## CLEARlogoPUPIL PREMIUM STRATEGY 2017-18

1. Pupil Premium Summary

Financial Year Amount of Pupil Premium Funding

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| 2012/13 | | | £50,400 (£600 per pupil) | | | |
| 2013/14 | | | £63,000 (£935 per pupil) | | | |
| 2014/15 | | | £67,320 (£935 per pupil) | | | |
| 2015/16 | | | £57,970 (£935 per pupil) | | | |
| 2016/17 | | | £53,341 (£935 per pupil) | | | |
| 2017/18 | | | £50,490 (£935 per pupil) | | | |
| Pupil Premium | 2013/14 | 2014/15 | | 2015/16 | 2016/17 |
| Number of pupils eligible for pupil premium | 70 | 72 | | 62 | 71 |
| Number of looked after pupils  eligible for the Pupil Premium | 2 | 4 | | 4 | 3 |
| Number of service children eligible for the Pupil Premium | 0 | 0 | | 0 | 0 |
| TOTAL | 72 | 76 | | 66 | 74 |

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| Nature of support 2016/17 |
| Subsidising a range of targeted interventions with a particular focus on catch up literacy and numeracy from dedicated specialist staff  Subsidising residential and other educational trips in line with the schools commitment to learning outside the classroom to accelerate independence and life and social skills.  Subsidising of extended school activities including after school clubs and holiday clubs to further promote independence, social skills and friendships.  Subsidising therapeutic interventions to support emotional well-being and behaviour  Subsidising the family workers post to provide full-time support for families in need of advice for housing, benefits and other interventions.  Pupils are targeted according to need |

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| **Curriculum focus of PPG spending 2016/17** |
| Additional SLT support (.4), spread across school to increase targeted support for communication and development of communication skills in class  To promote social interaction and independence skills.  To increase literacy and numeracy skills  To ensure that pupils emotional well-being is sufficiently regulated to allow for pupils to learn effectively across all aspects of school life |

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| Measuring the impact of PPG spending |
| The school evaluates the impact of PPG spending by comparing the progress of all pupils using a range of data including the collection of annual P Level data for English, Maths and Science. The school has also introduced Key Performance Indicators across the curriculum to track pupil progress. The ongoing collection of data on attendance, punctuality, exclusion and behaviour also contributes to the analysis of PPG spending. |

2 Where are the gaps? – End of Key Stage data for pupil’s progress in English, Mathematics and Science

Pupil progress is analysed formatively using a range of assessment tools including classroom monitor, end of unit tests, teacher observation and learning journeys. Pupil progress is also recorded annually using P Levels to track progress across the curriculum and to allow subject leaders to analyse summative data for their area of responsibility. The data is broken down into outcomes for a number of different groups including PPG and non PPG pupils to allow for comparative analyse. Throughout the year there are regular progress/moderation meetings to focus on individual pupils’ progress against the Key Performance Indicators for our newly revised curriculum. These KPI’s have been identified to allow the school to assess pupil’s ‘without levels’. Moderation of pupil’s work and analysis of classroom monitor enable targeted support to be provided where necessary to improve attainment and outcome for individual and groups of pupil’s. Each term pupil’s with less than expected progress in the core subjects are identified by the subject leader and distributed to Class Teachers and discussed at the termly progress meeting with SLT.

**KEY STAGE 3 OUTCOMES**

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| **KS3 English. % of pupils achieving End of Key Stage Target** | 2013 - 14 | | 2014-15 | | 2015-16 | | 2016- 17 | |
| Achieved | Yes | No | Yes | No | Yes | No | Yes | No |
| Pupil Premium | 90% | 10% | 100% | 0% | 70% | 30% | 100% | 0% |
| Not Pupil Premium | 70% | 30% | 100% | 0% | 90.9% | 9.1% | 90% | 10% |
| The gap | +20% |  | 0% |  | -20.9% |  | +10% |  |

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| **KS3 Maths. % of pupils achieving End of Key Stage Target** | 2013 - 14 | | 2014-15 | | 2015-16 | | 2016 - 17 | |
| Achieved | Yes | No | Yes | No | Yes | No | Yes | No |
| Pupil Premium | 80% | 20% | 100% | 0% | 90.0% | 10% | 83.4% | 16.7% |
| Not Pupil Premium | 76.5% | 23.5% | 100% | 0% | 90.9% | 9.1% | 70% | 30% |
| The gap | +3.5% |  | 0% |  | -0.9% |  | +13.4% |  |

