



Caldew School

Pupil Premium Expenditure Evaluation 2015-16

The Pupil Premium is a government initiative designed to target resources on those students who have been on Free School Meals at any point over the past 6 years, those who are Children Looked After or have been over the last 6 years, or students whose parents serve or have served in the armed forces during the last three years.

For the year 2015/2016, the Pupil Premium funding for Caldew School was £157940. The details of how the school used the Pupil Premium to support and increase the success of our Pupil Premium students are outlined below, with an evaluation of its impact. The main priorities for 2015-16 were:

- Progress8 for Pupil Premium students to be positive and in line with Non-Pupil Premium students'
- Increase the number of students making at least expected progress in English and Maths
- Raise aspirations of Pupil Premium students
- Remove barriers to learning and reduce the number of fixed term exclusions
- Improve the attendance of Pupil Premium students
- Extend and refine the interventions for literacy and numeracy at Key Stage 3 to narrow the large gap that already exists at the point of transition

Initiative	Strategies	Intended Impact	Evaluation	Next Steps (Linked to School Action Plan)
Surplus staffing in Maths and English	Team teaching and withdrawal groups to provide targeted support	Students make at least 3 levels of progress in Maths and English	The Progress8 for Pupil Premium students was in line with expectations. The proportion of PP students who were secondary ready was particularly high for this cohort (37% at KS2). We are ambitious to raise achievement further and although in line with expectations as a cohort, we would identify the progress of more able students in English, lower ability students in Maths, EBACC and the Open group of subjects as areas to improve.	Further raise the achievement of Pupil Premium students (Gap for PP students continues to close and be lower than on entry; Progress 8 to show positive VA)
Pupil Premium Leads in Maths, English and Science	Closer and more thorough monitoring and exploration of progress Further share practice through work with middle leaders and class teachers through Raising Achievement Meetings	Raise achievement of Pupil Premium students	At Key Stage 3, the gap between PP and Non-PP students' progress is marginal, with high proportions of students meeting expectations.	Embed the role of PP Leads in the Core Subjects, increasing their impact on student outcomes through the use of Raising Achievement Plans and rigorous monitoring (Empower and develop Middle Leaders to drive continued improvements in teaching and learning)
Raising Achievement Plans	Individual Raising Achievement Plans used to raise awareness of Pupil Premium students and to develop strategies to overcome underachievement	Raise achievement of Pupil Premium students	Monitoring of Raising Achievement Plans shows consistent use of the teaching and learning strategies known to raise the achievement of Pupil Premium students. The progress of KS3 PP students is in line with Non-PP and Progress 8 for PP students (both FSM and CLA) is predicted to be higher than Non-PP for the current Year 11.	Revise the format and use of Raising Achievement Plans to increase their impact on teaching and learning, and student outcomes (To develop a shared vision for effective teaching and learning based on high expectations for all; All teaching over time is at least good, with an increasing

				proportion outstanding)
KS3 Literacy and Numeracy intervention	Literacy screening of all new students Tailored intervention programme for identified students e.g. Dyslexia, Read & Understand KS3 Literacy group for 2 hours per week for targeted students Use of Lexia computer programme Staff training on literacy	Students are making expected progress at termly data collections Improve reading, spelling and comprehension ages Narrowing the gap on chronological ages	Literacy retesting shows a consistent narrowing of the gap between students' literacy ages and actual ages, with a greater degree of improvement for PP students compared to Non-PP students across all year groups in spelling and in Years 7 and 8 for comprehension. It has improved at a similar rate in reading, except in Year 8 (new Year 9).	Further develop numeracy interventions Revise additional literacy curriculum to increase challenge (Develop students' literacy through reading; Review literacy and numeracy intervention programmes)
HTLA specialists in core subjects of Maths, English and Science to build specialism and more effective support.	Higher quality differentiation and support in place in core subjects Support for individuals and small groups	Students make at least expected progress in core subjects	In Maths and English, the proportion of PP students meeting expectations in KS3 is in line with Non-PP students. 100% of CLA met expectations at KS3 in Maths and English. 100% of Service students met expectations in Maths, whilst 66% of Service students did this in English. (NB. Cohort of three students.) In Science, PP students' progress is in line with Non-PP students' progress in Year 7, but the gap widens in Year 8 and 9.	To further develop the roles and intervention strategies for HLTAs (Support staff are even more effective in raising achievement)
Raising Aspirations Projects	Birmingham Skills Fair Strathclyde University STEM visit Bryanston Square 'Focus' event	Students demonstrate higher levels of engagement Student voice shows that students are aware	Student feedback was positive, with students engaging with a variety of post-16 options at the Skills Fair. Students participating in Bryanston Square 'Focus' and 'Unlock' programmes consistently	Continue to raise students' aspirations through mentoring, as well as providing further opportunities

