

## Pupil Premium, LAC & Service Children Provision – Disadvantaged Students Internal Analysis of Provision

### The Piggott School

**Funding Allocation for 2014/15: £94,433**

#### **The Green Room:**

This facility supports disadvantaged and vulnerable students, especially those in KS4, who are at risk of underachievement, disengagement and non-completion of their GCSE courses. Rather than electing to send these students to College The Green Room enables students to have additional support (e.g. with coursework, preparation for assessments, Maths and English intervention) whilst also accessing some aspects of their GCSEs in class. Many of the students using this facility are on reduced timetables.

The Green Room is staffed by a full time member of support staff who has significant experience of working with vulnerable and sometimes challenging students. Teaching staff from key subject areas or those with specific skills working with challenging students are timetabled for some lessons in the Room. The Green Room is open from 8am to 4.15pm (3.30pm on Fridays) including breaktimes.

**Costs:** The Green Room is for all students at risk and not purely for disadvantaged students. That said, without a contribution from PP funding this facility would not be possible. PP funding therefore contributes £18,000 per annum to the overall cost of £34,000.

#### **Literacy:**

As a result of information acquired at transition two classes of Y7 & Y8 students are not required to study two foreign languages, only one. These students receive intensive, small class literacy and numeracy support in their '2<sup>nd</sup> language' class and also as a discrete English class. The small number of students involved requires these classes to be additional to our usual provision.

**Cost:** (3+6 hours) in both halves of Year 7 plus (4+6) hours in both halves of Year 8 = 38 hours of specialist teacher time per week = £38,000 p.a. As this provision also benefits non-PP students the PP budget contributes 50% = £19,000 p.a.

#### **Careers:**

To support students who may otherwise be NEET we have amended the role of one member of staff who has significant experience of working with vulnerable students as an LSA. Her role now is specifically to support the member of staff with responsibility for careers and she works with students, staff and external partners to offer support and guidance to disadvantaged students.

**Cost:** £800 p.a.

#### **1-2-1 Mentors**

Many of our staff are mentors to our disadvantaged students. Staff and students meet weekly to monitor progress, discuss improvement strategies and set targets.

**Cost:** Our disadvantaged pupil mentoring budget is £5,000 p.a. from a total budget of £10,000

### **Personalised Tuition**

Where required our disadvantage students receive individual/ small group specialised tuition in mathematics and English language.

**Budget:** Our personalised tuition budget for disadvantaged students is £5000 p.a. from a total budget of £10,000

### **Pupil Premium Champions**

Four of our teaching staff have been appointed as pupil premium champions (PPC) – each having oversight of a small number of PP students. Our PPC have explicit job descriptions, fundamentally the role is to get the very best from each PP student.

**Budget:** £7500 p.a.

### **Basic Needs**

Disadvantaged students have access to uniform, equipment, learning apps, transport costs & revision resources to assist in their learning.

**Budget:** £2000 p.a.

### **Enrichment:**

Our PP provision covers the costs of some school trips, music tuition, enrichment activities, club memberships and visits to broaden the life experiences of disadvantaged students.

**Budget:** £2000 p.a.

### **Reducing Class sizes**

Extra specialist staffing has been employed in English (22 periods across Y9,10&11) and mathematics (19 periods across Y9,10&11) to reduce class sizes. The cost of this provision is £41,000 p.a. Without PP funding this would not be possible so the PP budget funds 50%.

**Cost:** £20,500 p.a.

### **Counselling, Mental Health & Well Being**

We have increased our counselling provision and external support budget to specifically help disadvantaged students with mental health/ anger management issues.

**Budget:** £1000 p.a.

### **Learning Support Assistants**

We have increased our LSA provision in English and mathematics to further assist disadvantaged students.

**Cost:** £5,000 p.a.

### **KS3 Learning Mentors – Numeracy plus and Literacy plus.**

We have increased our learning mentor provision in English and mathematics to increase our targeted, personalised support to disadvantaged students. Our literacy plus team is allocated 12 hours per week, our maths mentors 24 hours per week.

**Cost:** £18,000 p.a.

### **Homework Club:**

Whilst our homework club has been in operation for a number of years PP funding has enabled us to increase the specialised support offered by employing an additional member of staff to assist students with their learning. Free snacks will be made available to students to encourage attendance.