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| **KS3 Science. % of pupils achieving End of Key Stage Target** | 2013 - 14 | | 2014-15 | | 2015-16 | | 2016 17 | |
| Achieved | Yes | No | Yes | No | Yes | No | Yes | No |
| Pupil Premium | 50% | 50% | 100% | 0% | 90% | 10% | 100% | 0% |
| Not Pupil Premium | 58.8% | 41.2% | 83.3% | 16.7% | 100% | 0% | 90% | 10% |
| The gap | -8.8% |  | +16.7% |  | -10% |  | +10% |  |

**KEY STAGE 4 OUTCOMES**

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| **KS4 English. % of pupils achieving End of Key Stage Target** | 2013 - 14 | | 2014-15 | | 2015-16 | | Average | |
| Achieved | Yes | No | Yes | No | Yes | No | Yes | No |
| Pupil Premium | 54.5% | 45.5% | 63.6% | 36.4% | 91.7% | 8.3% | 40% | 60% |
| Not Pupil Premium | 22.2% | 77.8% | 42.9% | 57.1% | 75.0% | 25% | 66% | 34% |
| The gap | +32.3% |  | +27.9% |  | +16.7% |  | -26% |  |

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| **KS4 Maths. % of pupils achieving End of Key Stage Target** | 2013 - 14 | | 2014-15 | | 2015-16 | | 2016 - 17 | |
| Achieved | Yes | No | Yes | No | Yes | No | Yes | No |
| Pupil Premium | 63.6% | 36.4% | 36.4% | 63.6% | 75% | 25% | 80% | 20% |
| Not Pupil Premium | 66.7% | 32.3% | 64.3% | 35.7% | 68.8% | 31.2% | 75% | 25% |
| The gap | -3.1% |  | -27.9% |  | +6.2% |  | +5% |  |

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| **KS4 Science. % of pupils achieving End of Key Stage Target** | 2013 - 14 | | 2014-15 | | 2015-16 | | 2016 - 17 | |
| Achieved | Yes | No | Yes | No | Yes | No | Yes | No |
| Pupil Premium | 72.7% | 27.3% | 81.8% | 18.2% | 83.3% | 16.7% | 100% | 0% |
| Not Pupil Premium | 55.6% | 44.4% | 85.7% | 14.3% | 75% | 25% | 92% | 8% |
| The gap | +17.1% |  | -3.9% |  | +8.3% |  | +8% |  |

3. Pupil Progress in Behaviour and Academic Merits – 2016/17

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| Behaviour Merits % | 2013 - 14 | 2014-15 | 2015-16 | 2016 -17 |  |
| FSM E6 | 87.4% | 90.5% | 91.5% | 86.7& |  |
| Non-FSM E6 | 88.2% | 89.7% | 91.0% | 88.1% |  |
| The gap | -0.8% | +0.8% | +0.5% | -1.4% |  |

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| Academic Merits % | 2013 - 14 | 2014-15 | 2015-16 | 2016 -17 |  |
| FSM E6 | 87.4% | 89.8% | 91.5% | 87.5% |  |
| Non-FSM E6 | 88.3% | 89.7% | 91.0% | 89.4% |  |
| The gap | -0.7% | +0.1% | +0.5% | - 1.9% |  |

4. Looked after Children – 2016/17

All looked after children - with the exception of one Year 7 pupil who was BT in science -were either on target or above target in all subjects with the majority above target for all subjects.

5. Where are the gaps – Attendance and Exclusions

**Attendance**

The school continuously checks attendance; with half termly review by the school family worker and the SLT to identify pupils with low persistent attendance and determine where letters and other interventions are required. PP/Ever6 pupils are identified in the attendance analysis. Pupils are targeted for interventions if their attendance is below 93% to prevent the pupil reaching the persistent attendance threshold of 90%.

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| Percentage of absence % | 2014 -15 | 2015 - 16 | 2016 - 17 |
| Pupil premium | 8.23% | 6.54% | 9.56% |
| Non Pupil premium | 6.07% | 5.81% | 6.95% |
| Gap | 2.16% | 0.73% | 2.61% |
| Whole school | 7.07% | 6.11% | 8.00% |
| Ealing schools | 9.1% | 8.2% | Not available yet |

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|  | 2014 - 15 | 2015 -16 | 2016 - 17 |
| Total number of exclusions | 0 | 1 | 8 |
| No of pupil premium excluded | 0 | 0 | 4 |

One of the PP pupils’ who was excluded on two separate occasions was eventually sectioned under the mental health after a turbulent year.

