

Pupil Premium Impact Report 2018-19

The college understands the moral imperative in securing excellent academic outcomes as well as strong social and emotional wellbeing for its disadvantaged pupils. The success of all disadvantaged pupils is a fundamental priority in the college improvement plan, a core purpose in everything we do. We understand that outstanding teaching and learning is the most effective way to redress the inequality in attainment already achieved by disadvantaged pupils at their starting point in secondary education, and we monitor the daily diet of classroom teaching and additional support that these pupils receive.

Many initiatives and extra interventions that the college carefully coordinates to prioritise the benefit to disadvantage students, are cost-neutral or funded by third-party organisations. Programmes of enrichment and careers education, funded by our **Foundation Governors** and **Next Steps South West**, are targeted wherever possible to disadvantaged and vulnerable learners.

This year, our Foundation Governors have generously afforded us the means to run the following programmes:

- Tall Ships: June 2019, 1 week
- Green Lanes Project: Summer Term 2019, 10 weeks
- Humanutopia: 3 days
- GCSE POD:
- Higher Education Visits: University of Oxford, University of Southampton, Cardiff Metropolitan University, Falmouth University
- Apprenticeship guidance: National Apprenticeship Show

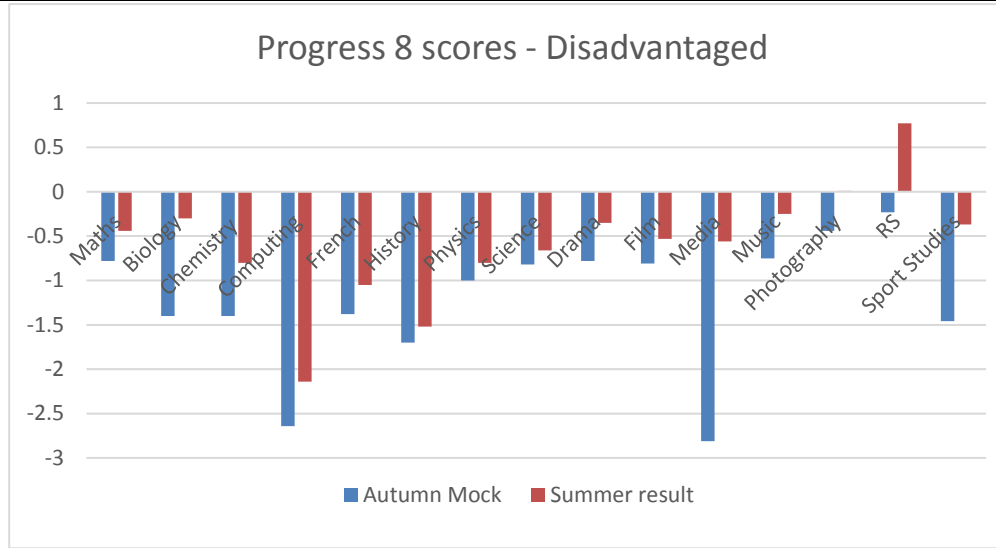
Next Steps South West is a regional organisation aimed at increasing participation in higher education for students in postal code areas with lower uptake of university level education per capita. We have secured funding for a NSSW coordinator who engages our students with a wide variety of programmes aimed at raising aspirations and practical experience, to encourage success at Key Stage 4 and 5 and progression onwards to higher education.

The following provides insight into the impact of spending of the Pupil Premium:

