



Piper Hill  
HIGH SCHOOL

# Pupil Premium 2015/ 16

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## Funding and Impact Analysis

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# Pupil Premium Funding for 2015 to 2016

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In the 2015 to 2016 **financial year**, schools received the following funding for each child registered:

- £935 for eligible secondary-aged pupils
- Schools will also receive £1,900 for each looked-after pupil.
- **Our current pupil premium allocation for the academic year 2015 – 16 is £48620 (52 x £935. In addition to this we have received £5700 as LAC Pupil Premium (3 pupils) that was spent to fulfil those student's individual Personal Education Plans (PEPs) in line with current guidance. This will be subject to in-year adjustments ( i.e. new Year 7 students joining us in September 2015 )**

## **How we spent academic year's allocation 2015-2016**

The aim of Pupil Premium in the 2015 – 16 year was to narrow the progress gap between 'All 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 are ambitious for all pupils building on previous successes

The focus this year has been to increase even further skills in Science, PSHE, music and PE and narrow the small gap between pupil premium pupils and non-pupil premium pupils in these areas (2015-2016).

Identifying which pupils the funding is attached to, was completed via the DfE website, this list contains 52 students adjusted for the following:

- 1 student who was on roll in September 2015, but has subsequently gone off roll

**Hence target sample for impact of pupil premium will be the initial list of 53 students adjusted to a sample of 52.**

### **Choice of Focus area:**

From analysis of progress data for 2014 – 15 we chose:

- **Science**
- **PSHE**
- **Music**
- **PE**

**We chose these areas as using the 2014- 15 data these areas showed a bigger gap between Pupil Premium in attainment**

**HENCE CURRICULUM AREAS CHOSEN FOR PUPIL PREMIUM INITIATIVES 2015 – 16 were the above subjects.**

Within these subject areas specific whole school targets have been established to ensure these gaps between pupil premium and non-pupil premium pupils are closed.

### **Whole school Pupil Premium Targets 2015- 16**

#### **PSHE**

- To increase the number of pupil premium pupils who make outstanding progress from **53% to 78%**.
- To increase the number of none pupil premium pupils who make outstanding progress from **56% to 78%**.

#### **Music**

- To increase the number of pupil premium pupils who make outstanding progress from **33% to 63%**.
- To increase the number of none pupil premium pupils who make outstanding progress from **39% to 63%**.

#### **PE**

- To increase the number of pupil premium pupils who make outstanding progress from **38% to 63%**.
- To increase the number of none pupil premium pupils who make outstanding progress from **42% to 63%**.

#### **Science**

- To increase the percentage of pupil premium pupils who make **outstanding progress by 10% (from 66% to 76%)**

### **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.

We have reviewed progress data for the previous year 2105 -16 and categorised rates of student progress comparing both Students in Receipt of Pupil Premium and those Not in Receipt of Pupil Premium for the above subject areas. From this we have been able to set ambitious targets for improved rates of pupil progress for 2015 – 16.

## Actions taken to achieve targets

### PSHE

#### PSHE curriculum is improved, updated and fit for purpose

**Progress:** A new rolling plan has been developed to make sure all areas of PSHE area taught across Key Stages equally and progress can be assessed accordingly.

**Impact:** Students learning has been enhanced as the curriculum now ensures topics are spread evenly throughout their time in each KS avoiding any repetition of topics

#### Pupil progress in all modules is tracked and reported

##### **Progress:**

Descriptors discussed and all students have been re-baselined according to the new descriptors. This has been inputted into classroom monitor, with the exemption of leavers.

The new descriptor break down ensures that each topic taught in PSHE can be assessed in each level. This allows for student progress to be evidenced for each topic studied no matter what level the student is working in.

**Impact:** Student progress can now be closely monitored due to the increase in descriptors for 5 to 10. This allows for all progress to be highlighted and evidenced on classroom monitor.

#### PSHE teaching is adequately resourced

**Progress:** The PSHE co-ordinator has undertaken an audit and the PSHE team have identified resources that are needed to support the curriculum and subsequently ordered

**Impact:** Staff are aware of the resources available to support teaching and learning. Staff have easy access to relevant resources and can use these within their lessons enhancing student learning and engagement.

