

Pupil Premium Report September 2014

Department	Pupil Premium
Date	September 2014
<u>Achievement and Standards</u>	
PP= Pupil Premium	
Key data:-	5 A*-C EM 57.4% PP 38.2 English 58.8% A*-C PP (78.1% non-PP) 3LP 67.6% PP 4LP 11.8% PP Maths 58.8% A*-C PP (84.8% non-PP) 3LP 50% PP 4LP 26.5% PP
<p>The attainment and progress of PP students improved this year. Within English the 3 levels of progress of PP students was good and the gap narrowed significantly although 4 levels of progress still requires improvement. However, 4 levels of progress for 2015 indicate significant improvements are predicted. Although attainment in maths is an improving picture in 2014, the 3 levels progress for PP students' needs to improve, however, the 4 levels of progress for PP students was good.</p> <p>Attainment 5A*-CEM for PP students still shows a significant gap. The gap on the previous year narrowed considerably and the good practice that was seen during the visit in core departments, to narrow this gap, needs to be taken whole school.</p>	
Recommendations	
<ul style="list-style-type: none">• The good tracking and intervention that exists in core departments in relation to PP students' needs to be replicated across all curriculum areas. The 5 A*-CEM gap would be significantly reduced if all departments focus on improving PP performance.• The overall results clearly show that the standards across the school are not consistent in all faculties for PP students.	
<u>Teaching and Learning</u>	
<p>A learning walk was carried out with all faculties and year groups across the school with a work scrutiny focusing on PP students. Clearly across the school there has been a focus on marking and a number of methods are being trialled (e.g. exit ticket, feedback sheets in English, use of green pens and highlighters, post it notes for feedback). Some very good practice was seen but it remains inconsistent.</p> <p>Within maths and English setting exists and some sets have been created to host large numbers of PP students linked to specific teachers. There was an example of one English group last year where this policy worked very well in terms of outcomes. Continue to monitor this practice to ensure PP students get the best outcomes. Very effective withdrawal is in place using tutor time for catch-up largely at KS3 to avoid the 'sticking plaster solution'. The benefits of this are beginning to be seen and students were also very positive about this extra support. A very effective literacy programme has also been set up at KS3 which is improving reading ages and thus future access to the curriculum. At KS4 the support has had a greater in-class support focus from the PP team. There is no doubt that the PP team are having a direct effect on raising attainment and achievement of PP students.</p>	
Recommendations	
<ul style="list-style-type: none">• Standardisation of marking across the school with a common marking policy aimed and focused on impact (a marking policy review across the school led by middle leaders to develop the new policy using the best practice) Line managers and Middle managers need to clearly monitor marking across the school through learning walks/work scrutinies timetabled at regular intervals to develop the consistency of good practice.	

- **Continue to emphasise the need for individual classroom teachers in every department to be aware of their PP students and the progress they are making. Encourage all staff to develop their own intervention strategies as well as asking for support from pastoral and academic intervention at whole school or department level.**

Leadership and Management

The Senior Leadership Team have had a clear, consistent and strategic approach to their PP strategy and the results of this are being seen. The PP team that has been financed and set up with PP funds has proved to be a real asset and innovative use of the funding. The SLT are clearly able to demonstrate the impact of this team on outcomes in English and maths, reductions in exclusions and an increase in attendance. Students were also clear about the impact this had on their own achievement and enjoyment of school.

The school can clearly demonstrate where PP funding has been used and evaluates the individual impact of each intervention. This is reported to governors and the PP link governor was able to demonstrate her knowledge about the use of the funding, its impact and the challenge she had set to develop systems to evaluate each project undertaken.

A mapping tool exists to record interventions but this is not necessarily linked to progress tracking. It is clear PP students are part of line management meeting, multi-agency team meetings and year group meetings.

