

## Annex A: Pupil premium strategy statement The Blandford School

1. Summary information					
<b>School</b>	The Blandford School				
<b>Academic Years: Review Plan</b>	16/17 17/18	<b>Total PP budget 2016/17</b>	£213,690 (£162,690 [FSM/Ever 6] + £6,300 [CIC ]+ £5,700 [POST LAC] £39,000 [Service, Ever 4])	<b>Date of most recent PP Review</b>	September 2017
		<b>Total PP budget 2017/18</b>	£229,545  (£193,545 DL +£36,000 Service , Ever 4		
<b>Total no. pupils (y7-11) September 2015 September 2016</b>	802 822	<b>No. of pupils eligible for PP September 2015 September 2016</b>	187 148	<b>Date for next internal review of this strategy (see Pupil Premium Action Plan)</b>	Annually Nov, Jan, Mar, May,

September 2017	870	September 2017	204		Jul
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## 2. Current attainment

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>% achieving expected progress in English / Maths (2015-16 only)</b>	<b>93%/32%</b>	75.8% / 73.4%
<b>Progress 8 score average 2017</b>	<b>-0.76</b>	<b>-0.47</b>
<b>Attainment 8 score average 2017</b>	<b>33.13</b>	<b>44.13</b>

## 3. Barriers to future attainment (for pupils eligible for PP)

### In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

- A.** Poor literacy skills on entry (Dorset KS2 SATS)
- B.** Less advantaged home learning environments/study facilities/access to ICT
- C.** Rate that we have narrowed the gap in progress during years 7 and 8 not sustained into year 9 during 2016

### External barriers *(issues which also require action outside school, such as low attendance rates)*

- D.** Pockets of low aspiration/ failure to value attendance means some interventions are not taken up regularly enough to maximise impact
- E.** Rural nature of school and high employment rates/availability of employment
- F.** Higher number of referrals to other agencies than similar schools in the county as identified by safeguarding audit 2015

## 4. Desired outcomes identified September 2016 *(desired outcomes and how they will be measured)*

	Success criteria <b>and review August 2017</b>
<b>A.</b> Attendance support package (Jan 2016) develops further to maximise attendance amongst disadvantaged group	80 % of disadvantaged students to achieve higher attendance rates than they each did in 201516. <b>48% of eligible students improved their attendance rate</b>

		<p>or remained at the same level this year. Of the remainder, 32% still had attendance rates of above 95%. Over 40 penalty warnings were issued, the majority to families in receipt of Pupil Premium.</p>
<b>B.</b>	Rate of progress in narrowing gap during year 9 to be addressed	<p>Progress gap for y9 narrower than that seen in 2015/16 See Appendix 2 -Gap in 2016 was -0.12 and was in -0.13 in 2017. Progress for this cohort between y8 and y9 was much improved this year on that of the previous cohort where the gap had widened. Although the y9 gap widened, disadvantaged students exceeded the end of year target levels by almost a quarter of a level.</p>
<b>C.</b>	Students have further increased access to support and facilities	<p>Uptake (in numbers of students per session) of before/after school sessions increased on those seen in 2015/16. There was a significant increase in take up. For example over 20 Y11 PP students attended pre-exam after school revision/study sessions despite minimal take up the previous year. KS3 homework club also saw increased numbers as is evidenced by registers taken and student exit survey.</p>
<b>D.</b>	Communication with all eligible families maximised to inform what support is required	<p>Evidence of communication with every eligible family and resulting interventions. Student logs, minutes of meetings, case studies and tracking of interventions</p>

		demonstrate an increase in communication with students and their families but we have still to reach every eligible family.
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## 5. Planned expenditure

**Academic year 2017/18**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### **i. Quality of teaching for all Please also see Pupil Premium Annual report for further planned interventions**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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Progress gap narrowed in every year group from 2016./17 figure across range of curriculum areas	<b>Quality First</b> teaching for all including ' <b>Project First</b> ' strategy (see PP annual report and 'Mind our gap! presentation)	Recommended by other schools at conferences attended.	Monitoring through lesson observations and marking scrutinies.	WHI	November End January March May July
	<b>Language acquisition</b> initiative (see PP annual report and 'Mind our gap! presentation)	Low KS2 SATs results on entry. Literacy skills support progress across all curriculum.	Observation of classes and interventions Line management minutes Assessment data	WHI'/COL/MAT/WMS/HYB	November End January March May July
	'Support to study'. (see PP annual report / 'Mind our gap! presentation)	As above	Questionnaires Funding requests Take up	WHI	November End January March May July
<b>Total budgeted cost</b>					£100,000 approx – dependent upon identified need
<b>ii. Targeted support Please also see Pupil Premium Annual report for further planned interventions</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Ensure all necessary support is provided for eligible individuals	<b><u>Improve communication with all eligible families</u></b> in order to inform interventions required	Home/school partnership known to be key. Always reinforced at strategy conferences. Communication is already very good in the majority of cases, it can be improved in a minority to help overcome barriers to supporting children academically at home.	Awareness raising with pastoral and teaching staff LOM minutes Parents/info evening registers Minutes of meetings Student logs	WHI with HOYS	November End January March May July
Address attendance issues amongst eligible students	<b><u>Further develop attendance strategy to involve primary schools</u></b> despite and monitor group	Proven links between attendance and attainment. Despite improvement in attendance rates in 2015/16 the disadvantaged group continue to give cause for concern.	Giving time for meetings Administrative support Rigorous and sustained approach	WHI	November End January March May July
				<b>Total budgeted cost</b>	£45,000 approx – dependent upon identified need

