

Pupil Premium Impact Statement 2015-2016



Year	Number of Students	Total Amount
1 st September 2015-31 st August 2016	330	£367,000

1. Introduction

Principles

Governors, the Senior Leadership Team and staff at The Spires College accept responsibility for disadvantaged students and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be 'disadvantaged' is equally valued, respected and entitled to develop his or her potential, irrespective of need.

Context

The 'Pupil Premium Grant' (PPG) is additional funding allocated to schools to help support disadvantaged students, closing the attainment and progress gaps between them and their peers. At The Spires College pupil premium funding in 2015/16 was allocated to support students who are currently looked after (LAC), eligible for free school meals (FSM), service children and those who have been eligible for free school meals in the last 6 years (Ever 6). This equates to 42% of our college population in Years 7 to 11. The funding has contributed to a wide range of resources designed to maximise student potential in all ways possible. For example, additional staffing within English and Mathematics, an enhanced pastoral support team and greater opportunities to participate in extended school activities, such as outdoor education experiences and our curriculum enrichment week.

The PPG per student for 2015-2016 is as follows:

Disadvantaged Group	Pupil Premium Grant per student
Students in Years 7 to 11 recorded as Ever 6 FSM	£935
Looked After Children (LAC)	£1900
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship, a Child Arrangements Order or Residence Order	£1900
Students in Years 7 to 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence	£300

