



# **Pupil Premium and Year 7 Catch-Up Premium: 2017-18 Impact Review**

October 2018

## **Abbreviations**

SEND	Special Educational Needs and Disabilities
LSA	Learning Support Assistant (also known as TA, Teaching Assistant)
PP	Pupil Premium
PPSC	Pupil Premium Service Child
LAC	Looked After Child (in care)
EHCP	Education, Health and Care Plan
FSM	Free School Meals
SLT	Senior Leadership Team
PLC	Personalised Learning Centre
PA	Persistent Absence (attendance of 90% or below)
CPD	Staff Training
CtG	Closing the Gap

Please note that PP, FSM, LAC and PPSC children are sometimes referred to by the Department for Education as a group, using the term *disadvantaged*.

## **Pupil Premium Funding**

### **About the Pupil Premium Funding**

[Pupil Premium funding](#) was introduced in April 2011 and is additional funding that the government gives to schools for each student on roll deemed to be disadvantaged. The funding is designed to raise the attainment of disadvantaged students and narrow any gaps that exist between them and their peers.

In the 2017-18 financial year, schools received funding as follows for students in years 7 to 11:

- £935 for every student that has been registered for Free School Meals at any point in the last six years;
- £1,900 for every student that has been in care continuously for sixth months or more;
- £300 for every student from a Service Family.

## Pupil Premium at Ecclesfield School

At Ecclesfield School, we are committed to ensuring that every child considered to be 'disadvantaged' is valued, respected and supported to exceed their full potential. As a school we will ensure that the Pupil Premium funding reaches the groups of students for whom it was intended and that it makes a significant impact on their education and lives, with a key focus on improving academic outcomes.

In the academic year 2017-18, 29% of all students at Ecclesfield School were supported by Pupil Premium funding.

### Ecclesfield Pupil Premium Funding in 2017-18:

No. of students eligible for PP funding	Amount of PP funding allocated per student (£)	Total Funding Available (£)
494	£935 per PP £1900 per LAC £300 per PPSC	£453,274 (£427,295 & £25,979 Catch Up Premium <sup>1</sup> )

### Ecclesfield Pupil Premium Student Totals by Year Group in 2017-18:

Year Group	Total	Non-PP	PP	% PP
Year 7	344	222	122	35.4%
Year 8	349	260	89	25.5%
Year 9	347	258	89	25.6%
Year 10	335	224	111	33.1%
Year 11	328	245	83	25.3%
<b>Whole School</b>	<b>1703</b>	<b>1209</b>	<b>494</b>	<b>29%</b>

<sup>1</sup> Catch Up Premium funding is based the Year 7 cohort size. It is to support Year 7 pupils who scored less than 100 (Standard Scaled Score) in KS2 SATs.

## **Impact of Pupil Premium Funding (2017-18)**

Pupil Premium and catch-up funding has been targeted carefully to help close achievement gaps for the relevant groups of students. A range of personalised strategies are used to meet their needs. However, in some instances, particularly when focused on improving Teaching and Learning, the allocation of funding will benefit all students, not just those directly eligible. The remainder of this document outlines the key objectives for how Pupil Premium and catch-up funding was allocated during the 2017-18 academic year and evaluates its impact.

### **Outcomes for PP Students at Ecclesfield School, 2016-18:**

- Ecclesfield PP progress shows an improved trend over 3 years, but the gap to Non-PP still exists.
- Gaps still exist for Ecclesfield PP to Non-PP National across all subject attainment and progress measures.
- Behaviour and approach to learning show negative gaps to non-PP.

