

Pupil Premium Report

What is Pupil Premium?

The Pupil Premium provides additional funding to the main funding a school receives. It is targeted at pupils from disadvantaged backgrounds to ensure they benefit from the same opportunities as pupils from less deprived families.

From September 2014, pupils who have who have been in receipt of Free School Meals (FSM), at any point in the past 6 years, will receive £935 of funding; pupils who have been looked after for 1 day or more or were adopted from care on or after 30 December 2005, or left care under a special guardianship order or a residence order will receive £1,900. Pupils who have parent/parents who are currently serving in the armed forces or who are in receipt of a pension from the MoD will receive £300.

How the Pupil Premium is spent is monitored closely with all schools accountable for the impact of the money spent.

Why is there a need for Pupil Premium?

Pupils who have been eligible for Free School Meals at any point in their school career have consistently lower educational attainment than those who have never been eligible. In 2009-10 GCSE statistics showed that around a third of pupils who have been on Free School Meals in the previous six years achieved five or more A*- C grades, compared to more than two thirds of their fellow pupils.

How many pupils at Parkside are eligible for the Pupil Premium?

Currently 51.65% of pupils are eligible for the Pupil Premium.

How will the impact of the spending of the Pupil Premium be measured?

The attainment and progress of disadvantaged pupils is included in school performance tables. Parkside has introduced rigorous systems that track and monitor the academic progress, attendance and behaviour of all our pupils, with a focus on comparing how our disadvantaged pupils are performing compared to their non-disadvantaged peers both within school and nationally. Continual analysis of pupil performance data enables early identification of need, support and appropriate intervention to be put in place.

2011/2012 Pupil Premium intervention

The funding received in 2011/2012 financial year was £66,856. This was based on the total of 137 pupils eligible for the Grant at £488 per pupil. The funding has been used on a wide range of interventions as well as enabling the target group to participate in activities that may have been beyond their financial reach by offering financial subsidies.

Interventions included:

- Targeted Support – Mentor programme, Art Therapist, Alternative Curriculum and Gifted and Talented Co-ordinator.
- Enriching the Curriculum – Subsidised trips – Activity weekends to Lea Green and France.
- Extended School Support – Breakfast, Lunchtime and After School Clubs.
- Intervention, revision holiday sessions to provide a curriculum opportunity in and out of the classroom, including catch up sessions and mentoring groups. One-to-One tutoring.

- Support provided for purchasing uniform and extra-curricular activities.
- Development of Behaviour Support resources

The curriculum focus of Pupil Premium Funding included:

- Personal Development Course – Pupils completed ASDAN accreditation course.
- Enrichment activities and rewards for pupils in these groups.
- Increasing basic skills of KS3 pupils in preparation of KS4.
- Improved attendance of FSM/LAC pupils.
- Narrowing the gap between non FSM and FSM.

Attainment	2012 impact		
	PP	Non-PP	Gap
5+ A*-C	47%	79%	32%
5+ A*-C inc EM	23%	47%	24%
5+ A*-C inc EM (GCSE Only)	11%	38%	27%
5+ A*-G	79%	95%	16%
A*-C in Eng & Maths (Basics)	23%	47%	24%
English Baccalaureate	0%	5%	5%

Progress	2012 impact		
	PP	Non-PP	Gap
3LP English	32%	47%	15%
4LP English			
3LP Maths	32%	59%	27%
4LP Maths			

2012/2013 Pupil Premium intervention

The funding received in 2012/2013 financial year was £136,437. This was based on the total of 219 eligible pupils for the Grant at £623 per pupil. The funding was used to continue the interventions employed in the previous year with increased levels of resources appropriate to the increase in funding received.

Interventions included:

- Tutoring and Intervention programme targeting Year 11 C/D borderline pupils in English and Maths.
- Tutoring and intervention programme: targeting Year 11 pupils at risk of not making 3 levels of progress in English and/or Maths.
- Purchase of Revision Guide material and attendance rewards.
- Completion of ASDAN qualification.
- Personalised learning for pupils – Groundwork Creswell, Forest Schools, Graffiti Project and Jigsaw Programme.
- Key Stage 3/4 Centres to support pupils at risk of exclusion.
- Learning Mentor and Art Therapist to support vulnerable pupils.
- Pupil Development Centre to support vulnerable pupils.
- Extended School Support – breakfasts for all pupils and lunchtime and after school clubs.
- Enriching the Curriculum – Trips – including theatre, activity and residential trips.