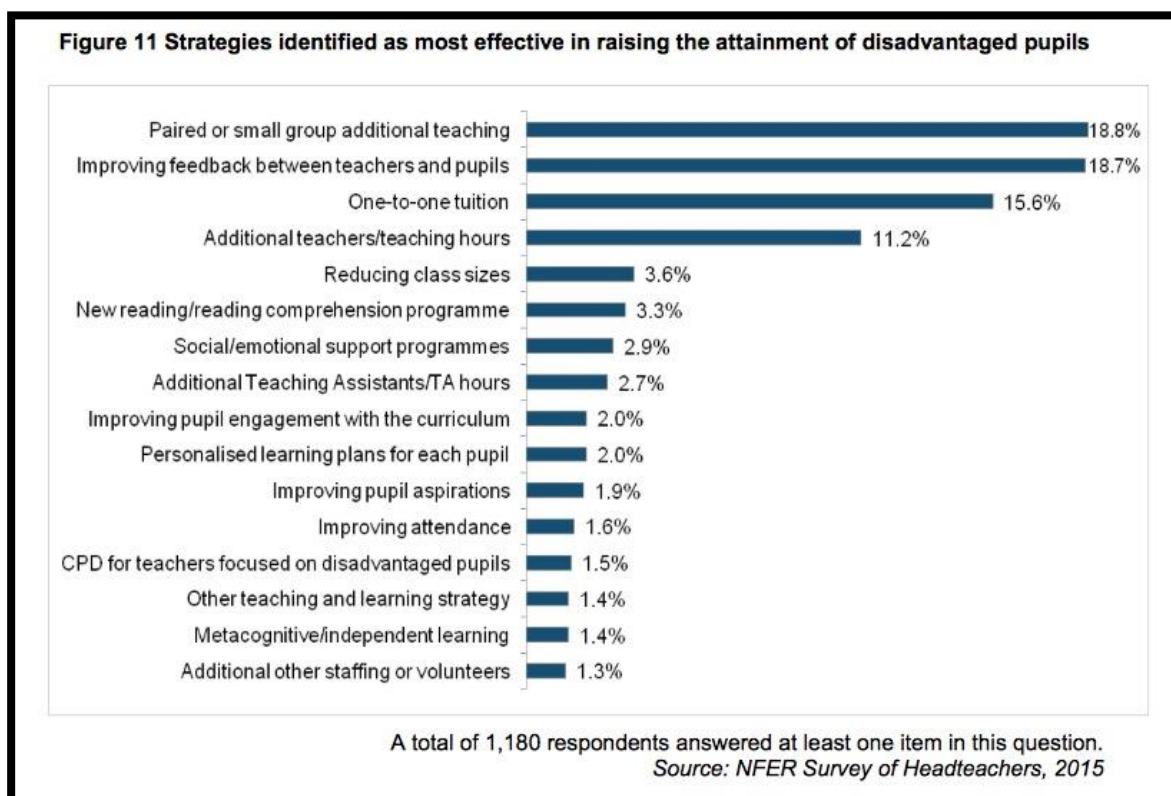
Research

The 'Pupil Premium Strategy' provides additional funding for students from deprived backgrounds. Research shows that these students underachieve compared to their non-disadvantaged peers. Education Policy Institute's (EPI) Annual Report in July 2016 found that by the end of secondary school, disadvantaged children were on average 19 months behind their peers. This new report, *Divergent Pathways: the disadvantage gap, accountability and the pupil premium*, examines how that gap grows across the early years, primary and secondary phases and the extent to which different types of schools are closing the gap. One key finding is that,

'Around 40 per cent of the gap between disadvantaged pupils and their peers is present at age 5.'

The NFER survey undertaken in November 2014, as documented in *Supporting the attainment of disadvantaged pupils: articulating success and good practice: Research report November 2015*, found that schools had used a large number of strategies (18 per school, on average) in order to raise the attainment of disadvantaged pupils since 2011. The most popular strategies, and those that schools considered to be the most effective, focused on teaching and learning, especially: paired or small group additional teaching; improving feedback; and one-to-one tuition. These strategies are all supported by evidence of effectiveness in the Sutton Trust/Education Endowment Foundation (EEF) *Teaching and Learning Toolkit*. The graph below highlights the strategies identified as being most effective in raising attainment, with paired or small group teaching deemed to be the most successful.

The government has not dictated to schools or colleges how to spend this money, but it is clear that strategies need to be employed that are suited to the disadvantaged profile of the school in increasing students' attainment thus 'narrowing the gap'.



2. Funding Allocation

This table provides the break-down of the Pupil Premium funding and provides details of the interventions and actions taken to 'narrow the gap'. The impact rating will be used to identify effective strategies for consideration in 2016-2017.

Area	Personnel/Resources	Cost	Evaluation	Impact Rating
Pastoral Support Managers	4.0 FTE Pastoral Support Managers	£101,780	Non-teaching pastoral support for all students across Key Stages 3 and 4 has enabled us to reduce low-level disruption, exclusions and improve attendance. These staff have ensured we have strengthened relationships with parents and carers. Home visits to families are common practice and referrals to external agencies further strengthen the team around every child. Two of the four members of staff are trained at Level 3 for Safeguarding and have been proactive in addressing concerns with disadvantaged students.	4/5
Specialist teaching for disadvantaged SEND students	0.9 FTE Specialist KS2/3 Teacher 0.9 FTE Specialist LSAs	£83,286	Additional Literacy and Numeracy intervention is provided across Years 7, 8 and 9 to ensure 'catch-up' in preparation for GCSE courses as these are key skills for all aspects of a mainstream curriculum. 59% of places were taken by disadvantaged students, of which 60% of students in Years 7 and 8 are making at least expected progress with 70% of students in Year 9 making at least expected progress.	4/5
Counselling Service	0.8 FTE	£18,400	137 students seen over the course of the academic year, of which 42% were disadvantaged students. 45% of concerns from students were associated with pressures of teenage life and stress and anxiety associated with GCSE and A-Level examinations. These sessions help to reduce barriers to learning and good attendance was maintained as a result.	3/5
Learning Intervention strategies to reduce the risk of permanent exclusion	1.0 FTE Learning Intervention Manager 2.0 FTE HLTA 1.0 FTE LSA Resourcing and off site curriculum/alternative provision	£102,000	This equates to 70% of the total expenditure on the Learning Intervention Centre. Outcomes for all students are outstanding and case studies would support successful reintegration to mainstream for the significant majority of students at Key Stage 3.	4/5