	2016			2017				2018		
	Ecclesfield PP	Ecclesfield Non-PP	Gap	Ecclesfield PP	Ecclesfield Non-PP	National Non-PP 2017	PP Gap to National Non-PP 2017	Ecclesfield PP	Ecclesfield Non-PP	PP. Gap to National Non-PP 2017
Attainment 8	39.99	51.02	-11.03	41.4	47.2	49.8	-8.4	37.56	49.32	-12.24
Progress 8	-0.61	-0.05	-0.56	-0.2	0.08	0.11	-0.13	-0.43	+0.01	-0.54
% English & Maths 9-5	E&M C/+	E&M C/+	-28%	27%	43%	X	X	21%	46%	X
% English & Maths 9-4	31%	59%		52%	65%	X	X	42%	71%	X
% EBacc 9-5	EBacc	EBacc	-27%	17%	29%	X	X	6%	29%	X
% EBacc 9-4	8%	35%		25%	33%	X	X	20%	43%	X
Attendance (Whole)	89.93%	95.76%	-5.83	91.9%	96.4%	96%	-4.1%	92.2%	96.7%	-3.8%
Behaviour (FTE)	x	x	x	x	x	x	X	6	5	x
Approach to Learning <sup>2</sup>	x	x	x	2.29	2.01	x	x	2.69	2.42	x

<sup>2</sup> AtL: Pupils are graded 1 to 4, with 1 being the highest.

### Attainment of Year 7-10 PP Pupils 2017-18:

- Gaps exist for Ecclesfield PP to Non-PP across all attainment and progress measures.
- Progress in Year 7 and Year 8 and EBacc in Year 8 show closed and positive gaps to non-PP students.
- Attainment in KS3 is improving towards 2017 national non-PP for Ecclesfield’s PP students.
- Behaviour and approach to learning show negative gaps to non-PP.
- PP Fixed Term exclusions in Year 7 show the biggest gaps.

Based on DC3 2018	National 'Other' 2017 (for info)	Year 7			Year 8			Year 9			Year 10		
		Ecclesfield PP	Ecclesfield Non-PP	Gap to Non-PP	Ecclesfield PP	Ecclesfield Non-PP	Gap to Non-PP	Ecclesfield PP	Ecclesfield Non-PP	Gap to Non-PP	Ecclesfield PP	Ecclesfield Non-PP	Gap to Non-PP
Attainment 8	49.8	43.52	53.97	-10.45	44.58	52.75	-8.17	39.36	50.93	-11.57	37.57	48.47	-10.9
Progress 8	0.11	0	-0.73	0.73	0	0	0	-0.29	+0.25	-0.54	-0.43	+0.04	-0.47
% English & Maths 9-5	X	22%	54%	-32%	22%	43%	-21%	24%	45%	-20%	32%	53%	-21%
% English & Maths 9-4	X	43%	74%	-31%	46%	65%	-19%	39%	71%	-32%	43%	70%	-27%
% EBacc 9-5	X	12%	38%	-26%	18%	61%	-43%	11%	27%	-16%	12%	24%	-12%
% EBacc 9-4	X	37%	67%	-30%	44%	35%	9%	21%	47%	-26%	23%	42%	-19%
Attendance %	96%	93.51	97	-3.49	91.58	96.78	-5.2	90.92	95.81	-4.89	92.09	97.14	-5.05
Behaviour (FTE)	X	23	2	-21	5	2	-3	17	9	-8	16	1	-15
Approach to Learning Average <sup>3</sup>	x	2.70	2.42	-0.28	2.66	2.41	-0.25	2.72	2.54	-0.18	2.67	2.41	-0.26

<sup>3</sup> AtL: Pupils are graded 1 to 4, with 1 being the highest.

## 2017-18 Pupil Premium and Catch-Up Funding Expenditure & Impact

GREEN - OBJECTIVE MET AMBER – PARTLY MET RED – NOT MET

<b>2017-18 TOTAL FUNDING RECEIVED</b>	<b>£453,274</b> (£427,295 & £25,979 Catch Up Premium)
<b>2017-18 ACTUAL EXPENDITURE</b>	<b>£449,166</b>

Pupil Premium (PP) funding was used to address key identified barriers to future attainment for disadvantaged students at Ecclesfield school:

