

Pupil Premium Grant for the Academic Year 2015 - 16

Funding Grant is £96,437 (to include Pupil Premium plus).

- The Pupil Premium is allocated to schools to enhance the learning and achievement of pupils who have had free school meals in the last six years, potentially low income families (**Ever 6**), children who have been looked after by a local education authority, and children who were adopted on or after December 2005 or were placed on a Special Guardianship or Residence Order immediately after being looked after.
- The Government believe that the Pupil Premium, which is additional to main school funding, is the best way to address the possible inequalities between children eligible for free school meals (over the last six years) and their peers by ensuring that there is funding to support these pupils.
- There is also additional funding for students who have one or both parents in the armed forces (**SS**). This is to ensure that they are provided with support at a potentially emotionally difficult time of their lives and to ensure that they make at least expected progress.

The student profile for Pupil Premium 2015 - 16

Student cohort within academic year 2015 - 16	Nums	% of youngsters PP of total cohort.	% PP students who are currently FSM	% Gender	% with SEN status
2015 – 16 Year 9	221	13	43	64M 36 F	21
2015 – 16 Year 8	285	11	31	47M 53F	34
2015 – 16 Year 7	272	13	27	53M 47F	31

At Welland Park we have taken a micro rather than macro approach to using Pupil Premium funding. We have analysed the data and individual circumstances for each of the youngsters and then applied intervention strategies already in existence at our school to them or created bespoke intervention strategies. Pupil Premium is an integral part of our whole school approach to monitoring all of our students from an academic and pastoral perspective.

The impact of the Pupil Premium Grant 2015 - 16

In addition to our SENDCO who tracks and evaluates the impact of interventions for SEND students within our Inclusion provision, we have a named member of SLT responsible for tracking and evaluating the interventions used with Pupil Premium youngsters. This is part of our whole school SIDP.

Measurable outcome	Improvement for Pupil Premium youngsters.
Attendance	The attendance of non PP students has improved steadily over the last 3 years from 93 % to over 95%. The attendance of non – PP students has improved even more significantly from 87.2 % 3 years ago to 94%. However students with persistent absence, that is attendance below 85% is still greater for PP than non PP students at 6% as opposed to 3%.
Exclusions	During 2015 – 16 there were 21 fixed term exclusions, (FTE). Of these 10 were PP students, all boys with exclusions as follows: Year 7 , 4 with 1 person receiving 2FTEs Year 8, 2 students Year 9 , 4 students 2 of whom received 2 FTEs.
Attainment in English and Maths.	% attaining L5 + in Eng & Ma.

Red indicates proportionately 10% below LA figures, green indicates 10% above.		2012	2013	2014	2015	2016	
	PP	54.8	82.1	92.0	83.3	70	
	Non - PP	92.1	92.8	92.2	91.2	96	
	Difference	37.3	10.7	0.02	7.9	26	
	% attaining L6 + Eng & Ma						
		2012	2013	2014	2015	2016	
	PP	9.7	46.4	68.0	63.3	42.4	
	Non - PP	67.0	64.0	77.7	77.7	71.6	
	Difference	57.3	17.6	9.7	14.4	29.2	
	% attaining L7 in Eng and Ma						
		2012	2013	2014	2015	2016	
	PP	0.0	7.1	20.0	13.3	12.1	
	Non - PP	19.1	22.5	40.3	40.7	71.6	
Difference	19.1	15.4	20.3	27.4	14.7		
Overall points score (Core subjects)	Average points score in English and Maths at Key Stage 3:						
	2012	2013	2014	2015	2016		
PP	32.7	37.6	39.7	38.7	36.7		
Non - PP	40.0	40.7	41.8	41.0	40.3		
Difference	7.3	3.1	2.1	2.3	3.6		
Progression with points score: English	% making 2 Levels of progress in English:						
	2012	2013	2014	2015	2016		
PP	50.0	35.7	80.0	66.7	24.2		
Non - PP	57.1	55.6	85.8	81.7	58.8		
Difference	7.1	19.9	5.8	15	34.6		
	Progression with AVPS in English:						
	2012	2013	2014	2015	2016		
PP	9.3	8.6	11.7	10.5	9.1		
Non - PP	10.2	10.0	12.2	11.4	11.3		
Difference	0.9	1.4	0.5	0.9	2.2		
Progression with points score: Maths	% making 2 levels progress in Maths:						
	2012	2013	2014	2015	2016		
PP	30.0	78.6	88.0	76.7	39.4		
Non - PP	81.8	86.6	91.2	82.3	56.7		
Difference	51.8	8.0	3.2	5.6	17.3		
	AVPS progression in Maths:						
	2012	2013	2014	2015	2016		
PP	7.9	10.8	12.4	11.3	9.8		
Non - PP	11.9	12.7	13.7	12.2	11.2		
Difference	4.0	1.9	1.3	0.9	1.4		
Reading	% gaining L5 + at the end of key stage 3:						
	2012	2013	2014	2015	2016		
PP	67.7	85.7	88.0	93.1	72.7		

