

## Pupil Premium Strategy 2017 - 2018

The Pupil Premium is funding allocated to schools in addition to the school's budget. Schools are free to decide how to allocate this funding to support children from low income families. The funding is aimed at narrowing the disadvantage gap by addressing inequalities and raising the attainment for these pupils.

In 2016-2017 the Broughton received **£104,110** in Pupil Premium allocations. During 2017-2018 this will decrease to **£99,105**.

### Pupil Premium Expenditure 2017-2018 - £99,105

#### Barriers to higher attainment / greater progress for Pupil Premium

1. Literacy
2. Numeracy
3. Poor home learning environment
4. Attendance
5. Motivation/Work Ethic/Low Aspiration
6. Poor revision techniques (Memory for Learning)

#### How planned expenditure for 2016-2017 will be spent to address the barriers

1. Literacy - additional 1:1 support from English teacher, HLTA, Accelerated Reader, enhanced/interventionist role of TLR (English). Approximate cost **£11,624**
2. Numeracy - additional 1:1 support from Maths teacher, LSA Support, enhanced role of TLR (Maths). Approximate cost **£27,314**
3. Poor home learning environment - Active 'encouragement' and counselling from Pastoral Support Mentors to liaise with home. Provision of revision materials. Ensure relevant pupils stay and work in library with available staff. Approximate cost **£27,719**
4. Attendance - additional time from Pastoral staff, Progress Leaders and Attendance staff. Approximate cost **£3,538**
5. Motivation/Work Ethic/Low Aspiration - mentor training/attachment to identified pupils. Visits to/from careers, Colleges, ex pupils. Approximate cost **£13,257**
6. Additional contingency funding will be used according to needs arising throughout the year to support students and supporting high contact ratio with Key staff. Approximate cost **£ 15,653**

#### How IMPACT will be measured 2017-2018

1.	Literacy	(a) Improvement in Reading Ages for identified PP. (b) Majority of PP either 'O', 'A' following reviews. (c) Positive P8 Score for English 2017-2018.
2.	Numeracy	(a) Improvement in 'My Maths' scores throughout the year. (b) Majority of PP either 'O', 'A' following reviews. (c) Positive and improved P8 score for Maths 2017-2018.
3.	Home Learning Environment	(a) Reduction in number of 'homework' issues. (b) Positive feedback from Questionnaire.
4.	Attendance	(a) Improving attendance % for PP throughout 2017-2018. (b) PP v nPP gap below 2.8%.
5.	Effort/Aspiration	(a) Majority of PP show improving effort scores throughout 2017-2018. (b) Aspirational responses to future career/post 16 plans.

		(c) Evidence in case study.
6.	Revision	(a) 100% attendance of PP parents at revision sessions. (b) 100% attendance of PP at organised after school sessions. (c) Positive feedback from PP Questionnaire.

## Review of Pupil Premium Expenditure 2015-2016 - £105,950

Evidence of **IMPACT** for 2016-2017

### 1. GCSE Outcomes 2017

This data highlights the **impact** in terms of closing the gap.

These **statistics confirm the impact** of the strategies implemented throughout 2016-2017. In particular, a whole school approach to raising achievement for disadvantaged pupils. All staff are well aware of their roles and responsibilities in terms of assisting disadvantaged pupils make additional progress.

### 2. Attendance

Group	% Attendance 2014-15	% Attendance 2015-16	% Attendance 2016-17	% Attendance 2017-2018 (half term 1)
Whole School	95.9	96.4	96.5	97
Whole School PP	92.3	93.8	94.8	95.2
Whole School Non-PP	96.2	96.7	96.7	97.3
Gap	-3.9	-2.8	-1.9	-2.1

This comparative data **highlights the impact** of all the work undertaken by a range of staff to improve the attendance of PP. The weekly RAPP/Progress Leader meetings had a particular focus on the attendance of identified PP in every year group. This resulted in specific actions by individuals who were accountable for improvements in that pupil's attendance. This personalised approach made a **significant difference**.