Key Objective 1	<ul style="list-style-type: none"> <li><b>Literacy and Numeracy</b></li> </ul>	<p><b>Improve literacy and numeracy across the curriculum to:</b></p> <ul style="list-style-type: none"> <li>enable greater access to the wider curriculum and improve the reading age of students whose reading age is below national average.</li> <li>Raise attainment of disadvantaged students in maths and English.</li> <li>develop students' communication skills and enhance attitudes to learning.</li> </ul>
Key Objective 2	<ul style="list-style-type: none"> <li><b>Teaching and Learning</b></li> <li><b>Attitudes to Learning &amp; GRIT</b></li> </ul>	<p><b>Improve academic outcomes to:</b></p> <ul style="list-style-type: none"> <li>ensure that the attainment and progress of PP students is in line with that of <i>Other</i> students through quality first teaching.</li> <li>develop students' resilience and independence.</li> <li>broaden range of career/post16 opportunities to avoid disengagement and raise aspiration.</li> <li>develop students' abilities to reflect and set goals.</li> </ul>
Key Objective 3	<ul style="list-style-type: none"> <li><b>Attendance</b></li> <li><b>Engagement</b></li> </ul>	<p><b>Remove barriers to engagement which:</b></p> <ul style="list-style-type: none"> <li>improve attendance, address the attendance gap between PP and non-PP and meet students' needs.</li> <li>develop students' confidence and optimism.</li> <li>continue strengthen student-parent-school relationships.</li> <li>develop students' self-confidence, social skills and sense of belonging thereby removing barriers to learning.</li> <li>raise students' aspirations and self-esteem.</li> <li>support students' health, well-being, and personal development.</li> </ul>

**Key Objective 1 – Literacy & Numeracy:**

to narrow the literacy and numeracy gaps for students entering Ecclesfield below National average in reading, writing and mathematics.

Provision	Expenditure	Objective	Outcomes / Impact
<p><b>Literacy:</b> Including: Literacy budget Dictionaries Staff academic language training Reading interventions (see Catch Up impact) Accelerated Reader Programme Lexia Programme Sheffield Library Service subscription CPD Language for Learning Librarian (30%) Literacy Co Grimm Writing Workshops Read Write Inc CPD</p> <p><b>Numeracy:</b> Including: Numeracy budget My Maths Subscription Times Table Rockstars Maths Calculators for KS4 pupils Numeracy Co</p>	<p>£42,121</p>	<p>To ensure Pupil Premium students have opportunities to develop their basic literacy and numeracy skills and to close the gap in reading ages</p>	<p>Dictionaries now present in classrooms.</p> <p>100% students signed up to My maths and TT Rockstars. Regularly utilised for home learning across KS3 and KS4.</p> <p>Staff training on academic language and importance of reading and Oracy.</p> <p>Library readership at KS3 was the highest for 3 years.</p> <p>Year 7 and Year 8 pupils made expected or better progress (on average) in terms of reading/comprehension age.</p>
<p><b>KS4 Outcomes</b> Including: Year 11 revision materials for English, maths and science Y11 intervention sessions (after school and morning) KS4 Holiday intervention sessions Y11 targeted mentoring</p>	<p>£17,425</p>	<p>To ensure Pupil Premium students have access to additional personalised provision in Maths and English, and other subjects they were falling behind in, in order to help narrow attainment gaps.</p>	<p>Progress and attainment has improved over three years but dropped from 2017. Gaps between national other and PP students at Ecclesfield still exist.</p> <p>Average attendance at intervention was 53%, compared to average attendance of PP at 48%</p>