	INSPIRA interviews	of choices and have higher aspirations	<p>recognised the messages of the presentations; showed an understanding of how the messages related to their own experiences and potential opportunities and began to act upon these.</p> <p>Students visited London, interviewing a partner from Taylor Wessing, restaurant owner, marketing director from Google and HR staff from MetroBank. They all participated in a presentation to their year group. Students developed their communication skills in order to engage with a variety of people, discussing their routes to success.</p> <p>Parent/ carer feedback reinforces students' feedback, indicating that students have discussed their experiences at home and have a greater sense of ambition and understanding of their future opportunities and options.</p> <p>Destination data shows that a high proportion of students are engaged in education, employment or training, with a 3% gap between PP and Non-PP. Additional IAG is provided as a matter of course for PP students, with further support on an individual basis.</p>	(Raise aspirations and broaden horizons across the academic spectrum; Students are well prepared for the next stage in their education or training)
One to one tuition	One to one tuition for identified students in Maths and/or English	Raise achievement in targeted subjects	CLA student in receipt of tuition is meeting expectations in both Maths and English.	Further develop tailored interventions for students (Review literacy and numeracy intervention programmes)
Peer tutoring: Paired Reading	Paired Reading: Peer support within tutor	Narrow the gap between reading age	Student voice shows that they value the peer support- particularly the Maths Champions- and	Further embed and develop consistent practice in relation

<p>& Maths Champions</p>	<p>groups and with Year 12 mentors Maths Champions: Year 11 Maths tutors</p>	<p>and actual age Improve attainment and levels of progress in Maths and English</p>	<p>students have been observed to engage positively in their sessions. Key Stage 3 data shows that a high proportion of PP students are meeting expectations in Maths and English. Literacy ages for PP students have improved, narrowing the gap between literacy and actual ages. There are some instances of highly effective practice in relation to paired reading. To ensure greater consistency of this practice is a focus for 2016-17.</p>	<p>to peer tutoring (Student leadership expanded by developing the role of prefects, while embedding Peer Tutoring in Literacy and Numeracy)</p>
<p>Learning Mentor to work closely with disaffected students to overcome barriers to learning</p>	<p>KS3 Ready to Learn Group Individual mentoring Support in lessons Behaviour modification intervention</p>	<p>Improved attendance and engagement Reduction in the number of fixed term exclusions</p>	<p>Students included in the KS3 Ready to Learn group increased their attendance and reduced the number of logs of equipment and homework. The Respect course has been established and delivered to initial cohorts. The number of behaviour logs for targeted students has reduced. Targeted interventions for students ensure appropriate provision e.g. one student received an EHCP, allowing us to meet his needs more effectively. Seclusion data shows that as cohorts are tracked, the number of repeat seclusions falls, indicating the positive impact of the L2L. Strategies to promote attendance (monitoring, attendance plans) have had a positive impact, with a significant reduction in the persistent absence (90%) gap between PP and non-PP students, falling from 17% to 14.7% this year.</p>	<p>Further develop and embed intervention strategies to remove barriers to learning, increase engagement, improve attendance and reduce the number of fixed term exclusions (Improve attendance of PP students. Gap reduced by 12%; Reduce the number of PP students who are persistent absentees; Reduce in the number of fixed term exclusions by 10%; Develop students' emotional resilience)</p>

			<p>The number of fixed term exclusions did not decrease in 2015-16. However, a small number of students accounted for nearly half of the total exclusions. Three of these students are PP and two have been assessed and now have an EHCP. The number of exclusions for these students has since dropped significantly; one student is on a successful managed move.</p> <p>The number of fixed term exclusions remains an area of focus for 2016-17.</p>	
Dedicated HLTA to lead intervention work through schools L2L provision.	Individual support for students in areas such as coursework and catching up after periods of absence.	Students achieve in line with targets	<p>Student voice shows that students value the L2L intervention.</p> <p>Intervention data shows that support has been targeted specifically towards PP students, with the proportion of students achieving their target grades remaining stable.</p> <p>There is an overlap between PP and SEN cohorts. Fewer SEN students have required intervention. Those who receive it achieve well. This suggests that first teaching and TA support are meeting the needs of students more effectively.</p>	<p>Develop the interventions and support for individual students, particularly in light of the reduction of Controlled Assessment as part of the new GCSE specifications</p> <p>(Intervention groups in place for targeted students; Adapt teaching and learning strategies to prepare students for new format GCSEs)</p>
Intervention Coordinator	Monitoring of data to identify students in need of support. Individual intervention plans Intervention in the L2L provision.	Students achieve in line with targets	<p>100% of students achieved 5+ GCSEs, despite numerous challenges. Coursework data is monitored closely to identify the need for intervention.</p> <p>Individual case studies reveal particular circumstances and successes.</p>	
Support	Transport costs to ensure students can	Increased levels of attendance and	Where necessary, transport was provided, including supporting attendance of revision	Continue to provide financial support as necessary to

	<p>attend school Support for extracurricular trips Uniform costs to ensure that no students are concerned about their appearance Music Tuition either full or 50% subsidy for peripatetic tuition Hardship fund - supported with ICT Software, revision guides and other items.</p>	<p>participation</p>	<p>sessions. Uniform support was provided where necessary. Music tuition was provided to any PP student wanting to learn a musical instrument. Revision guides were purchased for students to support preparation for examinations PP students were supported in accessing extra- curricular trips, including Geography fieldtrips, French and ski trips. Additional breakfast allowance provided for FSM students</p>	<p>increase participation (Raise aspirations and broaden horizons across the academic spectrum)</p>
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