

# **Pupil Premium Grant (PPG) for disadvantaged students:**

## **Impact of spending/evidencing progress 2015/2016, Strategies and planned interventions and progress update for 2016-7**

---

### **Introduction**

At Durrington we believe that every child should “go beyond their best”. Whatever their starting point, however many challenges they have already/continue to face in life, as a school we are wholeheartedly committed to doing all that we (reasonably) can to ensure that they leave us in year 11 as academically successful and well-rounded individuals.

### **What is the PPG?**

The PPG is paid directly to Durrington High School by the DFE with the purpose of:

- raising the attainment of disadvantaged students (Pupil Premium students) and closing the gap with their peers,
- supporting children and young people with parents in the regular armed forces

For 2015/6 the allocated disadvantaged student grant was £258,060. Our estimated grant for 2016/7 is £306,950\*. The principle reason for the increase is the school’s expansion to have 5 year groups and hence additional disadvantaged students in year 7 compared to previous years.

(\*Note that there are often in-year variations in funding due to various CLA PEP arrangements/ students leaving and joining during the school year)

The PPG is used by the school to raise the attainment of all disadvantaged students and hence is regarded or used as a personal budget.

### **Context**

Durrington High School is a large secondary academy situated in the town of Worthing on the south coast of England. We have a current (Feb 2017) roll of 1698 students of whom 343 (equivalent to 20%) are identified as being disadvantaged. Students are considered disadvantaged as a result of them either:

- currently being in receipt of free school meals (FSM)

- at some point in the last 6 years, having been in receipt of FSM (Ever 6 funding)
- currently living in care: children looked after (CLA) or they have been previously looked after/adopted (pupil premium plus funding)
- being the child of a person(s) employed in the armed forces (service pupil premium)

## Current profile of disadvantaged students as of February 2017

	Number of PP students out of the year group	Ability L numbers*	Ability M numbers*	Ability H numbers*
<b>Year 11</b>	<i>71/351</i>	<i>12</i>	<i>34</i>	<i>25</i>
<b>Year 10</b>	<i>65/354</i>	<i>12</i>	<i>33</i>	<i>20</i>
<b>Year 9</b>	<i>58/330</i>	<i>11</i>	<i>34</i>	<i>11</i>
<b>Year 8</b>	<i>75/324</i>	<i>15</i>	<i>33</i>	<i>26</i>
<b>Year 7</b>	<i>75/329</i>	<i>14</i>	<i>39</i>	<i>19</i>
<b>Total</b>	<i>345</i>			

\* note a few students missing KS2 data for ability banding

## Evidencing our rapid and sustained diminishing of differences in progress and attainment for disadvantaged students (outcomes from 2016 and trend data)

The following data was taken from 2016 RAISE validated report and yet to be validated inspection dashboard. It clearly demonstrates Durrington have and are continuing to rapidly diminish the differences in attainment and progress between disadvantaged students and their peers.

### Attainment of disadvantaged students

Year	Number of disadvantaged in Y11	Basics (Gap to National Average)	English A* - C (Gap to National Average)	Maths A* - C (Gap to National Average)
2014	75	38% (NA not calculated in 2014)	70% (+8% above NA)	65% (+3% above NA)
2015	71	44% (-12% from NA)	63% (-2% from NA)	51% (-12% from NA)
2016	62	56% (-6% from NA)	71% (+11% above NA)	59% (-2% from NA)

### Focus group: "H" ability disadvantaged subgroup

#### High starting point PP Students getting multiple top grades

Measure (cohort size)	2014 (14)	2015 (12)	2016 (12)
1+ A*/A grade	11/14	8/12	7/12
3+ A*/A grades	5/14	5/12	5/12
5+ A*/A grades	5/14	4/12	4/12
8+ A*/A grades	1/14	2/12	3/12

BASICS subjects (E&M) progress made for H ability PP students trend analysis (cohort size in brackets)	2014 (14)	2014 National average for all students	2015 (12)	2015 National average for all students	2016 (12)	2016 National average for all students
Maths expected progress	100%	65%	92%	66%	92%	tbc
Maths good or better progress	57%	29%	58%	30%	58%	tbc
English expected progress	79%	70%	92%	69%	100%	tbc
English good or better progress	50%	32%	67%	30%	42%	tbc