| 1. Review of expenditure | | | | | | | | | | | | | | | |
|---|--|--|---|---------------|-----------|-------|---------|------|-----|-----|-------------|------|----|------|--|
| Previous Academic Year 2018-19 | | £229,380 | | | | | | | | | | | | | |
| Provisional GCSE Results 2018 for disadvantaged pupils | | Pupils eligible for PP | Pupils not eligible for PP (national average) | | | | | | | | | | | | |
| % achieving strong pass / standard pass in English & Maths | | 20.59% / 43% | TBC | | | | | | | | | | | | |
| Progress 8 score average | | -0.41 | TBC | | | | | | | | | | | | |
| Attainment 8 score average | | 36.88 | TBC | | | | | | | | | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Cost | | | | | | | | | | | | |
| Year 11 disadvantaged pupils achieve in-line with their peers and increasingly, with all "other" pupils nationally. | <p>I. SLT time to identify underachievement, coordinate interventions and evaluate their impact throughout the year.</p> <p>II. After-school and lunchtime revision sessions attended by Year 11 from October – May.</p> | <p>The college secured positive progress scores for disadvantaged pupils in a number of subjects where outcomes have been positive or improving consistently over time:</p> <table border="1"> <thead> <tr> <th>P8 Subject Scores</th> <th>Summer Result</th> </tr> </thead> <tbody> <tr> <td>Geography</td> <td>-0.07</td> </tr> <tr> <td>Spanish</td> <td>0.36</td> </tr> <tr> <td>Art</td> <td>0.7</td> </tr> <tr> <td>Photography</td> <td>0.01</td> </tr> <tr> <td>RS</td> <td>0.77</td> </tr> </tbody> </table> <p>Progress for disadvantaged pupils improved mid-year between Autumn mocks and summer results. This progress was secured through identification of underperforming students and intensive work through faculties, class teachers and engagement in the after school revision programme. Disadvantaged pupils engaged in teacher-led revision classes to a greater degree than their peers.</p> <p>Improvements mid-year were secured in the following subjects:</p> | P8 Subject Scores | Summer Result | Geography | -0.07 | Spanish | 0.36 | Art | 0.7 | Photography | 0.01 | RS | 0.77 | <p>I. £7,028</p> <p>II. Cost neutral</p> |
| P8 Subject Scores | Summer Result | | | | | | | | | | | | | | |
| Geography | -0.07 | | | | | | | | | | | | | | |
| Spanish | 0.36 | | | | | | | | | | | | | | |
| Art | 0.7 | | | | | | | | | | | | | | |
| Photography | 0.01 | | | | | | | | | | | | | | |
| RS | 0.77 | | | | | | | | | | | | | | |

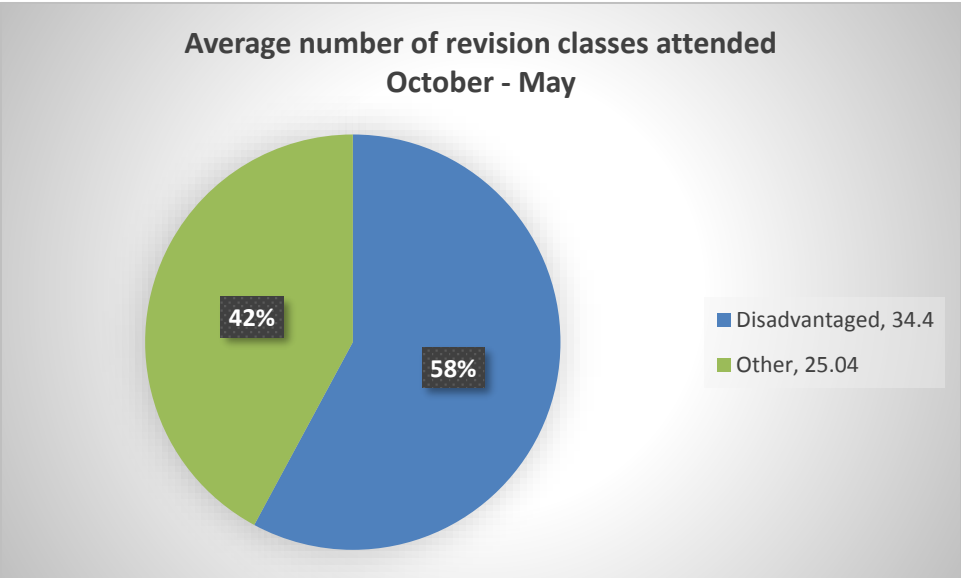
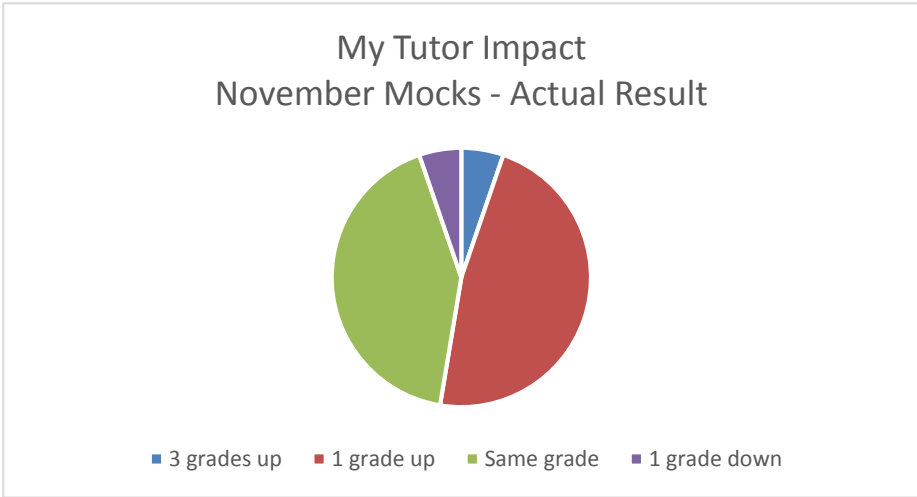
Stronger outcomes for disadvantages learners in all subjects, with a particular focus In English, Maths, Science and Humanities

