

- Barriers to future attainment

The following have been identified as possible barriers to be addressed using the funding:

| In school barriers | |
|--------------------|--|
| 1. | Literacy skills being lower for disadvantaged pupil |
| 2. | Those who also have SEN struggling with the transition from Primary to Secondary |
| 3. | Additional support needed for the completion of homework |
| 5. | Increased levels of anxiety |
| 6. | Lack of funding for resources, trips etc. |
| 7. | A significant number of disadvantaged pupils also having complex SEN |
| External barriers | |
| 1. | Lower attendance rates |
| 2. | Transport issues for students and parents for afterschool events and exams |
| 3. | Lack of access to ICT at home |
| 4. | Lack of an appropriate work space at home |
| Desired outcomes | |
| 1. | Increased attendance rates |
| 2. | Improved rates of progress |
| 3. | High levels of progress in literacy and numeracy during year 7 |
| 4. | Improved well being |

- Expenditure 2016/17

We were allocated £171,381 Pupil Premium funding and £13,500 year 7 catch up funding. Research shows that investment in staffing has the biggest impact upon disadvantaged students so it is for this reason that we have continued to recruit new staff or fund existing staff with a large proportion of this funding. Each intervention undertaken is impact assessed so that we can streamline our position in the most effective way.

We also use funds to address lack of access to necessary resources and transport to key events such as homework club, after school revision, exams and parents information and consultation evenings.

We have also invested in nationally recognised resources to support our year 7 students.

The money was spent in the following way:

| | Amount |
|--|--------|
|--|--------|

| Activity | |
|--|----------|
| <p>Maths and English Intervention: Additional Maths and English teaching input has been created to support students who are not quite making the progress that they should. The bespoke interventions continue to be developed to meet the specific needs of each student.</p> <p>Children in care: A Teaching Assistant has been appointed to provide bespoke support for children in care. This support varies hugely depending upon need and has been deemed an example of best practice by the Local authority.</p> <p>Nurture teacher: A primary school teacher has been appointed to deliver the Maths curriculum and an HLTA to deliver the humanities curriculum to small groups in KS3.</p> <p>Social & Emotional Support: Where appropriate, Pupil Premium students receive support from student support services. A proportion of the salaries are allocated to this funding.</p> | £141,131 |
| <p>Curriculum grants: Grants have been allocated to individual students based upon need to enable them to go on courses, purchase text books or other resources, provide transport or fund trips.</p> | £23,781 |
| <p>Transport support: Transport to and from key events.</p> | £369 |
| <p>External courses, clubs & other support: Funds were used to enable students to attend external courses during term and holiday time. A range of clubs took place throughout the year. Funding was been allocated for resources.</p> | £14,087 |
| <p>Year 7 Catch up funding: Maths: Funds were used for specialist teaching resources - Hegarty Maths and Frist class programme, training on the use of concrete and pictorial resources, teaching resources aimed at improving primary knowledge in secondary students. English: Funds were used to support additional intervention time and reading support. We also purchased the accelerated reader programme, Bookbuzz which allows every year 7 student to have a book.</p> | £13,500 |
| <p>Total:</p> | £192,868 |
| <p>Top up from general budget:</p> | £7,987 |

- Planned Expenditure 2017/18

We have been allocated £156,990 Pupil Premium funding and £1300 year 7 catch up funding for the academic year 2016/17. This has currently been allocated in the following way but is possibly subject to change:

| Activity | Amount |
|--|----------|
| <p>Maths and English Intervention: Additional Maths and English teaching input has been created to support students who are not quite making the progress that they should. The bespoke interventions continue to be developed to meet the specific needs of each student.</p> <p>Children in care: A Teaching Assistant has been appointed to provide bespoke support for children in care. This support varies hugely depending upon need and has been deemed an example of best practice by the Local authority.</p> <p>Nurture teacher: A primary school teacher has been appointed to deliver the Maths curriculum and an HLTA to deliver the humanities curriculum to small groups in KS3.</p> <p>Social & Emotional Support: Where appropriate, Pupil Premium students receive support from student support services. A proportion of the salaries are allocated to this funding.</p> | £133,625 |
| <p>Curriculum grants: Individualised grants (to include trips & courses, equipment, resources, uniform)</p> | £5,000 |
| <p>Transport support: Transport to and from key events.</p> | £3,000 |
| <p>Revision Sessions and other support: Funds are used for a range of interventions to ensure that students make good progress.</p> | £5,000 |
| <p>Year 7 Catch up: Continued use of specialist teaching resources in Maths (Hegarty Maths and Frist class programme) and English, intervention time, reading support and a range of strategies will be made as well as continued use of the accelerated reader programme and Bookbuzz which has been impactful in increasing reading.</p> | £13,000 |

- How will we evaluate impact?

Monitoring strategies for student achievement include:

- Attainment measures such as A*-C
 - Levels of progress made by students in English and Maths
 - Detailed value added data
 - Qualitative data on overall learning experiences
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- Current levels of achievement

Progress

The progress made by the Disadvantaged pupils in 2017 was in line with whole school figures for students with similar starting points.

Year 7 catch up students using Hegarty Maths made significant improvements in a total of 41 topics. Those using the First Class Maths made between 6 and 12 months age related improvements.

Year 7 catch up students in English made demonstrable progress.