

Pupil Premium Statement 2014

Pupil Premium is additional funding received by schools to support the needs of those who may be at an academic disadvantage compared to other students. They are defined as those who have been eligible to receive Free School Meals at any time in the previous six years (Ever 6); those who are children in care and children of service families.

Pupil Premium Grant

Total number of students on roll	1052
Total number of Ever 6 @£935	166
Total number of children in care @ £1660	3
Total number of service children @£300	10
Total number of students eligible for Pupil Premium funding support	179
Total amount of funding received	£157,271

For a detailed description of how we allocate funding and the our approach to addressing the needs of the Pupil Premium entitled student please refer to the school's Pupil Premium Policy.

Guiding principles

We ensure that the provision of high quality teaching and learning opportunities (curricular and extra-curricular) is regarded as the priority, in terms of narrowing the gaps in progress and attainment and in meeting the needs of all students – the focus is on reading, writing, communication and numeracy, all of which are vital skills for every student to achieve his or her potential.

We ensure that the needs of socially disadvantaged students are adequately assessed through the SIG and JIG process and addressed, tracked and monitored appropriately and robustly.

In making provision for socially disadvantaged students, we recognize that not all students who receive free school meals are socially disadvantaged and vice versa – we reserve the right to allocate the Pupil Premium funding to support any students or groups of students identified by the school as being socially disadvantaged.

Pupil Premium funding will be allocated following a needs analysis of each student. A judgment will be made by the school, regarding which interventions or types of support are likely to have the greatest impact on an individual's learning. This is not 'one size fits all'. It is anticipated that there will also be an input from parents regarding its allocation. It is not a homogenous group and we recognize that the funding will cover a wide range of needs.

We ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose. We also recognize that the Direct Schools' Grant (DSG) has an element of deprivation funding included in it, to address the attainment of our disadvantaged students.

The school commits itself to removing 'barriers to learning' and believes that a personalised approach to intervention is important in avoiding underperformance and disengagement from learning and school. The support provided for each student could include emotional and behavioral support in order to ensure that he/she is challenged to work hard, succeed and commit to a positive and responsible attitude to learning. An important element here is to raise aspirations. Some

funding will be targeted at helping students identify future opportunities and opening their eyes to the possibilities of further and higher education.

We encourage the take up of Pupil Premium by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming Pupil Premium. In doing so, we also recognize the vital role that parents and carers play in the lives of their children.

We use the latest evidence based research on strategies which are proven to narrow the attainment gaps and adapt these as necessary, to meet the needs of our students.

Our focus is on the development and effective implementation of high quality interventions with proven evidence of impact to assist our students who need additional support in a time limited way.

We recognise the importance of being transparent in our reporting, of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.

The Headteacher and the senior team take ultimate responsibility for the progress and attainment of all disadvantaged students and communicate strategic and operational information to all our staff members, ensuring clear roles, responsibilities and lines of accountability.

Performance of Year 11 students eligible for Pupil Premium support*

Performance measure	Group	2012	2013	2014**
% of students making expected progress in English	Not PP	93	94.9	92.4
	PP	50	73.3	80.0
% of students making expected progress in Mathematics	Not PP	68	79.6	66.3
	PP	44	50	58.0
% getting at least 5 GCSEs (or equivalent) at grade C or higher	Not PP	64.5	78.0	73.7
	PP	41.7	50	52.2
Average point score per grade	Not PP	44.0	44.0	43.3
	PP	35.8	37.7	39.0
Value Added Score	Not PP	992	998	993
	PP	952	956	973

() In 2012 figures are for pupils then in receipt of Free School Meals – Pupil Premium funding was not then available or data collected*

*(**) Calculated using the same methods as in 2013 for year on year comparison purposes*

Some students eligible to support from Pupil Premium funding are already making less progress than their peers by the time they arrive at Haygrove School. Although some will have done outstandingly well in their earlier schooling, on average they will have scored around 27 points in their KS2 SATs while their non-Pupil Premium peers will have scored about 29 points.

Taking these different starting points into account we can say that at Haygrove Pupil Premium eligible students do better than they would do nationally (RAISE Reports) and **through their time with us they reduce the gap**. This is not enough and we aspire to **close the gap**. This will not be achieved overnight but it is something we clearly understand and are driving hard to achieve.

