



**Pupil Premium impact report 2016/17**

## **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 the 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.

The use of Pupil Premium Funding forms part of Ofsted Inspections. Schools 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.

For the purposes of this report, there are three categories of students deemed eligible for the Pupil Premium;

- Pupils in year groups reception to year 11 recorded as 'ever 6 free school meals (FSM)'
- Looked after children (LAC), defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority (LA)
- Children who have ceased to be looked after by an LA in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order

Students in category 1 were given an allocation of £935, while students in categories 2 and 3 were given an allocation of £1900. This funding was made available to Ecclesfield School during the financial year 2016/17 and was utilised during the academic year 2016/17 which ran from September 2016 until July 2017.

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

For the academic year 2016/17, the school was in receipt of £440,582 to support the achievement and progress of pupils eligible for the pupil premium. This equates to

474 students, distributed as follows throughout the school: **Y7** 88, **Y8** 97, **Y9** 126, **Y10** 79 and **Y11** 89

#### **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**

<p>Improving the quality and frequency of teachers’ feedback to students</p>	<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 2016/17, 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 a range of in-house and cross-city, self-sustaining and intensive teaching programmes which members of staff undertake.</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: outcomes in 2016 were poor, especially for Disadvantaged Students. For this reason, comparisons in this document are made against 2015 outcomes in order to avoid superficial improvements.**

**Impact is explained in continuous text. The font colour indicates the relative strength of impact. Blue indicates that data is better than the equivalent latest national figure (where this data is available). Green represents a significant improvement within the school's context. Amber would represent statistically negligible increases or decreases and/ or performance in-line with national data. Red indicates a significant decrease and/ or a figure the compares unfavourably with the equivalent national figure.**

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>£226,198</b>	<b>The in-school achievement gap at 5+A*-CEM closed markedly to 11% and has narrowed by 30% since 2015. 50% of Disadvantaged students achieved 5+A*CEM (versus 43% nationally). As a result, the Attainment 8 gap has also narrowed (against 2014 outcomes). Attainment 8 in that time has increased by a whole grade to stand at 41.15, a low C grade average (2017, versus 40.57, a low D, in 2015).</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>£15,000</b>	<b>In maths 60% of Disadvantaged students secured a 4-9 versus 74% for other students. This is both an increase of 13% and a narrowing of the attainment gap of 22% in two years. In English, 62% of Disadvantaged students secured a 4-9 versus 71% for other students. This is both an increase of 32% and a narrowing of the attainment gap by 28% in two years.</b>
Targeted provision within curriculum – overall amount distributed to departments according to a PP formula to support PP students in the curriculum	<b>£25,000</b>	<b>P8 figures remain provisional. The school's provisional figure of</b>

		<p><b>-0.18 for Disadvantaged students is an improvement of +0.5 over 2016 and significantly above the national figure of -0.38 for the whole Disadvantaged cohort. However, against similar Disadvantaged students, our figure is +0.5.</b></p> <p><b>We are especially proud that these improvements have been achieved while increasing the degree of challenge for all students (and Disadvantaged students especially). The % of Disadvantaged students entered for the EBacc has risen from 19% to 50% in 3 years (25% above national) and the % achieving the EBacc in the same period has increased from 10% to 25% (14% above, and more than double, the national figure).</b></p>
<p>Significantly enhanced careers guidance and support for Pupil Premium students through the employment of our own Careers Officer with admin support</p>	<p><b>£30,671</b></p>	<p><b>We have all but closed the NEET gap. Most recent data shows only 3 PP students from last year's cohort of 94 registered as NEET from last year's cohort (3.1% of PP cohort). Comparator: non-PP 6/242 NEET – 2.5% of non-PP cohort) Nationally, 8.1% of the entire cohort of 17 year-olds was registered NEET (2016, last available data).</b></p>
<p>Offsite provision (ASPECTS) to support disengaged students, including those who are Pupil Premium.</p> <p>Staffing for Off-site Provision</p>	<p><b>£18,306</b></p> <p><b>£53,693</b></p>	<p><b>5+A*-GEM for PP students up from 74.63% (2014) to 95.74% (2017).</b></p> <p><b>5+A*-GEM Gap vs. non-PP narrowed by 12% in same period: now stands at just 4.3% (99% to 95%).</b></p>

The roles of Pastoral Managers have been enhanced to facilitate more work with Pupil Premium and vulnerable students at a continuing cost.	<b>£62,027</b>	<b>Overall attendance for Disadvantaged students improved significantly. Across the school, it stood at 92.9% (July 2017), above national for this cohort and an increase of 3.0% on 2016 data (89.9%)</b>
We employ our own EWO to support work with Pupil Premium students and their families in the area of attendance	<b>£13,493</b>	
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	<b>£18,658</b>	<b>We see the increased participation of PP students in extra-curricular activities as critical to their engagement and success in school. Latest data for participation in sporting activities shows 394 PP students attending at least one extra-curricular activity. This represents 83% of total PP cohort and an increase in participation rates of 62% since last year.</b>
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	<b>£16,896</b>	<b>Link between relative poverty and mental health issues is well-established. Our School counsellor dedicates 50% of her time to Disadvantaged students.</b>  <b>Anonymised case studies held in school are available to Ofsted Inspectors.</b>
Other initiatives: Hardship fund, etc.	<b>£3,000</b>	
Total spend	<b>£482,942</b>	Actual funds received £440,582

## Appendix 1

### Students deemed LAC (Children Looked-After)

The pupil premium for 2016 to 2017 includes pupils recorded in the January 2016 school census who were are currently looked after by an English or Welsh local authority or who were looked after by an English or Welsh local authority immediately before being adopted.

