



## **North Leamington School**

### **Pupil Premium Spending Report 2014-15**

#### **Pupil Premium Funding**

The Pupil Premium funding is provided for children from low-income families who are currently eligible for 'Free School Meals' (FSM) as well as any child who has been continuously 'looked after' for more than six months, children of Service Personnel and those children who are identified as 'Ever 6' which is defined as children who have been in receipt of FSM at any time over the previous six years. The reason for the funding is to break the link between FSM eligibility at any point in a child's life and the increased likelihood of underachievement and poorer academic results compared to a child not receiving FSM.

North Leamington School has been allocated the following amount of pupil premium funding:

- 2014-15 Financial Year (1/4/14-31/3/15) = £186,525
- 2015-16 Financial Year (1/4/15-31/3/16) = £182,433

Pupil Premium funding is used appropriately to finance, for example, a **Designated PP colleague** working in classrooms with **Year 10 and 11 students** in written based subjects, with specialism in English and Media. Her remit is to support Disadvantaged students with these subjects giving extra intervention (sometimes 1-1 or small group) and exam revision techniques in a mentoring session along with keeping up with all new Schemes embedded in daily practice to have maximum impact.

#### **Pupil Premium Allocation**

##### **Staffing**

- ☐ SAHT Lead and Ambassador for PP students
- ☐ AHT focused support as part of the PP team.
- ☐ Pupil Premium Support Mentor for designated students in Years 10 and 11.
- ☐ Additional Teaching staff in Maths to support intervention
- ☐ HLTA Intervention in English and Maths
- ☐ One-to One or Small Group intervention Lead for students in English and Maths. .
- ☐ Family Support Worker
- ☐ School Based PCSO
- ☐ Support and intervention from the Pastoral Team including Learning Managers
- ☐ Staffing for Alternative and Flexible Curriculum.
- ☐ IEN Homework Club

##### **Support from Professional Services**

- ☐ Early Intervention Service
- ☐ Educational Psychology Service
- ☐ Counselling Service
- ☐ Attendance Officer

### Alternative Provision

- ☐ Warwickshire College
- ☐ PAYP

### Support with Additional Activities

- ☐ Subsidies for offsite visits
- ☐ Support for Resources in lessons
- ☐ Support for uniform/shoes/ingredients for students taking Food Technology GCSE Course
- ☐ Subsidies for music tuition
- ☐ Pupil Premium Activity Week (Years 7, 8 and 9)

### Outcomes at KS3

In Year 7 pp students made on average 1.8 split levels of progress compared to non pp students who made 1.8 split levels of progress.

In Year 8 pp students made on average 1.4 split levels of progress compared to non pp students who made 1.7 split levels of progress.

In Year 9 pp students made on average 1.3 split levels of progress compared to non pp students who made 1.7 split levels of progress.

### Outcomes at KS4

	2013			2014			2015		
	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap
5A*-C (EM)	34%	67%	<b>-33%</b>	36%	67%	<b>-31%</b>	42%	68%	<b>-26%</b>
English GCSE APS	35.3	41.0	<b>-5.7</b>	37.2	41.4	<b>-4.2</b>	37.7	42.4	<b>-4.7</b>
English 3 Levels of Progress	61%	76%	<b>-15%</b>	55%	66%	<b>-11%</b>	54%	78%	<b>-24%</b>
English 4 Levels of Progress	19%	28%	<b>-9%</b>	12%	31%	<b>-19%</b>	35%	39%	<b>-4%</b>
English A*-C	41%	72%	<b>-31%</b>	52%	71%	<b>-19%</b>	54%	80%	<b>-26%</b>
Maths GCSE APS	35.2	41.9	<b>-7</b>	32.6	43.5	<b>-11</b>	36	43	<b>-7</b>
Maths 3 Levels of Progress	53%	83%	<b>-30%</b>	53%	75%	<b>-22%</b>	65%	85%	<b>-20%</b>
Maths 4 Levels of Progress	27%	34%	<b>-7%</b>	16%	45%	<b>-29%</b>	15%	41%	<b>-26%</b>
Maths A*-C	53%	82%	<b>-29%</b>	52%	82%	<b>-30%</b>	62%	89%	<b>-27%</b>
Average Capped Points Score	330.2	377.5	<b>-47.3</b>	312.4	363.5	<b>-51.1</b>	312.1	356.0	<b>-43.9</b>

### Impact of Pupil Premium Funding- A Review of Selected Outcomes at KS4

	<u>2013</u>	<u>2014</u>	<u>2015</u>
5 A*-C including Maths and English			
Disadvantaged students	34%	36%	42%*

\*Five further students were either 1 or 2 grades off in ONE Core subject.