III. Close monitoring of learning and outcomes for disadvantaged learners in **maths, English, Science and Humanities**.
Percentage of raising standards leaders' salaries in these subjects.



| P8 Subject Scores | Summer result | Autumn Mock |
|-------------------|---------------|-------------|
| Maths | -0.44 | -0.78 |
| Biology | -0.3 | -1.4 |
| Chemistry | -0.8 | -1.4 |
| Computing | -2.14 | -2.64 |
| French | -1.05 | -1.38 |
| History | -1.52 | -1.7 |
| Physics | -0.8 | -1 |
| Science | -0.66 | -0.82 |
| Drama | -0.35 | -0.78 |
| Film | -0.53 | -0.81 |
| Media | -0.56 | -2.81 |
| Music | -0.25 | -0.75 |
| Photography | 0.01 | -0.44 |
| RS | 0.77 | -0.23 |
| Sport Studies | -0.37 | -1.46 |

III. £72,252

| | | <p style="text-align: center;">Average number of revision classes attended October - May</p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>58%</td> </tr> <tr> <td>Other</td> <td>42%</td> </tr> </tbody> </table> | Category | Percentage | Disadvantaged | 58% | Other | 42% | | | | | |
|---|-------------------------------|---|--------------|------------|---------------|------|------------|------|------------|------|--------------|------|--------------------|
| Category | Percentage | | | | | | | | | | | | |
| Disadvantaged | 58% | | | | | | | | | | | | |
| Other | 42% | | | | | | | | | | | | |
| <p>Secure strong progress for disadvantaged learners in mathematics</p> | <p>IV. My Tutor programme</p> | <p>Between half term 2 and the March core mock exams, 18 disadvantaged pupils attended a weekly online maths tutoring programme, delivered by trained undergraduates via a webcam based platform. This programme was most suited to middle and high prior attaining students. All students performed better in the March mocks compared with the November mock. An overview of their improvements between November and summer results shows improvement:</p> <p style="text-align: center;">My Tutor Impact November Mocks - Actual Result</p>  <table border="1"> <thead> <tr> <th>Grade Change</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>3 grades up</td> <td>~33%</td> </tr> <tr> <td>1 grade up</td> <td>~33%</td> </tr> <tr> <td>Same grade</td> <td>~22%</td> </tr> <tr> <td>1 grade down</td> <td>~12%</td> </tr> </tbody> </table> | Grade Change | Percentage | 3 grades up | ~33% | 1 grade up | ~33% | Same grade | ~22% | 1 grade down | ~12% | <p>IV. £11,340</p> |
| Grade Change | Percentage | | | | | | | | | | | | |
| 3 grades up | ~33% | | | | | | | | | | | | |
| 1 grade up | ~33% | | | | | | | | | | | | |
| Same grade | ~22% | | | | | | | | | | | | |
| 1 grade down | ~12% | | | | | | | | | | | | |