## Key progress measures trends

### Overall Value Added – Disadvantaged students as a cohort

Year (cohort size)	Value Added/P8 KS2 L ability	Value Added/P8 KS2 M ability	Value Added/P8 KS2 H ability
2014 (75)	932	987	987
2015 (71)	991 ↑↑	1009 ↑↑	991 ↑
2016 (61)	980 ↓ (21)	1010 ↑ (27)	992 ↑ (13)
	-0.51 (21)	-0.08 (27)	-0.55 (13)

### English Language – Disadvantaged students Value Added

Year (cohort size)	Value Added/P8 KS2 L ability	Value Added/P8 KS2 M ability	Value Added/P8 KS2 H ability
2014 (75)	995	997	998
2015 (71)	997 ↑	1001 ↑	999 ↑
2016 (61)	1004 ↑↑ (21)	1003 ↑ (27)	1000 ↑ (13)
	0.04 (21)	0.17 (27)	-0.43 (13)

### Maths – Disadvantaged students Value Added

Year (cohort size)	Value Added/P8 KS2 L ability	Value Added/P8 KS2 M ability	Value Added/P8 KS2 H ability
2014 (75)	997	1003	1001
2015 (71)	1000 ↑	1001 ↓	1001 =
2016 (60)	1000 =	1001 =	1001 =
	-0.33 (21)	-0.01 (27)	-0.05 (13)

#### Trend arrows:

↑↑ = large increase from previous year's VA

↑ = increase from previous year's VA

= = stayed the same as previous year's VA

↓ = drop from previous year's VA

1000 = National average for all students for each year

- - - = change in measure to new P8 measurement tool benchmarked against figures for National other students

## Specific successes: English and Maths summer 2016 GCSE exams

We are extremely proud to highlight successes within the core subjects of our disadvantaged students; accelerating their progress remains a school priority.

Of our 62 disadvantaged students in summer 2016:

### English

- 71% achieved an A\*-C in English Language. This means that the Pupil Premium year 11 students achieved 11% above the National average for A\* - C. 9% of disadvantaged students achieved an A\*-A grade (within 5% of the overall national average for A\*/A for all students).
- 81% of the disadvantaged cohort Expected Progress (an increase of 5% vs 2015) with 43% making better than Expected Progress in English Language (an increase of 12% vs 2015)
- 66% achieved expected progress in English Literature with 25% of students making better than expected progress (exam taken in summer year 10)

### Maths

- 55% of all disadvantaged students made expected progress with 17% making better than expected progress. (This remained the same from 2015)
- 59% of disadvantaged students achieved an A\*-C in Mathematics this is a gap of 4% compared to the national average figure for all students.

## Other notable PP successes in summer 2016

There were successes in many areas for the disadvantaged student (both qualitatively and in terms of academic outcomes). In terms of purely academic outcomes:

### Overall

- In 15/30 GCSE subjects disadvantaged students as sub-cohorts achieved above the National Average for **all** students at A\* - C grades in those subjects.
- In the Sciences, 94% of disadvantaged students made expected progress for Biology, 87% in Chemistry and 80% in Physics (cohort size 15)
- In Business Communication Studies 100% of disadvantaged students for expected progress and 30% for good or better progress (cohort size 7)
- In History 42.9% of all disadvantaged students achieved an A\*-A grade. (cohort size 13)

- In Art and Textiles over 85% of disadvantaged students made the expected levels of progress. 53% and 44% respectively made better than expected progress (cohort sizes 9 and 17 respectively)

All these figures combined with a range of wider school successes with disadvantaged students continue to demonstrate the sustained and rapid progress we continue to make. They are the results of our relentless drive to ensure that the background, starting point and previous experience will not negatively influence PP the progress and/or attainment of PP students.

