



Disadvantaged Students Spending Plan 2016/17

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For the academic year 2016/17, the school was in receipt of £440,582 to support the achievement and progress of pupil eligible for the pupil premium. This equated to **474** students, distributed as follows throughout the school: **Y7** 88, **Y8** 97, **Y9** 126, **Y10** 79 and **Y11** 89

What are the school's priorities for pupil premium funding?

As set out in the school's strategic plan, we intend to use pupil premium funding to:

- Raise the levels of attainment and progress for Disadvantaged students.
- Increase the attendance of disadvantaged students in all year groups and narrow the attendance gap (disadvantaged vs. non-disadvantaged).

The funds will be focused on three key priority areas:

Priority 1: Supporting the curriculum to narrow the gaps in attainment and progress

Priority 2: Support to increase the attendance of Disadvantaged students

Priority 3: Support for the engagement and welfare of Disadvantaged Students

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Provision	Cost	Current Situation	Staff	How will this help Disadvantaged Students	Anticipated Impact
Priority area 1: Support for the Curriculum: Closing the gaps and raising attainment					
Enhanced spending on English and Maths teaching.	£217,642	In-school gaps at 5+A*-CEM (Disadvantaged vs. non-Disadvantaged students) are above national but closing (2015 -41%, 2015 - 32%). % Disadvantaged students attaining 5+A*CEM has risen from 20% to 25%.	CES	This will facilitate both extra teaching groups in Y10 and Y11 and allow additional interventions in KS3 so that Disadvantaged students with literacy and numeracy difficulties are taught in smaller and/ or targeted groups. We are continuing with an additional English and Maths lesson in Y7.	The attainment gap between disadvantaged students and non- disadvantaged students ('the Basics') will close (by 2018, it will be less than 20%) The progress gaps between Disadvantaged Students and non- Disadvantaged Students will narrow so that they are in line with or smaller than the national figures.
Aspire cohort in Y11 targeting Disadvantaged students with intervention strategies to encourage them to meet their potential and achieve 5+ A*-C including English and Maths	£15000	% Disadvantaged students attaining 5+A*GEM has risen from 88% to 95%. 5+A*-GEM for PP students rose from 74.63% to 88.64% to 95.45% (an increase of 21% in 2 years) and the 5+A*-GEM gap vs. non-	RSE	This sum will be used to target Disadvantaged Students for additional, personalised help, especially in Maths and English. Initiatives such as the PET project (Maths and English) will target the progress and attainment of Disadvantaged Students.	
Aspects, our offsite provision (inc. staffing), to support	£16084		RSE, SP,	Disadvantaged students are historically more likely to be excluded/ disengaged. In 2016,	The attainment gap between disadvantaged students and non- disadvantaged students

<p>the progress and attainment of disengaged students, including those who are disadvantaged.</p>	<p>(65% of overall costs)</p>	<p>PP has further closed to only 2%.</p>	<p>SR, HS</p>	<p>65% of the students who accessed this provision were from our cohort of Disadvantaged students. Their engagement with Aspects helped secure the significant increases at 5+A*GEM for this cohort, kept them engaged with school and contributed to outstandingly low NEET figures.</p>	<p>(‘the Basics’) will close (by 2018, it will be less than 20%)</p>
<p>Staffing for new Off-site Provision</p>	<p>£47564 (65% of overall costs)</p>	<p>Gaps at 3LOP and 4LOP in English, the progress gap at 3LOP closed from 30% to 18% and the percentage of PP students achieving 3LOP rose from 36% to 57%. However, the gap widened at 4LOP by 10% to 16%, due to the relative performance of non-PP students.</p>			<p>The progress gaps between Disadvantaged Students and non- Disadvantaged Students will narrow so that they are in line with or smaller than the national figures.</p>
<p>Targeted support for Disadvantaged students in curriculum subjects</p>	<p>£25000</p>	<p>In Maths, where outcomes were most volatile, the gap at 3LOP has widened by 10% to 31% (3LOP for PP students fell from 48% to 30%) and at 4LOP from 10% to 15% (4LOP for PP students fell from 15% to 7%).</p>	<p>AF, LD</p>	<p>Increased opportunity to offer targeted support directly to Disadvantaged students. 25% of the school’s curriculum allocation to departments is earmarked for spending on Disadvantaged students and distributed by formula to departments depending on how many Disadvantaged students they teach.</p>	<p>The attainment gap between disadvantaged students and non- disadvantaged students (‘the Basics’) will close (by 2018, it will be less than 20%)</p> <p>The progress gaps between Disadvantaged Students and non- Disadvantaged Students will narrow so that they are in line with or smaller than the national figures.</p>

Significantly enhanced careers guidance and support for Disadvantaged Students through the employment of our own Careers Officer with admin support	£30310 (50% of overall costs)	At 1.9%, NEET figures are below city and national averages due to the excellent work of the CEIAG team	RSE LC JM	Securing access to further education or training is integral to future life	NEET figures reduce to less than 1.5% by 2018 Close NEET gap for Disadvantaged vs. non-Disadvantaged students
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Priority area 2: Support to increase attendance and close the attendance gap

Provision	Cost	Current Situation	Staff	How will this help Disadvantaged Students	Anticipated Impact
Employment of our own EWO to support work with Disadvantaged students and their families in the area of attendance	£35928	2015/16 attendance gap was -5.82%. Disadvantaged students' attendance in 2015/16 was 89.1%.	PB	The link between good attendance and good progress/ attainment is well-documented. EWO and PMs will engage with Disadvantaged students who fall below key attendance thresholds.	Close the attendance gap to below 4% in 2016/ 2017 Reduce the % of Disadvantaged students identified as PA
The roles of Pastoral Managers have been enhanced to facilitate more work with Disadvantaged and vulnerable students at a continuing cost.	£18438		All PMs		

Priority area 3: Support for engagement and well-being

Provision	Cost	Current Situation	Staff	How will this help Disadvantaged Students	Anticipated Impact
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We continue to fund our Community and Business Manager to act as a link between school, primary partners and Disadvantaged parents and to facilitate extra curriculum activities for Disadvantaged students both inside and outside term time	£17811 (50% of total costs)	Attendance by parents of Disadvantaged students (vs non-Disadvantaged) at parent events is historically low. Disadvantaged students have disproportionately not engaged with extra-curricular activities	SHH	The evidence is clear that increased parental engagement and student participation raises students' aspirations and resilience. The ultimate link to attainment is further well-evidenced	Increased attendance of parents/ carers of Disadvantaged students with school events and activities. Increase in number and proportion of Disadvantaged students engaging in extra-curricular activities.
Employment of School Counsellor to work with students in need of counselling and support and to provide support for their parents	£16101 (50% of total costs)	Disadvantaged students are disproportionately impacted by mental health issues and the reduction of support for nationally for services such as CAMHS	ER	The counsellor will work with Disadvantaged students as 50% of her caseload. She will explore mental health issues and provide support and guidance in developing strategies and solutions.	Increased engagement, progress and attainment for students involved.
General support					
A hardship fund for Disadvantaged students to support their educational needs	£3000	Disadvantaged students supported through purchase of items of uniform, equipment and other school essentials.	JWT	Increase sense of engagement and belonging	
Total Spend	£442,878			Disadvantaged funding	£440,582