



Pupil Premium impact statement 2018/19



Pupil Premium

2018/ 19

In the 2018 to 2019 **financial year**, schools will receive the following funding for each child registered

- £935 for eligible secondary-aged pupils
- Schools will also receive up to £2,300, allocated on an individual basis for Looked-After and previously Looked-After pupils. The extent of the funding will be decided by the Virtual School head in line with costs identified in the student's individual Personal Education Plans (PEPs) and the impact will be measured by progress towards PEP targets.
- **Our current pupil premium allocation for the academic year 2018 – 19 is £23,375 (25 x £935) Additional to this up to £2,300 LAC Pupil Premium funding for 1 LAC, 2 previously LAC pupils. This will be subject to in-year adjustments for students joining us in or after September 2018 where LAC pupil premium has yet to be confirmed.**
- As year 7's are funded by the in year catch up grant there is no current pupil premium allocation for the academic year 2019 – 19 for these pupils. Therefore, the funding will be reviewed mid-year.

How we plan to spend academic year's allocation 2018-2019

The aim of Pupil Premium in the 2018 – 19 year is to narrow the progress gap between 'All Pupils' and those entitled to 'Pupil Premium'. However, we also recognise the need to maintain high standards for all and therefore the end of key stage targets are ambitious for all pupils building on previous successes.

The focus this year is to diminish any difference in performance between the attainment of pupil premium pupils in the different strands of English and Maths. It has decided that this will be a pupil premium focus as there is no significant difference in attainment between pupil premium and non-pupil premium pupils. Therefore, the variance is underperformance in particular strands of English and maths.

It was also decided that pupil premium funding would be used to increase attainment in subjects that pupil premium pupils do not display the same rates of outstanding progress in comparison to other subjects as again there is no significant difference between pupil premium and non-pupil premium pupils within subject areas.

Choice of Focus area:

From analysis of progress data for 2018 – 19 we chose:

- **English- writing**
- **Maths- using and applying**
- **RE**
- **PSHE**

We chose these areas as using the 2018- 19 data these areas demonstrated a small difference in attainment of pupils premium pupils across subjects.

HENCE CURRICULUM AREAS CHOSEN FOR PUPIL PREMIUM INITIATIVES 2018– 19 are the above subjects.

Whole school Pupil Premium Targets 2018 - 19

English- writing

- **OLD PROGRESS CRITERIA** – For **85%** of pupil premium pupils to make outstanding progress
- **NEW PROGRESS CRITERIA** - To ensure that **100%** of Pupil Premium students achieve expected progress and that at least **20%** achieve better than expected progress in English - Writing.

Maths- using and applying

- **OLD PROGRESS CRITERIA** - For **85%** of pupil premium pupils to make outstanding progress
- **NEW PROGRESS CRITERIA** - To ensure that **100%** of Pupil Premium students achieve expected progress and that at least **20%** achieve better than expected progress in Maths - Using & Applying.

RE

- **OLD PROGRESS CRITERIA** - For **85%** of pupil premium pupils to make outstanding progress
- **NEW PROGRESS CRITERIA** - To ensure that **85%** of Pupil Premium students achieve expected progress in RE.

Healthy Lifestyles (PSHE)

- **OLD PROGRESS CRITERIA** - For **85%** of pupil premium pupils to make outstanding progress
- **NEW PROGRESS CRITERIA** - To ensure that **85%** of Pupil Premium students achieve expected progress in Healthy Lifestyles (PSHE).

How will the impact of this funding be measured?

To monitor progress on attainment, the usual cycle of data collection and the monitoring and tracking used at Pioneer House, will be used to inform student progress and enable the early identification of need, support and appropriate intervention for all students, including this particular cohort.

Whole School Pupil Premium spend allocation and Impact 2018 -19

How we spent academic year's allocation 2018-2019

The aim of Pupil Premium in the 2018 – 19 year is was to diminish the difference between 'non pupil premium pupils' and those entitled to 'Pupil Premium'. However, we also recognised the need to maintain high standards for all and therefore the end of key stage targets were ambitious for all pupils building on previous successes.

To ensure that the difference was diminished it was vital that pupil premium money was effectively spent so that it allowed all pupils to make outstanding progress. The allocation was spent through the following paths.