- Purchase of equipment and uniform for individual pupils and peripatetic music lessons.

Attainment	2013 impact		
	PP	Non-PP	Gap
5+ A*-C	61%	83%	22%
5+ A*-C inc EM	33%	41%	8%
5+ A*-C inc EM (GCSE Only)	24%	35%	11%
5+ A*-G	85%	98%	13%
A*-C in Eng & Maths (Basics)	33%	41%	8%
English Baccalaureate	9%	4%	-5%

Progress	2013 impact		
	PP	Non-PP	Gap
3LP English	30%	47%	17%
4LP English	4%	18%	14%
3LP Maths	41%	60%	19%
4LP Maths	7%	16%	9%

2013/2014 Pupil Premium intervention

The funding allocation for 2013/2014 was £179,100. This was based on 199 eligible pupils at £900 per pupil. Funding was used to continue with the interventions employed in the previous year with increased levels of resources appropriate to the increase in funding received.

Interventions included:

- Art Therapist and Learning Mentor to support vulnerable pupils.
- Key Stage 3 and 4 Centre to support pupils at risk of exclusion.
- Pupil Development Centre to support vulnerable pupils.
- ASDAN course, Groundwork Creswell and Forest Schools programmes.
- Pupil placements – Jigsaw programme.
- Personalisation programme for pupils.
- Funding for extra equipment, music lessons, uniform, trips and rewards.
- Subject specific intervention and one-to-one tuition.

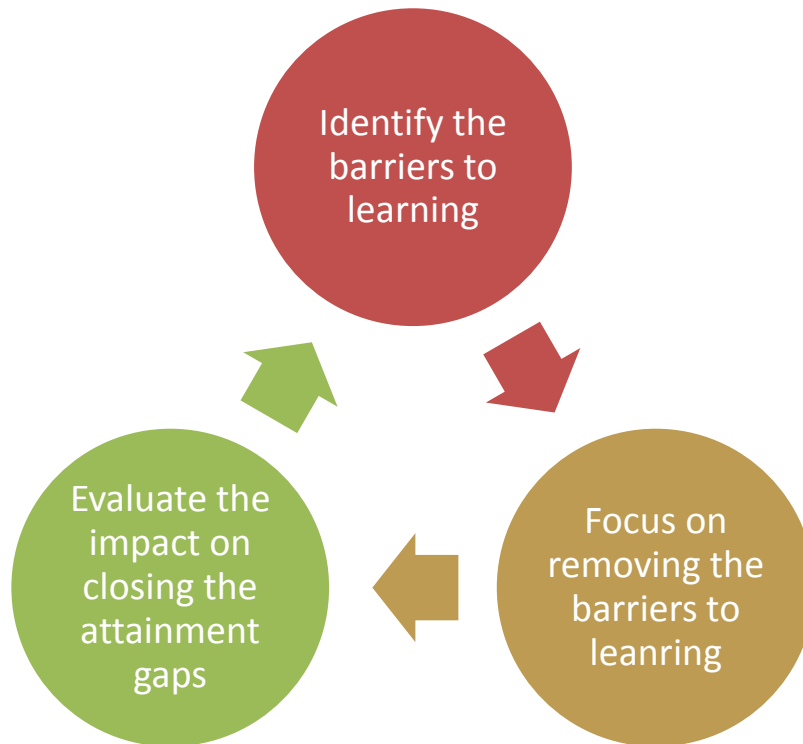
Attainment	2014 impact		
	PP	Non-PP	Gap
5+ A*-C	28%	58%	30%
5+ A*-C inc EM	22%	42%	20%
5+ A*-C inc EM (GCSE Only)	14%	32%	18%
5+ A*-G	86%	99%	13%
A*-C in Eng & Maths (Basics)	25%	45%	20%
English Baccalaureate	3%	16%	13%

Progress	2014 impact		
	PP	Non-PP	Gap
3LP English	29%	64%	35%
4LP English	6%	23%	17%
3LP Maths	24%	55%	31%
4LP Maths	6%	28%	22%

2014/2015 Pupil Premium intervention

The funding allocation for 2014/2015 was £197,285. This was based on 211 eligible pupils at £935 per pupil. A new strategic lead was installed responsible for accelerating the staff's understanding on how to meet the needs of disadvantaged pupils. A new methodology focused on identifying and removing the barriers to learning has been developed to accelerate the closing of attainment gaps between disadvantaged and non-disadvantaged pupils.