# PPG spending map and impact evaluation 2015/6

EEF Toolkit Strategy	Average Impact	Our Actions	Key stages	Selected examples of the impact of strategies	Spending 2015/16
Meta-cognition and self-regulation	+ 8 months	Commissioning of specialist meta-cognition trainer to: <ul style="list-style-type: none"> <li>- Run workshop sessions for parents and students boosting confidence through teach memory strategies</li> <li>- Run a series of 6 session small group sessions with defined groups of Pupil Premium students.</li> <li>- Spend individual time with staff training them in memory techniques, revision skills and processes to then apply in their subjects</li> </ul>	4	<p><b>Qualitative</b></p> <ul style="list-style-type: none"> <li>- clear increase in confidence with those students worked with</li> <li>- Wide range of staff changed practice in their subject to improve subject recall and information retention (particular examples being history and geography)</li> </ul> <p><b>Quantitative</b></p> <ul style="list-style-type: none"> <li>- 50% of disadvantaged students achieved 4 or more levels progress in History, the figure being 42.9% in geography</li> <li>- Value added for disadvantaged students improved by more than the equivalent of 4 grades per disadvantaged students. School score of 1001.1 being <b>SIG+</b>.</li> </ul>	£5,450
Reading Comprehension Strategies	+ 5 months	Leadership post - Literature and Literacy leader and part-payment of student support assistant salaries to: <ul style="list-style-type: none"> <li>- Identify and work intensively with learners who were unable to read/access the curriculum due to very weak reading skills using a prolonged intensive reading program.</li> <li>- Coordinate a whole school Drop Everything And Read engagement in reading approach.</li> </ul>	3 & 4	<p><b>Qualitative</b></p> <ul style="list-style-type: none"> <li>- increased student confidence noticed due to developed word-attack skills allowed learners to better engage in the curriculum.</li> </ul> <p><b>Quantitative</b></p> <ul style="list-style-type: none"> <li>- Best ever whole school GCSE results (attainment and progress).</li> <li>- Particular improvement in English Literature GCSE results for disadvantaged students: 71% A*-C and 43.1% better than expected progress being achieved.</li> </ul>	£30,000
One to One tuition	+ 5 months	CLA academic tutoring to provide personalized 1:1 support for the most needy students in areas where progress is a concern	3 & 4	<p><b>Qualitative</b></p> <p>Just one example....  <i>"I know that DHS have been very supportive of M through a variety of difficulties and challenges over the last 2 years plus. Also funding the counselling with Fiona for her which seems to have been of great benefit. Thank you all very much"</i> Social worker of a CLA student</p> <p><b>Quantitative</b></p> <ul style="list-style-type: none"> <li>- 5/6 of Yr 11 CLA students had attendance &gt;98% for</li> </ul>	£9,630

				the year supporting their engagement/achievement and progress further.	
Social and Emotional Learning	+ 4 months	<p>Wellbeing provision including the proportional payment of the salaries of specialist support staff who have key foci</p> <p><i>Counsellor</i> – removing barriers to progress, emotional well-being and engagement support</p> <p><i>Senior Social Worker Practitioner</i> – creating and supporting a holistic approach to supporting the student, family and overall improvement in one/more aspects of their life so as to better access education/achieve academic progress</p> <p><i>Pastoral managers</i> – emotional well-being support of students to support them in better accessing and engaging in school.</p> <p><i>Primary mental health worker</i> – identifying, coordinating and ensuring the right specialist support is in place quickly for those PP students with mental health needs</p> <p><i>Deputy head teacher</i> – to lead/coordinate targeted support strategy for disadvantaged students.</p>	3 & 4	<p><b>Qualitative</b></p> <ul style="list-style-type: none"> <li>- Numerous examples of students in both key stages overcoming personal barriers and self-reporting improvements in confidence.</li> <li>- Staff and parental comments of improved engagement in learning, effort and self-esteem as well.</li> </ul> <p>Case studies of how personalised intervention of the student and support of the family have improved engagement in learning/removed clear barriers that where present pre-intervention.</p> <p>In a number of specific cases diagnosis and/or onward referral meant significant barriers to learning were addressed within weeks (either through medical intervention or on-going emotional support)</p>	<b>£98,000</b>
Improving attendance	n/a	Pastoral managers and targeted attendance strategy has improved PP attendance	3 & 4	<p><b>Quantitative</b></p> <ul style="list-style-type: none"> <li>- Gap reduced to 3.4% vs Durrington non-disadvantaged students. Disadvantaged student's attendance 92.8% for 2015/16</li> </ul>	<b>£14,000</b>