**iii. Other approaches Please also see Pupil Premium Annual report for further planned interventions**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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<p>The most vulnerable students have access to all resources and support required to maximise their emotional and physical wellbeing and safety and in turn facilitate and promote progress at school.</p>	<p><b><u>'Way to well-being' and 'Self esteem is everything'.</u></b> Two approaches outlined in PP annual report and 'Mind our gap! presentation</p>	<p>PIXL conference 2016 National growth in numbers of students suffering from mental health issues, self harm, eating disorders, anxiety etc.</p>	<p>Through: Fast Forward meetings, LM meetings, supervision discussions, access to appropriate and quality training. Maintaining excellent working relationships with other agencies</p>	<p>WHI</p>	<p>November End January March May July</p>
<p>Gaps in response to teacher feedback which exist due to student absence are addressed.</p>	<p>Strategy as agreed with senior Staff group June 2017. See Action Plan.</p>	<p>Outcome of SSG consultation June 2017 highlighted following book scrutinies</p>	<p>Through further book scrutinies and observations</p>	<p>WHI</p>	<p>November End January March May July</p>
<p>New Interventions tracker launched and completed for all Pupil Premium interventions to include duration and impacts and be visible to all staff</p>	<p>Staff training and tracking schedule implemented</p>	<p>Recommendation of external consultant's report Spring 2017</p>	<p>Staff training in systems, regular time slots for implementation and regular audit of interventions and re</p>	<p>WHI</p>	<p>November End January March May July</p>



Identified parents are better equipped to support their child's education	Parenting interventions from external agencies are offered	Needs highlighted in attendance panel meetings and through request of Senior Staff group	Parenting groups in place	WHI with external agencies	November End January March May July
<b>Total budgeted cost</b>					<b>£45,000 approx – dependent upon identified need</b>

<b>6. Review of expenditure Please see below for further detail on breakdown of expenditure and impact for 2016/17</b>	
<b>Previous Academic Year</b>	<b>£213,690</b>

#### A. How our Pupil Premium was used for the benefit of eligible students in 2016/17

We were allocated £213, 690 for the academic year 2016/2017. We received this money in addition to the main school budget.

The aim of this extra funding is to raise the achievement of Disadvantaged students, so increasing their rates of progress and attainment which nationally fall below those of students who are not eligible. We have identified the different areas where we consider the extra funding could have a positive impact on narrowing this 'gap' and on students' outcomes and these are highlighted in our **Pupil Premium Guarantee**.

Eligible students include students from service families (or those whose parent has left the military within the last four years), those currently eligible for Free School Meals (or who have been eligible within the last six years) and Children in Care or adopted from care or within special guardianship situations. The attainment and progress of students within these groups were regularly monitored against national data and the schools internal tracking and reporting documents and were reviewed throughout the year by Faculty tracking, and meetings between key school leaders to monitor individual performance. (PIXL)

**During 2016/17**, the profile of the Pupil Premium Initiative continued to be widely publicised in both the school and the wider community. Parents, students, staff and governors were consulted as to the way resources could be utilised to narrow the gap in achievement between eligible and non-eligible students, using national data and/or during scheduled meetings. Eligible students attended special assemblies and meetings and completed questionnaires which, in addition to interventions requested by teachers or highlighted by data, helped us to identify where funds could most usefully be targeted. This information reflected the advertised provision featured on our published Pupil Premium Guarantee. Our Pupil Premium Action Plan and Pupil Premium Policy were also continually reviewed and disseminated. We have continued to follow with interest the good practice in other schools nationally, along with the latest research.

**Where the funding has been targeted in 2016/17 (please note some figures are approximate in order to show expenditure for Pupil Premium eligible students as a group)(\*\* indicates where the intervention will continue in 2017/18)**

All eligible students in the cohort benefited from an individual and targeted basis from the Pupil Premium funding. Questionnaires were completed by students early in the Autumn term to identify needs and were acted upon accordingly. Requests by teaching staff were then assessed and subsequently supported as appropriate during the academic year. As a rural school we worked hard to ensure that students could access additional support by providing transport to this and publicising to parents. An exit survey was conducted with

year 11 students in 2017. One student said they felt that Pupil Premium funding should be continued because, 'it helps people who cannot focus or study properly.' Another felt that 'it's really helpful and I probably will get better grades because of it.'