| <p>Year 7 pupils with low literacy make rapid progress</p> | <p>V. Catch-Up Literacy Strategy – Year 7 literacy intervention</p> | <p>Additional Funding used to create small literacy groups in Year 7 for catch-up students, taught by HTLA for literacy.</p> <p>In these classes, students with a reading and/or spelling standardised score of below 85, are taught using the Crackit phonics programme and/or the Nesy spelling programme.</p> <p>Nesy – on average, the 18 students increased their standardised score for reading by 10.4. (one student made negative progress; three students made no progress; five students increased their standardised score by more than 20). There is a direct correlation between the time spent on the programme and how successful students are.</p> <p>Crackit (spelling and phonics games) – all 13 students made excellent progress over the year. With only the very weakest spellers not making 10 months of progress in 10 months of school.</p> <div data-bbox="815 539 1771 1118" data-label="Figure"> <table border="1"> <caption>Impact of Crackit on Spelling, cumulative totals</caption> <thead> <tr> <th>Progress made</th> <th>Number of pupils</th> </tr> </thead> <tbody> <tr><td>42 months</td><td>1</td></tr> <tr><td>34 months</td><td>2</td></tr> <tr><td>33 months</td><td>3</td></tr> <tr><td>twenty eight months</td><td>4</td></tr> <tr><td>twenty six months</td><td>5</td></tr> <tr><td>twenty four months</td><td>6</td></tr> <tr><td>nineteen months</td><td>7</td></tr> <tr><td>nineteen months</td><td>8</td></tr> <tr><td>sixteen months</td><td>9</td></tr> <tr><td>eleven months</td><td>10</td></tr> <tr><td>eleven months</td><td>11</td></tr> <tr><td>eight months</td><td>12</td></tr> <tr><td>seven months</td><td>13</td></tr> </tbody> </table> </div> | Progress made | Number of pupils | 42 months | 1 | 34 months | 2 | 33 months | 3 | twenty eight months | 4 | twenty six months | 5 | twenty four months | 6 | nineteen months | 7 | nineteen months | 8 | sixteen months | 9 | eleven months | 10 | eleven months | 11 | eight months | 12 | seven months | 13 | <p>V. £19,00</p> |
|--|---|---|---------------|------------------|-----------|---|-----------|---|-----------|---|---------------------|---|-------------------|---|--------------------|---|-----------------|---|-----------------|---|----------------|---|---------------|----|---------------|----|--------------|----|--------------|----|------------------|
| Progress made | Number of pupils | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 42 months | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 34 months | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 33 months | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| twenty eight months | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| twenty six months | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| twenty four months | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| nineteen months | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| nineteen months | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| sixteen months | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| eleven months | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| eleven months | 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| eight months | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| seven months | 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| <p>Dyslexic pupils make rapid progress and are able to catch up with peers</p> | <p>VI. Dyslexia One to One sessions and small group sessions run by HTLA for literacy</p> | <p>One to one and small group sessions had an overwhelmingly positive impact on pupil progress.