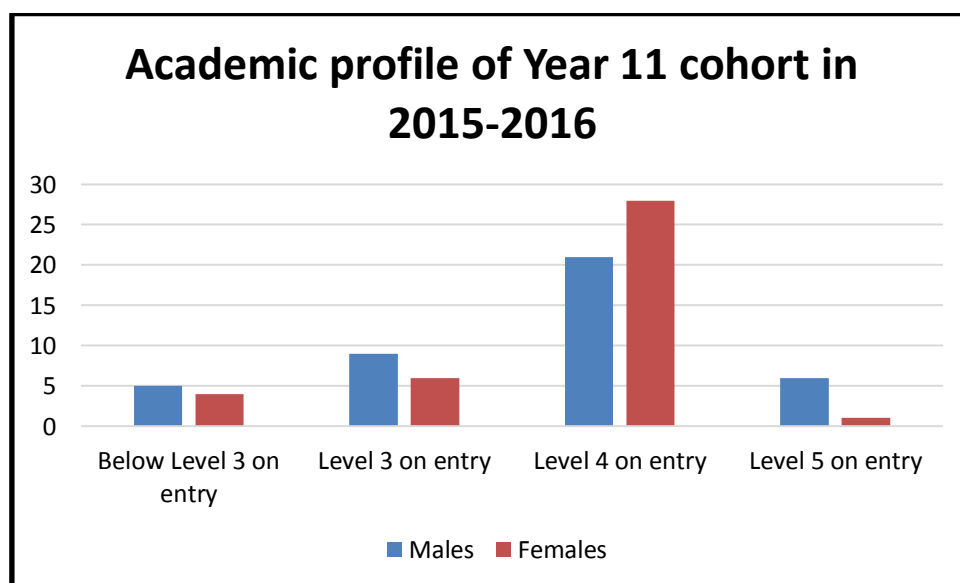
			Students in Key Stage 4 follow an alternative curriculum offer, which is P8 compliant. This provision offers emotional literacy, cognitive behaviour and art therapy as well as off-site experiences to develop leadership and strengthen social interaction.	
Small group teaching in English and Mathematics	2.0 FTE Specialist Mentors	£54,500	Programmes of 1:1 and small group teaching provided throughout the year, with a particular focus on Year 11. In collating feedback from disadvantaged students, this was deemed to be the most effective. GCSE outcomes in English would support this intervention, but we must continue to examine the provision within Mathematics to ensure value for money.	3/5
Wider school experiences	Subsidy of college trips	£446	All disadvantaged students studying a Performing Arts subject were able to watch a performance in a professional setting, enhancing their GCSE experiences.	4/5
Uniform		£339	The provision of uniform for two students enabled us to address attendance issues, improving the figures from 78% and 83% to 91% and 92% respectively.	N/A
Music lessons	50% funding shared with Torbay Music Hub to provide instrumental lessons and vocal coaching	£1436	This enrichment offer is available to all disadvantaged students, with 26 students engaging in the programme in 2015-2016. A significant proportion engaged in musical productions as a consequence.	3/5
Support for Food Technology	Purchase of ingredients to support GCSE Food and Nutrition practical elements	£327	All disadvantaged students studying GCSE Food and Nutrition have been able to undertake all practical elements of the course. Whilst there has not been an improvement in GCSE outcomes as a consequence, students are now confident in basic health and safety in the kitchen and can follow a simple recipe.	3/5
Focus Five Project	50% funding shared with Education Business Partnership to provide a medium-term project to develop and enhance students' employability skills	£500	Twenty students, of which 80% were disadvantaged, engaged in the project. For the majority, this project has been transformational. Students' attitudes to learning have improved significantly. Students have developed resilience and independence leading to 44% of	4/5

			disadvantaged students engaging in the prefect application process. Case studies support this.	
Subsidy of Enrichment Week	Subsidy of trips to ensure pupils had the opportunity to engage in an off-site activity	£5225	Where required, voluntary contributions were waived to enable all disadvantaged students across Years 7 to 10 to engage in an enrichment activity of their choice.	3/5
		£368,189		

3. Analysis of outcomes for 2015-2016

Profile of pupil premium students in Years 7 to 11 in 2015-2016.