**Curriculum support\*\*:** £78,614 including:

- Additional support sessions in lunchtimes and holidays led by teaching staff for Year 11 ICT students £7,532
- Additional support sessions at lunchtimes and after school led by teaching staff for identified students in Mathematics £9,145
- Scheduled tuition one to one sessions for Children in Care £2,406
- Provision of additional after-school sessions in support of English GCSE by teaching staff from that department £1,524
- Revision resources and practice exam papers provided for all eligible students in English, Maths and Science (in addition to any requested by other subjects for individuals) £535
- Additional individual practical instrumental/singing lessons for selected Music students to support GCSE Music examination or to improve self esteem/confidence/freedom to express themselves through music £1,080
- Music tutor to support eligible GCSE Music students with theory practice £260
- Support for the PIXL programme which monitors progress and aims to raise attainment and achievement of key groups (The SENDCo attended a conference on the subject of promoting well being among Pupil Premium students) £360
- Additional literacy support for students below level 4 at Key Stage 2 by dedicated Teaching Assistant. £13,622
- Provision of learning support and literacy and thinking skills groups at Key Stage 3 £18,285.
- Overstaffing in Maths to facilitate continued additional support to be offered to students to help meet their individual needs. This happened in addition to lunchtimes and after school through team teaching in identified lessons. £2,285
- Support and intervention at Key Stage 4 with aspects of the Steps for Success programme during tutorial sessions and the PIXL programme. This cost was incurred in a previous year and still benefits our students.
- Four staff have been ELSA (Emotional Literacy Support Assistant) trained and supervised by the Educational Psychologist and funded to provide one to one support for Pupil Premium students. The funding supported their supervision and the activities they provided £2,689
- Additional support in Key Stage 4 Science. Key GCSE groups received increased staffing to support progress and allow students to be withdrawn for intervention. £1,954
- Small reading groups using multiple copies of children's novels were led weekly by members of the SLT to promote reading (mainly in years 7 and 8) £2,843

**KS3 Intervention plan\*\* : £9,940 (additional to the LS and LTS lessons above and to the Catch-up grant)**

The KS3 curriculum provides extensive differentiation. Initially there is Wave 1 with class teachers setting differentiated objectives and providing additional support to students as needed, there is the Wave 2 with additional support provided via tutor time sessions and withdrawal from lessons and Wave 3 with alternative curriculum including Learning Support and Literacy and Thinking Skills rather than MFL. A dedicated 'Pupil Premium Teaching Assistant' has continued to provide ongoing one to one or one to two support for key students in key stage 3 with very positive feedback. KS3 English and Maths coordinators meet regularly with the Assistant Headteacher (Teaching and Learning) to review student progress and identify where additional support is required - this year the SENDCo represented the Pupil Premium angles at these meetings.

**Careers advice and guidance for Y9, 10, 11\*\* : £8,080**

A careers adviser has been employed for 1 day per week to work with Y9, Y10 and Y11 students who are in receipt of Free School Meals or are in care. All Y11 students have received an individual 'interview' to support them with their college applications. This has sometimes included liaison between home and FE institutions and facilitating access to college interviews where parents experience difficulty in providing this for their child. Additional consultations have been made available to any student who wishes to receive further support with their post-16 transition routes. Work is taking place with Y9 and Y10 students in particular with those students who are at risk of becoming NEETs. Aspiration events were also held for targeted students. Presentations were given by motivational speakers working in industry and there was also a visit to a career fair. These events were well received by students.

**SEND: Nurture group\*\* : £4,684**

Vulnerable students are supported via the lunch lounge which is open every lunchtime and break time, this is staffed by the SENDCo and Teaching Assistants and provides a safe place for students to go, develop social skills and be supported wherever necessary. There is also a homework club which provides structured support and help for students with homework and the opportunity to print documents where this is not possible at home.

**Student Support Workers\*\* £19,073**

The Student support workers provide wide ranging support to the student body, full details of this support and an overview of the case load is available in termly reports. The student support workers also oversee the peer mentoring programme which gives priority to Pupil Premium students. They participate in the timetabled 'Fast Forward' groups which bring together the key pastoral staff for each year group with the aim of planning interventions for students in need. There is a standing agenda item at these meetings to review the needs of Pupil Premium eligible students as required. The Student Support Workers liaise with a range of external agencies and organise drop in sessions or personalised appointments for these. In particular, liaison with the local CAMHS service/GPs and attendance at their team meetings, where possible, is significant in assuring the well being of our most vulnerable students and families.

**BASE support\*\* £17,543**

Where personal circumstances and enforced school moves deem that students would benefit from a reduced academic programme, additional support with accessing their curriculum or improving their behaviour, personalised timetables have been successfully facilitated in our Inclusion base. Visiting tutors have also been able to provide a service for some students in the BASE area. A 'meet and greet' offer is also available to help students prepare for the challenges of the school day.