Small Group Tuition	+ 4 months	Part time employment of Science teacher, Maths teacher, 3 x specialist English tutors and HLTA to allow for small group extractions and catch-up for Pupil Premium students.	3 & 4	<p><b>Qualitative</b></p> <ul style="list-style-type: none"> <li>- Students more confident in their approach to the subjects</li> </ul> <p><b>Quantitative</b></p> <ul style="list-style-type: none"> <li>- English controlled assessments for Yr 11 IGCSE through significant in-class support and additional 1:1/small group work in addition to lessons secured CA marks &amp; speaking and listening scores for this group that were above the average for non-disadvantaged students.</li> </ul>	<b>£45,000</b>
Small Group Tuition	+ 4 months	Offsite small group maths extraction for between 1-2.5 hour sessions over 8 weeks. Three separate groups with tailored intervention packages delivered by senior leaders.	4	<p><b>Qualitative</b></p> <ul style="list-style-type: none"> <li>- Significant increase in confidence with nearly all students actively engaging in groups regularly, arriving early to pick up point.</li> </ul> <p><b>Quantitative</b></p> <ul style="list-style-type: none"> <li>- 7/8 students in the middle ability group attained a grade B; much lower starting points so minimum of +1 grade gain each across 8 weeks of sessions</li> </ul>	<b>£2500</b>
Behaviour Interventions	+ 4 months	Employment of Behaviour Specialist Teaching Assistants to attend lessons as necessary and deal with negative behaviour of specific students. A range of bespoke support sessions are available to students referred by company teams.	3 & 4	<p><b>Qualitative</b></p> <p>Evaluation from WSCC lead on inclusion and provision in relation to KS3 behaviour and engagement program</p> <p><i>“Durrington NtSP has shown itself to be an example of best practice within the County. Full use is made of its data-collection processes so providing both a clear means of tracking students’ progress through the programmes as well as a guide to the setting’s overall impact. Students and their families are extremely well supported in a manner that brings the school into the heart of the community. We can only repeat the previous report’s conclusion that the provision demonstrates value for money in every respect. LA Lead. Mark Wilson.</i></p> <p><b>Quantitative</b></p> <ul style="list-style-type: none"> <li>- only one permanent exclusion in KS3 each year for the last two years due to improved engagement and support of students</li> <li>- KS3 External exclusions numbers have halved in</li> </ul>	<b>£37,000</b>

				2013/4 and 14/5 compared to previous two years.	
Parental Involvement	+ 3 months	Progress coaches keep regular contact with parents, reminding of revision sessions, parents evenings etc. Parent meta-cognition evening Parenting group run by experienced pastoral manager	3 & 4	<b>Qualitative</b> - Parents noted to be more directly supportive of the school. - Parents attended parents evening to engage with progress coach and see teachers	<b>£1500</b>
<p>In Addition</p> <p>Spending as proportion of salary on specialist staff linked to the PPG who lead, “live track” and analyze data on student progress as well as well-being in order to ensure that our support is targeted to the right students at the right time.</p> <p>The staff team is led by the deputy head teacher who is overall in charge of developing the bespoke support packages for students, engage new sources of support and evaluate the impact to secure value for money.</p> <p>PPG money also supports those students/families in financial needs in areas such as:</p> <ul style="list-style-type: none"> <li>- travel to/from school</li> <li>- travel to/from college placements</li> <li>- part/full payment of places on school enrichment trips</li> <li>- payment for uniform/equipment when students/families can't afford this</li> </ul> <p>We also use PPG funds to selectively support students in attending college placements leading to FE progression 1 day a week in KS4</p>					<b>c.£5000</b>

## Case study of an effective low cost-high impact academic intervention strategy: Starbucks for maths



A particularly effective intervention which was implemented for targeted disadvantaged students was carried out offsite in a local Starbucks coffee stop. 20 year 11 students took part in three distinct coaching groups.

