

**Pupil Premium Report 2011-12 and Action Plan 2012-13**

Key priority	What are the expected outcomes?
To narrow the gaps between key groups in our school and reduce the barriers to success and achievement for specific disadvantaged groups.	Improved levels of attainment. Improved levels of progress. Access to a broad and balanced curriculum that supports the engagement and achievement of disadvantaged students.

Allocation and Budget	
<b>Amount Allocated 2011-12</b>	£139,443
<b>Amount Allocated 2012-13</b>	£317,050

Pupil Premium Student Profile							
2011-12				2012-13			
Year	FSM	LAC	SP	Year	FSM	LAC	SP
7	tbc	tbc	1	7	62	1	5
8	tbc	tbc		8	60	6	1
9	tbc	tbc		9	45	0	
10	tbc	tbc		10	60	6	
11	tbc	tbc		11	50	4	
<b>Total</b>	<b>522</b>	<b>6</b>	<b>1</b>	<b>Total</b>	<b>277*</b>	<b>17</b>	<b>6</b>

\* This data is about those who are FSM in the school year. We are currently seeking information about those students who have been FSM in the last 6 years.

Monitoring Strategies	
Mechanism	Lead Person
Regular monitoring and tracking of students attainment and progress data in the key cohorts.	FK
Regular monitoring and tracking of students attendance and behaviour data in the key cohorts.	FK PA
Progress data analysed and target groups pinpointed	FK DG
Ongoing monitoring of students in the cohort through the RAP process	LR AT DG
Student interviews and questionnaires.	PA
Annual evaluation report	DG

## Pupil Premium Report 2011-12 and Action Plan 2012-13

Actions, Strategies and Interventions 2011-12	
Item	Cost/Resource Allocation
<b>Reading recovery and phonics programmes:</b> based around a phonic programme called Toe-by-Toe we have targeted students in KS3 to boost their reading skills to improve their access to the curriculum.	£500
<b>Alternative curriculum in KS3:</b> development of a curriculum to meet the needs of students who arrive at Secondary School below expected levels. The curriculum is taught by members of the inclusion team, with a thematic curriculum blending basic numeracy and literacy skills. This involved the following numbers: Year 7 22 students; Year 8 19 students; Year 9 21 students.	£2,000
<b>Alternative curriculum in KS4:</b> development of alternative accreditation for students in Years 10 and 11 to ensure their engagement and achievement. These have been delivered through a flexible provision combining time in the LSU, time in Option Subjects (Urban Farming 11, ASDAN COPE 13, NCFE Health and Nutrition 32) and as part of a differentiated Well Being/Citizenship curriculum (NCFE Equality and Diversity 33). We also paid for off site provision in the form of YAP BTEC L2 in Performing Arts, Sport and a Level 2 Diploma in Engineering.	£25,000
<b>Small Group Tuition:</b> emerging from our evaluation of government funded 1:1 tuition we have developed a small group tuition programme where students work with a tutor for blocks of time on laser sharp elements of Maths, English and Science in KS3 and KS4. This is a personalised input fine-tuned to student needs that allows them to bridge gaps in understanding and skill so that they can go back into lessons to further succeed. The focus was on ensuring students made good progress in English, Maths and Science.	£21,858
<b>Peer mentoring (student to student):</b> based on the Sutton Trust research which showed that student to student support is one of the most effective strategies we operated a peer mentoring system for Year 11 Maths students in the Spring and Summer Terms 2012. Students who had already secured an A* or A grade worked with students who were marginal for getting a C grade.	£500
<b>Counselling service for students:</b> focussed on one to one support addressing emotional barriers to learning.	£40,478
<b>Interventions and Revision Centres:</b> Support for revision sessions during the holidays and on Saturdays, including purchasing and producing revision materials.	£15,152
<b>Learning and Teaching strategies focused on assessment for learning and quality of feedback:</b> development of personalised checklists, student tracking sheets, compelling scoreboards and consistent AfL strategies across different curriculum areas.	£11,944
<b>Staffing costs associated with the above.</b>	£22, 011
<b>Total</b>	<b>£139, 443</b>