In 2015 the highest proportion of Disadvantaged students achieved 5 'Good' GCSE passes. The three year trend is upward and on course to improve further in 2016. The structure of the support mechanisms in Y11 meant that a greater number received focused adult support at different times, as need arose.

COMPARING WITH NATIONAL			
NON-DISADVANTAGED STUDENTS			
	<u>2013</u>	<u>2014</u>	<u>2015</u>
<b>5 A*-C including Maths and English</b>			
Disadvantaged students	34%	36%	43%
Other students	67%	62%	62%
GAP	33%	26%	19%

The gap is **rapidly decreasing** when comparing to 'Other students' Nationally.

This year, a significant proportion of the allocated money went into Mathematics to provide additional adults with expertise to support Disadvantaged students in small groups and 1-1.

IN SCHOOL VARIATION			
	<u>2013</u>	<u>2014</u>	<u>2015</u>
<b>Maths A*-C</b>			
Disadvantaged students	53%	52%	62%
Other students	82%	82%	89%
Within School Gap	29%	30%	25%

It is pleasing to note that the in school variation has narrowed and **a further 12% of** Disadvantaged Students achieved a grade C or above in 2015. This was a larger increase than the 7% for other students.

COMPARING WITH NATIONAL			
NON-DISADVANTAGED STUDENTS			
	<u>2013</u>	<u>2014</u>	<u>2015</u>
<b>Mathematics A*-C</b>			
Disadvantaged students	53%	52%	64%
Other students	77%	74%	74%*
GAP	24%	22%	10%
*TBC			

The gap is **rapidly narrowing over time** for the top grades in Mathematics. The attainment is becoming in line with the National picture for Non-Disadvantaged students.

### Expected Levels of Progress

IN SCHOOL VARIATION			
	<u>2013</u>	<u>2014</u>	<u>2015</u>
<b>MATHS 3LP</b>			

Disadvantaged students	53%	53%	70%
Other students	83%	75%	85%
Within School Gap	30%	<b>22%</b>	<b>15%</b>

The gap is **rapidly narrowing over time** for expected progress in Mathematics. A 17% increase in 2015 outweighs a 10% increase for other students.

<b>COMPARING WITH NATIONAL</b>			
<b>NON-DISADVANTAGED STUDENTS</b>			
	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>MATHS 3LP</b>			
Disadvantaged Pupils	53%	53%	<b>70%</b>
Other Pupils	76%	71%	71%
GAP	23%	<b>18%</b>	<b>1%</b>

The gap has almost been **closed** when you compare the percentage of expected progress achieved by our Disadvantaged students with the National picture of Non-Disadvantaged students.

### **IMPACT FROM A SELECTION OF INITIATIVES.**

#### **Attendance update**

The strategies employed have resulted in better attendance in Year 11 for Disadvantaged students.

2012/13- 89.2% attendance

2013/14- 89.2% attendance

**2014/15- 91.6% attendance**

Attendance is checked fortnightly where a meeting is held between a PP colleague and the attendance officer.

#### **Vulnerable Families Network**

*NLS are involved with, and host a **Vulnerable Families** network with nine of the Leamington North Cluster Primary schools. The aim of the network is to improve the help for more vulnerable families by looking at the practise in each school and how schools can benefit from supporting each other. Information is also shared on how to access resources, guidance and support that is available from external organisations.*

#### **Family Support Worker-**

##### **Triple P (A Positive Parenting Programme)**

The parenting course continues to go from strength to strength. The parents who attended the last course all showed significant progress in confidence in managing difficult behavior with their sons and daughters. The feedback was very positive with one mother feeling that the course should be attended by all new Year 7 parents!