<p>English &amp; maths intervention Walking-Talking Mocks Additional Maths and English sessions in Y11 for PP targeted pupils Pet Xi Maths</p>			<p>Students attended several holiday intervention sessions provided throughout the academic year. PP students were specifically targeted to attend these sessions.</p> <p>Key PP students were allocated a mentor. Academic mentoring and support was also provided, as was support with revision planning.</p>
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<b>Key Objective 2 – Improve Academic Outcomes:</b> Ensure attainment is in line with or exceeding expected levels of progress.			
<b>Provision</b>	<b>Expenditure</b>	<b>Objective</b>	<b>Outcomes / Impact</b>
<p><b>Quality of Teaching and Learning (T&amp;L) and Staff Training (CPD)</b></p> <p>Including:                      Staff CPD – external courses                      Staff CPD – additional resources                      CtG focused CPD and Briefings                      Targeted, funded curriculum enhancement for PP students.                      SENDCO (30%)                      SEND Teacher (30%)                      Bursaries for additional PP provision</p>	<p>£53,763</p>	<p>To ensure Pupil Premium students benefit from quality first teaching guided by high quality staff training.</p>	<p>Staff CPD focused on high impact, engaging teaching and learning strategies such as:</p> <ul style="list-style-type: none"> <li>• Language for learning; quality feedback; planning for students’ needs; importance of GRIT (determination to succeed and be engaged in learning); questioning; collaborative learning and PROUD (presentation and reflections of written work); personalisation for PP/SEND/HAP pupils.</li> <li>• Getting to know students and their needs and barriers to learning was highlighted as a priority at staff CPD sessions.</li> </ul> <p>Closing the Gap booklets distributed to ensure staff were aware of each underperforming PP student and their needs, including strategies to support them.</p> <p>MINT profiles were developed to include student voice, enabling staff to support students’ needs in and beyond the classroom.</p> <p>Y11 PP students were included on a targeted intervention list. A focus student each week was monitored. And strategies to support pupils fed back to staff to improve provision for those targeted students.</p> <p>PP students were a mandatory part of each Department’s tracking process. Senior and Curriculum leaders and teachers met to discuss progress and tackle underachievement. Departments were each given a set PP enhancement fund to support PP students in the curriculum.</p>
<p><b>Additional Staffing</b>                      English Overstaffing                      Maths Overstaffing                      PP Lead salary contribution (DH)</p>	<p>£57,954.78</p>	<p>Overstaffing: Provision of smaller class sizes, small group intervention, one to</p>	<p>Continued enhanced staffing to create additional, smaller classes and allow strategic grouping of PP students.                      Timetabled interventions with specialist teachers within KS3 and KS4.</p>

<p>2 x Assoc. SLT PP Co-ordinators English Mentor</p>		<p>one support, curriculum time intervention.</p> <p>PP Lead: Coordinate and monitor the provision and impact of provision for disadvantaged students and PP spending.</p>	<p>Students received curriculum time intervention and support from one to one and small group provision in English and Maths, particularly targeting low attaining PP students. PP classes targeted for teaching by the most experienced teachers.</p> <p>Deputy Head responsible for the co-ordination and strategic lead and review of the overall PP budget, action plan and review. Two Associate SLT staff appointed to support the CtG Action Plan.</p>
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**Key Objective 3 – Attendance and Engagement:**

to narrow the attendance gap between PP and non-PP students by improving systems for monitoring and addressing attendance issues; support student wellbeing; continue to strengthen home-school relationships; raise students’ aspirations.

