



**Pupil Premium impact report 2015/16**

## **1. What is the Pupil Premium?**

The Pupil Premium is additional funding that the Government gives to schools. This funding is targeted at students facing the greatest disadvantage.

The Government believes that Pupil Premium is the most effective way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their wealthier peers.

The use of the Pupil Premium Grant is the responsibility of each individual school. However it is assumed that the funding should be used to remove barriers to learning and ensure each student participates fully in all aspects of school life and reaches his/her full potential.

Each year in January, every school completes a Census which captures the students who are in receipt of Free School Meals. This information is then sent to the government who then issue funding to individual schools via their Local Authority.

In future the use of Pupil Premium Funding will form part of Ofsted Inspections. Schools will have to demonstrate how effective they were at using this funding.

## **2. How is the Pupil Premium Calculated?**

The Pupil Premium is calculated from the data captured during the January School Census each year.

The School Census taken in January 2013 looked at three categories of students;

- 1) Students who were "Ever 6 Free School Meals" (see explanation below)
- 2) Looked After Children (in the care of the Local Authority)
- 3) Students whose parents are serving in the Armed Forces

Each student in categories 1 & 2 were given an allocation of £935, while students in category 3 were given an allocation of £300. This funding was made available to Ecclesfield School during the financial year 2014/15 and was utilised during the academic year 2014/15 which ran from September 2014 until July 2015.

### **Ever 6 Free School Meals:**

During the School Census January 2013, the government looked for any child who at any time during the last six year was claiming free school meals. This is known as an "Ever 6 free school meals" child.

## **3. How Much Pupil Premium Funding did the school receive?**

For the academic year 2014/15, the school was in receipt of £451,039 to support the achievement and progress of pupil eligible for the pupil premium. This equated to **480** students, distributed as follows throughout the school: **Y7** 97, **Y8** 126, **Y9** 82, **Y10** 89 and **Y11** 86

#### 4. 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 of all students with a particular focus on Disadvantaged students, closing the attainment gaps that we see when comparing the performance of pupil premium students against non-pupil premium students nationally.
- Increase the attendance of disadvantaged students in all year groups and narrow the attendance gap (disadvantaged vs. non-disadvantaged).

#### 5. How has the school spent the pupil premium?

The school adopted (and continues to adopt) an approach to raising the achievement and progress of PP students system which combines systematic, school-wide, classroom-based initiatives with more specialised support and interventions beyond the classroom. This report summarises both approaches and offers key costings to indicate where the school's PP budget has been spent.

##### Whole-school initiatives – Un-costed items

Improving the quality and frequency of teachers' feedback to students	<p>Research by the Sutton Trust indicates that one of the most effective way to ensure the rapid and sustained progress of all learners is through improving the quality and frequency.</p> <p>We commissioned one of the school's senior leaders to develop an enhanced marking, assessment and feedback policy based on the principles established in the Sutton Trust's report. All classroom staff have received training in effective assessment.</p> <p>In addition, the school's performance development policy makes explicit mention of the duty of all teachers to ensure that effective marking, assessment and feedback takes place.</p> <p>This policy is monitored through regular work scrutiny at whole-school and department level.</p>
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## Training strategies – Approximately costed

**The school has a large professional learning budget (circa. £30000). In the academic year 2015/16 we dedicated training time to strategies to embed increasingly personalised learning in all classrooms.**

<p>Increased focus on the personalisation of learning</p>	<p>We firmly believe that what is good for all students will be good for students eligible for the pupil premium. Above that, we believe that developing outstanding teachers will have the single greatest impact on the life-chances of all learners.</p> <p>For that reason, we have invested the overwhelming majority of our training allocation to increase all teachers' and support staff members' focus on the personalisation of learning.</p> <p>Alongside bespoke, department level initiatives and broader whole-school training themes, we have developed an in-house, self-sustaining and intensive Outstanding Teaching programme which 25 members of staff have currently undertaken.</p> <p>Our Pupil Premium policy makes explicit the school's approach to personalised provision for pupils eligible for the pupil premium.</p>
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## Other strategies and initiatives – cost bearing

**Broader context:** In 2015/16, our P8 score was -0.18. The school's outcomes for were adversely affected by relative performance in key subject areas.