In order to be able to directly address the issues which will close the gap we must remove any barriers. These will include ensuring that students have the basic skills of Literacy and Numeracy needed to make the curriculum accessible. It is also essential that there is a level playing field in

terms of access to opportunities and that we do our best to develop a “Growth Mindset” which leads to high aspirations, resilience and a good range of learning skills. Put simply, they have to be able to read, write and handle number to a good level, have no barriers to learning and a positive attitude to learning before they can really engage as successful learners.

Overall Impact

Given that the school uses a range of strategies to support Pupil Premium eligible students it is hard to determine the impact of any particular strand. We do know that the gap between this group and other students is closing when we look at GCSE performance. We also know that we are now putting in place support in earlier years that will close the gap further when these students complete their examinations. We also know that we are using best research to identify new strategies each year which should also have an impact on our more vulnerable students. We are narrowing the gap; we aim to close it

Provision for supporting students eligible for Pupil Premium funding

1. Leadership				
The needs of our students eligible for PP support are many and varied. As a consequence we have many strategies to support their needs. It is essential that we have a senior member of staff who has overall responsibility for coordinating a personalised package to support each child. He is supported by other staff members who are responsible for each strategy				
	Item/project	Detail	Cost(£)	Impact
1	Pupil Premium Co-ordinator	Part of the time of this Assistant Headteacher is dedicated to planning provision, monitoring provision and assessing impact. This is an ongoing process which continues to operate throughout a child’s time at Haygrove (0.3 FTE)	18225	We are able to maintain an ongoing record of each child supported by PP funding. This is reviewed at least termly, progress assessed and next steps planned. No child is “hidden” and every child has a personalised support package appropriate to their needs

2. Social, Emotional and Economic Inclusion				
Where students have to overcome personal, social and economic barriers we try to support the student and wherever possible remove these barriers. Only then can they concentrate on learning and making good academic progress.				
	Item/project	Detail	Cost(£)	Impact
1	Social and economic support	A dedicated member of staff meets with PP students, and often their families. She ensures that they have uniforms, PE Kit, revision guides and other resources; resolves IT problems and ensures equal access to trips and other school opportunities. Her roles include liaison with teachers to ensure equal access throughout the curriculum, running Unearthing and The Journey, supporting	25032	These factors will not immediately impact on examination results although some of the improvements evident in the year on year data earlier in this report will have arisen from this type of support.

		high tariff students, managing small intervention groups and supervising students at risk of exclusion.		Attendance, is rising, exclusions are falling and students' attitudes to learning, as shown by the very low numbers of poor grades given on reports, is improving. There is still a gap. On average a student eligible for PP support is still more likely to have less positive attitudes than their peers and is more likely to exhibit low level disruptive behaviour in class. We continue to work hard on improving our strategies
2	School Counsellor	Additional time for counselling has been added as we recognise the need for such support for children in need. The proportion of PP students receiving support is 32% at present.	1414	
3	Unearthing/The Journey	These 1:1 programmes are used with vulnerable children, and in some cases their families, to raise aspirations and self esteem. Each student needs a resource valued at £25 and time with a trained adult.	495	
4	Other 1:1 and small group work	Students in need of such support take part in 6 week programmes (1hr/week) including Behaviour for learning, Resilience, Self esteem etc.	In (1) above	
5	High Tariff Learner support	A small number of PP students need a high level of individual support if they are to avoid exclusion, possibly permanent, attend school regularly and make more than limited progress in class. Our R2L facility seeks to prevent any student failing at school and becoming NEETs (Not in Education, Employment or Training).	In (1) above	
6	Breakfast and Lunch nurture groups	Some PP students are encouraged to have a free breakfast as well as lunch. They sit with adults, gain social and oral skills and can talk over problems and issues.	2000	
7	Lunchtime and after school homework clubs	Opportunities exist during, and after, school to have supervised study to do HW in peace and with access to ICT and individual help.	In (1) above plus other, non PP funding	

3. Literacy and Numeracy

Around 40% of students eligible for Pupil Premium support arrive at Haygrove with low levels of Literacy and Numeracy. Without a good ability to read, write and use number a young student will not be able to learn well. We now include Literacy and Numeracy lessons for all students in KS3. We have also invested heavily in support and intervention for all students who particular need. We define these as any student arriving with KS2 SATs at or below 4c in either English or mathematics.