#### Review curriculum and schemes of work, Identify PSHE outcomes at all levels and organise SOW/ assessment to support effective delivery

**Progress:** A new rolling plan has been developed to make sure all areas of PSHE area taught across Key Stages equally and progress can be assessed accordingly.

**Impact:** Students learning has been enhanced as the curriculum now ensures topics are spread evenly throughout their time in each KS avoiding any repetition of topics.

The new descriptor break down ensures that each topic taught in PSHE can be assessed in each level. This allows for student progress to be evidenced for each topic studied no matter what level the student is working in.

### **Increase descriptors from five to ten from P5 to Level 4 to reflect new curriculum content and structure.**

**Progress:** P levels have been broken down into 10 descriptors that assess all areas of learning equally within the PSHE content plan. This ensures all topic areas have level descriptors linked to the learning outcomes for each module and progress can be monitored with increased accuracy.

**Impact:** Student progress can now be closely monitored due to the increase in descriptors for 5 to 10. This allows for all progress to be highlighted and evidenced on classroom monitor.

## **PE**

### **To include swimming as part of the assessment for individual pupil PE targets**

**Progress:** PE targets now inform hydro targets to ensure consistent approach towards developing or securing targets.

**Impact:** Pupils now develop the same target across all four aspects of PE. This has ensured that pupils and staff become more aware of the target and increases the opportunity for these skills to become more transferable and therefore increases attainment.

### **To increase PE provision by offering 2 after school PE clubs**

**Progress:** There are two school clubs being held for PE. The PE coordinator identified pupils who would be targeted for the club based on the pupil's progress. 19 pupils have been attending the club starting from 13/01/16.

**Impact:** Impact to be measured according to end of year data

### **To identify barriers to access in PE for individual pupils and develop individualised strategies to overcome barriers.**

**Progress:** A bespoke PE curriculum had been developed for pupils who found it difficult to access PE, these bespoke packages include:

- One pupil on an individualised timetable that allows him to access PE in a bespoke way.
- One pupil on an individualised PE program that removed the barriers to PE which was getting changed before PE.
- Another pupil also put on a bespoke program that included a reward system. She is allowed to wear a PE top only and began initially only working in the gym as this was a preferred activity.

**Impact:** All identified pupils now accessing PE and are expected to make at least expected progress

## **Music**

### **To ensure that the Music descriptors are in the Music Curriculum**

**Progress:** Music descriptors are clear in the curriculum, curriculum updated.

**Impact:** Teachers report increased confidence in target setting and teaching of music.

### **To monitor data and planning termly**

**Progress:** The curriculum co-ordinator completed spring term monitoring of planning and data.

**Impact:** 3 lesson observations have been completed these were graded as 1 outstanding and 2 good with outstanding features.

### **To update and write relevant modules for all access groups**

**Progress:** 6 modules for independent KS 3 and 4 groups have been updated, 2 modules for structured/experiential groups updated as a result modules are more relevant to students and levels of engagement in lessons have increased. (Evidenced from teacher feedback and SLT walk rounds).

### **Develop FE Music into 'Performing Arts'**

**Progress:** Students in FE are now accessing a performing arts lesson, all students now have the opportunity to experience music, drama and art. Input from music specialist has ensured that all students have relevant music targets and as a result the majority of FE made progress

**Impact:** Impact will be measured according to end of year data

### **Music after school Club for gifted and Talented students**

**Impact:**

- 5 students gained grade 1 violin certificate

## **SKILL curriculum**

In the academic year 2015-16, there was be a pupil premium whole school focus on personal development through the development of learning and thinking skills. This was decided as analysing pupil premium data it became apparent that there were a number of pupil premium pupils who were not making outstanding in more than one area. This was due to pupils finding the transference of skills difficult. Therefore it was decided that there would be a focus on developing pupils' skills as:

- Team workers
- Self-managers
- Effective participants

The project aimed to enable pupils to transfer the skills they have gained developed to other learning activities outside of regular classroom activities in order for them to become successful learners in the real world i.e. developing skills for lifelong learning.