Provision	Expenditure	Objective	Outcomes / Impact																																		
<p><b>Attendance &amp; Punctuality</b> Including: Attendance Officer/EWO Safeguarding/Wellbeing Attendance Rewards Attendance House Competition Prizes Attendance of Families at School Events / Meetings</p>	<p>£56,478</p>	<p>To ensure Pupil Premium students receive necessary intervention to support good attendance in school and are rewarded for positive contributions.</p>	<p>Our Attendance Officer/EWO monitors daily attendance and longer-term attendance patterns and work with students and parents/carers to ensure good attendance for all students. This includes home visits to collect absent students to reduce the amount of valuable learning time lost, rewarding outstanding and motivating improving attenders.</p> <p>Students on Free School Meals (FSM) have better attendance than FSM students nationally. The gap between FSM and non-FSM students is narrower or equal to the corresponding gap nationally. The same is true of persistent absentee (PA) levels (90% or below).</p> <p>The attendance of PP and other vulnerable groups (SEND) continues to improve and SEND is above the national average for those groups, but the gap to their non-PP and non-SEND peers needs to be narrowed further.</p> <table border="1" data-bbox="1164 882 2074 1329"> <thead> <tr> <th><u>Group</u></th> <th><u>National %</u></th> <th><u>Ecclesfield 2017-2018</u></th> <th><u>National PA</u></th> <th><u>Ecclesfield 2017-2018</u></th> </tr> </thead> <tbody> <tr> <td><b>Secondary</b></td> <td>94.6%</td> <td>95.7%</td> <td>13.6%</td> <td>10.97%</td> </tr> <tr> <td><b>FSM</b></td> <td>91.1%</td> <td>91.11%</td> <td>27.7%</td> <td>4.80%</td> </tr> <tr> <td><b>PP</b></td> <td>No national</td> <td>92.2%</td> <td>No national</td> <td>16.93%</td> </tr> <tr> <td><b>SEND EHCP</b></td> <td>91.9%</td> <td>95.14%</td> <td>23.2%</td> <td>20%</td> </tr> <tr> <td><b>SEND Support (K)</b></td> <td>92.2%</td> <td>93.38%</td> <td>22.5%</td> <td>20.43%</td> </tr> </tbody> </table> <p>The attendance of PP families at school events increased from 2016-17, but there is still a significant gap between PP and non-PP family attendance. Y7 settling-in evening was the best attended (63% PP v 83%</p>					<u>Group</u>	<u>National %</u>	<u>Ecclesfield 2017-2018</u>	<u>National PA</u>	<u>Ecclesfield 2017-2018</u>	<b>Secondary</b>	94.6%	95.7%	13.6%	10.97%	<b>FSM</b>	91.1%	91.11%	27.7%	4.80%	<b>PP</b>	No national	92.2%	No national	16.93%	<b>SEND EHCP</b>	91.9%	95.14%	23.2%	20%	<b>SEND Support (K)</b>	92.2%	93.38%	22.5%	20.43%
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			Non-PP). The Pastoral and attendance team were proactive in calling home to encourage family attendance.
<b>Resources</b> Including: PP Resources Budget Uniform and Equipment Inclusion Breakfast Free Revision Guides	£20,000	To ensure Pupil Premium students have access to basic resources and equipment to prepare them for learning.	All Year 10 and 11 PP students received free revision guides in Maths, English and Science to support GCSE revision.  Heads of House and student support have basic uniform and equipment and have been able to provide them for PP students when necessary.  Breakfast Club run by SEND team for more vulnerable students was well accessed.
<b>Targeted Behaviour Support</b> Including: Pastoral Managers Targeted mentoring Parental meetings Rewards	£43,205	To ensure Pupil Premium students receive necessary intervention to support improvements in behaviour and are rewarded for positive contributions.	Overall behaviour of PP students across all year groups improved as the year progressed, except in Year 7 and 10. The number of behaviour points, removals from lesson and fixed term exclusions showed a decrease over time and a closing of the gap towards non-PP peers.
<b>Counselling Support and Ed Psychologist (external)</b> Student intervention & support Staff counselling & support	£20,000	To ensure Pupil Premium students have access to professional expertise to support them with their social and emotional needs and improve their wellbeing.	Sessions have been funded for individual students with more significant behavioural issues. This way they can access professional support quickly and on-site to address some of the underlying social and emotional causes of poor behaviour. Where students engaged in the process, there was a positive impact with a reduction in behaviour incidents recorded.
<b>Aspirations</b> Careers Advice, Information and Guidance	£32,742	To ensure Pupil Premium students receive high quality advice and guidance relating to careers and future learning opportunities with the aim of raising aspirations.	Ecclesfield School have been recognised as a Sheffield Careers Hub due to the excellent careers offer. As part of this, 100% of Y11 PP students received a personalised careers interview and 100% of Y9 PP students received a personalised options interview.
<b>Student Wellbeing and Parental Engagement</b> Including: Aspects /PLC Staffing Aspects Location Alternative Provision	£89,944	To ensure Pupil Premium students with specific social and emotional difficulties receive personalised pastoral support to improve their	SEND, EWO, Safeguarding, Pastoral and PLC (Personalised Learning Centre) all form the school inclusion team which supports student wellbeing. The Inclusion team offered academic intervention and mentoring for many PP students and supported both students and parents/carers through regular contact.

