

## Review of Pupil Premium Students and their Progress

(2018-2019)

### **What is Pupil Premium?**

The Pupil Premium Grant refers to additional funding given to schools to support the students who have been adopted from care, those who are in care and those who receive, or have received in the last six years (Ever 6), free school meals (FSM) or those who come from a services family.

### **How is Pupil Premium funding being used at St John's?**

The Pupil Premium Grant is spent in a number of ways, the impact of which is clearly evaluated. In addition to looking at the overall impact of the funding, we also measure the effectiveness of provisions and interventions put in place to support individual students. The impact of each intervention funded by the Pupil Premium Grant is evaluated by analysing the achievement and engagement of the students receiving the provision. This evaluation takes place regularly after progress data has been collected and enables both the short- and longer-term tracking of the impact of each provision.

On-going analysis of the impact of each provision will enable decisions to be taken about how to spend the Pupil Premium Grant most effectively. Provisions that have the greatest impact will be supported with continued investment, whilst those that are not having as much impact will be reviewed and adapted to ensure they support student progress more effectively.

### **How is the impact being measured?**

- Achievement - the progress students make from the point when they join the school at the start of year 7. Using Key Stage Two data and the results of Cognitive Ability Tests (CAT's) and baseline data in each subject area; the progress of all students is carefully tracked. The main focus is on Maths and English. The results of pupil premium students in each year group are compared with the results of all other students in the Year Group.
- Effort – staff are asked to report on the effort a student makes in class, their willingness to learn and engagement with homework. This is a scaled score from 5 – Excellent, 4 - Good, 3 – Neutral, 2 – Cause for Concern 1- Serious cause for concern.
- Attendance - measured as a percentage from the start of the school year. For each year group the attendance of Pupil Premium students is monitored and compared to other groups.

## Funding Objectives for 2018-19

- To close the achievement gap between those in receipt of Pupil Premium and Non Pupil Premium students
- To ensure progress of Pupil Premium students through intervention programmes
- To Increase attendance rates for Pupil Premium students

### Number of Pupil Premium Students in each year group

Year 7	Year 8	Year 9	Year 10	Year 11
45	30	26	24	27

### How the funding is spent and what is the impact?

Pupil Premium funding in 2018/2019 is based on £935 per FSM / Ever 6 student. Children of service families are awarded £300 per annum. In addition, Looked-after children and eligible students who have been adopted from care or leaving care under a special guardianship or residence / Special Arrangement order will attract a premium (Pupil Premium Plus) of £2,300.

Performance of Year 11 PP vs (Non PP students)	2019
Progress 8 score (unvalidated)	0.07 (0.46)
% Attainment 8 score	4.55 (5.81)
% Achieving a strong pass English and Maths(9-5)	39.3 (62.8)
% Achieving a standard pass English and Maths(9-4)	57.1 (83.1)

Money for 2018-19 was spent on tracking progress and supporting students through excellent teaching and intervention programmes. Plans are in place so that there will be a cumulative impact over a number of years which will result in much stronger outcomes for our year 11 students.

Aim	What this means	Focus	Allocation	Impact
Attainment for all	We have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.	School uniform, revision guides and library consumables, breakfast club	£18,646	Students have made good use of the revision resources and breakfast club.
		Accelerated Reader at KS3 and GCSE Pod		GCSE Pod was a great success with St John's students with 19983 resources accessed. The number of students requesting and participating in extracurricular activities, particularly at KS3 has increased.
		Consumables e.g. Food Ingredients for DT	£1,700	
		Opportunity Fund – music lessons, trips, clubs	£5,000	27% of PP students in Year 9 took part in the Duke of Edinburgh bronze award.
High Quality Teaching for All	We emphasise excellent teaching and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.	CPD – PP training and Teaching and Learning Briefings	£110,259	Based on research from the EEF. Staff training on metacognition and resilience with a particular focus on Pupil Premium students and their challenge and engagement has seen a real improvement in GCSE results in 2019.
		Specialist teaching intervention in Maths and numeracy programmes		Maths and English departments have invested time and resources into ensuring the Pupil Premium cohort were well supported through their final GCSE year.
		Enrichment Activities in Maths and English		The use of Walking Talking Mocks in English, Maths and Science were particularly successful and the difference in Progress 8 scores between PP and Non PP negligible.
		Purchase of Show My homework package		Students and Parents started using SMH this year. Feedback from users was very positive.
Behaviour and Attendance	We ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.	Attendance Support and intervention		The attendance procedure and appointment of an extra pastoral keyworker mean that early intervention with poor attendees happens quickly. This continues to be a priority and will be further supported by an EWO next year. The attendance officer works with families and the pastoral team to provide support for attendance.

		School counsellor available (including 2 volunteers)	£10,436	An alternative pathway in Year 7 supported weaker students and those with behavioural difficulties. This has been very successful at preparing our more vulnerable learners for Year 8 Students with complex needs are supported with alternative programmes such as Greatwood and Academy 21
		Active Pathway and the inclusion programme		
Meeting the Needs of Individuals	Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. We provide individual support for specific learning needs and group support for pupils with similar needs	Alternative provisions	£6,000	High expectations for all underpinned the curriculum ethos. In 2018-19 our weakest students tackled an increased number of GCSEs with great success including GCSE Combined Science and GCSE Resistant Technology. These students also benefited from additional transition support with College visits. Year 11 PP students are always seen first by the careers team for individual advice and guidance regarding their next steps. Mentoring programmes across KS3 and 4. Student voice shows that individuals value these opportunities highly.
		Individual Advice and Guidance	£1,200	
		Mentoring		
		Academic Tracking and management	£500	
Data	Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. Use of manageable Assessment for Learning systems, which provide clear feedback for pupils. We use evidence to make decisions about our support strategies.	Impact and Intervention meetings held termly for KS3 and KS4	£500	Impact and intervention meetings across KS3 and 4 provided opportunities to monitor individual progress. Lead by senior leaders and attended by faculty and pastoral leads. Individual students discussed and intervention action plans agreed.  Students identified using current data on academic progress, literacy, attendance, behaviour points and effort analysis. Use of barrier maps tracked progress.  Students' progress reviewed and the list updated termly.  Mintclass was prepopulated with key information about PP learners to support the building of relationships with between staff and learners.
		Mintclass – seating plan software		

Leadership	Senior leaders set ever higher aspirations and lead by example. They hold all staff responsible for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.	Post holders with PP responsibility. AVP and PP Coordinator (PPC).	£12,000	AVP and PPC have reviewed the 5-year plan for PP students. This is part of the AIP shared with SLT and staff. Monitoring of this plan along with robust Academy Improvement Plan targets of a positive progress 8 for year 11 in 2019 indicate that PP success remains a high focus.
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Total Budget – 163,605  
Total spending - £167,241

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