

# St John's School and Sixth Form College Premium Plan September 2014 – August 2015 Evaluation

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A range of interventions were put in place throughout the academic year September 2015 to July 2016 to raise the achievement of disadvantaged students in the school. The main Focus was to as far as possible ensure that disadvantaged students sitting public examinations achieved well. However, many of the interventions also supported the raising of achievement at KS3.

## **Pupil premium Funding was used to support students in three main ways:**

1. Academically by providing tuition in various forms.
2. Through student welfare guidance and support programmes including: mentoring, counselling and motivational support. This was especially important for more vulnerable students and those in danger of losing motivation.
3. Through material support.

## **GCSE Impact:**

The gap between the percentage of Y11 GCSE students eligible to receive Pupil Premium funding, (disadvantaged students), and non- Pupil Premium students gaining 5A\*-C including English and Maths was -21% (both in-school and Nationally).

Having encouraged an increased number of students to study eBacc subjects, we are pleased to see that the gap Nationally between disadvantaged and non-disadvantaged eBacc attainment is small at -8%.

Although there is a -27% gap in attainment in English (compared to the National average for non-pupil premium), Maths is healthier at -16%.

Just over half of our disadvantaged students made expected progress in English and Maths (as opposed to 63% to 67% of other students). This is smaller in-school gap than in previous years.

## Academic Support

**Heads of Upper School and Lower School were appointed** with specific responsibility for monitoring and supporting the academic progress of disadvantaged students Y7-11. This also included their input into addressing attendance issues, lateness and their efforts into providing alternatives to exclusion. **£27,000, a portion of their two salaries**, was attributed to this work. As a result attendance rates remained high, exclusions very low, progress levels of disadvantaged students in Maths and English (Y7 to Y11) are comparable to other students (in the same year).

**Intervention Groups at Key Stage 3 & 4 in Maths and English** proved to be a targeted and valuable strategy across the year groups. Disadvantaged students benefitted from the small group tuition in Maths. Additional teaching staff were brought in and HLTA training was completed to facilitate this through the appointment. Additional LSA hours were directed into pre-school and after school academic support particularly in Maths and English (**totalling £52,000**).

Carefully coordinated **Key Stage 2 to 3 Transition** meant that disadvantaged students were happy, confident and eager to continue their studies at St John's in September. This was achieved through the implementation of 'Challenge Days', 'Induction days' and the 'Summer School', designed specifically to support our most vulnerable students. Alongside this, our transition coordinator worked closely with the primary schools to establish the specific needs and issues associated with our most vulnerable and disadvantaged students. **£9,000** was attributed to the costs and salaries associated with this. As a result our disadvantaged students in Year 7 have settled well and are making similar progress to other students in the year.

Our **comprehensive Reading Programme for all of Years 7 & 8** continues to be a cornerstone of our literacy support for disadvantaged students. **£10,000** was attributed to the effective coordination and resourcing of this. Reading ages are improving for the majority of students and this includes those who are disadvantaged. On average Yr8 disadvantaged students made 7 months progress in their reading age compared to 5 months progress made by other students.

Throughout the year, funding (**£18,000**) was used to support Enrichment Activities and Alternative Provision to ensure that the financial implications of these visits and events was not a barrier to disadvantaged students. As a consequence a high proportion of disadvantaged students were given access to these activities over the course of the year. The Hagrid Horticulture scheme had a significant impact on the students following the course (1 student was taken on as apprentice to the scheme).

## Welfare Support

**Student Welfare Team consisting of a Counsellor/Coordinator, two Learning Mentors and a Family Worker** continues to be a vital element in our on-going support of disadvantaged students. Support from this team to ensure targeted students have the best possible learning opportunities by helping to remove barriers to learning caused by attendance, behaviour, emotional and family issues. Last year their work had a very large impact on ensuring that disadvantaged and vulnerable students stayed engaged in their learning. This is reflected in the zero permanent exclusion rate, low fixed term exclusion rate and high attendance figures for last year.

For those students at risk of permanent exclusion, The **Capernaum Centre** has continued to provide on-site support for these students and bespoke support for individual students in other 'at risk' groups. **£35,000** was attributed to the staffing and running of the centre. 55% of referrals, last year, were disadvantaged students. All of which remain on St John's student rolls negating the need to explore managed moves or permanent exclusion.

