

PUPIL PREMIUM FUNDING AT LITTLE LEVER SCHOOL

An Introduction to the Pupil Premium Grant

The Pupil Premium Grant (PPG) is additional funding provided to schools by the government to support the closing of the attainment gap between disadvantaged pupils and their non-disadvantaged counterparts.

The PPG is allocated to schools for use with pupils who are from low-income families who are presently known to be eligible for free school meals (FSM Ever 6), children who have been adopted from care, children who have been looked after continuously for more than 6 months (CLA) or are regarded as a service child (Service Ever 4).

At present the amount of funding received for each child is:

FSM Ever 6 = £935

Looked after children = £2700

Service Ever 4 = £600

The total grant Little Lever School received for the financial year of 2015/2016 was £267,410, based on 286 pupils (33.6%) being eligible for the PPG.

How the PPG has impacted on the attainment of pupils at Little Lever School

Little Lever School aims to support the progress of its disadvantaged pupils through the use of specific intervention and whole school approaches that nurture every aspect of their education.

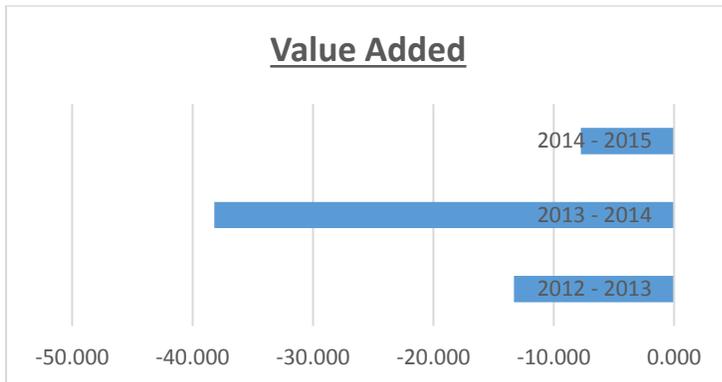
All staff at Little Lever School fully understand that entitlement to the PPG does not mean low ability and that we must improve the attainment and pastoral outcomes for these pupils.

As a school, we have an understanding of the educational research carried out by the Sutton Trust, with support from the Educational Endowment Foundation. When intervention strategies are developed we refer to the 'Teaching and Learning Toolkit' to maximize the learning opportunities presented to the young people in our care. The impact of these strategies are expressed as potential months gain, and these are highlighted where appropriate. Strategies used in Little Lever School to improve the educational attainment and outcomes of disadvantaged pupils include:

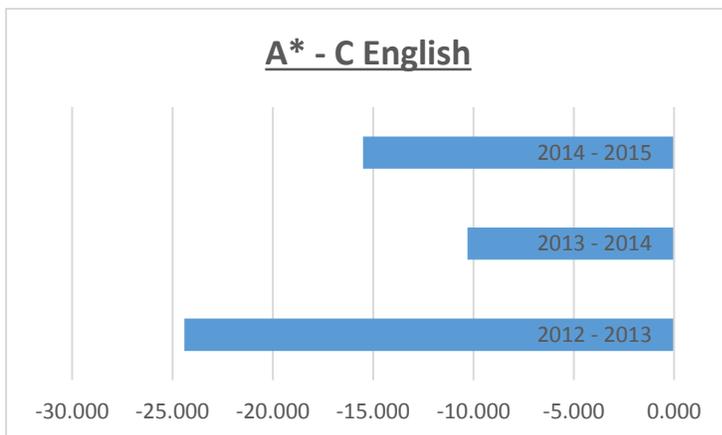
- Staffing contributions, including teaching, learning support and pastoral staff (+4 months)
- Additional in-class support (+1 month)
- Nurture groups (+4 months)
- Summer schools (supported by external funding) (+3 months)
- Access to external support including one-to-one counselling, school nurse and specialist external support facilities and programmes (+4 months)
- One-to-one tuition (+5 months), small group work (+3 months) and individual mentoring (+1 month) sessions