**Impact is measured against 2013/14 and 2014/15 outcomes. Dates in brackets refer to the year in which final outcomes were achieved.**

Strategy/ Initiative	Cost	Impact
We are further increasing spending on English and Maths teaching. This will facilitate both extra teaching groups in Y10 and Y11 and allow additional interventions in KS3 so that Pupil Premium 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.	<b>217643</b>	<b>The in-school achievement gap at 5+A*-CEM remains too wide at 32% (2016 – Best results), though this has narrowed by 11% since 2015. As a result, the Attainment 8 gap has narrowed by 0.25 (against 2014 outcomes).</b>
Aspire cohorts in Y11 targeting Pupil Premium students with intervention strategies to encourage them to meet their potential and achieve 5+ A*-C including English and Maths.	<b>15000</b>	<b>Gaps at 3LOP in Maths have narrowed by 8% (against 2014). Gap at 3LOP in English has narrowed by 6% (2014). Gaps at 4LOP have not closed though in Maths the % securing 4LOP has increased by 3% and in English by 20% (against 2015 data).</b>
Targeted provision within curriculum – overall amount distributed to departments according to a PP formula to support PP students in the curriculum	<b>25000</b>	<b>Gaps at 4LOP have not closed though in Maths the % securing 4LOP has increased by 3% and in English by 20% (against 2015 data).</b>
Significantly enhanced careers guidance and support for Pupil Premium students through the employment of our own Careers Officer with admin support (20% of allocation)	<b>30310 (50% of actual costs)</b>	<b>We have all but closed the NEET gap. Most recent data shows only 2 PP students from last year's cohort of 83 registered as NEET from last year's cohort (2.4% of PP cohort). Comparator: non-PP 4/262 NEET – 1.52% of non-PP cohort)</b>

<p>Offsite provision (ASPECTS) to support disengaged students, including those who are Pupil Premium.</p> <p>Staffing for Off-site Provision</p>	<p><b>16084</b> <b>(65%</b> <b>of total</b> <b>cost)</b></p> <p><b>47564</b> <b>(65%</b> <b>of total</b> <b>cost)</b></p>	<p><b>5+A*-GEM for PP students up from 74.63% (2014) to 95.18% (2016).</b></p> <p><b>5+A*-GEM Gap vs. non-PP narrowed by 13% in same period: now stands at just 3% (98% to 95%).</b></p>
<p>The roles of Pastoral Managers have been enhanced to facilitate more work with Pupil Premium and vulnerable students at a continuing cost.</p>	<p><b>60644</b> <b>(50%</b> <b>of total</b> <b>cost)</b></p>	<p><b>Overall attendance for pp students did not improve as we would have hoped in 2014/15, predominantly as a result of the poor attendance of PP students in Y11.</b></p>
<p>We employ our own EWO to support work with Pupil Premium students and their families in the area of attendance</p>	<p><b>17964</b> <b>(50%</b> <b>of total</b> <b>cost)</b></p>	<p><b>However, the attendance of PP students in years , 8 and 9 – key target groups for us – did increase by 1.5% over pp attendance in 2014/15.</b></p>
<p>We continue to fund our Community and Business Manager to act as a link between school, primary partners and Pupil Premium parents and to facilitate extra curriculum activities for Pupil Premium students both inside and outside term time</p>	<p><b>17811</b> <b>(50%</b> <b>of total</b> <b>cost)</b></p>	<p><b>Increased participation of PP students in extra-curricular activities. Latest data for participation in sporting activities shows 99 PP students attending extra-curricular activities. 21% of total attendees and 21% of total PP cohort (vs 305 total non-PP cohort).</b></p> <p><b>Increased attendance of Y7 PP students. 2015/16 increase by 2.3% to 95.4%.</b></p>
<p>We are employing a School Counsellor to work with students in need of counselling and support and to provide support for their parents including parenting classes</p>	<p><b>16101</b> <b>(50%</b> <b>of total</b> <b>cost)</b></p>	<p>Link between poverty and mental health issues is proven. School counsellor dedicates 50% of time to pp students.</p>

Other initiatives: Hardship fund, etc.	<b>181</b>	
Total spend	<b>464302</b>	Actual funds received 451039