There was one dedicated lesson each week for the development of these skills timetabled as a "Skill Challenge Lesson". During the session pupils completed an activity, chosen by the teacher that will address one of those identified skills.

- Challenges were differentiated for pupils P7 and below and P8 and above.
- Effective function skills were an area for pupils' skills development and were incorporated into PLTS Challenge lesson.

The SKILL curriculum was then added to the data manager system allowing all pupils to be baselined, progress to be measured and targets to be set for the upcoming year 2016/ 17.

### **Pupil premium reviewer training**

In March 2016 the Assistant Headteacher with responsibility of the pupil premium outcomes became accredited as a 'Pupil Premium Reviewer'. This allows for the Assistant Headteacher to conduct a review on other schools that has been developed to support a truly self-improving, school-led system. It provides a rigorous and tested six-step framework which reviewers and supported schools can use to make the most of their pupil premium review, and find the best ways to raise the attainment of their disadvantaged pupils.

The purpose of a pupil premium review is to use an evidence-based approach to assess how a school is spending its pupil premium funding, and identify the most effective interventions and overall strategy. This has allowed for our own Pupil Premium interventions to be rigorously implemented by a Pupil Premium reviewer and will allow for other schools to benefit from a qualified reviewer who can help other achieve the outcomes evidenced at Piper Hill.

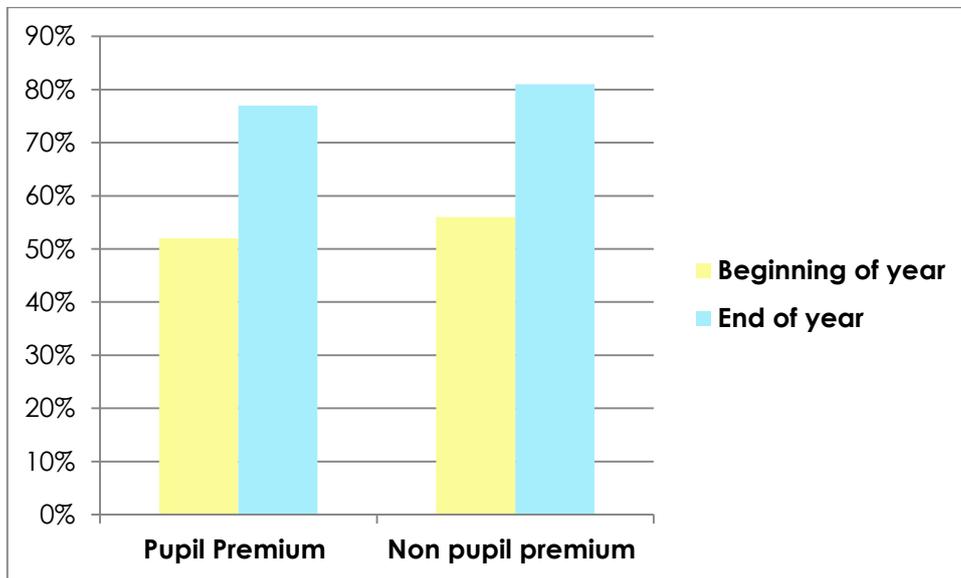
## **Impact**

# PSHE

## Target

- To increase the number of pupil premium pupils who make outstanding progress from **53% to 78%**.
- To increase the number of none pupil premium pupils who make outstanding progress from **56% to 78%**.

## Result



<b>PSHE</b>	<b>Pupil Premium</b>	<b>Non pupil premium</b>
<b>Beginning of year</b>	<b>52%</b>	<b>56%</b>
<b>End of year</b>	<b>78%</b>	<b>81%</b>

