

Pupil Premium Grant: 2015/16

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils (11-16) on roll	881
Total number of 'FSM ever 6' students	313
Total number of service children	2
Total number of CLA students	9

Year Group	Whole School			Pupil Premium Cohort		
	Male	Female	Total	Male	Female	Total
7	105	103	208	41	35	76
8	86	67	153	32	25	57
9	102	76	178	37	24	61
10	76	94	170	27	35	62
11	87	85	172	22	35	57
Overall total	456	425	881	159	154	313

Pupil Premium

Pupil Premium funding is capital which is additional to main school funding.

The purpose of the Pupil Premium is that it is deployed by schools to narrow the attainment gap between pupils from low income families and their peers by ensuring that this funding reaches the pupils who need it most. Schools have the freedom to spend this funding as they see fit based upon their knowledge of pupil needs. Pupil Premium funding is received for those who have been in receipt of Free School Meals (FSM) at some point in the past 6 years and children who have been "in Care" continuously for more than 6 months.

In order that they may achieve their full potential, each student eligible for Pupil Premium funding may require, in addition to the core offerings a school may deliver, a bespoke set of interventions, opportunities and support based on their individual needs and circumstances. The students for whom the school receives the Pupil Premium are not a homogenous group of young people: Little Lever School therefore uses this funding to address student needs which are inevitably diverse; for example, some of these students may not have faced economic hardship for a number of years whereas others may be presently in a low-income family environment. The success of the school's use of the Pupil Premium funding is focused less on the journey individual students take through the school, but more on their ultimate levels of achievement of this group.

Pupil Premium Report:

Analysis and challenge:

Data for the pupil outcomes table should be taken from RAISEonline, or SISRA if unvalidated or validated RAISEonline has not been published. Once RAISE online is published in December the figures for 'Outcomes' can be validated.

Financial year	Amount of Pupil Premium funding	Amount of Pupil Premium funding (LAC)	Amount of Pupil Premium funding (Services)
2015-16	£267,410	£2,700	£600

Outcomes of PP cohort 2015 and 2016:

Year 11: Indicator	2014 Gap between PP and Non PP	2015 Gap between PP and Non PP	National Average (2015)	2015 outcome for PP	2015 outcome for Non PP	2016 Gap between PP and Non PP	2016 Outcomes for PP	2016 Outcomes for Non PP
Attainment – 5+ A*-C passes including English and mathematics	11	11	56	38	49	14.2	34.5	48.7
Attainment – A*-C % in English	10	14	67	42	56	12	47	59
Attainment – A*-C % in Maths	27	8	67	58	66	14	44	58
Attainment – average points score (best eight GCSEs including equivalents)	41	15	308.6	308.76	323.9	53.54	257.35	310.89
Progress – expected progress in English (%)	6	6	69	50	56	21	51	72
Progress – more than expected progress in English (%)	11	3	30	14	17	22	13	35
Progress – expected progress in mathematics (%)	27	6	66	58	64	24	34	58
Progress – more than expected progress in mathematics (%)	6	2	30	18	20	18	11	27
Value Added	38.2	10	975.9	1001.92	1011.14	45.27	960.70	1005.97
Progress 8 (New measure for 2016)						0.77	-0.89	-0.12
A*-C English and mathematics (New measure for 2016)	-					7	44	51

Planning and evaluation outline 2015 and 2016

Actions in **Bold** indicate a new action / focus for 2016 (from Jan). Actions in normal text are actions continued from 2015.

Actions in **RED** indicate a strategy or action that will not continue in 2016 due to the impact it has generated.

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/ cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved.	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...'
Staffing (Teachers)	£214934	Continued activity	<ul style="list-style-type: none"> • All year groups covered. • Have recruited a lead teacher in English and an additional teacher in English to ensure we focus on literacy skills and have the capacity to provide a personalised curriculum and improve outcomes. • Additional staff has given us the flexibility to ensure we reach pupil premium students particularly in English and Maths in KS4. This has allowed us to construct target classes. • Additional staff has allowed us to be strategic in our staffing ensuring the right students receive the right teacher i.e. the teacher who has the emotional and pedagogical skills to take them forward. • Investing in staff CPD and concentrating on accuracy of assessment and Growth mindset • Introduction of Growth mindset to support student's resilience and promote the 'can do' attitude among our disadvantaged cohort. 	<p>Please view, 'Outcomes of PP cohort 2015 and 2016'</p> <p>Using external providers such as Live 'n' Learn was effective in engaging the Disadvantaged pupils in their learning. However, the direct impact of this on outcomes isn't tangible.</p> <p>Purchasing of the Tassomai subscription enabled basic skills to be developed. This has been purchased for a number of years, and has had large successes in the past. Additional staffing, particularly in the core subjects, allowed creative setting – this worked very well in maths, where some pupils in receipt of the PPG achieved higher grades than forecast earlier in the year, due to focussed intervention supported by the PPG.</p>