		<p>emotional wellbeing and allow them to overcome personal barriers to learning.</p>	<p>Two SEND pupils engage in alternative provision as part of their school offer e.g. The Meadows and Cellar Space.</p> <p>Aspects is an off-site alternative provision, run by the school. This is now to be moved on-site to improve students' sense of 'belonging' to the school community. It is also to be re-branded.</p> <p>Provision and support included:</p> <ul style="list-style-type: none"> <li>• Small group intervention work on various emotional and social skills including: bullying, friendships, transition, feelings and emotions, behaviour, self-esteem, peer pressure, making positive choices, revision techniques.</li> <li>• Nurture Group for vulnerable students.</li> <li>• Specialised support programmes for students based around bereavement, self-harm and terminal illness.</li> <li>• One to one targeted support, advice and guidance sessions.</li> <li>• Triple P positive parenting sessions offered proactive support, advice and guidance on a range of health and wellbeing issues such as mental health, sleep, stress and anxiety during exams.</li> <li>• Support for the reintegration of students following absences, external placements or exclusion.</li> <li>• Before school, lunch and break time provisions for students.</li> <li>• Targeted support for PP LAC students and PP Service Children</li> <li>• Timetabled Maths, English and Science staff to the PLC /Aspects to ensure that alternative curriculum has a literacy and numeracy focus.</li> </ul>
<p><b>Extra-Curricular Engagement and Wider Participation</b> Including: Trip Contributions Music Lessons (in-house) Duke of Edinburgh Community and Business Manager Community Resources 'US' mentoring Sports Leaders, House Captains &amp; Prefects</p>	<p>£33,011</p>	<p>To ensure Pupil Premium students have access to a range of extra-curricular experiences that serve to raise aspirations and broaden horizons.</p>	<p>A number of Pupil Premium students were able to access funded extra-curricular opportunities over the course of the year to help enhance their <i>cultural capital</i>.</p> <ul style="list-style-type: none"> <li>• £6,000 was spent on full or partial trip contributions</li> <li>• £900 was spent on PP DofE Award</li> <li>• £3,589 was spent on (Peri) music lessons</li> <li>• All Y6-7 PP pupils were invited to the Eccozone Summer School</li> </ul> <p>30% whole school PP figures reflected in all things; student council, rewards, assemblies, trips. This was to raise the profile of the representative need of PP students across all school platforms e.g. trips, clubs, music lessons, D of E and Year 10 work experience.</p>

Bushcraft 'GRIT' Camp Eccozone Summer School			Community and Business Manager (funded by PP grant) – tracked and targeted PP participation across school (30% target in each year group). Between 45% and 70% of PP pupils in each year group took part in at least one regular extra-curricular club/activity.
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**Pupil Premium and Catch Up Premium Spending Summary 2017-18:**

Key Objective 1 – Literacy and Numeracy <sup>4</sup>	£59,546
Key Objective 2 – Improve Academic Outcomes	£111,717.78
Key Objective 3 – Remove Barriers to Attendance and Engagement	£295,380
Total Expenditure	£449,166
Income Total (PP and Catch Up grants)	£453,274
Balance	£4,108

<sup>4</sup> Includes Catch Up Funding total of £25,979



# **Year 7 Catch-Up Premium: 2017-18 Impact Review**

## **Impact: Year 7 Catch-Up Funding (2017-18)**

[The Literacy and Numeracy Catch-up Premium](#) gives schools additional funding to support year 7 students who did not achieve the expected standard in reading and/or maths at the end of Key Stage 2. The funding is designed to raise the attainment of these students and to narrow the gaps that exist between them and their peers.

### **Year 7 Catch-Up Premium at Ecclesfield School:**

At Ecclesfield School, we recognise the importance of early identification of gaps in student learning and the need to act quickly and decisively to address these. Our aim is to ensure that wherever possible all students meet age-related expectations and have full access to the range of subjects within the curriculum. The additional grant is used to support targeted intervention for the relevant groups.