**More Able Provision\*\* £1,200**

We must ensure that the needs of students who are recognised as more able are also being met. This occurs in various ways: liaising with departments to ensure the curriculum is challenging, monitoring the progress of targeted students, interviewing students and working with attainment managers on appropriate interventions to ensure that students meet their targets. Enrichment activities in the form of visits to universities such as Oxford University have also proved very successful. Departmental trips have been organised (for example Humanities visits -both day trips and residential) which eligible students are strongly encouraged to attend. Additional funds have allowed us to provide further enrichment activities such as visits to universities, interview skills courses and presentations in school by motivational speakers from the public and private sector. Pupil Premium students who may not have otherwise been able to participate have been able to do so. Heads of Year and the AHT Teaching and Learning have run mentoring groups for more able students.

**Attendance Support\*\* £25,086**

There is a dedicated team of guidance and welfare administrators who monitor the attendance of a target group of students on a lesson by lesson basis, with immediate intervention when required. Meetings are held every cycle to monitor attendance concerns for each year group and students are invited to planning and monitoring meetings with their parents as required. Because the attendance of students in receipt of Free School Meals is lower than that of other groups in the school, it was closely monitored on an individual basis and early interventions planned and carried out. A new level of intervention was introduced at Headteacher and Governor level in January 2016 with the aim of further engaging hard to reach families and was successful in the majority of cases. Where unsuccessful in a minority of cases in improving attendance it has at least served to ensure better cooperation between agencies and closer monitoring and home visits to safeguard students more effectively.

**Uniform, stationery and miscellaneous\*\* - £9,191**

In order to foster a more positive attitude towards school and learning we have, subject to requests being agreed and following the completion of individual questionnaires, provided certain items of uniform and equipment to support parents in their ability to ensure that students are ready for school with the correct uniform and resources to help them to engage and succeed. These have ranged from uniform items, to USB drives, examination study stationery, Squid cards, a bus pass where school attendance was compromised and lap tops. The funding also supported students with the purchase of materials where this was an issue (e.g. ingredients for Food Technology,

in-house and published revision materials for key subjects were provided. New software purchased for the purpose helps to track the interventions.

#### **Breakfast Club - £6,323**

A breakfast club was trialled in 2015/16 targeting those students who had identified they would benefit from this initiative. The total cost of establishing this was £6,323. Uptake has, to date, despite more targeted publicity, remained less positive than we had hoped and although it has proved useful in improving punctuality and engagement in a few key cases the initiative will be further reviewed and amended to ensure value for money.

#### **Transition \*\* -£440**

The AHT Progress, Guidance and Welfare carried out a targeted support role with the Student Support Worker to ensure that all students were reached within the Pupil Premium initiative and that the anxieties of most vulnerable students were addressed and overcome. This formed part of the usual transition arrangements. In addition, meetings to prepare for the transition of CIC, including Year 6 PEPS were attended

#### **Governance including dedicated meeting time with school staff to oversee Pupil Premium progress\*\*: £550**

Two governors with responsibility for overseeing our work with Pupil Premium students fulfilled this role during the academic year 2016/17 and a schedule of monthly meetings with pre-planned agendas driven by the latest data were held with the AHT (Progress, Guidance and Welfare).

#### **Contribution to membership of the PIXl club\*\*: £1,925**

Access to these resources and links with other schools helped us in our aim to raise achievement for all of our students. The needs of Pupil Premium eligible students were considered as a discrete and significant group and benefitted from such initiatives as the WAR Room, Good Luck postcard, Pizza revision nights and motivational groups competing for points by demonstrating key study skills.

#### **Monitoring of progress improved through purchase of 4Matrix programme: \*\*£192**

This programme allowed us to monitor and track progress of all Key Stage Four students but was particularly useful in being able to track FSM/CIC and Pupil premium students as discrete groups. The effective visuals were also very valuable during academic mentoring meetings with eligible students.

#### **Child development students: \*\* £38**

Ingredients were purchased to promote engagement and support practical learning during the nutrition topic. For example, students learned to make and adapt healthy, home cooked meals for toddlers and babies. (The gap was significant in 2016 in this subject but 2017 results are promising.) other expenditure, text books for individuals to take home, for example, are counted within the miscellaneous section.

#### **Eligibility and communication\*\***

Improved communication was achieved with the wider staff in clarifying eligibility and regular meetings with eligible students (and their parents as required) were held in order to share our aims and understand individual needs. Parents were encouraged to request support at information evenings and posters were on display at key events including Parents' Evenings. Parents who were harder to reach were invited personally to events.

#### **Homework club (after school) \*\*: £0**

A staffed homework club after the school day was provided for eligible students for one hour Tuesdays-Thursdays during the academic year. It was advertised directly to eligible students and their parents. The WAR room ran during lunch times for Year 11 students and Pupil Premium eligible students took advantage of this. Due to a structural change in October 2016 and this club subsequently being included in the BASE remit, there was no additional cost incurred.

#### **Extra-curricular activities: \*\* £ 220**

Staff were asked to monitor the take up of extra-curricular activities by Pupil Premium eligible students and encourage, facilitate and track these. In some cases, transport by taxi was provided where no public transport existed after the school day. This is crucial in a rural school and allowed students to participate where they may otherwise have not been able to.