**Cost:** £3500 p.a.

### **Pupil Premium Co-ordinator**

Co-ordinating the targeted provision for our disadvantaged students and monitoring the impact on their well being and learning is a significant role undertaken by a senior member of staff.

**Cost:** £7,000 p.a.

### **Nurture Assistant**

Two of our LSAs are specifically trained as nurture Assistants each year to assist pupils in our primary school.

**Cost:** £1000

### **Non-Costed provisions:**

Targeted PP discussions at every parents' evening.  
Increased data manager focus/ time on PP students.  
Individualised examination supervision for vulnerable children.  
Staff training in raising attainment and achievement strategies.

SLT focus on raising the achievement of PP students.

Pupil Premium at The Piggott School – Budget and Impact Assessment for 2014/15

Intervention	Details	Cost	Target group	Success Criteria	Impact Assessment {September 2016}	Evidence	Next steps
The Green Room	In school facility for vulnerable students.	£18,000 from PP funding {£34,000 cost overall}	KS4	GCSE pass rates increase. Reduction in exclusions Increase in attendance	<ul style="list-style-type: none"> <li>All Year 11 pupils have been offered support via the Green Room.</li> <li>Support facilitates :                             <ul style="list-style-type: none"> <li>bespoke timetables</li> <li>Co-ordination of 1:1 support for English and Maths</li> </ul> </li> <li>Intervention tutor group for revision period</li> <li>Mentoring from LK</li> <li>Co-ordination of DP support during revision period</li> <li>Impact is on engagement and making pupils “learn ready”</li> </ul>	<ul style="list-style-type: none"> <li>Attendance PP - 91% Non PP 96% - Gap 5%</li> <li>Sig lower than National data</li> <li>5% Exclusion ( 2 days) PP 95% attendance</li> <li>Resilience of pupils post 16.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that all PP pupils continue to have access</li> <li>Review bespoke timetables</li> <li>Set up intervention Tutor Group in Sept</li> <li>Set up equipment bank.</li> <li>Run Revision sessions from Nov</li> <li>Expand DP Homework support to KS3</li> <li>LK to run PP provision map</li> </ul>
Out of hours 1-2-1 or 1-2-small tuition in Maths	PP students receive personalised tuition in maths GCSE	£2500 {PP funding – total £5,000}	KS4	Students make 3 levels of progress/ achieve their attainment 8 grade.	Key to success was quality 1 <sup>st</sup> teaching & inspired leadership in KS4. However support was deployed with precision - 6 form 1:1 afterschool 121 during green room time Support from RG/AM/CC	<ul style="list-style-type: none"> <li>83% 3 LOP + 20%</li> <li>25 % 4 LOP</li> <li>A*-C 84%</li> </ul>	<ul style="list-style-type: none"> <li>Use 6<sup>th</sup> form mentors in T time to run sessions with KS3 – times table bingo etc.</li> <li>Use LSA to oversee this instead on mentoring e.g AM/RG</li> <li>Investigate use 6<sup>th</sup> form to support in green Room with PP pupils / Maths</li> <li>Fund after school 1:1 6<sup>th</sup> form tuition?</li> <li>Investigate mentoring from Reading Uni</li> </ul>
Out of hours 1-2-1 or 1-2-small tuition in English	PP students receive personalised tuition in English language GCSE	£2500 {PP funding – total £5,000}	KS4	Students make 3 levels of progress/ achieve their attainment 8 grade.	KS3 5pp supported KS4 7PP supported Bespoke 121 (JWA) to support the most vulnerable with home tuition – both pupils gain C passes	37% of PP cohort Yr7 – 16 Yr8 – 0 (not prioritised this year due to timetabling) Yr9 – 8 Yr 10 – 3 (not prioritised)	Use PGCE Students? After school Who to 121 /JWA not available ? Year 8 need support - - use am LSA /6 <sup>th</sup> form for key pupils.

