

Pupil Premium 2018/19 Impact Report

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

- £935 for eligible secondary-aged pupils
- Schools will also receive £2,300 for each looked-after pupil.

The pupil premium allocation for the academic year 2018 – 19 is £67320 (72 x £935). Additional to this £13800 is allocated as LAC Pupil Premium (6 pupils) that was spent to fulfil those student’s individual Personal Education Plans (PEPs) in line with current guidance. This was subject to in-year adjustments (i.e. new Year 7 students joining us in September 2018)

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.

Identifying which pupils the funding is attached to was completed via the DfE website, this list contains 72 students.

Choice of Focus area

Analysis of the progress data from 2017 – 18 for pupils premium and non-pupil premium showed these areas as having the highest, but still small, differences in attainment:

- English: Writing
- Citizenship and careers
- Music.

2017-18 Pupil Premium / Non Pupil Premium Students Pupil Progress: Students have Achieved Outstanding Progress Summer 2018			
SUBJECT	Pupil Premium Students have Achieved Outstanding Progress	Non Pupil Premium Students have Achieved Outstanding Progress	Pupil Premium / Non Pupil Premium % GAP
ENGLISH - WRITING	91%	100%	Minus 9%
CITIZENSHIP & CAREERS	85%	97%	Minus 12%
MUSIC	84%	100%	Minus 16%

Hence these curriculum areas were chosen as the focus for the academic year 2018 – 19. Within these subject areas, specific whole school targets were established to ensure these gaps between pupil premium and non-pupil premium pupils were closed.

Whole school Pupil Premium Targets 2018 - 19

To diminish the difference between pupil premium and non-pupil premium making outstanding progress in English: Writing, Music and Citizenship and careers. NB over 85% pupils achieved outstanding progress in 2017-18

English: writing

2017-18: 9% difference between Pupil Premium and Non-Pupil Premium (Pupil premium: 91%, non-pupil premium: 100%)

Target: To ensure the 9% difference between Pupil Premium and Non-Pupil Premium is diminished to 3%

Citizenship and careers:

12% difference between Pupil Premium and Non-Pupil Premium (pupil premium 85%, non-pupil premium 97%)

Target: To ensure the 12% difference between Pupil Premium and Non-Pupil Premium is diminished to 3%

Music:

16% difference between Pupil Premium and Non-Pupil Premium (pupil premium 84%, non-pupil premium 100%)

Target- To ensure the 16% difference between Pupil Premium and Non-Pupil Premium is diminished to 3%

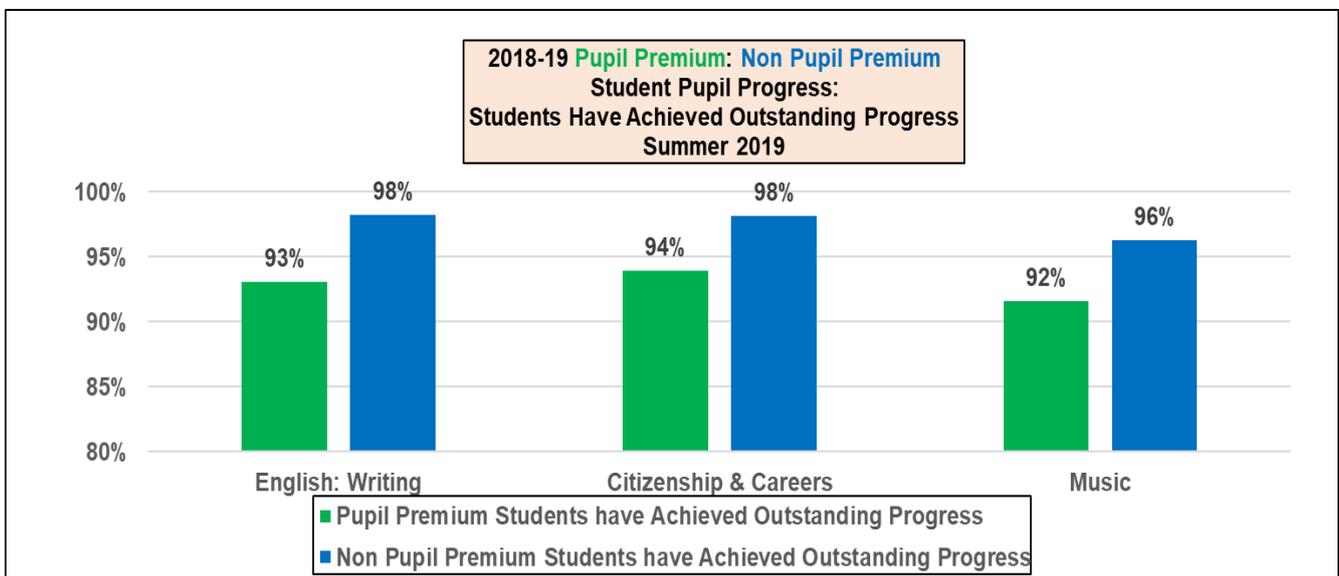
How was the impact of this funding measured?

To monitor progress on attainment, the usual cycle of data collection and the monitoring and tracking used at Piper Hill was used to inform student progress and enable the early identification of need, support and appropriate intervention for all students, including this particular cohort. Each class teacher also identified pupils which data indicated, or they felt due to other circumstance, would need additional input.

Pupil Premium Targets Results 2018-19

To diminish the difference between PP and NPP pupils making outstanding progress to 3% in English: reading, Music and Citizenship and careers.