No pupils have been permanently excluded

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| 6. Evaluation from 2016/17 | | | | | |
| Pupil  Premium  used for | Amount  allocated to  the  intervention  /action (£) | Number of pupils eligible for Pupil Premium who attend | Brief summary of the intervention or action | Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful? | Actual impact: What did the action or  activity actually achieve? |
| Catch up Literacy | £8,000 | 5 pupils on one to one plus additional in class support | To help students overcome their difficulties in Literacy,  To narrow the achievement gaps for pupils with specific learning difficulties,  Raising self-esteem, boost self-confidence and positive attitude towards learning,  Improving working, auditory, visual and short term memory,  To develop and improve Literacy skills, such as: improving automatic recall of letter sounds, consonant diagraphs, assimilations and learn spelling rules, improving study skills, practising spelling and reading of HFW, improving phonological awareness skills in blending, segmenting and in distinguishing initial and final sounds, comprehension skills. | To target pupils who are BT or CC in English to ensure that they meet their potential and do not fall further behind | PP Pupils in KS3 English made 3.2 VA points which was comparable to their non PP peers. The % of PP pupils achieving their English target at the end of KS3 was 59% compared to 61% of Non PP pupils  In KS4 PP pupils made 1.4 VA points so were outperformed by their Non PP peers by 1.5 VA points. The gap between % of PP pupils achieving their English target at the end of KS4 was 33% for PP pupils compared to 37% of Non PP pupils |
| Catch up Numeracy | £8,000 | 10 pupils individually  Plus additional in class support | To improve mathematics learning and understanding  To close achievement gaps for disadvantaged pupils  To boost confidence in mathematics and polish maths skills when applying them in real life/use them for problems of the day  To permit flexibility so they  can easily be adapted to meet the needs of individual pupils  To share the purpose of the intervention with the child to encourage ownership of and reflection on learning  To increase opportunities to pass GCSE exams | To target pupils who are BT or CC in Maths to ensure that they meet their potential and do not fall further behind | PP Pupils in KS3 Maths made 4.4 VA points which was below their non PP peers who made 6.3 VA points. The % of PP pupils achieving their Maths target at the end of KS3 was 67.1% compared to 73% of Non PP pupils  In KS4 PP pupils made 4.9 VA points so outperformed their Non PP peers by 1.0 VA points. The gap between % of PP pupils achieving their Maths target at the end of KS4 was 67.5% compared to 51% of Non PP pupils |
| Therapeutic  Support | £14,195 |  | Provide a range of specialist therapeutic intervention offered to pupils for one-to-one or small group interventions to support emotional well-being, behaviour and sexual safety at home, in school and in the community | Incidents of inappropriate behaviours at home, in the community and school minimised allowing pupils the well-being to engage in the learning process  Increase pupils sense of emotional well-being so that they can better regulate themselves | The behaviour in school is outstanding with no lessons disrupted due to poor or non-regulated behaviour  100% of pupils report feeling safe at school |
| Speech and Language support | £5,000 |  | SLT to provide increased support to individual and small groups of pupils to increase confidence in communication and develop essential social skills and confidence | Therapeutic support will enable pupils to develop their speech and language skills, raising attainment particularly within the speaking and listening strand of English | In English 75% reaching UQ with 95% making expected including speaking and listening |
| After school clubs | £575 |  | After School Clubs enable pupils to access extended opportunities. Belvue run a variety of After School Clubs;  breakfast club, cooking club, cheer leading, sports, football club, homework, computing. Children who are on PP are targeted to attend at the beginning of each term. | After school clubs are designed to engage children in  extracurricular activities which will enable them to learn many  life-skills and develop existing ones. It has also been shown to  improve behaviour and help develop healthier lifestyles | The ASC had 78 students attending. The Holiday clubs = 52 students of which 69% are PP pupils  Over the course of the year all pupils attend the free breakfast club |
| Makaton  Support | £6,000 |  | Provide additional hours for the communication champion to support with the development of augmented communication with an emphasis on Makaton  Makaton is used to support children with communication difficulties to communicate through signing. Visual techniques  are used to aid learning and progress and to supplement classroom teaching | Makaton will improve achievement for pupils through enabling  Pupil’s to have a better grasp of vocabulary. It will also enable pupils who have difficulty communicating, to gain skills in independence and interaction | English had 75% reaching UQ with 95% making expected progress including speaking and listening |
| Trip subsides | £1,000 |  | To support the ongoing commitment of ensuring that all pupils have extensive opportunities to learn outside the classroom to enhance their independence; social skills; enthuse them in their learning and consolidate and transfer skill learnt in the classroom into the real world | All PP pupils will make good or better progress across all the core subjects and meet the soft-targets set for them  Pupils will report enjoying school | 75% of PP pupil in KS3 were in the upper quartile for progression guidance in English and 70% in UQ for maths and 87% for science |
| Family worker | £15,200 |  | To increase the time of family workers input:  To contribute to the holistic assessment of children deemed to be in need of additional support of resources.  To offer practical and emotional support for their parents or guardian.  Support regular attendance at school Support parents and carers with the transition into adult services.  To work closely with school staff to advise and support with regards to the social needs of individual children and their families.  To support individual young people and offer guidance as appropriate.  To play a key role in the safeguarding responsibility of the school | Good, consistent attendance for pupils on PP  Good follow up of persistent attendance  Feedback from parents confirming that they feel supported by the school  All statutory safeguarding procedures followed  PP pupils make good and outstanding progress  Behaviour of pupils with PP good or outstanding because they are well supported | PP students achieved 86.7% of their merits, compared to non-PP achieving 88.1%  The family worker engaged with 56% of parents with PP children |