#### **Motivational resources: \*\* £ 220**

Good Luck postcards, the reverse of which served as a reminder of the help, resources and support on offer during this period, were sent to year 11 students. Rewards and prizes offered throughout the year groups where it was felt they would be effective.

#### **Twilight Revision and Pizza sessions: \*\* (Staffing costs only ) £4320**

Eligible year 11 students were invited to attend revision sessions scheduled at key points during the exam period, led by the Deputy Head of Year 11 and members of SLT. The sessions took place in the school library and resources, both hard copies and electronic, were on hand. Pizza and chicken meals from a local take away were provided at the end of every session and according to the preference of the attendees. The fact that the group of attendees comprised nearly all eligible students and that they continued to take up this offer

regularly whilst it was running was proof of its popularity and effectiveness. Sharing the meal together at the end of the work was also helpful in providing students with support with any wider issues during the exam period. The costs of the foods purchased is listed in the miscellaneous section.

#### **Tracking of interventions\*\* : £2,865**

We purchased a software package which helped us to track expenditure and engagement more efficiently during 2015/16 as this was previously time consuming and labour intensive so the costs incurred were lower than in previous years and represent the staff time dedicated.

#### **Equipment Provision Facility\*\* : £1,905**

In response to a request from teaching staff an equipment loan/provision service was provided at the beginning of every school day and during afternoon registrations and was run by the KS£ English Coordinator who did not have a tutor group and was able to provide a meet and greet service and ensure students were prepared for the day.

#### **Community Mentoring Scheme : £2,500**

Selected Year 9 students were mentored by community mentors. Funding was obtained from the Dorset Community Foundation for a coordinator to launch a sustainable scheme and provide resources, training and support. In addition, the school supported the project financially by providing consumables, an office space, staff time at meetings and training sessions and the necessary safeguarding checks. A report is available outlining the impact of this intervention.

#### **Alternative provision: £55,325**

Where students were educated off the school site their Pupil Premium funding was redirected to other institutions to allow for individual needs to be met. Details regarding the use of the funding was shared with the school.

#### **Project First in the classroom £0**

Teachers were encouraged to prioritise Disadvantaged students in their everyday teaching. We launched the Project First initiative, for example, targeting the first questions and marking exercise books first.



## **B.**

### **How we plan to utilise Pupil Premium funding in 2017/18**

The existing initiatives already listed and marked \*\* will continue. Projected costings for these for 2017/18 can be found in Appendix one. Quality teaching and feedback for all students is key and is prioritised. Section one outlines the plan for the next academic year.

## **C.**

### **How the Pupil Premium funding impacted on eligible students in 2016/17**

During the period of time in which we have been working with Pupil Premium students at our school, the measures on which success is judged have changed and the focus going forward will be increasingly on progress rather than attainment. We are also clear that in some case studies which we have carried out, success can be measured in ways additional to those listed below. Our strong pastoral system, experienced team and exceptionally individualised approach ensures that we know our students well and we are committed to continuing to work with them closely to ensure all round personal development, safety and appropriate progression.

The outcomes achieved by Disadvantaged students in our school have compared favourably in recent years with the national data. Last year, the number of Disadvantaged students making expected progress in English was significantly above the national average for this group from Level 3 and Level 4 starting points. The number of Disadvantaged students making more than expected progress in English from a Level 3 starting point was also significantly above the national average. In Maths, the number of Disadvantaged students making expected progress and more than expected progress was broadly in line with the national average for level 3 and Level 4 starting points, but was significantly higher for students from a Level 5 starting point. The 2017 national figures are yet to be confirmed.

We have had considerable success in recent years in raising the achievement and attainment of students from military backgrounds. The ongoing focus is on students eligible for FSM, Ever 6 and Children in Care.

## Lower Years Analysis - Closing the Gap

### Year 7 Progress June 2017

	English Progress	Maths Progress	Average
Cohort	2.73	2.90	2.56
Disadv	3.12	3.21	2.77
Non-Dis	2.58	2.78	2.47
GAP	-0.54	-0.44	-0.30

1 = Outstanding progress  
2 = Good progress  
3 = Expected progress  
4 = Poor progress

It appears that Disadvantaged students in all subjects are on average not progressing as rapidly as non-Disadvantaged students in English and Maths, and across all subjects. In Maths and English, the data suggests they are making on average just below expected progress whilst their non-disadvantaged peers are making on average expected progress or better.

However, teaching staff have based progress targets on KS2 Scaled Scores and analysis of baseline testing in all subjects including English and Maths show that there were greater variances in results from KS2 Scaled Scores. In English, whilst the proportion of students in the upper two quartiles remained constant, the number of students in the upper quartile dropped by 3.5% and the number of Disadvantaged students in the lower quartile increased by almost 9%. In Maths, the proportion of Disadvantaged students in the upper two quartiles fell by 24% with no students achieving in the upper quartile, and there was an increase of 16% of Disadvantaged students in the bottom quartile. With staff still setting ambitious targets based on KS2 Scaled Scores, it is understandable that the data shows underperformance by the Disadvantaged group and for some it may take more than a year to return to their KS2 level of performance.