Recommendations

- **When mapping individual intervention for students a link with this to progress data would also be useful and help to evaluate the impact of interventions**
- **There is some assertive mentoring but this could be formalised for PP students with strong staff linked to students who are in danger of not reaching their targets with focused meetings and action plans agreed after each data collection point.**
- **Regular line management meetings (after each data collection) with every department to analyse the latest data collection points, ensure predictions are accurate and discuss the progress of PP students and the interventions departments are using/ensuring all departments are taking responsibility for achievement.**
- **Governing body continue to ask for regular reports and up-dates of PP progress linked to the various projects so they can evaluate their impact**
- **Move away from the 'merger dip in results' explanation for the 2013 results, explain it once to Ofsted inspectors but leave it at that. Concentrate on the 2014 results and 2015 predictions or results (depending on when Ofsted they arrive!)**

Behaviour and Safety

The school's behaviour statistics clearly show that there is a reduction in exclusions in every year group. The number of PP students that have received an exclusion has also decreased and is now in line with non-PP students. This improvement has been underpinned through the work done by the Senior Leadership Team, but also by the innovative practise of the PP team. The learning walk that was conducted demonstrated good behaviour in all lessons, with very little low level disruption seen.

Attendance can be seen as a key area of strength within the school, as it is now consistently above the National Average for its whole school percentage and for Persistent Absence. PP student's attendance has also been brought into line with the National Average for whole school attendance and for Persistent Absence, whilst it is well above the National Average when just comparing it to those that are PP. The school's excellence in this area has been showcased at a recent Derbyshire conference. It has been underpinned through the drive of the Senior Leadership Team, the PP team and the work undertaken through the school's nurse.

Recommendations

- **More effective use of the school's isolation room to further reduce exclusions.**
- **A system to catch students being good may help to raise standards in behaviour and engagement further across the school.**

- **Standardise expectations in each department. Ensure Middle leaders review behaviour with consistent norms for school.**
- **Look at developing role models to target disaffected/disengaged/poor attaining PP students (e.g. a boys group and a girls group)**

Views of Students

All of the students we interviewed were very supportive of the school. We did not witness any poor behaviour around the corridors or in classrooms during our learning walk and students were very happy to engage with us and discuss their work. On the whole they are a very polite, friendly group of students. Students recognised the progress they are making in their subjects and thought they learned well in maths, English and Science. On the whole they were very positive about most of their subjects but PE and Drama stood out as favourites in terms of enjoyment. However, the picture for technology was not as positive and many thought they did not learn well in this subject area. There was also discussion around Year 11 RE which they thought was not used to any benefit and had become more like a 'free time' lesson. The students recognised the extra support that was available to them with the regards the PP team (they referred to it as LS2 room). For instance, one student was very positive about the extra support he had in English which had allowed his grade to shoot up. They talked about how the PP team would sometimes intervene with a teacher, explaining better than they could the problems they were having (perhaps at home) that would help the teacher understand their issues more. A student described the tuition he had from 'Gary' for his maths, missing some of his core PE in very positive terms. I asked about calling him 'Gary' and they talked about how the relationship with the team was different than that for a teacher and that really helped. They saw it as a calming room, somewhere they could go for help with the emphasis on helping them academically and removing any barriers to learning and support with home problems. They enjoyed the extra support and what was available to them after school. They all knew their attendance and recognised how important this was and all said their parents would be attending the up and coming parents event. They said the school made a big thing about attendance, one girl mentioned being fined if it was not good. The students thought behaviour in the school was good and had certainly got better in the new school. On the whole they were very positive about the support and relationships they had with their teachers and did not feel that their teachers could do any more for them. The PP team had undoubtedly had an impact on their learning. When asked about futures it is clear that aspirations remain an area to be tackled, self-belief is lacking for some and something to think about.

Possible future support

February leadership conference for the Teaching School Alliance will have workshops on positive role models (e.g. the boys and girls groups for PP students), a new progress tracking report that links to new GCSE grades, SEN code of practice and the wave system etc. Follow up visit to see the progress in 6 months.