

Pupil Premium Impact report 2016-17

What Is The Pupil Premium?

The Pupil Premium is additional funding to help narrow the attainment gap between children eligible for Free School Meal (FSM), Children in Care (CIC), pupils who have been in receipt of free school means within the last six years (E6) and their non-disadvantaged peers.

Last year, we had 30% of our key stage 3 and 4 cohort who qualify for Pupil Premium, and in 2016 the allocation was £176,693. This money was used to help disadvantaged pupils overcome any barriers to their learning and to ensure they reach their full potential.

What Are the Barriers To Learning?

As a school, we avoid stereotyping our pupils who qualify for Pupil Premium funding and recognise that they are a diverse group who face different barriers, or even none at all. However, some of our disadvantaged pupils experience:

- Lower attainment than their non-disadvantaged peers at key stages 1 and 2
- Less than expected progress in some subjects in Years 8, 9 and 10
- Gaps in literacy and numeracy skills
- Poverty of opportunity
- Lack of parental engagement with the school, such as attending parents' evenings, school events and meeting with staff
- Lower attendance rates in the primary sector
- Lack of family finances, resulting in an inability to support the individual's talents and skills
- Low aspirations, low self-esteem, lack of confidence
- A selective system which filters a larger proportion of FSM students to non-selective schools
- Less support at home for self-study, for homework and revision
- No quiet places to study
- Less developed oracy skills, particularly in formal situations
- A lack of revision material for Year 10 and Year 11 pupils
- Limited access to books, ICT and resources to support out of school learning
- Intergenerational underachievement and disengagement with school

At The Community College Whitstable, we regularly track all pupils' data to identify any evidence of underachievement, (not just low attainers), and respond to pupils' individual needs rapidly. We aim to make creative, evidence based decisions that are adapted throughout the academic year and which include a wide range of interventions.

How we spent the money and the impact it had.

Based on the barriers we have identified above, we will spend the funding we have received this year on the following strategies, (also included are the budgeted amounts for last year's strategies):

	2016-17	IMPACT
Employ mathematics and English intervention tutors.	£19, 000	Attainment gap in year 11 halved from 26% to 13% in yr11.
Tracking of pupil progress at department and whole school level.	£68,103	PPG was a standard item on all staff agendas. This ensured students were tracked and gaps analysed. Pupils were discussed regularly at all meetings and

		actions agreed at AIM meetings and QA Panel meetings. All staff used their understanding of the agenda and strategy to support PP pupils. All pupils highlighted on Class profiles, leading to better understanding and interventions for PP pupils as individuals.
Targeted intervention and resources in English, mathematics and science.	£1,000	All revision guides provided for PPG students to ensure the gap was closed by 50%. Pupils had access to free resources and were targeted for Out of School learning. Each department was asked to account for the impact of questioned on levels of intervention for Year 11 PP pupils.
Encourage good attendance by giving prizes.	£250	Attendance rose by 0.8%
Employ pastoral support managers who are expected to provide additional support to pupil premium pupils.	£29,224	Home visits made, pupils felt supported. Attendance and attainment improved. Minibus provided to all yr10 and yr11 students taking exams. Parents had regular contact with Pastoral support managers.
Employ Learning Leader for disadvantaged and a grammar stream leader with 30% disadvantaged cohort to focus on Pupil Premium students' progress, (proportion of overall salary).	£15,500	Pupil Premium allocation was spent accurately. Gaps narrowed and exclusions decreased. Learning issues were identified and departments Learning leaders communicated progress with departments and other key staff.
Provide a free healthy breakfast in the morning with TA support.	£8,000	70% PPG students regularly attended breakfast club. 100% take up of year 10 and 11 PPG children during mock exam. Snacks and refreshments were given to all pupils prior to exams.
Provide key stationery items (including calculators) to support pupils' learning in school and at home which are available through the School Library and within departments.	£200	100% PPG students were provided with calculator and full maths set. 100% PPG provided with pencil case full of equipment.
Fund, or subsidise, individual and group Music lessons and instruments where necessary.	£500	PP pupils that wished to have peripatetic lessons were able to access this.
Funding where needed for educational visits and enrichment activities to increase cultural capital.	£1,000	PPG students able to access enrichment activities and educational visits over spend to meet demand.
Provide food ingredients and materials for DT including family cookery sessions.	£300	100% of PP students received assistance with ingredients and relevant materials. Increase in engagement and participation in lessons.
University trips to help raise aspirations and 'University in a day'.	£250	100% of PPG students in grammar stream attended university days with success
Taking pupils to study at Oxford University to help raise aspirations.	£250	This was unable to take place during 2016-17, additional funds ensured pupils were to engage on enrichment and educational visits.
Provision of work space in the Library after school with staff support to encourage more reading.	£1,000	Literacy toolkit implemented with whole school focus. All students' possess a reading book. Improved reading ages consistent with programme. Library open