English – Writing

- Scaffolded colourful semantics resourcing and CPD developed to support with structure in extended writing in order to provide appropriate levels of support for all pupils ensuring that any barrier to learning was diminished within writing
- Resources and CPD for reviewing and improving writing developed to ensure all pupils regularly check and improve work, and that teachers ensure the highest quality teaching to support this
- Time allocated for DHT and AHT/English lead to monitor the teaching of writing and lesson structure through learning walks, lesson observations and monitoring of planning
- Continuous training opportunities for all support staff in phonics, SPAG and reading to ensure confidence and high level subject knowledge across the subject
- SPAG focus - development of marking policy, CPD and book scrutiny
- Literacy TA in place to support learning, develop resources and carry out interventions and training in order to identify barriers and put appropriate support in place.
- Specialist high quality resources purchased to provide high levels of support for all pupils ensuring that any barrier to learning was diminished within writing, specifically A-Z reading, First News, The Week Junior and Lexia
- Specific pupil progress pupils identified to establish barriers to learning and specific interventions put in place and impact monitored on a termly basis

Maths – Using & Applying

- Scaffolded CPA resources and CPD developed to support with development of independence in numeracy and using and applying, in order to provide appropriate levels of support for all pupils ensuring that any barrier to learning was diminished
- Time allocated for DHT and AHT/Maths lead to monitor the teaching of using and applying lesson structure through learning walks, lesson observations and monitoring of planning
- Continuous training opportunities for all support staff in numeracy to ensure confidence and high level subject knowledge across the subject
- Time for Maths lead to develop of calculation policy, CPD and Gateway qualifications to ensure the highest quality teaching and consistency
- Maths TA in place to support learning, develop resources and carry out interventions and training in order to identify barriers and put appropriate support in place.
- Specialist high quality resources purchased to provide high levels of support for all pupils ensuring that any barrier to learning was diminished within using and applying, specifically MyMaths and practical classroom resources
- Specific pupil progress pupils identified to establish barriers to learning and specific interventions put in place and impact monitored on a termly basis
- Time for Maths lead to rewrite maths mastery progress descriptors
- Time for Maths lead to remap modules for mastery approach

Healthy Lifestyles (PSHE)

- Specialist high quality resources purchased to provide high levels of support for all pupils ensuring that any barrier to learning was diminished within Healthy Lifestyles
- Development of new Healthy Lifestyles modules in conjunction with Curriculum for Life and PSHE association recommendations to ensure the highest quality teaching within lessons
- Time allocated for DHT to monitor the teaching of Healthy Lifestyles and lesson structure through learning walks, lesson observations and monitoring of planning
- Time allocated to provide in depth guidance and support through whole staff training with support from external specialists. This ensured the highest quality teaching was provided
- External training for Healthy Lifestyles lead specialist to implement new initiatives across school

RE

- Time allocated for DHT to monitor the teaching of RE lesson structure through learning walks, lesson observations and monitoring of planning
- Introduction of differentiated practical resources to support RE sessions
- Introduction of external visits to local places of worship to support RE sessions

Impact

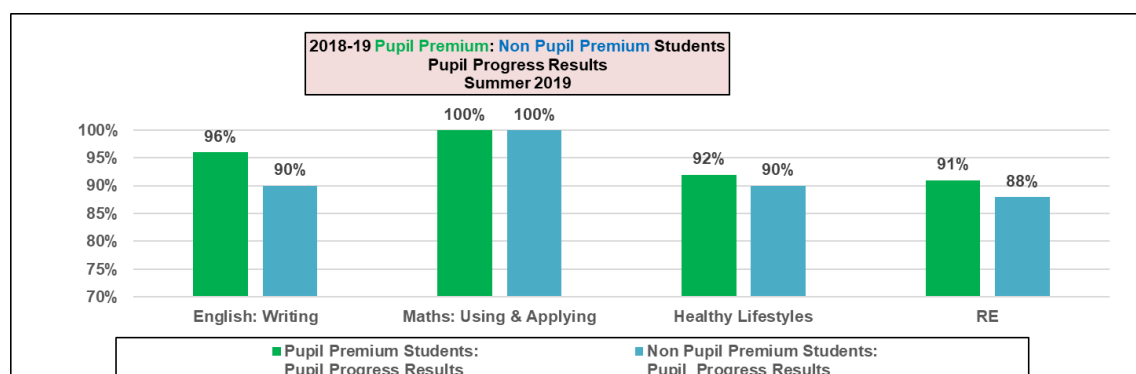
Pupil Premium sample

	Number of Students	Totals
2018-19 Pupil Premium Students (YR8 - YR12)	25	35
2018-19 Non Pupil Premium Students (YR8 - YR12)	10	
2018-19 New Starters (YR 7 - Y12) (N/A - Not included in 2018-19 Pupil Premium reports)	32	43
2018-19 Students Not Eligible for Pupil Premium (YR13 14) (N/A - Not included in the 2018 Pupil Premium reports)	11	
Total Number of Students on Roll	78	78