						this year due to timetabling) Yr11 – 8 66% 100% A-C with bespoke intervention JWA	
Maths learning mentors	PP students receive in class/ withdrawal support for maths	£12,000 – KS3 Additional use of School Direct & PGCE students.	KS34	Students achieve their target grades/ levels each year		6 <sup>th</sup> form where used out of hours Maths dept used additional staffing to free up key individuals to provide 121 targeted intervention	
English learning mentors	PP students receive in class/ withdrawal support or English language/ Literacy	£6000 – KS3 Additional use of School Direct & PGCE students.	KSS34	Students achieve their target grades/ levels each year	EL	<ul style="list-style-type: none"> <li>• Progress made on AR support with 10 of the 16 students. Some of it significant.</li> <li>• Progress made by PP students still not in line with rest of cohort where more significant progress has been made.</li> <li>• Some progress seen with Yr10 students but not significant enough to suggest that 1:1 has impacted on that progress.</li> <li>• Progress with Yr11 students to be measured against real GCSE data as we feel that is the only true indication of performance. More</li> </ul>	<ul style="list-style-type: none"> <li>• ‘Bigger’ initiative needed with Year 7 readers. Parental involvement; increased tutor involvement. ER/JB and LSA team to meet to discuss what worked/didn’t to improve programme for next year (see wealth of comments/feedback on supporting documents)</li> <li>• Use of Pupil matrices to identify students for support. Summer data produced by Karen and Cathie to inform student selection so intervention can be launched more quickly in Sept 2015.</li> <li>• Appointment of JB to lead on intervention within English department and to coordinate timetables etc.</li> <li>• Regular discussion of PP student progress at every department meeting. Fixed agenda item.</li> <li>• Better allocation of staff to GR and 1:1. The right teachers need to be paired with the right student to make it work based on feedback from Yr11 this year.</li> <li>• Begin intervention programme in Yr10 rather than waiting until Yr11 to initiate this more targeted work.</li> <li>• CM to explore strategies that might support Year 7 students with reading and to reduce the impact of the trend for Yr7 attainment to ‘dip’.</li> </ul>

						interesting were the general impressions formed about how Year 11s approached 1:1 where it was noted that focus improved as examination neared and that the approach was more positive when working with a teacher who knew them well.	<ul style="list-style-type: none"> <li>Continue initiatives set up by ED such as the provision of support materials, memory sticks etc. Continue to involve class teachers in the process of setting students specific extension/revision tasks.</li> </ul>
Homework Club	Students have a facility to undertake homework at school	5 hours per week = £3500pa	KS3/4	Reduction in homework defaults leading to greater engagement and increases in results.	Homework support run by Green room to KS4 Lack of clear provision in KS3 - lots of support for SEN – lots of pupils use the library but this is not the directed intervention that is needed.		Expand KS3 support – Green Room or Preferably make Departments more accountable in the first instance - Invite dept reps to discuss
Pupil Premium Champions (PPCs)	Four Teaching staff have a defined TLR3 brief for raising achievement with PP students in particular homework support & removing barriers to learning.	4 x £1500 + on costs = £7500	KS4	Increase in achievement, attendance and engagement.	3 appointed staff members 1 – Key stage 3 1 – Year 10 1 – Year 11	PPCs started October 2015 Their impact at intervention group to discuss key issues and represent their cohorts has become increasingly valuable. They have attended PP leads meetings ,Delivered INSET to staff Originally they acted as mentors but increasingly they lead in organising and managing their cohorts and the 6 <sup>th</sup> form, LSA's and teaching staff in	I would to extend the PPC contracts but give them clear responsibility to create and manage the Intervention plans for key individuals. Meeting parents and tracking progress – their focus would be Year8,9,& 10 SCN to work with year 7 & 11 – using her experience from ASPIRE to find creative ways to engage pupils and build robustness for post 16 .