This will be important to revisit at the end of Year 8 as it will give us a better indication of how many students are performing more in line with their KS2 Scaled Scores.

### Year 8 Attainment vs Targets 2017

	English	Maths	Ave
Cohort	-0.89	-0.27	-0.22
Disadv	-1.12	-0.40	-0.27
Non-Dis	-0.81	-0.22	-0.21
GAP	<b>-0.31</b>	<b>-0.17</b>	<b>-0.06</b>

0.33 = 1/3 of a level

The gap between Disadvantaged and non-Disadvantaged students has remained constant for English and widened slightly for Maths since last year. English assessments have been introduced in line with the new GCSE specification and therefore all students have appeared to show a slowing of progress. In Maths, Disadvantaged students are a further  $\frac{1}{3}$  of a level away from their end of year targets than they were last year. Again, assessments in line with the new specifications have been introduced with more rigorous tracking, identifying students of concern much quicker. Across all subjects, Disadvantaged students are showing progress in line with their non-Disadvantaged peers.

## Year 9 Attainment vs Targets 2017

	English Levels vs Targets	Maths Levels vs Targets	Ave
Cohort	0.34	0.32	<b>0.32</b>
Non-Dis Ave	0.40	0.38	<b>0.34</b>
Disadv Ave	0.11	0.09	<b>0.22</b>
GAP	<b>-0.29</b>	<b>-0.28</b>	<b>-0.13</b>

In both English and Maths, Disadvantaged students on average exceeded their end of year targets, and did so across all subjects. This is a huge improvement in English on last year where Disadvantaged students were over  $\frac{1}{2}$  a level below their target. Performance has been consistent in Maths. Across all subjects, Disadvantaged students were  $\frac{2}{3}$  of a level below their target this time last year, a significant improvement to achieving beyond their targets this year by nearly a  $\frac{1}{4}$  of a level. The target in both English and Maths is to ensure progress is as rapid for the Disadvantaged group as it is for non-Disadvantaged students.

## Year 10 2017

	Cohort	English	English Lit	Mathematics	Biology	Chemistry	French	Geography	History	Physics	Science Combined	Spanish	Art	BTEC ICT	BTEC Sport	Business Studies	Child Development	Computing	Dance	Drama Theat.Stds	Food Technology	Graphics	Music	PE	Product Design	RE
All																										
Target A8	52.9	5.32	5.28	5.28	6.63	6.61	7.33	5.04	5.31	6.57	4.29	5.42	4.97	3.68	3.81	4.72	3.84	6.17	5.36	5.62	5.33	5.23	5.64	5.65	4.65	5.45
Autumn A8	46.4	4.55	4.53	4.68	5.46	5.38	6	4.16	4.75	5.73	3.41	4.92	4.84	3	3.51	4.07	3.84	4.98	4.82	5.46	4.83	5.08	3.73	5	4.68	4.33
Spring A8	46	4.51	4.51	4.59	5.16	5.4	6	4.32	4.96	5.89	3.33	4.81	4.76	3.04	3.44	3.97	3.84	3.75	5	5.46	4.84	5.2	4.73	5.05	4.63	4.29
Summer A8	46.8	4.75	4.75	4.78	5.18	5.28	5	4.22	5.1	5.25	3.18	4.85	4.95	2.86	3.72	4.25	3.89	3.98	5.33	5.69	5.14	4.8	4.64	4.2	4.49	5.12
Latest Gap	-6	-0.6	-0.5	-0.5	-1.5	-1.3	-2.3	-0.8	-0.2	-1.3	-1.1	-0.6	-0	-0.8	-0.1	-0.5	0.05	-2.2	-0	0.07	-0.2	-0.4	-1	-1.5	-0.2	-0.3

	Cohort	English	English Lit	Mathematics	Biology	Chemistry	French	Geography	History	Physics	Science Combined	Spanish	Art	BTEC ICT	BTEC Sport	Business Studies	Child Development	Computing	Dance	Drama Theat.Stds	Food Technology	Graphics	Music	PE	Product Design	RE
Disadvantaged																										
Target A8	43.5	4.49	4.43	4.34	5.5	5.5	5	4.67	4.19	5.5	4.15	6	4.6	3.5	3.94	4.12	3.38	5.5	4.2	5	4.89	4	6	4.5	4.14	4.53
Autumn A8	36	3.6	3.51	3.63	4	4	5	3.56	3.32	5	3.27	4	4.4	2.75	3.77	3.03	3.5	4.9	3.6	5	4.44	4	3	3.5	4.07	3.41
Spring A8	35.3	3.49	3.49	3.57	4	5	5	3.78	3.62	5	3.21	3.5	4.2	2.5	3.65	3.09	3.5	3.6	3.6	4.67	4.44	3.67	4	3.5	3.93	2.91
Summer A8	35.3	3.76	3.76	3.79	4.5	4	3	3.33	3.92	4.5	3	4	4.22	2.5	3.81	3.78	3.41	3.1	4	4.67	4.56	3.33	4	4	3.71	3.97
Latest Gap	-8.2	-0.7	-0.7	-0.6	-1	-1.5	-2	-1.3	-0.3	-1	-1.2	-2	-0.4	-1	-0.1	-0.3	0.03	-2.4	-0.2	-0.3	-0.3	-0.7	-2	-0.5	-0.4	-0.6