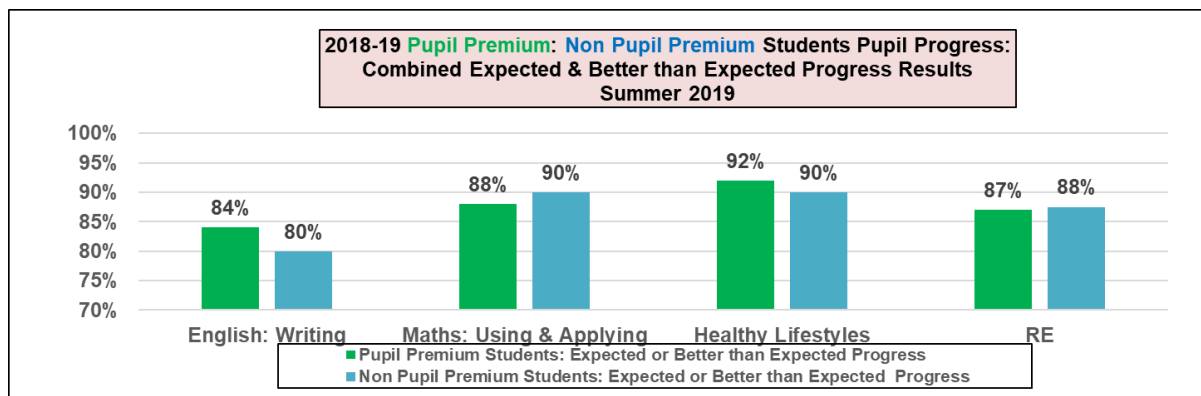
It is important to note that when looking at the sample of PP/non PP pupils there are more than 2 times more PP pupils than non PP pupils. This is significant when conducting data analysis.

End of year Pupil Premium/ non Pupil Premium results

ORIGINAL PROGRESS CRITERIA



NEW PROGRESS CRITERIA



ORIGINAL PROGRESS CRITERIA – GAP BETWEEN PP AND NON PP

2018-19 Pupil Premium / Non Pupil Premium Students SIP Pupil Progress Results Summer 2019				
	PROGRESS TARGET	PUPIL PREMIUM STUDENTS RESULTS	NON PUPIL PREMIUM STUDENTS RESULTS	PUPIL PREMIUM / NON PUPIL PREMIUM END OF YEAR % GAP
English: Writing	100% Good / 20% Outstanding	96%	90%	Plus 6%
Maths: Using & Applying		100%	100%	0%
Healthy Lifestyles	85% Outstanding	92%	90%	Plus 2%
RE		91%	88%	Plus 3%

NEW PROGRESS CRITERIA – GAP BETWEEN PP AND NON PP

2018-19 Pupil Premium / Non Pupil Premium Students Pupil Progress: Expected & Better Than Expected Progress Summer 2019				
	PROGRESS TARGET	PUPIL PREMIUM STUDENTS: EXPECTED OR BETTER THAN EXPECTED PROGRESS	NON PUPIL PREMIUM STUDENTS: EXPECTED OR BETTER THAN EXPECTED PROGRESS	PUPIL PREMIUM / NON PUPIL PREMIUM END OF YEAR % GAP
English: Writing	100% Expected / 20% Better than Expected	84%	80%	Plus 4%
Maths: Using & Applying		88%	90%	Minus 2%
Healthy Lifestyles	85% Expected	92%	90%	Plus 2%
RE		87%	88%	Minus 1%