	Item/project	Details	Cost(£)	Impact
1	Head of Literacy and Numeracy	All the various interventions and the taught Literacy and Numeracy courses require management and leadership These members of staff are directed to ensure that each PP students' needs are fulfilled. They also plan and lead the taught Literacy and Numeracy lessons which are part of the KS3 formal	2600	All students on less than 4b in English and/or Maths (40% of whom are PP eligible) get planned, coordinated support.

		curriculum		
2	Literacy and Numeracy teacher and TA	We employ a teacher dedicated to supporting small groups and individuals, mostly in KS3. Her role is to diagnose individual needs, deliver catch up support and, by retesting, ensure students have made progress. There are two English and Maths teaching assistants who support students within lessons and contribute to small group programmes.	14800 4000	Y7 English 2.1 sublevels progress against 1.9 for those not getting this support
3	1:1 Literacy and Numeracy tuition	We operate 1:1 and 1:2 tuition for students arriving below 4c in either Mathematics or English. All such students will take part in a twelve hour programme in Y7 or Y8. We employ a Teaching Assistant for literacy and numeracy. Her role is to target students whose needs may be more complex and fall within the wider remit of the SEN/Learning Support team.	22000 13000	In 2013-14 Y7 students made 0.74 sub levels of progress in Maths in the term where they had 1:1. The progress in English is greater with over 1 level being achieved. Confidence in lessons also increases markedly (Pupil/Parent questionnaires)
4	Small group interventions	In class, 1:1 and small group extractions are augmented by a range of small group interventions, reading groups, spelling groups, and numeracy groups most of which take place before other lessons start. These are mainly managed by a team of Teaching Assistants. As well as tackling literacy and numeracy these groups have a secondary purpose by providing quiet nurturing space where children can gain confidence, learn social skills and explore ideas in a safe way.	Costs included in above staffing	These are often delivered alongside 1:1 tuition so these contribute to the impact of 1:1. Some impact on e.g. Reading Age. Reading groups improved reading age by over 7 months on average

4. Curriculum including Work Related Learning and Enrichment opportunities

Our formal curriculum aims to promote breadth and balance and provides opportunities for all students to prosper. There are strong academic roots where able PP students can, often with support to promote high aspirations, resilience and self-belief, attain top GCSE grades. We set high personal targets and then set out to help students reach them. There are a good range of more vocational/applied courses and our Foundation Learning Pathway has a high proportion (30%) of PP students who get to take college link courses and a personalised work related curriculum

	Item/project	Detail	Cost (£)	Impact
1	Foundation Learning Programme	The FLP provides an alternative curriculum with flexible work related learning, college placement and high levels of support through a dedicated Head of FLP and high input from the Head of Careers. These students invariably make a successful transition to college and are not lost from education and training at 16	10,250 (30% are PP)	FLP students do not become NEETs, their attendance rises when they join the pathway and behavioural referrals fall. They all achieve qualifications, more than half get at least one C grade or

				equivalent
2	Work Experience	To provide travel costs, clothing etc. to allow PP students equal access to work experience opportunities	600	Raise aspirations and confidence, improve understanding of the workplace
3	Academic Scholars(AS): These are our most able students. We also take the very highest ability who are known as AS+	Selection for AS and AS+ shows some positive discrimination towards PP students. The core programme is done in conjunction with BW College. They arrange workshops on A level subjects. These are tailor made to support our students' interests and aspirations. AS/AS+ students visit Oxford University and also attend presentations from Russell group universities. They can take a Latin course and get informal support and mentoring	500 (Most of this programme is paid for by Bridgwater College)	Raising aspirations. Greater understanding of higher education opportunities.
4	Mentors	We employ three experienced academic mentors. They are used to challenge, inspire, support and champion students at risk of underachievement. A student at risk of missing A* grades is as likely to have a mentor as someone aiming for C or D grades. These are identified by at least termly reviews (SIG and JIG). We also make use of work place mentors from outside school who are mostly recruited from local employers All mentoring prioritises PP students. Over 30% are PP	15000	Compared to their predictions before mentoring takes place mentored students improve by 3.98 points per grade against 1.47 for all students. Their capped best 8 with English and Maths improves by 73 points (55 for all students)
5	Music Tuition	No student with a desire and aptitude is prevented from having musical tuition for financial reasons	2000	Improved engagement with school, social opportunities, greater resilience and personal learning skills.
5	Access Arrangements (transport)	No student is prevented from attending after school events, revision classes etc. for financial reasons.	2000	
6	Revision and differentiated resources	We purchase revision guides for PP students. We employ a member of the non-teaching staff with SEN experience to prepare visual differentiated resources for a range of subjects.	3500	
7	School Trips	No student is unable to take part in a school trip for financial reasons	1500	
8	Course fees, after school provision etc.	First Aid course, DT, Catering supplies	1000	
9	Additional Careers information, advice and	PP students have the chance to take part in two sets of job applications and interviews with external interviewers. They also get 1:1 advice in Y9/10 as well	1000	Confidence, raises aspirations, preparation for the workplace

