

What was the impact of Pupil Premium spending 2015 – 2016?

Activity including approximate spend	Aim	Evidence of impact
<p>Increased staffing – extra teaching staff in Maths and intervention teachers in English.</p> <p>Spend = £135,000</p>	<p>Reduce class sizes in Maths to improve the quality of teaching, enabling better progress tracking and responses to students' needs.</p> <p>Developing interventions in English to tailor support to needs of individual groups and accelerate progress of those identified as in need.</p> <p>Reduce progress 8 gap.</p> <p>Improve levels of progress for key groups e.g those entering on Level 3s.</p> <p>Other year groups consistent with this improving performance.</p>	<p>Evidence of good quality teaching in English and Maths (school data verified by LA and Challenge partners).</p> <p>Improved GCSE attainment in English and Maths (see 2016 results data).</p> <p>Progress 8 gap has reduced from 0.54 (GCSE results data 2015) to 0.28 (GCSE results data 2016).</p> <p>Steps data shows students eligible for the pupil premium in Years 7 and 9 make greater progress than non pupil premium students, despite having lower starting points. However, progress is slightly slower in Years 8 and 10.</p> <p>HOF and teaching staff have increased accountability, using the pupil premium data to track the progress of this group of students.</p>
<p>Targeted literacy and numeracy intervention</p> <p>Accelerated Reader and Lexia Programmes</p>	<p>Stuck pupil premium students get the intervention they need to progress.</p> <p>Bring maths 3LP progress gap in</p>	<p>Reading data shows that students eligible for the Pupil Premium are making progress with their reading levels. In Year 7, 80% of students eligible for the Pupil Premium have made strong progress with their reading.</p>

<p>Spend = £ 107,000</p>	<p>line with English.</p> <p>Improve proportions of PP students L3b and below who make 3+LP.</p> <p>Develop a whole school approach to reading to increase the frequency with which students read and so improve basic reading skills.</p> <p>Increase reading scores in Year 7 as measured by NFER tests.</p> <p>To narrow the gap between students' chronological and reading ages. 80% of students in Year 7 – 9 to achieve a reading age in line or exceeded national expectations.</p>	<p>Reading intervention waves have been developed to ensure that support is targeted appropriately.</p> <p>Data suggests there is more reading happening (AR test and library loans data). DEAR time embedded and referral data shows that the majority of students in Years 7 – 9 bring books to school.</p> <p>Literacy coordinator has developed approaches to tackle literacy across the school (literacy marking, literacy boards and homophone testing).</p>
<p>School's own education welfare officer</p> <p>Spend = £36,000</p>	<p>Reduce the number of persistent absentees especially amongst students entitled to the pupil premium</p> <p>Improve attendance, particularly in Year 8 and Year 11.</p>	<p>A wide range of strategies have been implemented to promote attendance (minibus, targeted sanctions, breakfast club, SLT involvement, golden ticket rewards).</p> <p>Attendance events seem to be having impact. 42% of the whole cohort were eligible for October 2016's Golden ticket event - the highest number to date.</p>

	Ensure students at risk of becoming PAs are identified early and intervention is made in Year 7 and 8.	
Targeted welfare provision Spend = £90,000	<p>Improve attendance and reduce barriers to successful school based learning for identified PP students</p> <p>Identified PP students meet key outcomes with attendance and achievement.</p>	<p>Inclusion manager focused on impact of PP students. A significant impact made with individual students through home visits, part time timetables and extended school hours.</p> <p>Use of kitchen and ICT used to develop independent learning skills of students.</p>
Raising aspirations work Spend = £22,500	<p>Raise aspirations to reduce NEETs and increase proportions taking progressive steps post 16</p> <p>Ensure next steps for PP students match those of their peers.</p>	<p>Still awaiting participation figures and data on college applications.</p> <p>EBP mentoring programme had a good impact on supporting college application process and aspirations of Year 11 students. Students who participated in the EBP programme had a progress 8 score of +0.16.</p> <p>Girls' Network had a strong impact on the confidence and aspirations of a group of girls eligible for the Pupil Premium.</p> <p>LEAP ran with a group of Year 8 students identified as needing intervention. This had a strong impact in terms of students' confidence, enthusiasm and commitment to learning. 50% of the group improved their attendance whilst on the programme.</p> <p>High achievers identified and given access to targeted G&T programmes and University visits. 4 students eligible for the pupil premium secured fully funded places at Portsmouth High/Portsmouth Grammar School.</p>

		Students eligible for the pupil premium supported to participate in extracurricular opportunities.
Revision and Motivation programmes £21,000	To improve students' motivation, independence and confidence in preparing for their exams, narrowing the gap in attainment for PP students.	<p>Improved GCSE outcomes for PP students (see 2016 Results data).</p> <p>A range of revision opportunities were used to support Year 11 in their preparation for the exams (revision packs, MADE and FIXUP). Incentives were also used to encourage attendance to catch up support sessions. Increase in student independence and better understanding of how to study effectively. Student feedback was very positive.</p> <p>Raising Standards meetings established to promote further collaboration between Heads of Departments in order to increase the progress of Year 11 students.</p> <p>Impact evidenced by improved outcomes for this cohort (GCSE results data).</p>