Year Group	Total PP	Male		Female		SEN Status						In Care	EAL	Ave KS2 Entry		
						K		S		E						
Year 7	68	34	50%	34	50%	19	28%	1	1%	6	9%	1	1%	0	0%	27.7
Year 8	52	27	52%	25	48%	19	37%	5	10%	0	0%	1	2%	0	0%	26.1
Year 9	57	27	47%	30	53%	12	21%	4	7%	0	0%	0	0%	0	0%	27.7
Year 10	73	42	58%	31	42%	23	32%	1	1%	3	4%	5	7%	2	3%	27
Year 11	80	41	51%	39	49%	20	25%	5	6%	0	0%	2	3%	0	0%	25.2



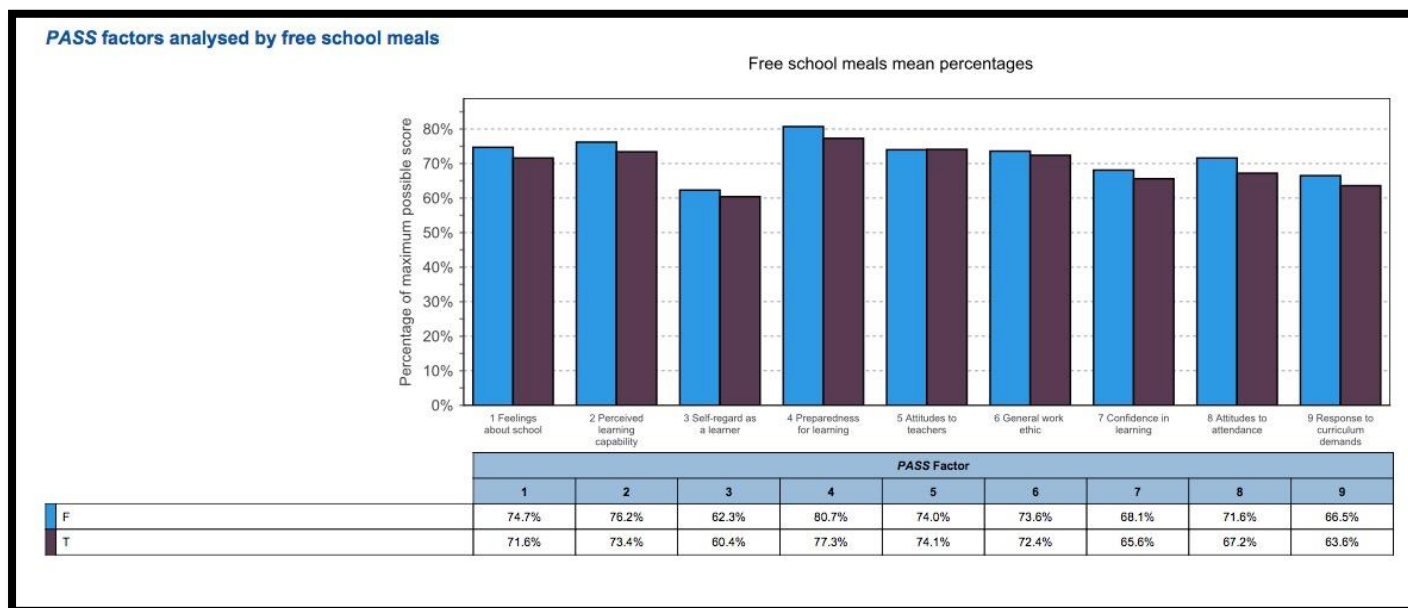
Wider Impact measures, comparison to non-disadvantaged students in school