- Raising Boys' Achievement project to support the progress of boys (+4 months)
- Focused subject specific intervention programmes, including intervention sessions at external venues to access specialist equipment (+3 months)
- Daily homework clubs (+5 months)
- Targeted revision sessions both in and out of term time (+2 months)
- Revision skill sessions from external parties (+2 months)
- CEIAG focussed sessions, including visits to colleges and universities to widen horizons and raise aspirations
- Provision of subject specific materials to support learning, exam preparation and exam performance, including revision guides and online programmes (+4 months)
- Access to specialist tuition in curriculum areas such as music and Physical Education (+2 months)
- Access to aspirational workshops provided by external parties
- External subject specialists to develop the teaching practices of teaching staff

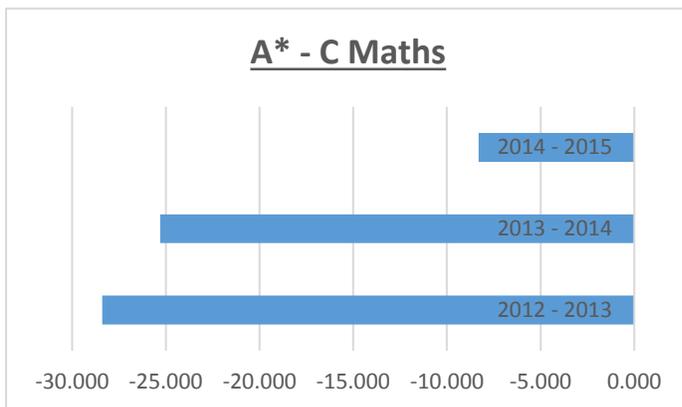
Impact of the PPG on academic attainment 2012-15 (2016 outcomes to be published when Validated RAISEonline is published in December 2016):



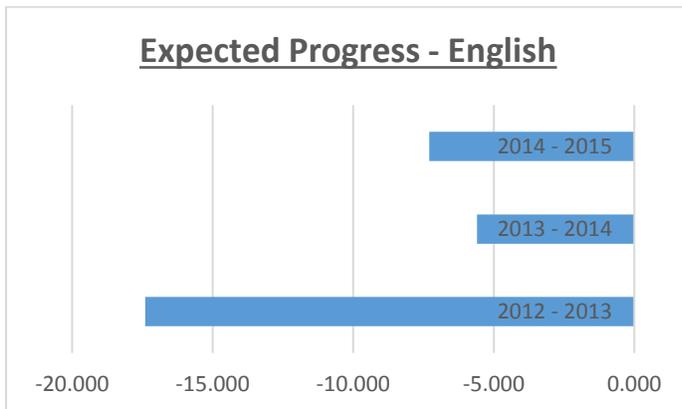
Progress from KS2 to KS4 has shown a distinct shift in the gap between Pupil Premium and non-Pupil Premium cohorts. The point gap between the two cohorts in 2014 was 38.2 points in favour of the non-Pupil Premium cohort, however this gap has narrowed in 2015 to 7.7 points. Further to this, both cohorts were above the baseline score of 1000, with the Pupil Premium cohort scoring 1012.47, and the non-Pupil Premium 1020.1.



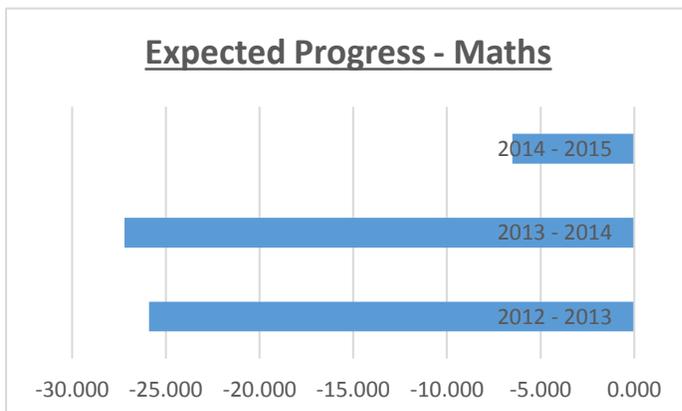
The attainment gap between pupil premium and non-pupil premium cohorts has widened slightly to - 15.5% in 2015, from -10.3% in 2014. There has also been a decrease in the attainment for both groups.



The attainment gap between pupil premium and non-pupil premium groups has closed significantly in 2015, dropping by almost 20% to -8.3%. Overall attainment in the pupil premium cohort has also increased by 10.7% in comparison to 2014.