						their team.	
Basic Needs: Equipment and Resources	PP students are provided with essential equipment, resources and revision materials	£2000	KS34	Pupils can access all areas of the curriculum	Barriers to learning removed – Assessment is that the processes involved in basic need support was unclear. Tracking of spending needs to be firmed up		<ul style="list-style-type: none"> <li>Green room to stock supplies to speed up acquisition of basic equipment</li> <li>Green room to order and provide exam equip</li> <li>All HOYs told to issue lockers – locks will be purchased for FSM who cannot obtain their own</li> <li>Better record keeping needed of individual pupil support given</li> </ul>
Enrichment activities, music tuition & trips	PP students can apply for funding for enrichment activities, music tuition and school trips.	£2000	KS34	Increased students engagement & achievement.	<ul style="list-style-type: none"> <li>Funding provided for music lessons/residential trips ( FSM) and school trips</li> <li>There was evidence that too many DP pupils were left behind on activities days often a 33%-25% of those present.</li> <li>There is a concern that it is not always made clear that enrichment activities will stop when the child come of PP funding – there are no parachute payments</li> </ul>	<ul style="list-style-type: none"> <li>However no data on % attending EC activities</li> </ul>	<ul style="list-style-type: none"> <li>KTN to track attendance at EC activities</li> <li>£2000 budget is insufficient</li> <li>GM tracks placements on trips via evolve.</li> </ul>
Careers Advice	Extra time for PP students with the careers advisor	£500	KS4	Reduction in NEETs.	<ul style="list-style-type: none"> <li>Transition gp included some PP pupils</li> <li>All seen more than once by CB and given through plans</li> <li>All attend in school careers ACT day</li> <li>Destinations tracked in KS4.</li> <li>All Receive IAG</li> </ul>	<ul style="list-style-type: none"> <li>All YR 11 PP Pupils seen by CB</li> <li>All DP have individual plan</li> <li>All have IAG</li> </ul>	<ul style="list-style-type: none"> <li>Work experience? Perhaps offered those not on vocational pathway ? i.e not COPE/Catering</li> <li>Transition group to continue</li> <li>Target 0 NEETS</li> </ul>
Mentoring	PP students are allocated a mentor	£5000 {from a total of £10,000}	KS34	Increase in student well being,	<ul style="list-style-type: none"> <li>All PP pupils have a mentor the impact of LSA mentors in KS4</li> </ul>		Restructure mentoring to place key am mentors in depts. In am sessions to work on basics with year7/8 cohort to boost numeracy literacy basics



				attendance & achievement.	limited so system has been restructured. <ul style="list-style-type: none"> <li>• LSA support in transition on year 7</li> <li>• LSA support in Dept English &amp; Maths in am T Time</li> </ul>		use 6 <sup>th</sup> form mentors and teaching mentors to work with every PP pupils as a mentor
Accelerated Reader Scheme	All students in Years 7 & 8 and the low attainers in Year 9 have access to accelerated reader. PP funding covers part of this cost.	£2000 from PP as a contribution to the overall cost of £4000	KS3	Increase in reading ages. Increase in reading for pleasure.	16 DP on AR scheme	<ul style="list-style-type: none"> <li>• Progress made on AR support with 10 of the 16 students. Some of it significant.</li> <li>• However cohort still has gap &amp; reading age of PP cohort seems low. There are too many pupils not making expected progress in English in year 7 ??</li> </ul>	<ul style="list-style-type: none"> <li>• Re instate Reading buddies to include ALL pp pupils in year 7?</li> <li>• Use trained LSA to mentor KS3 8/7 pupils in key SPAG skills in Tutor Time – lead by kept LSA's supported by 3 of the 6<sup>th</sup> form mentors</li> <li>• New Literacy Lead - suggest review impact of AR.</li> </ul>
Counselling & Mental Health service	Extended counselling provision for PP students	£1000	KS34	Better mental health for all PP students.	ARC key in supporting the needs of vulnerable PP pupils with complex needs. 25% of those who used ARC in 2014/15 were PP	<ul style="list-style-type: none"> <li>• ARC Gold package funds the training of 6<sup>th</sup> form mentors. This year we have 22 trained to support in KS3.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use ARC to include in bespoke support packages for DP .</li> <li>• Mentor training is key to KS3 DP mentor package.</li> </ul>
Anger management courses	Extended support for PP students	£300	KS34	Better mental health for all PP students	Aim to resilience required to learn Numbers 10 DP worked with VL 10% of DP cohort 27% of those seen in total by VL	<ul style="list-style-type: none"> <li>• Zero PEX in DP cohort</li> <li>• 5% of total exclusions were DP pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use behaviour management but in addition look to build in support for those with other barriers to learning and engagement such as Anxiety - MM</li> </ul>
Pupil Premium Co-ordinator	Senior staff role to co-ordinate	£7,000	KS34	The gap in achievement is	Initially lines were not always clear however restructuring of	<ul style="list-style-type: none"> <li>• KTN to provide a clear lead and</li> </ul>	