PP- Absence	6.3%	Non PP- Absence	5.1%	-1.2%
PP- Lates	2.6%	Non PP- Lates	1.3%	-1.3%
PP Year 7	7.5%	Non-PP Year 7	3.6%	-3.9%
PP Year 8	8.4%	Non-PP Year 8	5.1%	-3.4%
PP Year 9	9%	Non-PP Year 9	5.8%	-3.3%
PP Year 10	8%	Non-PP Year 10	5.2%	-2.9%
PP Year 11	9.1%	Non-PP Year 11	6%	-3.1%

In summary:

- From our unvalidated Raise Online report published in November 2016, the absence rate of FSM pupils has a gap of 2.9% when compared to the national average, with the non-FSM gap being higher at 3.1%;
- Persistent absence remains a key focus for 2016/17 given that for FSM pupils the PA figure is 29.9% compared to the national average of 21.6% (gap of 8.3%) with non-FSM pupils having a figure of 14.2% compared to the national average of 8.3% (gap of 5.9%).

Pupils' Attitudes to Self and School (PASS)



	Free school meals percentiles								
	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
KS34 F	55.2	51.5	47.3	60.5	57.4	60.1	66.4	50.3	45.2
KS34 T	43.3	41.2	33.6	51.3	57.4	36.3	57.9	36.3	45.2

Above are the summary tables from the PASS survey undertaken in the Autumn Term for all students in Years 7 to 11. The green cells highlight that FSM students have high satisfaction with all nine aspects of their school experience. Whilst the report from the survey we undertook in 2013 did

not report FSM as a separate category, there is significant improvement in each of the nine aspects of school experience from 2013 to 2016.

Old Performance measures

Progress measures value added in 2016 (unvalidated) is as follows:				
Disadvantaged - Overall VA score is 1009.7		Other students' score is 1017.2		
Percentage achieving expected progress in 2016 (unvalidated) is as follows:				
Disadvantaged in English	75.6%	Other students in English	90.6%	-15%
Disadvantaged in Maths	43.5%	Other students in Maths	59.8%	-16.3%
Percentage achieving more than expected progress in 2016 (unvalidated) is as follows:				
Disadvantaged in English	43.5%	Other students in English	42.3%	1.2%
Disadvantaged in Maths	14.1%	Other students in Maths	22.2%	-8.1%
Percentages achieving threshold 5A*-C including English and Mathematics in 2016 (unvalidated) are:				
Disadvantaged	39.7%	Other students	70.3%	-30.6%

In summary:

- The within school Value-Added gap has dropped from -20 in 2014 to -7.5 in 2016, with Value-Added for disadvantaged students currently above the national average;
- The gap in the 5EM measure is stubbornly stuck between 20% and 30% and needs to be urgently addressed. This concern is replicated in the Basics measure also. When considering the attainment of pupils, consideration must be given to the academic profile of the respective cohorts;
- Expected progress in English shows no gap between disadvantaged and non-disadvantaged students and this is now a three-year trend. This is not evident in Mathematics and interventions must be introduced in 2016-2017 to address this gap.
- Capped Average points scores for disadvantaged students have improved over the last three years, rising from 267.4 in 2014 to 294.7 in 2016.

Progress measures value added in 2015-16 is as follows (using 2015 Methodology)				
Disadvantaged - Overall VA score is 1009.7		Other students' score is 1017.2		
Disadvantaged - English VA score is 1002.8		Other students' score is 1003.3		
Disadvantaged - Maths VA score is 998.4		Other students' score is 999.3		
Percentage achieving expected progress in 2015-16 is as follows:				
Disadvantaged in English	76%	Other in English	91%	-15% Diff

Disadvantaged in Maths	44%	Other in Maths	60%	-16% Diff
Percentages achieving threshold 5A*-C including English and mathematics in 2015 are:				
Disadvantaged	55%	Other	67%	-12% Diff
Trends in narrowing the in school gap (Gap with 'others' nationally)				
	5A* -C including English and Mathematics %	Expected Progress in English	Expected progress in mathematics	
2012	-31	-23	-36	
2013	-40	-32	-36	
2014	-27	+9	-30	
2015	-30	+15	-40	
2016 (unvalidated)	-28	+6	-29	