Here are some of the recent comments made by Parents after intervention from the FSW-

- ☐ The student now has a tutor from the college who comes in once a fortnight to see him, and sets him work to complete for the following meeting. The student also has a work colleague who has volunteered to be the student's mentor and to support him through his course.

- ☐ The student is going from strength to strength with his confidence improving all the time as he works well with his colleagues and has made some new friends.
- ☐ A plan is in place for the student to take on all tasks involved within our warehouse, leading on to the student learning to drive the forklift truck once he reaches 17.
- ☐ There will be plenty of opportunities for the student to move forward within the business, as time progresses.
- ☐ Everybody who works with the student has nothing but praise for him as he works hard and learns very quickly portraying a very conscientious attitude.
- ☐ The student has come a long way and at last believes in himself. All the hard work and patience has been worth it.
- ☐ We can now look forward with the student to a very bright and happy future.

### **Links with Headteachers of Junior Schools**

The Family Support worker has attended end of term meetings at junior school's to support transition and to start to build a relationship with the family. The Headteachers have valued this contact. This has been successful in identifying concerns and successes, enabling NLS to be able to put together strategies for supporting the student. This is excellent practice for early intervention, particularly for Pupil Premium students.

### **Agency Referrals**

It is important for the Family Support worker to have strong links with outside agencies ensuring additional support is available when required. If families are in crisis then it is unlikely that a student (often Pupil Premium) will be getting the full support that they need as there are many barriers at home. A strong relationship between the Family Support worker instills trust and honesty as she is often a 'go between' which families become reliant on.

### **Priority Families**

This has been a very valuable link, ensuring that our most vulnerable families receive the support that they need from a professional who will visit the home regularly, assist with concerns and feedback to the Family Support worker in school to ensure that we can complement their support.

### **Free school meals**

Families are encouraged to apply for free school meals. The Family Support worker has access to the system to see what is being purchased for lunch by the pupils and to address this if concerns with the student, the family and other agencies.

### **Learning Managers**

Learning Managers work within the IEN faculty.

As non-teaching members of staff they support students from Year 7 to Year 11. This support will be relevant to their need and a variety of methods can be employed for this purpose. These include: -

- 1 to 1 sessions.
- Group intervention programmes run within the school by the Learning managers
- Nurture room provision

- Alternative external provision

The overall aim of all of the above is to: -

- build confidence
- gain self-esteem
- overcome negative anger
- team working

This targeted approach is coordinated by the interventions manager in conjunction with the SENCO Faculty lead. Impact of any additional support and targeted intervention is tracked via the IEN tracker document.

The School has access to a PCSO that visits the school to support relevant targeted interventions that links with diversion away from any criminal or Antisocial Behaviour, and helps deliver whole school education packages about 'keeping safe'.

### **Careers Advice**

Disadvantaged students at NLS are identified and prioritised for careers advice in years 10 and 11. They are also prioritised for specialist support such as help getting to college interviews or open days and help with their applications. They are also offered as many sessions with the school careers advisor as they need in helping them with their progression plans and helping to raise their knowledge and aspirations. The schools NEET figures in recent years have been excellent. The tracking and identification methods that are now in place ensures that no Disadvantaged student slips through the net and all have a suitable progression plan.

The school provides Alternative Placements in specialist education providers but recommendations for this are made on the basis of need and on the recommendation of SLT and Guidance forum, based on a variety of factors so whilst many students who are on AP are PP, places are not necessarily allocated on that basis. All students in year 10 receive **Mock Interviews** with **Industry Professionals**.

### **GLOSSARY OF TERMS**

NLS- NORTH LEAMINGTON SCHOOL

SAHT- SENIOR ASSISTANT HEAD TEACHER

AHT- ASSISTANT HEAD TEACHER

HLTA- HIGHER LEVEL TEACHING ASSISTANT

PCSO- POLICE COMMUNITY AND SAFETY OFFICER

IEN- INDIVIDUAL EDUCATIONAL NEEDS

PAYP- POSITIVE ABOUT YOUNG PEOPLE

NEET- NOT IN EDUCATION, EMPLOYMENT OR TRAINING