	guidance	as in Y11.		
10	Alternative and external provision	We purchase placements for Foundation Learners at Bridgwater College. Very rarely we need to invest in alternative placements for students at serious risk of permanent exclusion. This year one such place for a PP student was purchased	15000 1900	Gain NVQ or similar qualification. Confident to stay in FT Education post 16 Avoid PX
11	Summer School	All Y6 PP students are invited 50%+ attend. Literacy/Numeracy is threaded through a week of cooking, sport and activities supporting resilience, teamwork, determination at school and Kilve Court	Not PP funded	Student and Parent surveys show very high positive response in terms of confidence, security at starting big school and socialisation.

Plans for 2014-15

Our first priority has been to reduce economic, social and aspirational barriers to learning. The school will maintain what is already happening but now also focus on what is going on in the classroom. The ways we intend doing this are ones known to be successful in other schools; the Education Endowment Foundation (EEF) has sponsored work to bring together educational research from across the globe and evaluate its potential impact on learning. Our strategies are based on this research and that coming out of the PISA studies that annually assess the progress made by students in different countries.

1. Plans for 2014-15				
	Item/Project	Details	EEF Impact*	Cost Estimate
1	Summer School	We will develop our Summer School provision. We will be more active in recruiting a higher % of PP students. We will use our teacher of literacy and numeracy to give 1:small group support during the week.	+3	
2	Metacognition/Learn to learn: Giving children instruction not just in what to learn but how to learn it.	These four strategies will form the backbone of the professional development of every member of the teaching staff. By the end of the year there will be an expectation that every teacher can demonstrate their use of at least some of these strategies in their classroom and measure the impact it is having.	+8	Nil. A re-focusing of existing staff development funding
3	Feedback: improving the quality and usefulness of the verbal and written feedback to students and helping them plan their next learning steps.		+8	
4	Behaviour for learning: Improving how the school reduces low level disruption and making sure staff have good and consistent strategies for managing		+4	

	behaviour which is slowing learning			
5	Growth Mindsets: This is about making sure that we encourage and promote positive attitudes to learning. We need students who are resilient, have high aspirations and a strong belief that they can be successful.		From PISA research	
6	Student Leadership	We use "STRIPES" in Y7 and 8 to recognise learning and thinking skills. There are opportunities to develop leadership skills in Y10 and 11. We will introduce "The Edge" as a way to bridge the two and accredit leadership skills. PP students will be targeted and supported to take part in The Edge		1000 (nominal sum to cover costs allowing PP students to access The Edge
7	Raising Attitudes to Learning	We make use of a PASS survey which can be used to identify and confirm the students who have fixed mindsets (see above). There will be targeted support for these students (Early estimates show this is common among PP students) helping to challenge their attitudes, raise aspirations etc	There is actually little evidence for or against this type of intervention. It has to be worth a try though.	
8	Careers and Work Related Learning	This work will expand. PP students will be targeted to attend further careers and WRL related activities (Careers Fairs, STEM activities, Aspirational events (21 st Century Women etc) and University visits and work with "Behavioural Insights" which seeks to promote university as a viable option for more young people.		1000(estimate to cover likely travel and cover costs)
9	Academic Scholars (AS and AS+)	We will now use greater positive discrimination (not at the expense of any other student eligible to join the group) to select a greater proportion of PP students. The provision from 2013-14 will continue. Suitable students will be selected from the Y9-Y11 AS group and will take part in Growth Mindset tutorials looking at selecting subjects suitable for university courses, what A* work looks like and working with a personal tutor to plan and support a route to university		1000(estimate to make sure all PP students have transport and all the resources they need)

(*) The maximum impact of any strategy studied by the EEF is +8 months. This is their estimate of the advantage the strategy, if well implemented, can add to a child's schooling.