



## **Key Summary Pupil Premium Strategy Year End Review 2017-2018**

The strategy for PP this academic year was mixed. In many areas the strategy had real impact. Many of the marginal gains programmes and non-Year 11 outcomes programmes were successful. However, the key Year 11 measures show a widening gap compared to last year's successes.

### **YEAR 11**

- **Pupil Premium Year 11 GCSE outcomes:**

Overall headline figures for this cohort are disappointing this year

The Gap widened compared to 2016-17 in English, Maths, Science and English & Maths combined.

4+ in Maths was 66% for Non PP and 40% for PP

4+ in English was 77% for Non PP English and 44% for PP

4+ in both was 62% for Non PP and 31% for PP

28% more PP students had a negative value score than their Non PP counterparts

This gap in part was due to the Non-PP students performing better than last year, whilst the PP students remained static/or reduced.

The PP gap has returned to a similar level that was experienced in 2015-16 cohort, the headway made in 2016-17 being lost.

- **Year 11 Behaviour and Engagement Strategies**

The final Data Capture for Year 11 (May 2018) showed

<b>Engagement/Behaviour in Class grades</b>	
<b>NON PP</b>	<b>PP</b>
94% grades 1 & 2	92% grades 1 & 2
6% grades 3 &4	5% grades 3 &4
<b>Engagement in H/W grades</b>	
<b>NON PP</b>	<b>PP</b>
86% grades 1 & 2	73% grades 1 & 2
14% grades 3 &4	27% grades 3 &4

This data demonstrates that in class engagement strategies for PP have worked well

However, homework still appears to be an issue. This will include PP students accessing appropriate revision – which in turn affects GCSE outcomes.

A positive is that the homework issue was recognised in earlier data captures  
 The % for Homework engagement improved from **65% in DC3 to the stated 73% in DC4**

- **Year 11 PGL Maths intervention weekend** and follow up session for this cohort (predominantly PP students)  
 For the PP students the data showed an increase from DC 2 to Summer GCSE validated outcomes:
  - Total point score increased from 48 to **61**
  - Targeted residual improved from -6.7 to **+7.46**
  - Engagement grades improved from an average of 1.76 (IE grade 2) to 1.3 (IE grade 1)
  - 70% increased their GCSE grade by 1
  - 15% increased their GCSE grade by 2
  - 15% maintained (no improvement or decline)

This targeted intervention therefore was highly successful

- Year 11 Attendance strategies

	Overall Attendance	Overall persistent absence	PUPIL PREMIUM persistent absence	NON PP	PUPIL PREMIUM attendance	NON PP
Year 11	94.3%	10.2%	11.9%	9%	92.1%	95.47%
Last Year's Figures	(93.8%)	(18.2%)	(23.8%)	(14.6%)	(91.89%)	94.82%

The data shows that focussed attendance strategies for PP students have been successful.

Overall attendance is up and persistence absence is down significantly compared to last year.

The gap between PP and NON PP is also narrowing significantly for persistence absence

**Overall PP strategy and review comments (Please refer to published strategy)**

Focus Point from Strategy	Review
<p>1. Pastoral Staff to Champion PP</p>	<ul style="list-style-type: none"> <li>○ All HoH mentored PP a selection of PP students. This had mixed success. It was felt that too many students were mentored that reduced the impact. Mentoring included revision packs, parental contact, progress board checks and 1-1 conversations. A smaller cohort needs to be mentored that focuses on those students who will benefit the programme rather than including all.</li> <li>○ HoH used the Mint class programme to right up key notes on PP students to help classroom engagement. The fact that DC4 data was positive for Engagement of PP students shows that this could have been a reason for success.</li> <li>○ Graduation from Year 8-9. This was successful with more students graduating because of a focus on ensuring PP students were successful</li> <li>○ Gap closes for achievement of PP target- Based on the year 11 actual data the strategies deployed did not materialise in terms of outcomes</li> <li>○ Get up and read/accelerated reader intervention. HoH picked up PP students once/twice a week and engaged for an hour's worth of reading</li> </ul>
<p>2. PP Budget for Departmental Resource</p>	<ul style="list-style-type: none"> <li>○ Departments used the budget to purchase revision books for PP students and allow reduced cost on trips and activities such as the PE GCSE weekend, Geography Fieldtrips etc. Impact – varied. Again, having a revision book does not necessarily mean it will be used effectively. Some success in programmes such as PE weekend.</li> </ul>
<p>3. Data trackers for all year groups</p>	<ul style="list-style-type: none"> <li>○ Data trackers in place for all year groups on a set pro-forma. Varied success, most notable success was using the Homework element (which was much lower for PP) to push PP in this area. The PP homework grades improved across the data captures</li> </ul>
<p>4. Carrot rewards</p>	<p>The take up of rewards was successful last year as a cohort, however the carrot rewards system makes it hard to identify PP students, so reports on PP success were unable to be done</p>
<p>5. Accelerated reader/get up and read</p>	<p>This programme was dual purpose (attendance and reading engagement)  It focussed on a small group of the most vulnerable Year 7 and 8's  The Yr 7 cohort accelerated their reading by 8 months (compared to 4 months for pupils not on the programme)  The Yr7's accelerated their reading by 14 months, compared to 9 months for Year8's not part of this cohort.</p>