	whole school PP provision			closed.	senior team has facilitated revised role	focus	
Parental engagement programme	Co-ordinated parental engagement programme led by the PPCs	£500	KS34	Parents aware of support strategies for students.	Additional parents evenings in place in Key stage 4	<ul style="list-style-type: none"> <li>high level of engagement</li> <li>High attendance from DP pupils or parents eves</li> </ul>	These have clear impact with one meeting resulting in a pupil being entered for Dutch GCSE in which he gained an A grade making up the 5 <sup>th</sup> good pass in the 5A*-C measure. This is integral to planning the bespoke programmes and bespoke feedback for pupils in KS4.
Feedback loops	Whole staff focus on feedback loops integrating this into our everyday practice	£2500	KS345	Developing staff professional skills.	T&L group clear emphasis on good quality feedback to students - this needs further embedding.		To use Pixl diagnostics and Therapy to support key marginal in DP cohort. To ensure best quality 1 <sup>st</sup> teaching for DP pupils To further understand best practise and areas for improvement The pupil premium review will include a work scrutiny to look at questioning and feedback.
Homework monitoring	Whole staff focus on homework setting, completion, marking, feedback.	£1000	KS345	Appropriate, challenging homework is integral to every day at TPS. Homework scrutinies show consistent practice.	Ongoing		<ul style="list-style-type: none"> <li>Homework support offered by Green Room</li> <li>After school support offered by many depts. With a focus on identifying marginal PP pupils</li> <li>A whole school pupil premium review will give clearer guidance</li> <li>Use SIMS to track homework points if possible by sub groups</li> </ul>
Curricular expansion – Extra English and maths teaching groups	Review the setting and curriculum for all year groups.	£20,500 {from a total cost of £41,000}	KS34	Curriculum models maximise student achievement.	Additional groups in Maths & English supported record results .Staff had allotted time in the Green room to support key individuals there who had reduced timetables in order to focus on core subjects . Extra groups created to allow for smaller class sizes.	LOPS in Maths and English showed gains that are anticipated to be in line with or significantly positive ( maths) when compared to national trends	Some additional setting but budget cuts on a whole school level make this less viable. Depts seeking creative solutions such as use of trainee teachers to support /facilitate 121 .Feasibility of a graduate Apprentice in English being explored by HOD/DH
Nurture assistants	Specific training for LSAs in providing support for disadvantaged pupils	£1000	EYFS2 & KS1	Increase in pupils' engagement with learning.			
Learning Support Assistants	LSA provision has been expanded to	£5000	EYFS2, KS134	Greater student engagement	KS3/4 LSA's initially deployed to support year 11 DP students . On early review it was felt that the		

	support PP students			with learning.	LSA 's were struggling at times to engage very challenging pupils. Students were redeployed to Key staff members and a Intervention Tutor group was created in the Green room .LSA 's were deployed to support year 10 DP		
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**Future Plans:**

<i>Digital access</i>	<i>PP students in Year 10 provided with free digital tablet to assist with their learning</i>	<i>£3000</i>	<i>Year 10</i>	<i>Increase in achievement due to access to digital learning.</i>			
<i>Breakfast Scheme</i>	<i>PP students can access cereal &amp; toast before school in Food Tech</i>	<i>£3000</i>	<i>KS34</i>	<i>Increase in attendance and engagement with learning.</i>			
<i>Peer tutoring programme</i>	<i>Cross phase tutoring embedded across all years</i>	<i>£3000 with £1000 from PP funding.</i>	<i>KS34</i>	<i>Expansion of our current peer mentoring programme.</i>			

<b>Pupil Premium - Headline Trends</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Expected Progress English (pp)	36%	59%	75%
Expected Progress English (non pp)	68%	80%	79%
Expected Progress Maths (pp)	50%	68%	83%
Expected Progress Maths (non pp)	86%	89%	92%
%5A*-C Including English & Maths (pp)	14%	32%	42%
%5A*-C Including English & Maths (non pp)	76%	76%	78%
%A*-C English Language (pp)	29%	50%	56%
%A*-C English Language (non pp)	79%	80%	86%
%A*-C Mathematics (pp)	71%	77%	83%
%A*-C Mathematics (non pp)	91%	90%	91%