### **Material Support**

**£10,000** was earmarked to support disadvantaged students ensuring that they had the correct uniform and adequate equipment. Heads of Year coordinated the distribution of funds to assist with the funding of uniform, equipment and other costs to remove barriers to learning for individual students in their care.

## **St John's School and Sixth Form College - Pupil Premium Plan 2015-2016**

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Disadvantaged students in receipt of Free School Meals do not achieve as well as other students in schools nationally and locally. This is also true of students . However, we are committed to raise the achievement of all students and as far as we are able and to ensure that students make at least the expected progress of which they are capable. We are committed to narrowing the achievement gap between disadvantaged and non-disadvantaged students so that it no longer exists.

We use Pupil Premium funding to provide a number of different interventions to help our Pupil Premium students to achieve and make good progress. A more detailed breakdown of these and the cost is set out below. We take a whole school approach focussed on three broad areas:

Academic support including 1:1 and small group tuition.

Student welfare, guidance and support programmes including: mentoring, counselling and motivational support. This is especially important for more vulnerable students.

Material support.

## Pupil Premium Funding 2015-16 £225,915

### Academic Support

Intervention	Focus	Cost
Core Subjects Support And Intervention	<i>Additional two teachers, one for Maths and English to support smaller group sizes and intervention for PP students.</i>	£64,184
Out of School Revision	<i>A range of revision classes for targeted students.</i>	£1,048
Gifted And Talented	<i>Programme to monitor progress and provide individual Learning enhancement for gifted students.</i>	£4,000
Accelerated Reader	<i>The accelerated reader scheme and literacy coordinator are strongly focussed on the literacy progress of PP students.</i>	£10,000
One to One Tuition	<i>LSA/HLTA/Teachers Support for one-to-one tuition</i>	£17,000
Tracking & Monitoring	<i>Purchase of licence for 4matrix to allow HODs, HOYs, Teachers and Tutors greater power in tracking, monitoring and intervention.</i>	£1,000
Progress support for identified students needs through the year	<i>Additional Intervention programmes for students not making 3 and 4 levels of progress</i>	£8,166
	<b>Total Cost</b>	<b>£123,398</b>

### Student Welfare and Guidance

Intervention	Focus	Cost
Breakfast Club	<i>KS3 – Structured Literacy &amp; Numeracy sessions of lowest attaining students in KS3 in Maths and English. ‘Breakfast while learning’ will enable students to have a positive start to their day focussing on their welfare and school work.</i>	£4,000
Support And Guidance for Vulnerable students	<i>Behaviour management and guidance for students provided by the Student Welfare Team to minimise exclusion from school or lessons and provide appropriate behavioural support programmes. (Based On % Of FSM Students in the school).</i>	£44,516
Capernaum Centre	<i>Development of the Capernaum Centre which will ensure more disadvantaged students will remain in full time education and avoid exclusion.</i>	£10,000
Counselling Services	<i>Trained counselling services for students(Based On % Of FSM Students in the school).</i>	£10,000

Careers Support (Years 10 & 11)	<i>Bought in careers support and guidance to ensure students had a clear focus for achievement and were guided in their future pathways. (Based On % Of FSM Students in the school).</i>	£3,228
Attendance Officer	<i>A proportion of salary (based on %PP cohort)</i>	
ClassCharts and Rewards System	<i>Software to support positive behaviour intervention.</i>	£2,200
	<i>Total Cost</i>	£73,944

## Material Support

<b>Intervention</b>	<b>Focus</b>	<b>Cost</b>
Uniforms	<i>Uniforms bought by the school for those students who aren't in a position to buy their own.</i>	£500
Educational Visits	<i>A contributory portion, or all, of the costs for certain students to attend trips paid by the school</i>	£8,000
Music Tuition	<i>A contributory portion of the costs for disadvantaged students to undertake music tuition paid for by the school.</i>	£4,352
Sam Learning	<i>Software purchased and used by all students in their lessons and at home on line.</i>	£3,008
iPad Scheme	<i>50% funding of the cost of ipads for disadvantaged students.</i>	£2,500
	<i>Total Cost</i>	£18,360
	<i>Total spending</i>	£225,923