As set out above, these students attract £1,900 of additional funding.

The numbers of students deemed LAC changes frequently throughout the year as student's individual circumstances change. At the start of the academic year 2016/17, ?? students were LAC. By the end of the year, this figure was ??, with students coming off and being added to the role.

### What Core Support does the school provide?

In addition to the provision identified above, Ecclesfield has a designated officer responsible for and fully-trained in the care of Looked-after Children. This person is the first point of contact for parents/ carers, the local authority and the students themselves. He reports directly to the Deputy Headteacher (Inclusion) and reports regularly to the Headteacher and Deputy Headteacher (Inclusion).

Ecclesfield enjoys a good reputation for working with LAC students and we currently have students in the care of four local authorities (Sheffield, Barnsley Doncaster and Stockport) on role.

Because numbers here are so small, provision and support is tailored directly to the needs of individual students. What follows is a pen-portrait of exemplar cases and support provided by the school.

<b>Student 1.</b>		
<b>Portrait</b>	<b>Support in addition to Core Support (see above)</b>	<b>Impact</b>
Student 1 is a middle-ability male student in year 11. He was placed in foster care by Social Services following family and personal issues at home. This was during his final year of secondary education. His foster care placement was out of Sheffield. He remained a	Following issues in school, Student 1 was educated at the school's own off site provision 'Aspects'. In addition, school also used PP and LAC monies to provide One to One tutoring at his foster care placement. A new laptop was also purchased for	Student 1 secured 9 passes at A*-GEM, including standard passes in English Language, Resistant Materials and ECDL.

student at Ecclesfield, travelling daily by taxi.	this student, from LAC monies.	
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<b>Student 2. Y8 (2016/17)</b>		
<b>Portrait</b>	<b>Support in addition to Core Support (see above)</b>	<b>Impact</b>
<p>Student 2 is a male, middle/ high ability student in year 8. He is currently secure in a long term foster care placement, supported by Doncaster Social Services. He is living with a family in North Sheffield. He is diagnosed with a condition on the Autism spectrum.</p> <p>Attendance is at 94.7%</p>	<p>Student 2 is supported in school by SEN provision. He attends lessons, daily, accessing the full curriculum. It has been identified that he does require additional support and tuition, especially in Maths &amp; English. This is being provided by school, using PP and LAC monies, with staff providing after school, additional tuition, one to one.</p>	<p>Student 2's latest report suggests that he is 'Working At' or 'Working Beyond' in 10 of his subjects, Excelling in one.</p> <p>There were <b>SEE MO</b></p>

<b>Student 3. Y10 (2016/17)</b>		
<b>Portrait</b>	<b>Support in addition to Core Support (see above)</b>	<b>Impact</b>
<p>Student 3 is a female, middle-ability, year 10. She is relatively settled in a long-term foster care placement, supported by Sheffield Social Services. She has been living with her current carers for almost three years. Her previous placement (which lasted for 4 years) did eventually fail. In school she is settled and happy. Attendance is 99.4%.</p>	<p>Student 3 benefits from additional Maths support. This is provided through school in the form of additional Maths tutoring (one to one after school each week).</p>	<p>Student 3 is projected to secure passing grades in 9 level 2 qualifications. Three of these are forecast to be standard passes, including English Language and English Literature. She is forecast two grade 3s (Art and Drama) and intervention in these areas (alongside Maths) will be forthcoming in Y11.</p>

## **Appendix 2**

### **Students eligible for the Service Pupil Premium**

#### **What is the Service Pupil Premium?**

The Department for Education introduced the Service Pupil Premium (SPP) in April 2011 in recognition of the specific challenges children from service families face and as part of the commitment to delivering the armed forces covenant.

State schools, academies and free schools in England, which have children of service families in school years Reception to Year 11, can receive the SPP funding. It is designed to assist the school in providing the additional support that these children may need and is currently worth £300 per service child who meets the eligibility criteria.

#### **Eligibility criteria**

Pupils attract the SPP if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011, see footnote [1](#)
- one of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme

#### **The purpose of the Service Pupil Premium**

Eligible schools receive the SPP so that they can offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Mobility is when a service family is posted from one location to another, including overseas and within the UK.

Deployment is when a service person is serving away from home for a period of time. This could be a 6 to 9 month tour of duty, a training course or an exercise which could last for a few weeks.

#### **How Service Pupil Premium differs from the Pupil Premium**

The SPP is there for schools to provide mainly pastoral support for service children, whereas the Pupil Premium was introduced to raise attainment and accelerate progress within disadvantaged groups.

Schools should not combine SPP with the main Pupil Premium funding and the spending of each premium should be accounted for separately.