The sessions involved intensive maths coaching for between 1 and 2.5 hours (dependent on ability) with an experienced specialist teacher supported by the disadvantaged students performance coach (member of staff non-teaching).

The sessions not only improved exam outcomes (data below) but they also made maths revision a positive experience, students looked forward to attending, gained more confidence and developed social skills all via an inclusive group mentality.

### Impact of this strategy:

- Before the intervention began, the class teachers projected what they thought the students would achieve in their final exams. Following the intervention 44% of these students exceeded these projections by an additional grade.
- Remaining mindful that the group were selected due to concerns of underachievement or slow progress, following the intervention 56% made good or expected progress.
- 63% of the students improved over the 8 weeks by a whole grade.
- As a result, of the 6 students whose 3LP target was a C grade, 5 achieved a grade B.
- The selected student's willingness to attend and engage in maths revision was significantly increased.
- The students expressed that they felt vastly more confident and prepared to take their GCSE Maths exam.
- Personal satisfaction and enjoyment was gained from the sessions as well as academic outcomes due to the sociable yet structured format of the sessions.

## Case study of an effective low cost-high impact SEMH intervention strategy: Race for Life/Pretty muddy teams



### Target students

The students chosen to take part in the Race for Life & Pretty Muddy team events (summer 2016 and autumn 2017) were chosen through analysis of data and from names given by company leaders. All invitees had significant barriers to engagement /learning presenting as a combination of:

- A high numbers of social time behaviour concerns/incidents
- Disruptive/challenging behaviour towards staff when in lessons
- Repeated lateness to lessons
- Significant and on-going conflicts with each other/other students

The majority had had at least on internal exclusion in the previous 6 months due to refusal to comply with staff. In total 18 students and 5 staff were involved of which 11 were identified as being in the disadvantageded/FSM cohort

### Plan

The idea of taking the students and entering them into an event and training was to promote positive interaction between the girls, staff and the wider school. We also wanted to raise their awareness of others and of a larger cause, and to encourage their sense of belonging within the school.

### Key activities/milestones

After 5 training sessions the girls received a pink water bottle, and for the day of the race they all had a t-shirt that matched the t-shirts staff would also wear on the day.

We would use a student-lead style of training, with the girls deciding where they wanted to run. They would mainly use Worthing sea front, and would be able to run at their own pace, with their pace improving as the weeks went on, and the girls growing in confidence with their running style. They would use a walk/run training style, and also would use certain landmarks to mark their progress. The distance was roughly 2 miles in total for each training session.

### Wider value

In total, the amount of money raised was over £500 – with strong support from the student's families, and also staff at the school. Some of the parents also attended the event, and were vocal in their support for the event both during training and at the event itself.

There was a significant improvement in the girls concerning their interaction with each other. Their profiles lowered across the school, and there was less incidents raised between them. They were also being praised by staff and this improved relationships, particularly with the staff that attended the event. In addition only one student received an internal exclusion in the entire time they were running/training – a significant reduction.

The girls were on time to training, and came to all of the sessions, which in turn had an impact on their punctuality around school.

### **Next steps**

- Continuation with training sessions, with basic expectations of coming to each session, disagreements between the girls not affecting their training, and their behaviour to be a positive reflection of the group.
- Hoodies for the girls who take part in the event, to add to the t-shirts they already had, keep them engaged/focused and working together and in a positive way with the school.
- Reflective questionnaires to monitor progress.

## Spending plan 2016/7 to further support disadvantaged students/diminish differences in progress/attainment and other key measures

Our approach this year will be centred around a refined model based on the most successful qualitative and quantitative interventions i.e. those that work best with our students in our context based on 2015-6.

Durrington's guiding principles for intervention and support work are:

**Data driven** (knowing where there are gaps/issues/barriers to learning for groups and individual disadvantaged students)

**High impact** – having a clear focus of what we want the end point of the intervention to be and the steps to successfully get there

**Carefully evaluated** – ensuring we have both a baseline/starting point and in the most effective way are able to demonstrate the difference that has been made through the intervention work.