**Target achieved**

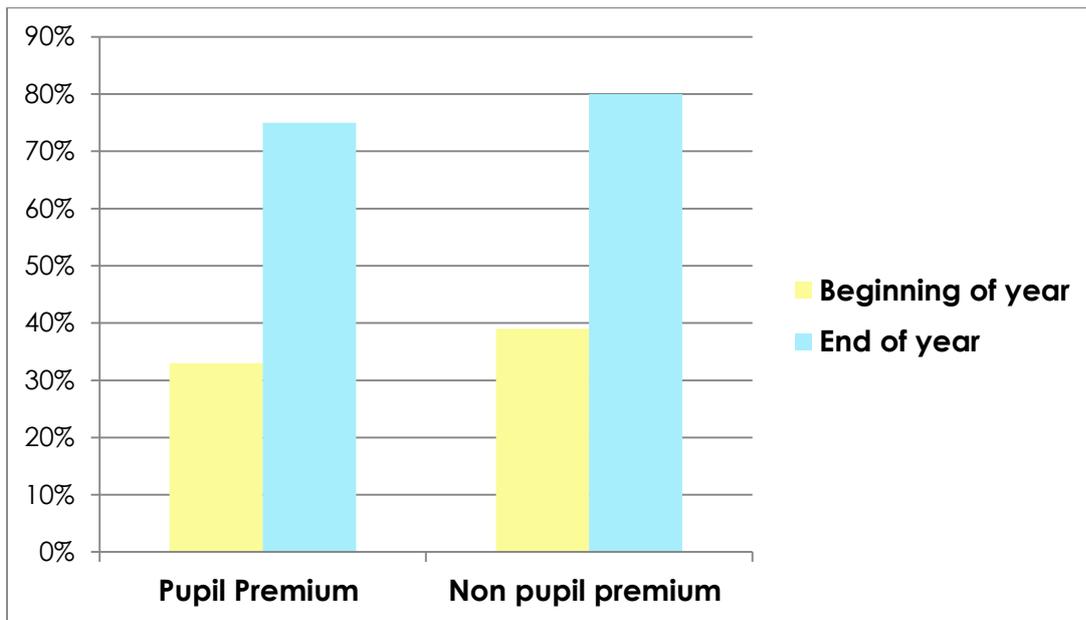
**Music**



## Target

- To increase the number of pupil premium pupils who make outstanding progress from **33% to 63%**.
- To increase the number of none pupil premium pupils who make outstanding progress from **39% to 63%**.

## Result



<b>Music</b>	<b>Pupil Premium</b>	<b>Non pupil premium</b>
<b>Beginning of year</b>	<b>33%</b>	<b>39%</b>
<b>End of year</b>	<b>75%</b>	<b>80%</b>

