71%	27%
Attainment 8	35.2	47.7	12.5
Progress 8	-0.52	+0.06	-0.58

Disadvantaged students consistently achieve stronger GCSE results than is the case nationally (37% of PP students, nationally, gained 5 A*-C passes in 2016 (2017 results are not yet available but are likely to be very similar). However, as is the case nationally, there is a significant gap between the achievement of PP students and non-PP students and minimising this gap remains a clear priority for the school.

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 Summer '17, there were no students at all in this situation (PP or non-PP).**

Oct. '17