OLD PROGRESS CRITERIA

<u>SUMMER 2019</u>	<u>ENGLISH - WRITING</u>		<u>MATHS - USING & APPLYING</u>		<u>HEALTHY LIFESTYLES</u>		<u>RE</u>	
	<u>PUPIL PREMIUM STUDENTS</u>		<u>PUPIL PREMIUM STUDENTS</u>		<u>PUPIL PREMIUM STUDENTS</u>		<u>PUPIL PREMIUM STUDENTS</u>	
<u>SAMPLE:</u>	<u>25</u>		<u>25</u>		<u>25</u>		<u>23</u>	
-	<u>Total</u>	<u>%</u>	<u>Total</u>	<u>%</u>	<u>Total</u>	<u>%</u>	<u>Total</u>	<u>%</u>
<u>Outstanding Progress</u>	<u>21</u>	<u>84%</u>	<u>24</u>	<u>96%</u>	<u>23</u>	<u>92%</u>	<u>21</u>	<u>91%</u>
<u>Good Progress</u>	<u>3</u>	<u>12%</u>	<u>1</u>	<u>4%</u>	<u>2</u>	<u>8%</u>	<u>1</u>	<u>4%</u>


Less Than Good	<u>1</u>	<u>4%</u>	<u>0</u>	<u>0%</u>	<u>0</u>	<u>0%</u>	<u>1</u>	<u>4%</u>
Progress Not on Track	<u>0</u>	<u>0%</u>	<u>0</u>	<u>0%</u>	<u>0</u>	<u>0%</u>	<u>0</u>	<u>0%</u>
Combined Good & Outstanding Results	<u>24</u>	<u>96%</u>	<u>25</u>	<u>100%</u>	<u>25</u>	<u>100%</u>	<u>22</u>	<u>96%</u>
Combined Less than Good & Progress Not on Track Results	<u>1</u>	<u>4%</u>	<u>0</u>	<u>0%</u>	<u>0</u>	<u>0%</u>	<u>1</u>	<u>4%</u>

NEW PROGRESS CRITERIA

SUMMER 2019	ENGLISH - WRITING		MATHS - USING & APPLYING		HEALTHY LIFESTYLES		RE	
	PUPIL PREMIUM STUDENTS		PUPIL PREMIUM STUDENTS		PUPIL PREMIUM STUDENTS		PUPIL PREMIUM STUDENTS	
SAMPLE:	25		25		25		23	
	Total	%	Total	%	Total	%	Total	%
Better than Expected Progress	15	60%	12	48%	18	72%	11	48%
Expected Progress	6	24%	10	40%	5	20%	9	39%
Less than Expected Progress	4	16%	3	12%	2	8%	3	13%
Progress Not on Track	0	0%	0	0%	0	0%	0	0%
Student has achieved Expected or Better than Expected Progress	21	84%	22	88%	23	92%	20	87%
Student has achieved Less than Expected Progress	6	24%	3	12%	2	8%	3	13%

Overall Judgement

Subject	Pupil Premium target	Result	Target achieved?
English - Writing	Original progress criteria - For 85% of Pupil Premium pupils to make outstanding progress	PP 84% outstanding progress	Yes in part ✓
	New progress criteria - To ensure that 100% of Pupil Premium students achieve expected progress and that at least 20% achieve better than expected progress in English - Writing.	84% at least expected progress and 60% better than expected progress	
Maths – Using & Applying	Original progress criteria - For 85% of Pupil Premium pupils to make outstanding progress	PP 96% outstanding progress	Yes in part ✓
	New progress criteria - To ensure that 100% of Pupil Premium students achieve expected progress and that at least 20% achieve better than expected progress in Maths - Using & Applying.	88% at least expected progress and 48% better than outstanding progress	
RE	Original progress criteria - For 85% of Pupil Premium pupils to make outstanding progress	PP 91% outstanding progress	Yes ✓
	New progress criteria - To ensure that 85% of Pupil Premium students achieve expected progress in RE.	87% expected progress	
Healthy Lifestyles (PSHE)	Original progress criteria - For 85% of pupil premium pupils to make outstanding progress	PP 92% outstanding progress Year 7 95%	

	<p>New progress criteria - To ensure that 85% of Pupil Premium students achieve expected progress in Healthy Lifestyles (PSHE).</p>	<p>92% expected progress</p>	<p>Yes</p> 
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Through careful data analysis it can be established that the Pupil Premium spend has been effectively managed by ensuring attainment across the focus areas are continuously increasing and there is a reducing gap in attainment between pupil premium and non pupil premium pupils.