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| 6. Action Plan for 2017/18 | | | | |
| Pupil  Premium  used for | Amount  allocated to  the  intervention  /action (£) | Brief summary of the intervention or action | Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful? | Actual impact: What did the action or  activity actually achieve? |
| Additional Speech and Language support | 9,500 | SLT therapist working in classrooms to gain a clearer understanding of the needs of individual and class groups across the school  Support therapists to identify pupils who would benefit from more intensive input on a one-to-one basis  Therapists model therapy skills to support the professional development of teaching staff  Allow therapist to work with a wider range of pupils, thus maximising their time  To increase in pupil progress and outcomes  To support with identifying staff development | Increased number of pupils on PP are supported in their learning by an SLT on a weekly basis  Staff skill in supporting the development of language increases – all pupils benefit  Pupils on PP continue to make good or better progress in the core subjects in line with their non PPs |  |
| Therapeutic  Support | 12,000 | Provide a range of specialist therapeutic intervention offered to pupils for one-to-one or small group interventions to support emotional well-being, behaviour and sexual safety at home, in school and in the community | Incidents of inappropriate behaviours at home, in the community and school minimised allowing pupils the well-being to engage in the learning process  Increase pupils sense of emotional well-being so that they can better regulate themselves |  |
| Catch up Numeracy | 8,000 | Yr 8 and Yr 12 PP pupils in Maths – Curriculum Leader to analysis the areas of weakness for these particular groups in Maths  There is a need to ensure that P P pupils going into Year 9 are tracked carefully to ensure that they do not fall behind and that appropriate interventions are put in place as necessary and pupils identified early.  There is a need to ensure that Pupil Premium pupils going into Year 9 are tracked carefully to ensure that they do not fall behind and that appropriate interventions are put in place as necessary and pupils identified early.  The Maths Curriculum Leader to undertake a forensic analysis of individual Yr 9 pupils, to identify where they are underperforming | PP pupils make equal progress to their non PP pupils in Maths analysed through VA and target setting data |  |
| Catch up Literacy | 8,000 | English Curriculum Lead to analysis why Year 11 pupils are underperforming in English compared to the other core subjects.  A focus on the teaching of English in Year 9, with a particular emphasis on PP pupils – English Curriculum Leader to analysis the areas of weakness/difficulty for PP pupils.  The English Curriculum Leader to undertake a forensic analysis of Year 8 pupils, to identify where they are underperforming and design appropriate interventions to ensure that pupils make expected progress | PP pupils make equal progress to their non PP pupils in English analysed through VA and target setting data |  |
| Makaton support | 500 | Provide additional hours for the communication champion to support with the development of augmented communication with an emphasis on Makaton  Makaton is used to support children with communication difficulties to communicate through signing. Visual techniques  are used to aid learning and progress and to supplement classroom teaching | Makaton will improve achievement for pupils through enabling  Pupil’s to have a better grasp of vocabulary. It will also enable pupils who have difficulty communicating, to gain skills in independence and interaction |  |
| Social Skills group intervention – Communication Champion | 1,000 | Social skills groups are small groups (typically two to five pupils) led by an adult who teaches the young people how to interact appropriately with others their age. To support  Pupils learn conversational skills  Friendship and problem-solving skills  Controlling their emotions and understand other people’s perspectives.  The school psychologist and speech therapist support the content for these sessions as necessary | To support young people with the skills necessary for adult life and work  To improve the self-esteem of learners |  |
| To appoint a second family worker | 11,490 | To support attendance of PP and their families  To offer emotional support to pupils experiencing behavioural difficulties | Increase attendance of PP pupils in - line with school target of 95% from the current 90.44%  To reduce exclusions to zero from 4 |  |
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