	Non - PP	90.2	93.2	91.7	94.6	98.5
	Difference	22.5	7.5	3.7	1.5	25.8
	% gaining L6 + at the end of Key Stage 3:					
		2012	2013	2014	2015	2016
	PP	9.7	57.1	72.0	79.3	42.4
	Non - PP	65.6	62.9	80.1	79.4	74.2
	Difference	55.9	5.8	8.1	0.01	31.8
	%gaining L7+ at the end of Key Stage 3:					
		2012	2013	2014	2015	2016
	PP	0.0	7.1	28.0	24.1	12.1
	Non - PP	23.7	25.3	48.5	45.1	28.4
	Difference	23.7	18.2	20.5	21	16.3
Writing	% gaining L5 + at the end of Key Stage 3:					
		2012	2013	2014	2015	2016
	PP	67.7	85.7	96.0	93.1	75.8
	Non - PP	93.5	93.7	95.1	94.1	95.4
	Difference	25.8	8.0	2.2	1.0	19.6
	% gaining L6+ at the end of Key Stage 3:					
		2012	2013	2014	2015	2016
	PP	12.9	21.4	48.0	62.1	39.4
	Non - PP	54.9	53.8	69.9	73.0	74.2
	Difference	42	32.4	21.9	10.9	24.8
	% gaining L7+ at the end of Key Stage 3:					
		2012	2013	2014	2015	2016
	PP	0.0	3.6	12.0	13.8	12.1
	Non - PP	7.4	12.7	31.6	31.9	24.2
	Difference	7.4	9.1	19.6	17.1	12.1
Opportunities	<p>Some of the following opportunities were facilitated using Pupil Premium funding.</p> <ul style="list-style-type: none"> • Residential trip to Northumberland (Year 7) • Trips to the theatre • Residential trips to France and Germany. • Participation in county wide events for the more able students (MA) such as Extreme Physics Day. • A trip to Cambridge University as part of our widening participation work. 					

The data above confirms the impact up to and including summer term 2015 using information from LIAISE (Leicestershire Information, Analysis and Intelligence for Supporting Education).

There were a significant number of national and local changes in the academic year 2015 – 16 which now make this challenging to measure and compare with previous cohorts.

At Welland Park, all the core subjects made the transition to GCSE quite early in Year 9. The emphasis was very firmly placed on preparation for Key Stage 4. This was an investment to ensure good outcomes in the new more challenging GCSEs for summer 2018. Therefore the figures have

been reported but need to be read within the context that the regular teaching and assessment of Key Stage 3 ceased very early in that academic year.

Additionally there has been a move nationally to stop comparing the gap between PP and non PP within the institution and comparing the gap (if any) between the performance of PP students in the institution and the average performance nationally. This is measurable for KEY Stage 4 but difficult to source for KS3.

Strategies for 2016 – 17 Estimated Pupil Premium Grant £84,150

In addition to ongoing interventions which we are constantly reviewing and in line with information gleaned from the Sutton Trust research we are also adding the following interventions for 2016 – 17 using some of the monies from the Pupil Premium grant.

- Development of greater numbers attending summer school at Welland Park to extend pupil premium work from previous summer holidays.
- Consolidation of reading scheme introduced in academic year 2013 – 14 and consistent use of registration to support reading and improve extended writing.
- The consolidation of MAD or SR time to ensure better dialogue between staff and youngsters regarding their feedback post assessment or marking.
- Consolidating the accelerated reading scheme as part of our drive on literacy within the newly refurbished library and to develop greater independence in learning. Additionally the purchase of key texts for English literature.
- Annual reading and spelling tests for all Year groups to facilitate the tracking of reading development
- Ensuring youngsters who qualify for Pupil Premium plus are tracked and interventions / strategies applied as appropriate not just in the core subject but across all curriculum areas.
- The use of funding to support Enrichment activities such as residential trips and where appropriate day trips / educational visits.
- The preparation for and acquisition of the British Dyslexia friendly kitemark to ensure deep and consistent use of interventions to support learners of all ability with Dyslexia.
- Financially supporting students to complete Work Experience with LEBC where appropriate.
- Supporting students with extra tuition through our Additional Studies programme to improve outcomes for progress in other GCSEs.
- Part of the purchase of online resources such as Active Learn for Maths and MFL and Caboodle in Science to support homework and independent learning.
- Staff training to support the work of colleagues having undertaken NPQSL and building upon developmental work regarding metacognition from the Pupil Premium Review 2015.

Catch up premium. (This fund is allocated to students who arrive in y7 with a level below 4 in Eg and / or Ma)

Finances:

2015 – 16 Allocation Received For Year 7 Catch Up Premium = £15,000

Profile of cohort 2015 - 16

Year	% cohort <4 Maths	% cohort <4 English	% cohort < 4 in Eng and Ma	% all CUP with SEN status	% CUP also PP
2014 – 15 y9	11	12	16	73	16
2015 – 16 y9	8	12	6	80	25

Impact

The progression of youngsters measured as AVPS between KS2 - 3 who received CUP funding has been tracked now for 3 years, please see below:

Students	APS 2013 - 14 y7	APS 2014 - 15 y8	APS 2015 – 16 y9	Attendance
CUP English	5.0	8.4	10.2	90
Whole cohort	4.6	7.7	11.0	96
CUP Maths y7	3.7	5.4	10.2	91
Whole cohort	3.9	8.0	11.4	96

APS refers to average points progression between qualifiers at start and finish of the year.

A number of interventions within our AC department were executed to accelerate the progression of these youngsters in English and Maths. This largely involved TA support in individual lessons across the curriculum; additionally youngsters have been disapplied from one lesson of MFL in y 8 to receive extra numeracy or literacy lessons.

Glossary:

AC	Access to the Curriculum
AR	Accelerated reader
AVPS or APS	Average Points Score
CUP	Catch Up Premium
FSM	Free School Meal
HLTA	Higher level teaching assistant
LAC	Looked after children
LEBC	Leicestershire Education Business Company
MFL	Modern Foreign Languages
NPQSL	National Professional Qualification for Senior Leadership
Ever 6	Have been eligible for FSM in the last 6 years.
SIMs	School Information Management System.
PSA	Parent Support Advisor
PA	Persistent Absence
PSA	Parent Support Advisor
PP	Pupil Premium
SDP	School Development Plan
SSM	Student support manager
SLT	Senior leadership team
SENDCO	Special Educational Needs Co-ordinator
SR	Student Response time