Expected progress from KS2 for KS4 in English has seen a slight widening of the gap between pupil premium and non-pupil premium cohorts from -5.6% in 2014 to -8% in 2015. There has also been a decrease in the attainment for both groups.



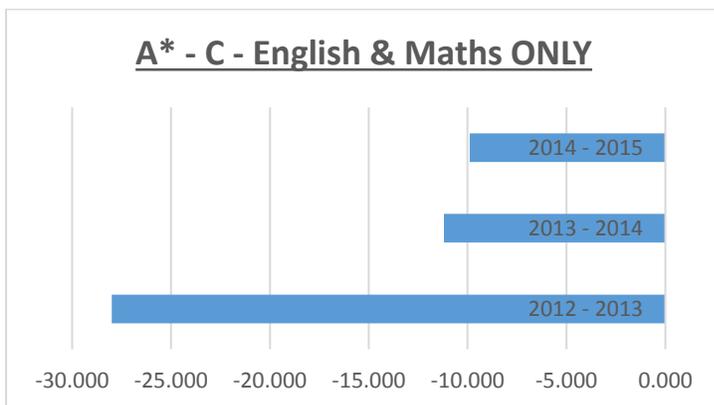
There has also been a decrease in the gap between the pupil premium and non-pupil premium cohorts in the making the expected progress from KS2 to KS4. This gap has decreased by over 20% to -6.5%. The number of pupil premium pupils making expected progress in maths has also increased 6.6% in 2015, in comparison to 2014.

'Progress 8'

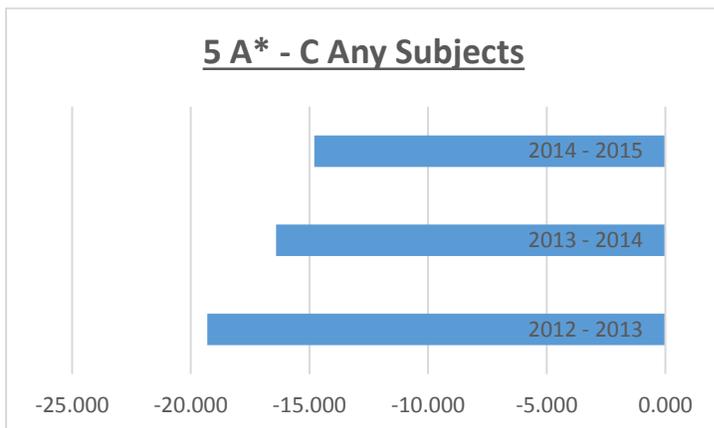
The progress 8 score of a school is designed to demonstrate the progress made by pupils from the end of key stage 2 up to the end of key stage 4. A score of 0.00 is seen as pupils making the expected progress from their key stage 2 starting points.

The score is calculated from a suite of subjects, including English, maths, sciences, modern foreign languages, history, geography, as well as other GCSE and vocational subjects, such as technology, music, drama and art.

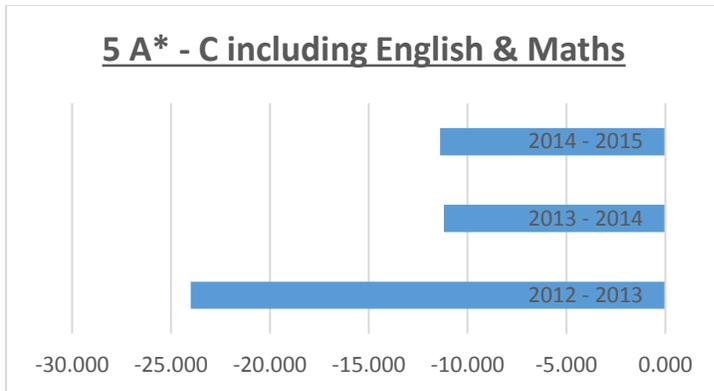
In 2015, the data released from the DfE for our pupil premium group was -0.06, whereas the non-pupil premium group scored 0.00. This indicates a gap of -0.06 between the two cohorts. As no progress 8 data was released for 2014, the next comparable data-set will be for the 2016 cohort.