			<ul style="list-style-type: none"> • Line managers ensured subject leaders focussed on quality first teaching and learning as the number one strategy to narrowing the achievement gap. • Appointment of a Pupil Premium Lead who will co-ordinate intervention strategies and measure the impact of these • Introduction of Diagnosis Therapy Testing in Y11 to ensure students are clear on what they need to do to improve and what ‘therapy’ they need to complete in order to make the improvements and when they will be tested to validate the improvements they have made. • Created a Raising Standards team led by the Deputy Head (Achievement) with a sharper focus on Y11 and narrowing the achievement gap • RSL with T and L lead is focussed on embedding DTT model and ensuring accurate mock analysis is communicated clearly with students via ‘Get my Grade cards’ 	<p>Rising grade boundaries in maths and English meant a number of our PP students missed out on their target grades. This is being tackled through thorough planning of the new spec, which English and maths will study this year.</p> <p>Removal of the role of the PP lead, and handing back the responsibility to the rest of the teaching staff will prove more effective – what happens in the classroom makes the most impact. Many of the strategies employed to raise achievement of Disadvantaged pupils were employed by the PP lead (WBA), on a whole-school basis. Although some of these were effective in allowing access to resources for all pupils, the direct impact of many of the strategies is not specifically measurable. Funding programmes such as Tassomai in science, which are very effective, works well, and we will continue this. The responsibility for the achievement of pupils in receipt of the PPG has been handed back to Subject Leaders and classroom teachers, so they can specifically focus on individuals, rather than blanket strategies for all.</p>
RSL Lead	£20000		<ul style="list-style-type: none"> • Provide a personalised achievement programme that includes assertive mentoring of key students, rewards, motivational events but most importantly a laser sharp 	<p>This focussed on ALL students. VA measures suggest PP students benefitted from this. However we recognise we can do more to support the progress of more</p>

<p>Achievement Programmes</p> <p>Assertive Mentoring</p>			<p>focus on where these students need additional support.</p> <ul style="list-style-type: none"> • Match meetings and regular line management (Y11 focus) ensure there is a forensic approach to ensuring underachievement is identified early and actions are in place to tackle this • Mentors at KS3 and KS4 monitor and target students in classrooms to support classroom teachers, ensure predictions are robust and build resilience with students • Created a Raising Standards team led by the Deputy Head (Achievement) with a sharper focus on Y11 and narrowing the achievement gap • RSL with T and L lead is focussed on embedding DTT model and ensuring accurate mock analysis is communicated clearly with students via 'Get my Grade cards' 	<p>PP students and we need to do more to measure the impact of what we do.</p>
<p>PP Raising Standards Pot</p>	<p>£10000</p>		<ul style="list-style-type: none"> • This pot of money is used as a 'Find and Fix' strategy and is made available to all subject areas. We need to ensure that applications are outcome focussed and are based on research of what actually works. We need to monitor more sharply which students are involved in intervention, the type of intervention it is and most importantly what impact has it had. 	<p>The impact of applications needs to be tracked and available for any PP student in the school. This needs to be in place and operational by September 2016</p>
<p>Counselling Services</p>	<p>£4340</p>	<p>Cont. activity</p>	<ul style="list-style-type: none"> • All year groups covered. Available to our PP students who require this. Focus: Attendance, behaviour, achievement. 	<p>Fixed term exclusions and attendance are in line with national averages. We need to ensure fixed term exclusions are significantly below national averages and attendance is above the national average.</p>
<p>Educational Psychologist</p>	<p>£2580</p>	<p>Cont. activity</p>	<ul style="list-style-type: none"> • All year groups covered. Available to our PP students who require this. Focus: Attendance, behaviour, achievement. 	
<p>Accelerread</p>	<p>£1203</p>	<p>Cont. activity</p>	<ul style="list-style-type: none"> • All year groups covered but with specific focus on Y7 and Y8 students. Aimed at narrowing the achievement gap early by supporting our weakest readers to reach a standard of reading that will not hinder their progress across the curriculum in KS4 	<p>Accelerread has had limited impact. There are examples of small improvements for this group of weak readers but the scheme has not yet been embedded to good effect. New leadership structures around literacy will be put in place to</p>

				ensure this happens from September 2016
SISRA Analytics	£1644	Cont. activity	<ul style="list-style-type: none"> Supporting forensic data analysis and the Raising Standards leader to ensure there is a laser sharp focus on identifying students' underachievement. 	This is used extensively by staff at all levels to monitor and track pupil progress.
PiXL	£2250		<ul style="list-style-type: none"> Collaborating with other schools at a local and national level will help us learn what strategies are having the greatest impact on student achievement. 	Will allow us to keep at the cutting edge of curriculum reform to ensure our curriculum meets the needs of ALL our students including Pupil Premium students. It will also help establish strong links with other schools.
ECDL	£2489		<ul style="list-style-type: none"> Early entry ECDL has been used to build the achievement culture with our PP students. This is a course which is accessible for all and develops essential ICT skills for employment or further study. We complete this using a short fat curriculum model in Y10 and Y11. We use student's success on this course as a catalyst to engage and motivate them in other areas of the curriculum. 	This has extended the curriculum choices of many pupils, particularly our PPG pupils, and they have all succeeded at this.
GL Education	£8000		<ul style="list-style-type: none"> This is an assessment tool to establish starting points for students and to provide accurate starting points and evaluation of students literacy and basic English skills 	
Rewards	£570			

Planned further Expenditure

Numeracy and Literacy Catch up via SEND department and SLT Literacy lead

Uniform Support

Breakfast & Homework clubs

Summer School

Student Specific Interventions

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

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