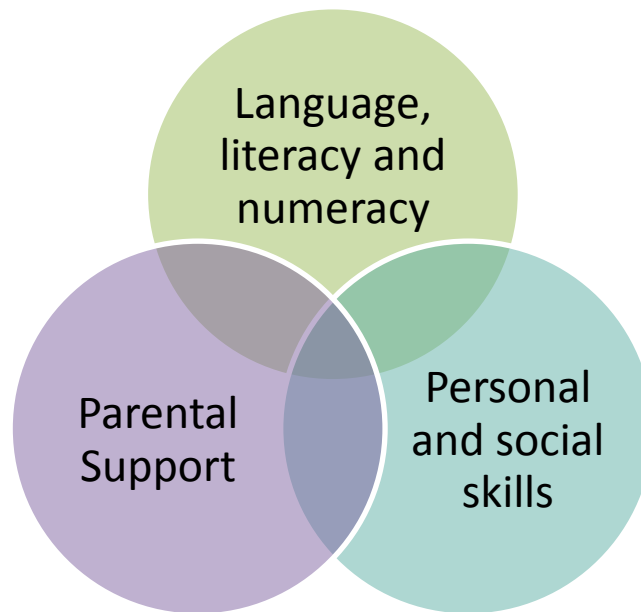
Parkside Community School methodology for closing the gap between disadvantaged and non-disadvantaged pupils



In 2015 the Pupil Progress Team interviewed all disadvantaged pupils in order to gain an understanding of the barriers to learning that could stop each pupil from achieving their full academic potential. The outcomes of each interview will allow us to focus on the needs of each individual pupil and therefore ensure the intervention they receive is appropriate.

Although many different types of barriers to learning exist for our pupils, they can be grouped into three categories

A summary of the barriers to learning for disadvantaged pupils at Parkside Community School



A pupil could have one, two or three of the above barriers to learning. We believe that by supporting a pupil to overcome their barrier(s) to learning, they will **raise their aspiration and attainment expectation**. Within each category are numerous interventions that a pupil could receive.

The following is an overview of the common intervention a disadvantaged pupil receives.

Language, literacy and numeracy interventions

The intended impact of language, literacy and numeracy intervention is to accelerate the number of disadvantaged pupils achieving and exceeding their expected progress in English and Mathematics.

Additional Literacy and Numeracy lessons are timetabled at Key Stage 3 and Key Stage 4.

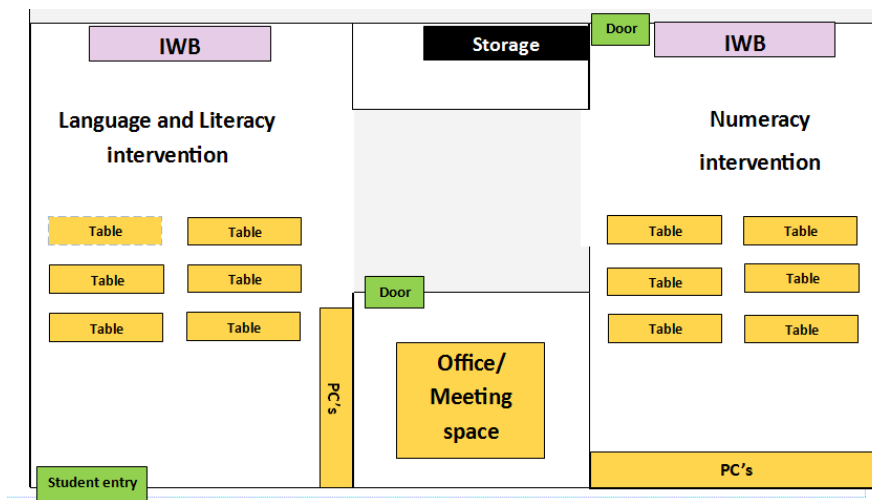
At Key Stage 3 pupils receive additional lessons in six to eight week blocks which operate on a carousel rotation. The lessons take place in small groups based on the gaps in learning pupils have.