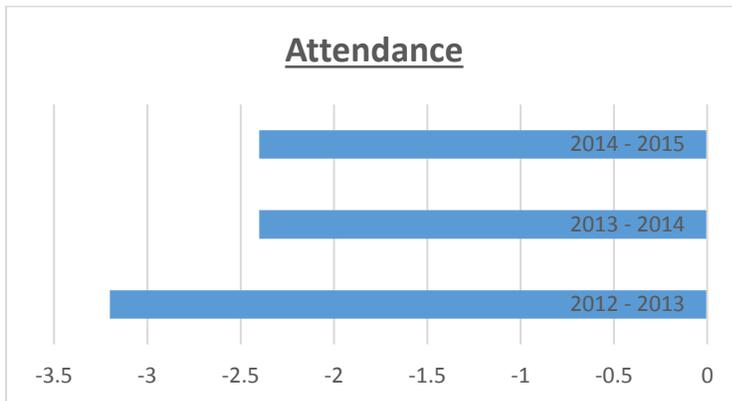
The gap between the number of pupils attaining A* - C grades in both English and maths has decreased this year in comparison to the previous 2 years to -9.9%. This is against a backdrop of this overall figure decreasing in 2015 in comparison to 2014.



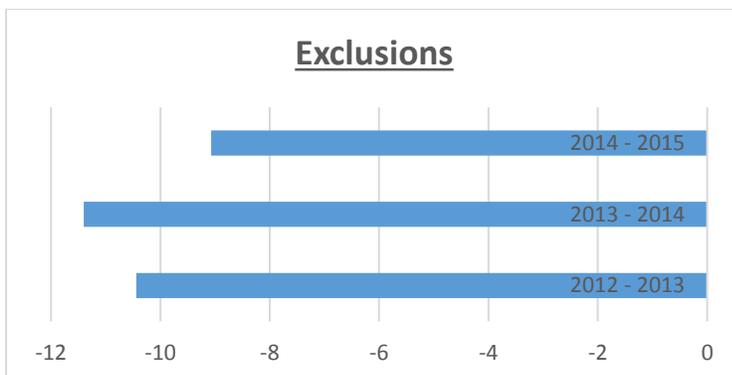
The attainment gap between the pupil premium and non-pupil premium cohorts for 5 A* - C in any subject combination has decreased to its smallest point in the last 3 years, showing a decrease of 4.5% since 2013. This measure has also seen consistent improvement year-on-year since 2013.



The attainment gap between pupil premium and non-pupil premium pupils in attaining 5 A* - C grades including English and maths has stabilized to a similar figure when compared to last year with a slight increase of 0.2% to 11.4% from 11.2% in 2014.



The attendance gap between pupil premium and non-pupil premium pupils has narrowed since 2013 to its present level at 2.4%.



The comparable gap between the number of exclusions between pupil premium and non-pupil premium pupils has decreased to its present level at -9.07%.

Conclusions:

- The Value Added score of the PPG cohort was above the national average in 2015, and the gap between PPG and non-PPG is at its smallest since 2013.
- The progress 8 score indicates that PPG pupils are not yet making the required progress from their KS2 starting points.
- A* - C and required progress measures in maths have increased for the PPG cohort have increased for the PPG cohort and the attainment gap has decreased.

- A* - C and required progress measures in English have shown a widening attainment gap for the PPG cohort against a backdrop of these figures decreasing in comparison to 2014.
- The PPG cohort have narrowed the gap in the 5A* - C progress measure.
- The attainment gap between the PPG and non-PPG cohorts in 5A* - C including English & maths has remained at a similar level to 2014 after a significant decrease in 2013.

2015 – 2016 Allocation:

The allocation of the 2015-16 PPG has followed the same guidelines as the previous year, with the school receiving £267,410. This is based on 286 of 883 pupils (32.4%) being eligible for the PPG.

The 2015 – 2016 impact will be measured in the following ways:

- Disadvantaged pupil outcomes measured against the rest of the cohort and against the national picture.
- Identifying if disadvantaged pupils are below, on or above target in all subjects across all years, and that they are making the required progress from their starting points.
- To ensure that disadvantaged pupils not on target and not making more than expected progress are identified timely so that improvement strategies can be put in place.
- Analysing the attendance of disadvantaged pupils to that of non-disadvantaged pupils and the expectations of the school.
- To ensure all school data collections identify and report on the progress made by disadvantaged pupils and the impact of strategies in place.
- Other strategies will develop over the course of the academic year, details of which will be updated half-termly.

Little Lever School remains committed to improving the outcomes of **all** pupils under its care.