### Updated aims for 2016/7...

Following a detailed review and impact assessment of 2015/6 intervention strategies and their relative impact we intend in 2016/7 to:

- Be even more targeted in relation to the strategies implemented and work done with disadvantaged students to improve their rate of progress/attainment.
- Focus on base lining in all strategies used to further improve our understanding of what works most effectively for our students
- Recruit and therefore increase our capacity in terms of additional specialist staff (in the core subject) increase our capacity & flexibility in working with students
- Widen the nature of our provision (bring in and use experts in identified areas of specific needs) to ensure a greater number of students receive the personalised support they need to improve their engagement and then progress
- Improve our communication directly to students and their parents/carers so as to better engage them and support their progress/engagement in intervention sessions.
- Continue to widen lead staff understanding of research proven intervention strategies (for example behavioural nudging) and use this to best effect in our work with disadvantaged students.

## Updated staffing support profile as of Feb 2017

Key elements of how we have developed/increased our staffing provision to support disadvantaged students:

- Appointment of a specialist PP performance coach with a wide ranging skill set linked to breaking down barriers to learning and motivating students
- Appointment of further specialist support staff to do 1:1, small group work and diagnostic assessment/specific support with students. These include:
  - 5x ex teachers – one in each core subject (three in English) working part time on intervention with most vulnerable students/small groups and CLA students
  - 0.4 English primary teaching specialist with a focus on addressing gaps/developing basic literacy skills with our identified KS3 slow progress students.
  - 0.4fte mathematics specialist intervention TA working with KS4 students who are identified as making slow progress re-covering topics and doing bespoke subject booster sessions.
  - 0.1fte Educational Psychologist to work with the school, staff, students, parents in the most complex cases to unlock barriers to learning and engagement
  - Continued use and additional capacity developed through appointment of a 0.4FTE counsellor to focus mainly on disadvantaged students where SEMH is a defined barrier to engagement/learning.
  - Creation of a new well-being role to better work with families via EHPs and create stronger support for the most vulnerable students including disadvantaged where issues outside of school are the major barrier to progress/attainment.

## Provisional funding map 2016/7

### Overall

**Total funds:** £306, 950

### Provisional budget spending/breakdown for the year:

- a) Projected spending on staffing: £282,782  
 b) Deployable pot relating to new/specific initiatives: £24,168

### Spending breakdown: Autumn 2016 (term 1)

Total spend: £113,555  
 Salaries\*: £101,450

\*Staffing subject to alteration/change during the year

### Salary spending...

Full time	Part-time
School counsellor Extra well-being team member (focus family support, well-being intervention and CP) SEMH behaviour specialist TAs CLA lead/PP coach Full time additional English TA/HLTA	0.1FTE Educational Psychologist Part-payment – pastoral managers Part-payment PP senior lead in school Part payment DHT – strategic lead Part payment HTLAs in maths Additional Counsellor (march 2017 onwards) See previous page – hourly paid work to a variety of subject specialist teachers

### Other spending (see table below): £12,055

Spending sub-pot	spend	Approx. no. of PP benefitting
Specialist assessment	£150	1
Uniform provision of	£214	20+
Stationary/equipment	£52	20+
Purchase of revision materials	£744	70 (additional funds committed to wider PP students from dept budgets)
Specialist staff training	£2014	20+ and growing
Offsite college courses/specialist provision	£5935	11
Payment for B&H literacy support – last academic year	£1425	
Materials and set up of new KS4 L2 course	£375	10
Music lessons	£924	3
Other spends	£222	



## 2016/7: Term 1 – Provision map and impact assessment. Working document...

### Steps to success

- Ensure students attend school more often
- Put in place high quality and targeted SEMH support so students can access learning successfully (pages 15/6)
- Identify and act on learning gaps for the students based on a sound understanding of their starting point and academic needs (pages 17-19)
- Leaders in all areas and overall PP leads to review progress of interventions and refine them to have greater impact. (Page 19)