Non-Disadvantaged	Cohort	English	English Lit	Mathematics	Biology	Chemistry	French	Geography	History	Physics	Science Combined	Spanish	Art	BTEC ICT	BTEC Sport	Business Studies	Child Development	Computing	Dance	Drama Theat.Stds	Food Technology	Graphics	Music	PE	Product Design	RE
Target A8	56.3	5.58	5.55	5.58	6.67	6.65	7.8	5.13	5.68	6.61	4.37	5.38	5.11	3.75	3.57	4.95	4.64	6.34	6.33	5.8	5.48	5.44	5.43	5.78	4.76	5.72
Autumn A8	49.7	4.84	4.84	5	5.52	5.43	6.2	4.3	5.2	5.76	3.49	5	5	3.1	3.04	4.46	4.43	5	5.83	5.6	4.96	5.26	4.14	5.17	4.8	4.61
Spring A8	49.5	4.82	4.82	4.91	5.22	5.44	6.2	4.45	5.41	5.96	3.39	4.92	4.96	3.25	3.04	4.29	4.43	3.79	6.17	5.7	5	5.47	5.14	5.22	4.77	4.7
Summer A8	50.5	5.04	5.04	5.08	5.2	5.35	5.4	4.43	5.47	5.28	3.27	4.92	5.18	3	3.57	4.41	4.64	4.21	6	6	5.3	5.06	5	4.17	4.65	5.47
Latest Gap	-5.8	-0.5	-0.5	-0.5	-1.5	-1.3	-2.4	-0.7	-0.2	-1.3	-1.1	-0.5	0.07	-0.8	0	-0.5	0	-2.1	-0.3	0.2	-0.2	-0.4	-0.4	-1.6	-0.1	-0.3

Disadvantaged Gap	Cohort	English	English Lit	Mathematics	Biology	Chemistry	French	Geography	History	Physics	Science Combined	Spanish	Art	BTEC ICT	BTEC Sport	Business Studies	Child Development	Computing	Dance	Drama Theat.Stds	Food Technology	Graphics	Music	PE	Product Design	RE
Target A8	-13	-1.1	-1.1	-1.2	-1.2	-1.2	-2.8	-0.5	-1.5	-1.1	-0.2	0.62	-0.5	-0.3	0.37	-0.8	-1.3	-0.8	-2.1	-0.8	-0.6	-1.4	0.57	-1.3	-0.6	-1.2
Autumn A8	-14	-1.2	-1.3	-1.4	-1.5	-1.4	-1.2	-0.7	-1.9	-0.8	-0.2	-1	-0.6	-0.4	0.73	-1.4	-0.9	-0.1	-2.2	-0.6	-0.5	-1.3	-1.1	-1.7	-0.7	-1.2
Spring A8	-14	-1.3	-1.3	-1.3	-1.2	-0.4	-1.2	-0.7	-1.8	-1	-0.2	-1.4	-0.8	-0.8	0.61	-1.2	-0.9	-0.2	-2.6	-1	-0.6	-1.8	-1.1	-1.7	-0.8	-1.8
Summer A8	-15	-1.3	-1.3	-1.3	-0.7	-1.4	-2.4	-1.1	-1.6	-0.8	-0.3	-0.9	-1	-0.5	0.24	-0.6	-1.2	-1.1	-2	-1.3	-0.7	-1.7	-1	-0.2	-0.9	-1.5

## Appendix One - Financial summary

### **INCOME**

FSM PP Income	162,690
Service Income	39,000
CiC Income	6,300
Post LAC	5,700

TOTAL 213,690

Curriculum Support	78,614
KS3 Intervention Plan	9,940
Careers	8,080
SEN Nurture Group	4,684
SSWs	19,073
Base Support	17,543
More Able	1,200
Attendance Support	25,086
Personal Support	9,191
Breakfast Club	6,323
Transition	440
Improved Governance	550
PiXL Contribution	1,925
4Matrix Contribution	192
Child Development Support	38
Homework Club	0
Motivational Resources	250
Twilight revision and pizza sessions	4,320

Tracking of Interventions	2,865
Equipment Provision Facility	1,905
Mentoring Scheme	2,500
Alternative Provision	55,325
<b>TOTAL EXPENDITURE</b>	<b>250,044</b>
<b>DEFICIT</b>	<b>-36,354</b>

### **DETAIL-INCOME/EXPENDITURE**

#### **INCOME**

		2016/17	2017/18
FSM PP Income			
Service Income	£162,690	£250,044	£356,153
CiC Income	£39,000		
Post LAC	£6,300		
	£5,700		
<b>TOTAL</b>			
	£213,690	-£36,354	
Year 7 Catch-Up Grant	£15,406		