### 3. Post 16 Destinations (September 2017)

Destination	Numbers of PP students
Newman College	6
Preston's College	5
Runshaw College	3
Myerscough College	3
Apprenticeships	1
Employment	

This summary data shows the **impact of the additional support** provided to PP. Extra 1:1 sessions with the careers advisor, mentor and tutor ensured that all post 16 plans were closely monitored. Individuals were supported with College/Apprenticeship applications to ensure their post 16 plans were realised. Targeted support and provision made a **discernible difference**. **All last years PP students are currently in full time education, training or employment.**

### 4. Effort

Effort points are awarded to all students in each subject. This can be used to track effort. 1 – Outstanding; 2 – Positive; 3 – Issues;

4 - Serious Concern. PP effort scores are overwhelmingly positive and improved throughout the year.

Group	Average effort review 1	Average effort review 2	Average effort review 3
Whole School	1.7	1.7	1.7
PP Students	2.0	2.0	1.9

This data illustrates the **impact** of several staff working in a coordinated manner to improve attitude and effort throughout the year.

## 5. Quality of Teaching (for all)

Quality of teaching is routinely good and very often outstanding. This is as a result of a well-informed group of teachers who adopt highly effective pedagogical practices. CPD sessions have incorporated external, research-based practices from EEF/Teaching and Learning Toolkit. There is a familiarity with 'what works' for PP (and non PP) in terms of teaching impacting on learning.

As a result, outcomes/progress at KS4 and KS3 are above average. The **impact** of a planned, targeted CPD programme means that the quality of teaching is routinely good.

### Year 7 Literacy & Numeracy Catch-Up Premium Funding

The Literacy and Numeracy Catch-Up Premium provides schools with additional funding for each Year 7 pupil who did not achieve at least Level 4 in reading and/or maths at the end of Key Stage 2.

The Government will continue the funding until at least the end of the current spending review in 2015. Allocations can be calculated from information received from feeder primary schools about pupils' performance in the Key Stage 2 assessments.

The School is required to publish on our website how we:

- plan to spend the current academic year's allocation
- spent the previous year's allocation including
  - What effect the premium had on pupil's educational attainment.
  - How the school assessed the effect on attainment.

In **2015-16** we will receive Literacy & Numeracy Catch-Up Premium Funding for 10 Year 7 pupils of £5000. In the past schools received £500 for each pupil in year 7 who did not achieve at least level 4 in reading or maths at the end of KS2. We anticipate this will be the same during 2015-16. This will be allocated to the school at the start of the financial year.

Priorities for this spend will include:

- Books to enhance the Accelerated Reader programme - £900
- Numeracy & Literacy small group support and intervention provided by a HLTA - £5,600

In **2014-15** The School received £5,500 Literacy & Numeracy Catch-Up Premium funding for 14 Year 7 pupils which was used to:

- provide intensive individual small group tuition in addition to classroom teaching by HLTA
- purchase books to support the Accelerated Reading Scheme focusing on below L4 - £400
- Maths & Literacy resources for below L4 students e.g. posters, support materials (My maths) - £2250

We assess the effect on attainment in Literacy & Numeracy through:

- measuring students' literacy and numeracy ability on intake through baseline assessments Cognitive Abilities Tests (CATs) scores and KS2 Standard Assessment Tests (SATs)
- measuring progress in Literacy as part of English lessons through:
  - moderation of half-termly assessment in writing and reading related to National Curriculum
  - Accelerated Reader termly star reading tests

- “My Maths” software which measures performance related to National Curriculum Levels and a half-termly and termly test cycle.
- Teachers review progress in all subject 4 times during the year. This is based on departmental assessments, classwork and professional judgement.

### **Outcomes of Student Progress (2013-14)**

80% of identified students had made expected progress in English

89% of identified students had made expected progress in Maths

2013-14	No of students		Above		On		Below	
Subject	Eng	Ma	Eng	Ma	Eng	Ma	Eng	Ma
	<b>10</b>	<b>9</b>	<b>2</b>	<b>3</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>1</b>