6. New Technologies	MintClass package used that quickly identifies PP students via a facial seating plan. Learning Walk showed that all staff were using MintClass and could identify their PP students
7. GCSE Loan Text Book	Text book loans for PP students. This was widely taken up by all students including PP. The impact was low given the GCSE outcomes and the fact that Homework engagement for PP students in Yr11 was significantly lower than Non PP Giving a PP student access to a book does not mean they will use it.
8. Increase Capacity through research via placing select staff on the NPQML programme	2 members of staff (HoH) selected for this paid training. Staff have nearly completed this national training Impact of project TBA
9. Separate PP with SEN plan	Plan written by SEN team Impact TBA
10. Continue to develop quality first teaching	<ul style="list-style-type: none"> <li>○ On-going compulsory staff CPD</li> <li>○ Specific PP CPD included</li> <li>○ Creation of clear 'Supporting Teacher programme' clearly mentored to raise teaching standards <ul style="list-style-type: none"> <li>-8 staff placed on pre-capability and mentored</li> <li>IMPACT: 6 staff removed from pre-capability, 1 resigned, 1 on monitoring</li> <li>-7 staff placed on monitoring.</li> <li>IMPACT: 1 retired, 2 dropped management responsibilities, rest removed from monitoring.</li> </ul> </li> </ul> <p>Overall successful in raising the standards of teaching in the classroom, with big improvement in teaching.</p>
11. Engage with 'Be the Change programme' Positive mentoring for Year 9 run by Hastings Direct	Engagement grades between Year 8 (benchmark) and end of Year 9 (impact) were analysed <ul style="list-style-type: none"> <li>○ 51.2% of PP students improved there Engagement grade compared to 47% of Non PP students</li> </ul> This shows significant impact of the programme and the enhanced effect it has on PP

<p>12. Attendance Strategies Attendance Welfare Officer, Minibus pickups. PP focus weeks and clear strategy.</p>	<p>The data shows the strategies to be successful in reducing PA and increasing attendance.</p> <table border="1" data-bbox="643 277 1190 819"> <thead> <tr> <th data-bbox="643 277 820 383">17-18 Vs 16-17 (<i>in brackets</i>)</th> <th data-bbox="820 277 997 383">PUPIL PREMIUM PA</th> <th data-bbox="997 277 1190 383">PUPIL PREMIUM ATTENDANCE</th> </tr> </thead> <tbody> <tr> <td data-bbox="643 383 820 456">Year 7</td> <td data-bbox="820 383 997 456">13.9% (16.5%)</td> <td data-bbox="997 383 1190 456">95.24% (93.32%)</td> </tr> <tr> <td data-bbox="643 456 820 530">Year 8</td> <td data-bbox="820 456 997 530">23.5% (24.7%)</td> <td data-bbox="997 456 1190 530">89.78% (92.34%)</td> </tr> <tr> <td data-bbox="643 530 820 604">Year 9</td> <td data-bbox="820 530 997 604">14.5% (26%)</td> <td data-bbox="997 530 1190 604">91.56% (91.26%)</td> </tr> <tr> <td data-bbox="643 604 820 678">Year 10</td> <td data-bbox="820 604 997 678">21.3% (24.7%)</td> <td data-bbox="997 604 1190 678">91.81% (91.25%)</td> </tr> <tr> <td data-bbox="643 678 820 752">Year 11</td> <td data-bbox="820 678 997 752">11.9% (23.8%)</td> <td data-bbox="997 678 1190 752">92.1% (91.89%)</td> </tr> <tr> <td data-bbox="643 752 820 819">TOTAL</td> <td data-bbox="820 752 997 819">16% (23.2%)</td> <td data-bbox="997 752 1190 819">92.39% (91.99%)</td> </tr> </tbody> </table> <p>The Gap is also reducing</p>	17-18 Vs 16-17 ( <i>in brackets</i> )	PUPIL PREMIUM PA	PUPIL PREMIUM ATTENDANCE	Year 7	13.9% (16.5%)	95.24% (93.32%)	Year 8	23.5% (24.7%)	89.78% (92.34%)	Year 9	14.5% (26%)	91.56% (91.26%)	Year 10	21.3% (24.7%)	91.81% (91.25%)	Year 11	11.9% (23.8%)	92.1% (91.89%)	TOTAL	16% (23.2%)	92.39% (91.99%)
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<p>13. Careers interventions to raise aspirations</p>	<p>Completed</p> <p>7 PP students not seen as at offsite provision. All other PP seen for 1:1 advice from careers specialist</p> <p>Work experience rate s increased for PP students up from 35% from 7%</p> <p>However there is still a significant gap between those NON PP and PP students who see University as an option.</p>																					

**Executive Summary:**

- National GCSE outcomes are not good for PP students and on the whole the gap is widening
- The best successes appear to be were the groups are focussed, small and monitored and tracked.
- Attendance Projects, Get and Read/Accelerated reader, PGL Maths Weekend etc. seem to have more demonstrable impact than more expensive ‘less tracked’ and focussed projects.