#### **EXPENDITURE**

		2016/17	2017/18 Plan
Curriculum Support	IT Additional Support Lessons - lunchtimes & holidays	£7,532	£7,909
Curriculum Support	Additional Maths Support Lessons - lunchtimes and afterschool	£9,145	£9,602
Curriculum Support	1:1 Maths support for CiC x3	£2,406	£2,406
Curriculum Support	Provision of English after school sessions	£1,524	£1,600
Curriculum Support	Revision resources - year 11	£250	£250
Curriculum Support	Practice exam papers - year 11	£285	£285
Curriculum Support	Instrumental lessons	£1,080	£1,080
Curriculum Support	Music tutor to support GCSE class	£260	£0



Curriculum Support	PiXL Conference - SENDCo	£360	
Curriculum Support	Additional literacy support	£13,622	£13,756
Curriculum Support	Literacy & Thinking Skills Groups	£18,285	£19,199
Curriculum Support	Learning Support	£11,047	£11,599
Curriculum Support	Maths Overstaffing	£2,285	£8,054
Curriculum Support	ELSA Supervision Fees	£900	
Curriculum Support	ELSA Supervision Sessions	£342	
Curriculum Support	ELSA Activities	£1,447	
Curriculum Support	Year 11 Science Withdrawal Group	£1,954	
Curriculum Support	Humanities - 1:1 and small group support	£3,047	
KS3 Intervention Plan	KS3 Intervention Plan - (additional expense to the Catch-Up Grant, excluding LTS & LS above)	£9,940	
Careers	Careers	£8,080	£8,242
SEN Nurture Group	Lunch Lounge	£4,684	£4,824
SSWs		£19,073	£19,454
Base Support		£17,543	£17,894
More Able	Mentoring Groups, etc	£1,200	
Attendance Support	Routine admin	£18,936	
Attendance Support	Panel meetings	£6,150	£10,273
Personal Support	Uniform, equipment, trips, etc	£9,191	
Breakfast Club		£6,323	£400
Transition	Additional meetings to aid transition for yr 6 CiC	£440	
Improved Governance		£550	
PiXL Contribution		£1,925	
4Matrix Contribution		£192	
Child Development Support		£38	
Homework Club	Included in Base salary figure	£0	
Motivational Resources	Good luck postcards, rewards and prizes	£250	
Twilight revision and pizza sessions	Staffing only	£4,320	
Tracking of Interventions		£2,865	£1,750

Equipment Provision Facility	PP Meet & Greet, preparation for the day	£1,905	£3,886
Mentoring Scheme	Provision of office, consumables, etc, training sessions etc	£2,500	
Alternative Provision	Various recharges	£55,325	
Curriculum Support	Small reading groups	£2,843	

**Appendix 2**

Year 8 Summer 2016

<b>ND Ave</b>	-0.05	-0.20	-0.19	-0.10	-0.20	-0.03	-0.28	-0.11	0.01	-0.15	0.15	-0.19	0.08	-0.13
<b>Disadv Ave</b>	0.00	-0.21	-0.57	-0.19	-0.25	-0.10	-0.44	-0.11	0.13	-0.14	0.32	-0.25	-0.11	-0.20
<b>Gap</b>	0.05	-0.01	-0.38	-0.09	-0.05	-0.07	-0.16	0.00	0.12	0.00	0.16	-0.06	-0.19	-0.07
<b>ND Ave</b>	-0.05	-0.20	-0.19	-0.10	-0.20	-0.03	-0.28	-0.11	0.01	-0.15	0.15	-0.19	0.08	-0.13

Year 9 Summer 2016

<b>Gap Y9 2016 (Fallen -0.87)</b>	-0.08	0.06	-0.23	0.14	-0.52	-0.03	0.00	-0.14	-0.09	-0.07	0.19	0.02	-0.36	-0.12
<b>Gap Y8 2015</b>														0.75

Year 9 Summer 2017

	Art Levels vs Targets	Design Levels vs Targets	English Levels vs Targets	French Levels vs Targets	Geography Levels vs Targets	History Levels vs Targets	Computing Levels vs Targets	Maths Levels vs Targets	Music Levels vs Targets	PE Levels vs Targets	Perf Arts Levels vs Targets	Science Levels vs Targets	Spanish Levels vs Targets	Ave
Ave	0.49	0.29	0.34	0.31	0.11	0.53	0.08	0.32	0.22	0.39	0.39	0.29	0.43	<b>0.32</b>
Non-Dis Ave	0.49	0.28	0.40	0.31	0.19	0.60	0.07	0.38	0.21	0.42	0.39	0.34	0.42	<b>0.34</b>
Disadv Ave	0.48	0.36	0.11	0.24	-0.20	0.25	0.13	0.09	0.28	0.28	0.37	0.08	0.53	<b>0.22</b>
GAP (Fallen -0.11)	-0.01	0.08	-0.29	-0.07	-0.39	-0.34	0.07	-0.28	0.07	-0.14	-0.02	-0.26	0.11	<b>-0.13</b>