		and peer readers programme established to develop literacy. Homework club was introduced and students encouraged to attend.
Provision of intervention programmes to support the emotional resilience of pupils.	£1,000	Counselling and mentoring programmes have improved student's resilience. Rehabilitation sessions established and lead targeting PP students. Study skills session was led by SLT inviting parents to attend also.
MyLexia after-school club providing access to additional literacy sessions, including Accelerated Reader, PASS and Pixl6.	£2,500	97% improvement in reading ages for those engaged in Lexia. After school club ran every day between 3pm and 4pm and pupils attended. Accelerated reader programme was run successfully.
Develop ICT provision across the school to ensure all PPG students have access to ICT and internet.	£250	Laptops and desktops for all PPG students during after school study sessions, who do not have access to IT. Individual students were given refurbished laptops to use as their own. Additional opening hours of library to ensure pupils have access to IT facilities.
Provide an extensive out of school learning programme after school and during some weekends and holidays.	£250	All subjects for year 11 offer OSL with targeted sessions to ensure gaps are closed. PPG students who attend have had positive progress, closing attainment gap to 13% (26)
Provide an extensive programme of support for year 6 transition pupils.	£1,000	Learning Leader employed, focussed on transition and engagement. All PPG students were met and had induction before September start. Parents engaged in school and knew of support offered. All relevant pen pictures were distributed and information regarding pupils was available.
Purchase individual workbooks and revision guides for GCSE courses.	£200	100% students had revision materials which ensured narrowing of gap.
A specific 100 day plan for year 11 pupils.	£500	This was implemented by SLT and was a successful intervention plan to ensure gaps are closed. Attainment gap in English and maths halved from 26% to 13% in yr11. Attendance improved with SLT giving 'courtesy call' to parents of PP pupils to encourage good attendance.
SLT mentors for underachieving Year 10 and Year 11 pupils.	£10,000	All PPG students had SLT mentor to ensure ongoing support and engagement. 100% attendance to mentoring sessions ensured gaps were analysed and narrowed.
The provision of Forest School for enrichment and outdoor learning, covering the full curriculum with a focus on emotional wellbeing, confidence building and self-esteem.	£8,000	Increased levels of engagement from PP pupils. Developing team building skills, resilience and self-esteem. All students who accessed the forest school engaged.
Counselling and psychotherapy support	£4,000	PPG students who were referred maintained and/or increased attendance,

		decrease in behaviour support calls and exclusions.
Educational Psychologist and Speech and Language Therapist	£2,091	Targeted assessments and interventions have ensured directed support. Reports have been shared with key staff leading to an improved provision for these pupils.
Transport (Freedom Pass) to ensure attendance and punctuality	£2,500	All PPG students who live out of area have been offered and / or provided by a Freedom Pass. This has ensured all PPG students with pass come to school and has positively impacted attendance.
Uniform to ensure college identity and cohesion	£350	All PPG students have been provided with uniform. Spare uniform is available.
Offer magazine subscriptions to parents and pupils to engage in reading and literacy	£250	100% of students who have requested magazine subscription have been provided with one. Improved parental engagement, and improved literacy levels.
Forecast Income	£177,468	

How We Measure Impact

We will review the impact of these strategies throughout the academic year; adapting them to ensure all disadvantaged pupils achieve the highest possible grades. However, a detailed review will also take place at the end of the academic year, when we can assess the success of each strategy.

2016-17 Outcomes

The Disadvantaged gap in 2015-2016 was 26%, reducing to 13% for 2016-2017.

	DA	All
Basics 4+	33%	43%
Basics 5+	18%	23%
Gap basics 4+	-13%	
5EM 4+	28%	39%
5EM 5+	18%	23%
5EM Gap 4+	-16%	
5A*-C/4+	31%	49%
P8*	-1.09	-0.83
A8	32.3%	37.2%
English 4+	38%	58%
English 5+	28%	38%
Maths 4+	41%	54%
Maths 5+	21%	31%

*Estimated figure due to published P8 not being yet available.