### **Ecclesfield School Catch-Up Funding allocation 2017-18:**

	Number of Students	Total (£)
Total	34	£25,979



## Impact Overview (2017-18): Total Expenditure: £25,979

**Links to Key Objective 1 - Literacy:** To narrow literacy gaps for students entering school below national average.

### Literacy Interventions: £22,979 (links to PP Impact Report)

**Rationale:** Students in Year 7 who entered school below National average in reading and writing and/or whose reading age was below functional literacy levels (9.6) received four additional hours of literacy a week. The focus has been on a basic skills and phonics-based approach to close gaps in reading, writing and comprehension (Read, Write, Inc.). Additional interventions were Lexia, Reciprocal Reading, Reading Leaders and Reading Champions. Accelerated Reader has also been delivered as part of all KS3 English lessons.

**Impact:** Literacy interventions supported Catch Up students to make positive progress in 2017-18. STAR Reading tests were used to monitor progress. 135 students accessed additional literacy provision across Year 7 and made the following gains in reading/reading comprehension across 5 half-terms of teaching between STAR tests:

Year 7 Literacy Interventions (September 2017 – July 2018)	Average Reading Age Increase	Comments
<b>Read Write Inc (RWI)</b> (4 hours x 39 weeks)	1 year 1 month (78% = or + progress)	Very positive overall progress compared to non Catch-Up students (0.0 v -0.73 at final data cycle)
<b>Reciprocal Reading</b> (25 mins per week x 6 weeks)	4.6 months (30% = or + progress)	Positive impact
<b>Reading Leaders (Paired)</b> (25 mins per week x 14 weeks)	7.8 months (75% = or + progress)	Very positive impact
<b>Reading Champions</b> (1 hour per week x 10 weeks)	4.5 months (60% = or + progress)	Positive impact
<b>Accelerated Reader</b> (10 mins in every English lesson)	9.0 months (100% = or + progress)	Positive impact on average for the year group PP v Non-PP gap of -2 months (negative impact) SEND v Non-SEND gap of -3 months (negative impact)
<b>Lexia</b> (2 x 15 mins per week after school)	8.7 months (54% + progress)	Positive impact

### Next Steps:

Cease AR as part of English lessons to enable maximum English teaching time for all, but especially disadvantaged and SEND pupils.  
Promote reading for pleasure across all years and curriculum areas e.g. Tutor Reading and Drop Everything and Read (DEAR) sessions.  
Use LSA and ITT students to support reading interventions in tutor time to reduce the impact on curriculum.  
Look at ways of monitoring and assessing progress in writing.

Quality assure the delivery of literacy interventions.  
Collect pupil voice as part of intervention impact analysis reports. Investigate the attendance of individual students to the various interventions.  
Recruit primary trained specialist to support and accelerate progress in English and maths for Catch Up students and deliver staff training.  
Set up a Numeracy ALP to support students with low numeracy skills  
Monitor the impact of interventions on student progress in other curriculum area.  
Test Y7-9 Reading Ages and expand reading interventions to Y7, 8 and 9 pupils.  
Develop alternative, cost-effective reading support schemes through reading mentors e.g. LSA, ITT, volunteers, including training for all mentors.

### **Handwriting Support: £3,000**

**Rationale:** A number of students are limited by the quality of their handwriting as it causes issues relating to legibility and the capacity to write effectively at speed. A handwriting audit was carried out and certain students (all years) were targeted for additional handwriting support delivered by a Senior LSA.

**Impact:** Feedback from staff shows that there have been clear improvements in the handwriting of the majority of students targeted for support though further work is still needed with most students.

**Next Steps:**

Continue to work with identified students where improvements are not significant.  
Carry out a handwriting audit for 2018-19 to identify and refresh the list of students in need of support.

### **Minerva Learning Trust**

Since 2017 we have committed to working with other schools in the Minerva Learning Trust to improve outcomes for disadvantaged pupils. This has included network meetings and the sharing of resources. In 2017-19 we are delighted to be working with Marc Rowland (Rosendale Research School) as part of Learn Sheffield's Project *Maximising the Impact of the Pupil Premium*.

### **General**

For more information about the Pupil Premium please visit the Department for Education website: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

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