New Performance Measures 2015-16

Number of pupils achieving the English Baccalaureate

PP pupil entered	PP pupil achieved	Non PP pupils entered	Non PP pupils achieved
4 (5%)	3 (75%)	20 (17%)	8 (40%)

Progress 8 2016

	Progress 8	English Element	Maths Element	EBacc Element
Disadvantaged	-0.16	0.04	-0.31	-1.03
Non Disadvantaged	+0.03	0.16	-0.22	-0.52

Attainment 8 2016

	Attainment 8	Grade
Disadvantaged	42.71	D+
Non Disadvantaged	50.88	C

In summary:

- P8 gap of -0.19, which implies that disadvantaged students are performing less well in 2 of their 10 subjects, compared to non-disadvantaged students;
- Little disparity in A8 grades with disadvantaged students gaining on average a grade D+ compared to non-disadvantaged students who gained a grade C.

Rates of Progress at Key Stage 4 for 2015-2016

Subject	% Non-disadvantaged 3 levels of progress	% Disadvantaged 3 Levels of Progress	% Non-disadvantaged 4 Levels of Progress	% Disadvantaged 4 Levels of Progress	Gap- 3 Levels of Progress	Gap- 4 Levels of Progress
Art	41.18	27.78	23.53	11.11	-13.4	-12.4
BTEC Dance	100	83.33	61.54	33.33	-16.7	-28.2
BTEC Engineering	100	100	62.50	54.55	0	-8
BTEC Sport	77.78	100	66.67	80.00	22.22	13.3
Business Studies	44.44	40.00	22.22	26.67	-4.4	4.5
Catering	83.33	40.00	33.33	10.00	-43.3	-23.3
Child Development	63.64	42.86	36.36	0.00	-20.8	-36.4
Computer Science	17.65	33.33	0.00	16.67	15.7	16.7
Drama	60.00	33.33	20.00	8.33	-26.7	-11.7
ECDL	100	100	98.31	98.72	0	0.4
English Language	90.68	75.64	42.37	43.59	-15	1.2
English Literature	51.72	43.59	15.52	11.54	-8.1	-4
French	33.33	40.00	22.22	0.00	6.7	-22.2
Geography	57.45	32.00	19.15	20.00	-25.5	0.9
History	33.33	35.29	4.76	11.76	2	7
IT	60.00	42.86	0.00	14.29	-17.1	14.3
Mathematics	59.83	43.59	22.22	14.10	-16.2	-8.1
Media	71.88	47.06	43.75	23.53	-24.8	-20.2
Music	58.33	0.00	25.00	0.00	-58.3	-25
Photography	55.56	35.00	27.78	10.00	-20.6	-17.8
Product Design	72.73	100.00	27.77	25.00	-27.3	-2.8
Religious Education	54.87	33.80	25.66	15.49	-21.1	-10.2
Science Add	52.78	41.27	25.15	22.22	-11.5	-2.9
Science Core	56.90	28.21	19.83	17.95	-28.7	-1.9
Science Further Add	69.57	100	56.52	66.67	30.4	10.2
Spanish	37.50	66.67	0.00	0.00	29.2	-
Sport Science	66.67	54.55	25.93	18.18	-12.1	-7.8

The cells highlighted green indicate improvement from 2014-2015 to 2015-16. Given the national focus on high-attaining disadvantaged students, it is pleasing to report that it is with more than expected progress where the greatest improvement is evident, with 50% of all subjects demonstrating improvement in the last academic year.

Actions for 2016/17:

1. Reduce the percentage of persistent absence, closing the gap on the national average;
2. Close the attainment gap between disadvantaged and non-disadvantaged students;
3. Close the progress gap between disadvantaged and non-disadvantaged students in Mathematics.

Updated December 2016