Staff work improving PP attendance and reducing persistent absenteeism					
Attendance improvement – reduction in PA	All	<p>Pastoral managers led by school attendance lead working PP/FSM students as the no.1 priority group to improve their attendance</p> <p>67/343 disadvantaged students have attendance less than 90% so are classed as Persistent Absentees.</p>		<p>30% of PP students improved their attendance between autumn half term 1 and half term 2</p> <p>67% of lowest attending year 11 PP group improved their attendance spring 1 due to newly created/targeted “nudge” strategy.</p> <p>Holding the line with others where cases are very complex</p> <p>First day calls – having some impact on individual cases</p> <p>19.5% PA figure still too high however 2.4% better currently then overall figure for 2016/7</p>	£12,300
	Yr 11 &10	<p>Specific text-target intervention strategy with nudge letters – review due Feb 2017</p>	30 lowest PP attendees	Impact to be reviewed March 2017	£300

## Staff work addressing Social Emotional Mental Health issues and behaviour

Intervention work with high/complex need SEMH students (inc Behaviour)	Yr 7-11	2 x specialist SEMH& behaviour TAs based within inclusion centre target and work with specific individuals 1:1 sessions In-lesson support time Coordination and development of IBPs <b>EEF Toolkit: Behaviour interventions +4 + Mentoring +1, Social and emotional learning +4</b>	40	Reduced PP internal and external exclusions Increasing amount of time being spent successfully in lessons (less avoidance/disruption)	£10,394
	Yr 7-11	Counselling provision – average of 9 sessions per student	12	tbc	£9588
	Yr 7-11	Full time CLA/PP lead worker in school supporting all aspects of principally CLA provision/needs assessment/progress and attainment <b>EEF Toolkit: Mentoring +1</b>	19CLA students	Improvement in effort in lessons as evidenced by termly report data.	£6669
Intervention work with high/complex need SEMH students (inc Behaviour)	Yr 7-11	Commissioned 0.1FTE Educational Psychologist and 5 x ½ days senior social work practitioner <b>EEF Toolkit: Social and emotional learning +4</b>	9 EP 6 SSWP	Personalised impact as demonstrated in individual case studies of complex need and changes seen. Staff CPD and skills development alongside this.	£2300

	Yr 10	PP running club targeting girls with one or more behaviour/engagement/confidence issues <b>EEF Toolkit: Sports participation +2 months</b>	13	Reduced internal/external exclusions during training/event period. £450+ raised for charity, improved engagement in school, pride and confidence.	£800 (staffing, race entries, clothing)
	All years	Triage support and planning including PPP parenting support program <b>EEF Toolkit: Parental involvement +3</b>	71	- wide range of individual support and progression	£1820 staff time

## Staff work on subject based PP intervention and support

Focus area	Year group (s)	Strategy	Number of PP students involved	Impact to date	Approximate costing	
Improving literacy skills in KS3	7X, 7Z, 8X, 8Z, 9X, 9Z	Extraction of very lowest literacy level PP students from MFL to receive 3/4 hours a fortnight of specialist literacy intervention by SENCO/English teacher <b>EEF Toolkit: Reading comprehension strategies +5 &amp; Oral Language interventions +5</b>			£3600	
						Numbers of students making expected/good progress in... ( ) = cohort
						<b>Reading</b> <b>Writing</b> <b>Spelling</b>
				Yr 7		Tbc
	Yr 8	5/2 (8)	5/2 (8)	3/4 (8)		
	Yr 9	5/2 (8)	7/1 (8)	7/1 (8)		
	7,8	Groups receiving 10 x 1hr specialist intervention sessions (1 additional hour per week) to close basic skill literacy gaps/address individual barriers to progress.	11	<b>Noted impacts...(SENCO)</b> <ul style="list-style-type: none"> <li>• Increased confidence</li> <li>• Better word attack skills</li> <li>• Improved basic punctuation (capital letters, full stops)</li> <li>• Developing use of compound</li> </ul>	£1250	