Major Impacts and Outcomes 2011-12							
Impact	Evidence						
Improved achievement of students in the Pupil Premium cohort at KS4 (FSM = 51, LAC = 1).	5A*-C pass rate for ALL students in Year 11 rose to 91% in 2011-12 from 79% in 2010-11. The 5A*-C pass rate for FSM students rose to 82% in 2011-12 from 74% in 2010-11, and 55% in 2009-10. 100% of LAC students achieved 5A*C grades. Although the 5ACEM achievement level has dropped this year, it is still above the national average by 16% at 51%.						
Improved achievement of students in the Pupil Premium cohort at KS3 (FSM = 60, LAC = 1).	53% of FSM students in Year 9 made good progress in English, and 77% in Maths. These are above the average for the cohort and a significant rise on 2010-11 (2NC progress was 40% in English and 44% in Maths). 67% of LAC students made good progress in Maths - a 17% rise on the achievement in 2010-11.						
Impact on attendance	To be confirmed						
Impact on behaviour incidents	To be confirmed						
Impact on reading ages.	To be confirmed						
Thresholds Measure	APS ALL	APS English	APS Maths	3+ LOPs English	4+LOPs English	3+ LOPs Maths	4+LOPs Maths
Non-FSM 2011 <b>2012</b>	42.0 <b>43.0</b>	41.3 <b>41.5</b>	39.0 <b>41.3</b>	78% <b>81%</b>	34% <b>43%</b>	62% <b>73%</b>	30% <b>40%</b>
FSM 2011 <b>2012</b>	41.3 <b>39.9</b>	38.9 <b>37.3</b>	37.0 <b>36.1</b>	84% <b>75%</b>	33% <b>31%</b>	64% <b>54%</b>	33% <b>33%</b>
Narrowing the Gaps	Gap has grown	Gap has grown	Gap has grown	Gap has grown	Gap has grown	Gap has grown	Gap has grown

*We have carried out an analysis of this performance gap and have compared the ability and starting points of the two FSM cohorts in 2011 and 2012. It is clear that the 2012 cohort were less able, and were more mixed as a group. This goes some way to explain this trend. In 2012-13 we will be working to ensure a more targeted approach with the pupil premium to ensure that the gaps are once again narrowed.*

Areas for Attention and Further Development	
Key area	Lead Person
Focus on FSM and LAC students gaining 5A*-C including English and Maths	LR FK HA
Focus on FSM and LAC students making expected and better progress in Maths and English at KS4. These dropped in 2011-12 having risen in 2010-11 - although the proportion of FSM students making better than expected progress remained stable at 31% in English and 33% in Maths. The gap between FSM and All students needs closer attention in order to close it.	LR FK HA
Developing and extending the programme to support literacy and reading across the curriculum	FK DG
Further personalising the support and interventions available to students who are FSM and LAC, This should be in the context of wider support for raising attainment and achievement, but must include further tailoring and provision specific to the needs of individual students.	FK DG

## Pupil Premium Report 2011-12 and Action Plan 2012-13

Actions, Strategies and Interventions 2012-13	
Item	Cost/Resource Allocation
<b>Further Curriculum Support at Key Stage 3 and Key Stage 4:</b> building on the work done last year we are further tailoring our provision in 2012-13 with more specialised staffing and provision within the Inclusion team to drive this tailored curriculum.	tbc
<b>Literacy and Reading Boosters:</b> appointment of a language and literacy coordinator to drive approaches to literacy across the curriculum, and also the provision of reading schemes in KS3 and KS4 to boost students basic reading skills, including leading learners (peer mentors) and early morning readers targeting FSM and LAC students.	tbc
<b>Small Group Tuition:</b> building on the success of last year we will be extending the scope and coverage of small group tuition in English, Maths and Science. This will focused on fine tuned interventions to boost understanding and skills, and enhance levels of progress - so that most students make expected progress and more students make good progress.	tbc
<b>Peer Mentors and Lead Learners:</b> we are seeking to embed the capacity of peer mentoring across Y11-13, developing Lead Learners across these year groups to work with younger students.	tbc
<b>Provision for Dyslexic Students:</b> we have employed a dyslexia specialist for two days a week to provide for tailored input and support for students in Year 7 and 8. We are appointing a Deputy SENCO with a specialism in Dyslexia to further enhance the provision.	£13,382
<b>Interventions and boosters to target the Pupil Premium Cohort:</b> ensuring students in the Pupil Premium Cohort are targeted for support and boosters in Maths and English to drive forward their achievement in these key GCSE subjects. Particularly important is getting the overlap between the English and Maths as a central focus from the word go.	£28,430
<b>Learning and Teaching strategies focused on assessment for learning and quality of feedback:</b> development of personalised checklists, student tracking sheets, compelling scoreboards and consistent AfL strategies across different curriculum areas.	£10,800
<b>Speech and Language Therapy:</b> specialist input to support improved communication skills among the pupil premium cohort.	£1,800
<b>Counselling service for students:</b> focussed on one to one support addressing emotional barriers to learning.	£40,478
<b>Enhanced Curriculum delivered through the LSU:</b> provide a tailored curriculum for students in danger of exclusion or whose attendance is extremely low.	tbc
<b>Off site provision for key students:</b> for students in danger of NEET at the age of 17 or 18 we make use of off-site provision to engage and train them, with a view to then offering them chances to gain L2 and L3 equivalents.	tbc
<b>Educational Psychologist:</b> to supplement the support available to the school to provide for the needs of students facing more challenging circumstances or needs we plan to buy in more consultancy time from an Ed. Psych.	tbc
<b>Total</b>	tbc

**Major Impacts and Outcomes 2012-13**

Impact	Evidence

**Areas for Attention and Further Development**

Key area	Lead Person