Overall Results



2018-19 Pupil Premium / Non Pupil Premium Students
Pupil Progress: Students On Track to Achieve Outstanding Progress
Summer 2019

	PUPIL PREMIUM: STUDENTS HAVE ACHIEVED OUTSTANDING PROGRESS	NON PUPIL PREMIUM: STUDENTS HAVE ACHIEVED OUTSTANDING PROGRESS	PUPIL PREMIUM / NON PUPIL PREMIUM END OF YEAR % GAP
English: Writing	93%	98%	Minus 5%
Citizenship & Careers	94%	98%	Minus 4%
Music	92%	96%	Minus 4%

Impact : A significant reduction in the gap between the progress of pupil premium pupils and non-pupil premium pupils when compared to the 2017-18 results.

Subject specific results

English: Writing

- Teachers identified pupils who they felt were not going to make outstanding progress and targeted these pupils as their pupil progress pupils.
- Writing was the focus of the 15 minute “Mean in 15” session.
- Training was delivered on activities that can help pupils working at different levels, such potential fine and gross motor activities and how to lead a guided writing session.
- Resources purchased for pupils to access activities highlighted in training sessions.
- Specialist school staff were given time to do English interventions to support identified pupils.
- 2 x associate AHT to oversee impact on termly basis.

Impact: A significant reduction in the gap between the progress of pupil premium pupils and non-pupil premium pupils in English: writing.

Improvements are due to the high quality of teaching, highly effective arrangements for the performance management of staff and the excellent provision for all staff training and development. All of these are of the highest order and beyond outstanding.

QA Report Spring 2019

Structured groups, analysis of writing reveals the difficulties they have in their hand grip to hold a pencil to form letters. Leaders are giving thought to how pupils’ writing may take different forms but still be a means of clear communication. Discussion included the possible use of computer, voice activated computer to generate writing, visual aids and use of ‘Talk for Writing’.

Students are provided with good opportunities for applying literacy skills of Reading, Writing and in developing communication skills, speaking and listening within all subjects.

QA Report Summer 2019

Citizenship and Careers

- New modules written and developed.
- Resources purchased to support new modules.
- Development of the post 16 skills for life curriculum
- 2 x associate AHT to oversee impact on termly basis.

Impact: A significant reduction in the gap between the progress of pupil premium pupils and non-pupil premium pupils in Citizenship and careers.

This work is meticulous and thorough. The success criteria evolves from what students actually need and is impressive in how it has been devised, involving all staff feedback.

QA Report Autumn 2019

Action to support achieving this high level of ambitious challenge is through creating a Curriculum for Life, in the Post 16 department, with a clear statement of intent.

QA Report Spring 2019

Music

- A Specialist music teacher was brought in to teach alongside class teachers during music sessions for higher level learners.
- A music specialist was brought in to work with lower level learners, developing their communication and music skills.
- A dedicated music TA was identified to work with higher attaining pupils
- Specialist school staff were given time to support pupils in musical activities and lead on musical interventions.
- Pupils were able to access activities such as an offsite folk festival and end of year whole school performance at the Royal Northern College of Music.
- 2 x associate AHT to oversee impact on termly basis.

Impact: A significant reduction in the gap between the progress of pupil premium pupils and non-pupil premium pupils in Music.

What is most remarkable, and clearly evident on this QA visit, is the high level of skill and talent shown by Teaching Assistants, because of being empowered by school leaders, which has been developed through excellence in high quality training. Their talents and abilities have been utilised fully, to the extent that they are able to lead on implementing their initiatives, through following their passions and interests in order to widen and deepen the curriculum offer for students. This is being accomplished to an impressive level of students' achievement. Examples are clearly evident in the student who played the moonlight sonata...

QA Report Spring 2019

The QA was invited into the School's Showcase final practice, for a music performance at the Royal College of Music that very evening. The musical event was led by a very talented, gifted musician who works across the Trust schools offering depth and richness to the music curriculum. The event ensured pupils practiced and practiced to improve their performance and to support their memory of the music.

QA Report Summer 2019

Year 7 Pupil Premium catch up

The year 7 catch up fund for the 2018/19 academic year was £16,830 (18 x £935). This funding was also used as part of the pupil premium focus subject initiatives.

Target: 85% outstanding progress English Writing, Citizenship & Careers and Music for year 7 pupils.

Analysis of the 2018/19 data reports show that Year 7 students achieved outstanding progress in the pupil premium focus subjects, with achieving 100% of Year 7 pupils achieving outstanding progress in Writing and Music. In Citizenship & Careers, although only 83% of Year 7 students achieved outstanding progress against the target of 85%, all the remaining Year 7 students achieved good progress.

2018-19 YEAR 7 STUDENTS

PUPIL PROGRESS: SUMMER 2019 PUPIL PREMIUM FOCUS SUBJECTS

Subject	Target	Sample	Outstanding Progress		Good Progress		Requires Improvement		Progress not on Track	
			Total	%	Total	%	Total	%	Total	%
English Writing	85%	18	18	100%	0	0%	0	0%	0	0%
Citizenship & Careers	85%	18	15	83%	3	17%	0	0%	0	0%
Music	85%	18	18	100%	0	0%	0	0%	0	0%

LAC Funding

£13800 is allocated as LAC Pupil Premium (6 pupils) that was spent to fulfil those student's individual Personal Education Plans (PEPs) in line with current guidance. These pupils have yearly PEP meetings where targets are set, which the money is used to help the pupils achieve.

The money has been spent on the following initiatives, in keeping with their targets:

- Summer school provision (As LAC are not entitled to respite)
- Resources for the classroom (e.g. resources to support a specific lesson such as board games or e-readers)
- Residential trips (e.g. Children's adventure farm)
- Access to 1:1 support for a certain time of the day (e.g. for reading interventions)
- Access to increased staffing when needed (e.g. having a named adult to support with challenging behaviour when needed)
- Weekly sessions with the music therapist.