At Key Stage 4, pupils receive timetabled additional English and Mathematics lessons either on a one-to-one basis or in small group. Additional staff have been employed in mathematics to significantly reduce class sizes.

All disadvantaged pupils have the opportunity to attend after-school, half-term break and weekend sessions to accelerate their progress in English and Mathematics.

April 2015 Literacy and Numeracy initiative

A new Pupil Progress Intervention Centre is being developed and is in its infancy. Pupils are referred into the centre by the Leaders of English and Mathematics and undertake personalised small group work that fills in the gaps in learning a pupil has. Our expectation is that a pupil will receive at least one hour of support per week when appropriate, with a placement lasting commonly six to eight weeks.



Personal and Social Skills interventions

The Pupil Progress team contains a Key Stage 3 and Key Stage 4 support worker who help resolve any difficulties disadvantaged pupils are experiencing with their peers and/or members of staff. A Learning Mentor is employed to support pupils in overcoming emotional difficulties. The impact of this intervention is to resolve pupil conflict immediately and ensure a positive climate in the classroom, at social times and in the community.

The Pupil Progress Team works with pupils to focus on developing their organisational skills and attitude to learning, often through Assertive Mentoring. The impact of this intervention is improved pupil organisational skills, exam preparation and exam confidence that will lead to improved attainment.

Alternative curriculum provisions, such as Jigsaw and Groundwork Creswell, are organised and implemented for pupils at risk of exclusion. The impact of this intervention is to ensure they remain engaged with education and develop the skills needed to flourish in the world of work.

Multi-Agency Team (MAT) support is implemented to support pupils to develop coping mechanisms related to a range of personal and social barriers they may have. The impact of this intervention is often to avoid exclusion from school and therefore engage with education.

Support workers organise alternative provision, such as work experience placements, business mentors and extra-curricular opportunities to boost confidence and raise aspiration of pupils. The impact of this intervention is to ensure pupils are aware of the full range of career opportunities available to them and how to successfully complete their pathway to achieve their career goal.

Parental Support interventions

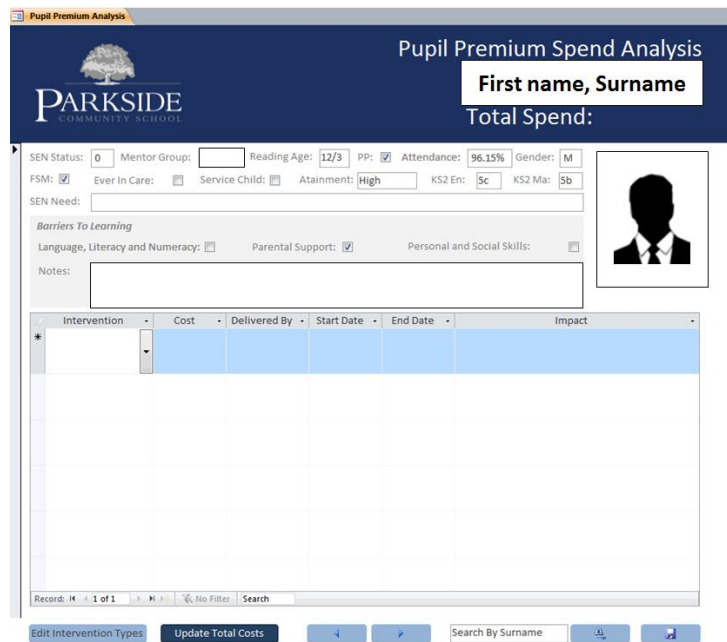
The Pupil Progress Team meets with families to ensure they are clear about the pathways open to their child and how they can achieve their goal. Meetings commonly take place at Parkside but can also take place at the family home should they be required.