</p> <table border="1" data-bbox="920 169 1697 986"> <thead> <tr> <th>Dyslexia one to one & group sessions, progress in months Reading</th> <th>Dyslexia one to one & group sessions, progress in months Spelling</th> <th>Nessy literacy programme, increase in months</th> <th>Crackit Phonics programme, Increase in months</th> </tr> </thead> <tbody> <tr><td>28</td><td>8</td><td>30</td><td>24</td></tr> <tr><td>8</td><td>4</td><td>81</td><td>-3</td></tr> <tr><td>12</td><td>24</td><td>n/a</td><td>-8</td></tr> <tr><td>50</td><td>0</td><td>12</td><td>27</td></tr> <tr><td>20</td><td>8</td><td>3</td><td>13</td></tr> <tr><td>38</td><td>32</td><td>19</td><td>52</td></tr> <tr><td>25</td><td>8</td><td>37</td><td>70</td></tr> <tr><td></td><td></td><td>-39</td><td>65</td></tr> <tr><td></td><td></td><td></td><td>51</td></tr> <tr><td></td><td></td><td></td><td>17</td></tr> <tr><td></td><td></td><td></td><td>11</td></tr> <tr><td></td><td></td><td></td><td>30</td></tr> </tbody> </table> | Dyslexia one to one & group sessions, progress in months Reading | Dyslexia one to one & group sessions, progress in months Spelling | Nessy literacy programme, increase in months | Crackit Phonics programme, Increase in months | 28 | 8 | 30 | 24 | 8 | 4 | 81 | -3 | 12 | 24 | n/a | -8 | 50 | 0 | 12 | 27 | 20 | 8 | 3 | 13 | 38 | 32 | 19 | 52 | 25 | 8 | 37 | 70 | | | -39 | 65 | | | | 51 | | | | 17 | | | | 11 | | | | 30 | <p>VI. £21,400</p> |
|--|--|--|--|---|--|---|----|---|----|----|---|---|----|----|----|----|-----|----|----|---|----|----|----|---|---|----|----|----|----|----|----|---|----|----|--|--|-----|----|--|--|--|----|--|--|--|----|--|--|--|----|--|--|--|----|--------------------|
| Dyslexia one to one & group sessions, progress in months Reading | Dyslexia one to one & group sessions, progress in months Spelling | Nessy literacy programme, increase in months | Crackit Phonics programme, Increase in months | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 28 | 8 | 30 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 4 | 81 | -3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | 24 | n/a | -8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 50 | 0 | 12 | 27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20 | 8 | 3 | 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 38 | 32 | 19 | 52 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25 | 8 | 37 | 70 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | -39 | 65 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 51 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Year 7 pupils with low key stage maths scores make rapid progress</p> | <p>VII. Catch-Up Numeracy Strategy. Small maths extraction group delivered twice a week from Jan – July.</p> | <p>All of the 11 students who completed the programme were achieving their targets in maths by the end of summer term. 80% of them had made 3.5 months progress over the course of the year.</p> | <p>VII. £725</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | |
|---|------------------------------------|---|--------------|
| Reading ages advance rapidly through daily reading for pleasure | VIII. Accelerated Reader Programme | <p>Accelerated Reader</p> <p>All of Year 7 and 8 take part in the Accelerated Reader Programme and spend 30 minutes a day reading for pleasure. 40 students increased their standardised score for reading by more than 10 (which is excellent progress).</p> <ul style="list-style-type: none"> • 962 books read by Years 7 and 8 as part of the AR programme since September; equates to 357,859,361 words. • The success index indicates the percentage of students averaging 85% or higher in quizzes, and therefore most likely to experience significant gains in reading ability. At Key Stage 3 we have an above average success index with 54% of students averaging 85% or higher on Reading Practice Quizzes. 48% of students averaged 90% or higher on Reading Practice Quizzes. | VIII. £3,009 |
| Students able to access support in-school | IX. Counselling | Our in-school counsellor had a total of 715 contact sessions to support disadvantaged students with a wide range of difficulties, including: anxiety, depression, family bereavement, family terminal diagnosis and serious illness, school refusal, drug concerns, a wide variety of safeguarding concerns, eating disorders, uncontrolled anger, and breakdown in relationship with parents. | IX. £14,215 |