		<b>EEF Toolkit: Reading comprehension strategies +5</b>		sentences • Increased reading away from sessions – widening vocabulary	
	7-11	Toe-to-Toe targeted reading program (Short burst reading at least 3 times a week each) <b>EEF Toolkit: Reading comprehension strategies +5 &amp; Oral Language interventions +5</b>	5	Increased reading fluency, word attack skills.	£410
GCSE English additional small group support	10	Additional English provision 2 hrs extra a week for targeted “L” and “M” ability PP students who are struggling to progress 36 hours to date <b>Reading comprehension strategies +5 &amp; Oral Language interventions +5</b>	8 PP + others	9/14 making expected or good progress in reading skills now 10/14 making expected or good progress in writing 12/14 making expected or good progress in spelling.	£503
	11	Bespoke small group teaching for students AROE/P.Ex through alternative provision program. 26 hours to date <b>EEF Toolkit: Behaviour interventions +5</b>	2	Growing confidence in the texts that they are reading. Improved understanding of what they need to do to answer the questions in the exam. Motivation of these students is higher	£363
	11	Bespoke masterclasses led by experienced English teacher 2 sessions a month in the lead up to the exams. These are small groups <b>EEF Toolkit: Small group tuition +4</b>	26	Increased confidence with the texts. Quantitative data tbc at next check point	

Bespoke CLA support within core subjects	7-11	Focus as per individual need (identified through school tracking data). 1:1 specialist session with teachers on top of normal TT Stu 1: Maths 9 hours + 10 hours English Stu 2: Yr 11 maths 12 hours Stu 3: yr 11 maths 10 hours Stu 4: Yr 8 maths 13 hrs Stu 5: Yr 8 English 10 hours Stu 6: Yr 8 English 10 hours Stu 7 Yr 10 English 10 hours Stu 7: yr11 Maths 3 hrs <b>EEF Toolkit: one-to-one tuition +5 months</b>	8 x CLA students	All students have increased in confidence. Specific examples of gains made in individual assessments and also better engagement in mainstream lessons/work output as a direct result of being able to access/understand content better	£7,575 through PEP funding (CLAs received higher rate PP funding and sometimes further top-ups)
Mathematics	11	Bespoke small group teaching for students AROE/P.Ex through alternative provision program. 26 hours to date <b>EEF Toolkit: reducing class sizes +3 &amp; Behaviour interventions +5</b>	2	2x students 1 mark off a 4 in recent mock exams – significant progress from earlier checkpoint	£650
	7-11	HLTA maths specialists deployed against classes with high PP numbers to enable teacher to work closely with all key students. Some extraction as well to reinforce key concepts <b>EEF Toolkit: Small group tuition +4</b>	33 targeted PP students	14 Y11 PP students improved results from checkpoint at TP3 to TP5. Small group work has boosted confidence of these students to answer GCSE questions	
	7-11	HLTA maths Provision of 1:1 additional maths support sessions to CLA/Key PP students ~20 hours each x 2 students	2	Gains in confidence/problem attack skills Improving memory of formulae/process methods	£558

	10/11	More able PP maths coaching + work with H ability PP in lessons <b>EEF Toolkit: Peer tutoring +5</b>	20	6 H ability PP students at KS4 have made improvements from their starting point in September	£634
Science	11	Ex science teachers (0.2FTE) doing targeted intervention sessions (with groups of students) to fill knowledge gaps/boost understanding/progress 50 hours input to date <b>EEF Toolkit: Small group tuition +4</b>	10	26 students have made improvements from the end of yr 10 to the most recent check point and in their ISAs. Students have more confidence and are able to develop their understanding from the small group sessions	£1250

### Leadership roles/coordination of strategy/direct work within companies with PP students

Proportional payment – lead staff for PP	All	Setting up, commissioning, coordinating provision and impact assessment. Work 1:1 with specific students	343	Case studies showing a range of individualised support and therefore improved academic and well-being outcomes.	£15,000
	All	Direct targeted work by company leaders – targeted academic intervention with PP as first priority		See individual company termly reports	£16,000

#### Broad timeline of student progress reviews/intervention impact/restructuring

- Yr 11 – E&M students (following next set of mocks (March 17)
- Year 10 – following TP2 – March 2017
- Year 7-9 – on going via TP analysis
- Attendance/PA – fortnightly on going