**Target achieved**

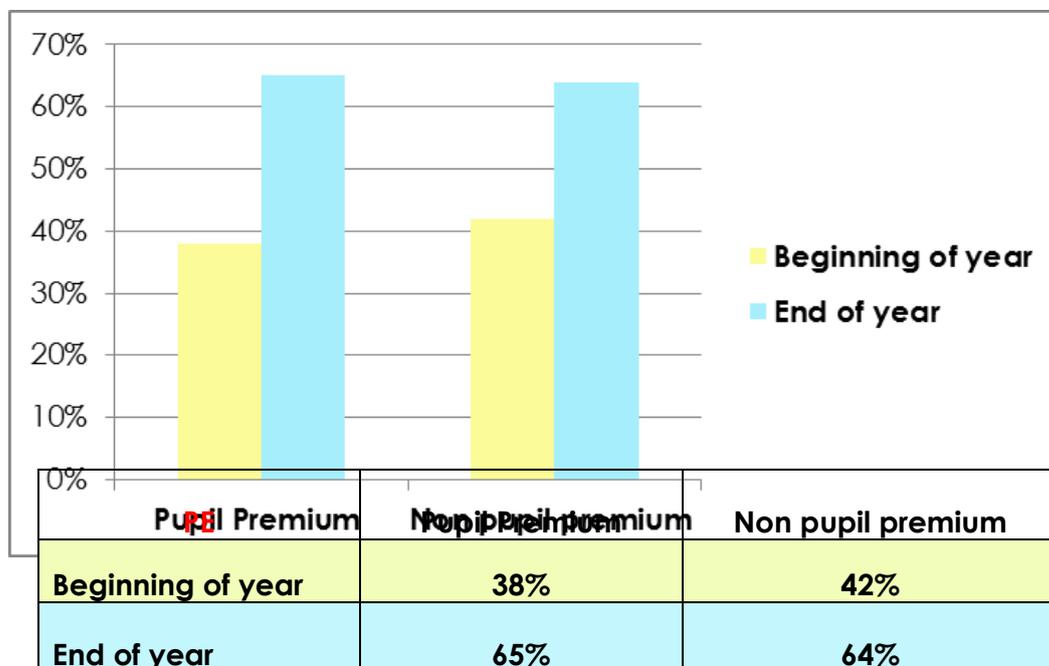


**PE**

## Target

- To increase the number of pupil premium pupils who make outstanding progress from **38% to 63%**.
- To increase the number of none pupil premium pupils who make outstanding progress from **42% to 63%**.

## Result



**Target achieved**

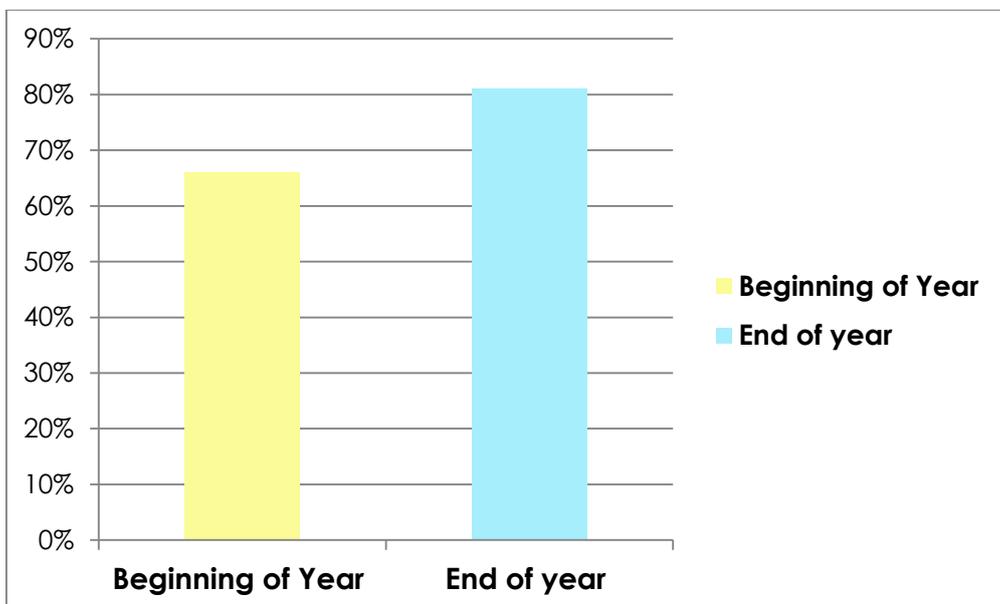


**Science**

## Target

- To increase the percentage of pupil premium pupils who make **outstanding progress by 10% (from 66% to 76%)**

## Result



<b>Science</b>	<b>Beginning of Year</b>	<b>End of year</b>
<b>Pupil Premium</b>	<b>66%</b>	<b>81%</b>
	<b>Increase of 15%</b>	

**Target achieved**



**SKILL Curriculum**

As the SKILL curriculum aims for pupils to develop skills that will aid progression over the whole curriculum it was decided that the impact of the SKILL curriculum would be measured looking at core subjects.

## Target

- Pupil premium pupils to achieve **75% outstanding progress across all strands in maths**
- Non- pupil premium pupils to achieve **75% outstanding progress across all strands in maths**
- Pupil premium pupils to achieve **75% outstanding progress across all strands in English**
- Non- pupil premium pupils to achieve **75% outstanding progress across all strands in English**

## Result

	Pupil Premium	Non pupil premium
<b>English</b>		
Reading	88%	80%
Writing	87%	77%
Speaking and listening	84%	74%
<b>Over all English</b>	<b>86%</b>	<b>77%</b>

<b>Maths</b>	Pupil Premium	Non pupil premium
Number	84%	67%
Using and Applying	85%	90%
Shape, space and measure	80%	87%
<b>Overall Maths</b>	<b>83%</b>	<b>81%</b>

**Target achieved**