| Improved attendance and behaviour of key cohort | X. | Percentage of Heads of House Salaries | <p>Heads of House worked intensively with disadvantaged pupils to improve behaviour and attendance. This remains an urgent priority for the college as attendance figures for disadvantaged pupils fell below where we want them to be. However there are many students for whom attendance and behaviour did improve as a result of intensive work with Heads of House. In particular, students on the edge of the persistent absence category are monitored extremely closely.</p> <p>The figures below show where there has been some improvement in attendance for disadvantaged pupils, albeit not significant enough and far less than desirable:</p> | X. | £60,840 | | | | | | | | | | | | | | | | | | | | |
|--|---------|---------------------------------------|---|-------|---------|---------|---------------|-------|-------|---------------|-------|-------|---------------|------|-------|----------------|-------|-------|----------------|-------|------|----------------|------|-------|-----|
| | XI. | Attendance support role | <p>In January 2019 the college appointed into a new role of attendance support officer to support the pastoral and attendance capacity with a focus on disadvantaged pupils. This is the first time that the pupil premium grant has been directed explicitly towards tackling poor attendance.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td style="text-align: center;">88.92</td> <td style="text-align: center;">94.92</td> </tr> <tr> <td>Year 8</td> <td style="text-align: center;">90.36</td> <td style="text-align: center;">88.51</td> </tr> <tr> <td>Year 9</td> <td style="text-align: center;">89.5</td> <td style="text-align: center;">89.91</td> </tr> <tr> <td>Year 10</td> <td style="text-align: center;">90.93</td> <td style="text-align: center;">90.61</td> </tr> <tr> <td>Year 11</td> <td style="text-align: center;">86.38</td> <td style="text-align: center;">90.9</td> </tr> <tr> <td>Overall</td> <td style="text-align: center;">90.2</td> <td style="text-align: center;">91.13</td> </tr> </tbody> </table> | | 2017-18 | 2018-19 | Year 7 | 88.92 | 94.92 | Year 8 | 90.36 | 88.51 | Year 9 | 89.5 | 89.91 | Year 10 | 90.93 | 90.61 | Year 11 | 86.38 | 90.9 | Overall | 90.2 | 91.13 | XI. |
| | 2017-18 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | |
| Year 7 | 88.92 | 94.92 | | | | | | | | | | | | | | | | | | | | | | | |
| Year 8 | 90.36 | 88.51 | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 | 89.5 | 89.91 | | | | | | | | | | | | | | | | | | | | | | | |
| Year 10 | 90.93 | 90.61 | | | | | | | | | | | | | | | | | | | | | | | |
| Year 11 | 86.38 | 90.9 | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | 90.2 | 91.13 | | | | | | | | | | | | | | | | | | | | | | | |
| Identification of effective classroom strategies for a small number of pupils | XII. | Educational Psychologist | A small number of pupils in need of extra support to access learning and make good progress, benefit from enhanced assessment of their needs. Strategies are shared with teaching staff. | XII. | £8,200 | | | | | | | | | | | | | | | | | | | | |
| Provide additional support to highly anxious students struggling to access education and exams | XIII. | Wellbeing Classes | <p>For the second year, a small number of Year 11 students attended mindfulness classes to learn strategies for coping with anxiety. The Year 10 mock exams indicated a significant number of pupils who were experiencing worrying levels of stress and anxiety around GCSEs.</p> <p>The wellbeing coach has seen 9 students weekly and several others on an ad-hoc basis as needs have arisen. All but one of these students attended all exams and engaged well throughout the year.</p> | XIII. | £800 | | | | | | | | | | | | | | | | | | | | |

| | |
|----------------------------------|-----------------|
| Uniform subsidies | £3,867 |
| Music bursaries | £2,059 |
| Transport & trip contributions | £223 |
| Revision Guides | £1,642 |
| Materials for practical subjects | £497 |
| Total | £229,377 |

Planned Spend for 2019 – 2020

In addition to the staffing commitments detailed above for the academic year of 2018-2019, the following interventions are planned to be financed from the Pupil Premium Grant this year.

| Tuition/Interventions | | |
|-------------------------------------|----------|---------------|
| Music bursary* | £ | 5,000 |
| uniform* | £ | 5,000 |
| Literacy catch-up | £ | 1,800 |
| Numeracy catch-up | £ | 1,800 |
| Attendance support | £ | 3,360 |
| My tutor | £ | 5,600 |
| Wellbeing coaching | £ | 1,800 |
| Parkour | £ | 1,200 |
| Revision guides | £ | 2,000 |
| Trips & transport | £ | 1,000 |
| PD materials | £ | 400 |
| Contingency | £ | 1,000 |
| Curriculum English, maths & Science | £ | 7,705 |
| Total Tuition/Intervention | £ | 37,665 |