Families can be supported with the purchasing of school uniform and other equipment to improve academic attainment dependent on individual need. The expectation is that families demonstrate a positive 'can do' attitude towards education and hold high aspiration regarding their child's educational and career pathway.

Families can take advantage of the free breakfast scheme that will impact on pupil health and wellbeing.

Families are supported by the Parkside Community Liaison Officer who, through the Parkside Pickup Scheme, transports pupils with poor attendance to school. The impact of this intervention is to reduce the number of disadvantaged pupils who are absent from school which will result in improved attainment.

April 2015 tracking and monitoring system used to evaluate the impact of interventions

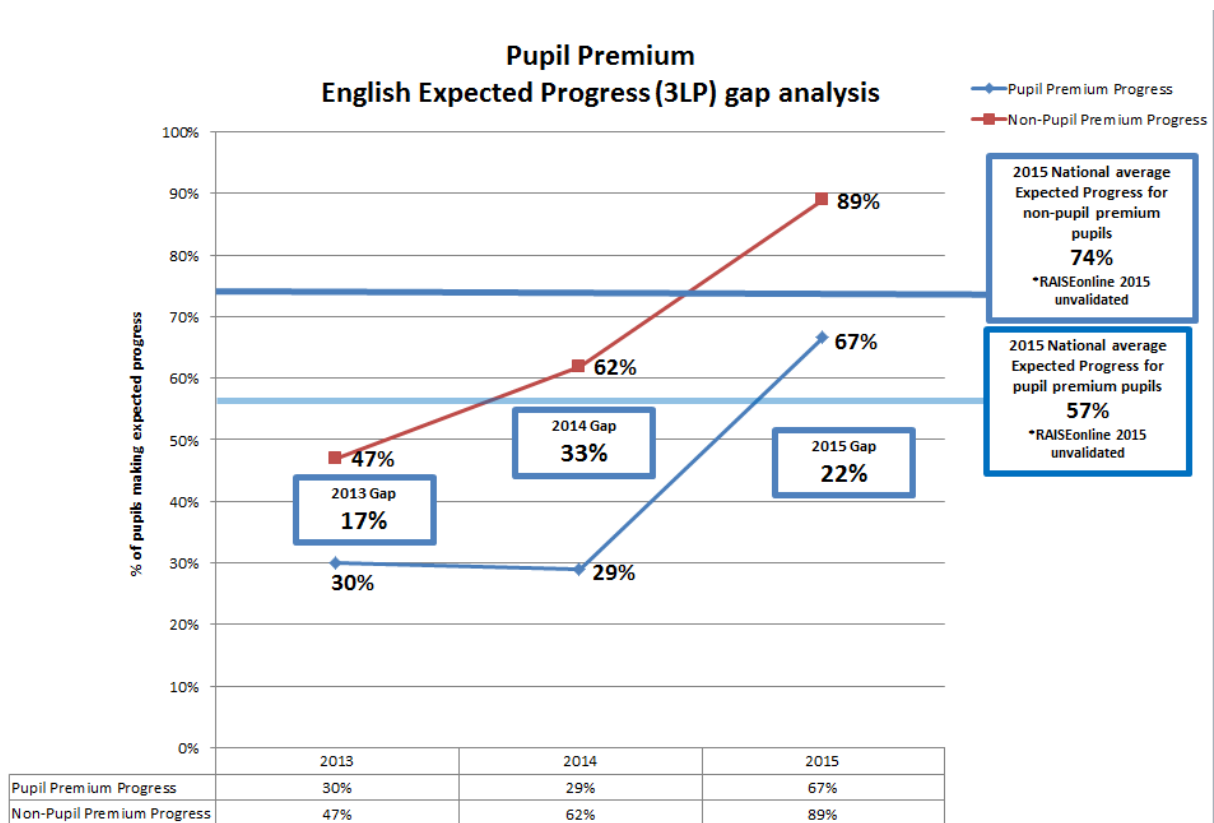


A new system has been introduced to track, monitor and evaluate the impact of all interventions at an individual pupil level. The outcomes of each barrier to learning interview are recorded on the system and all resulting interventions reviewed by members of the Pupil Progress Team and their impact assessed.

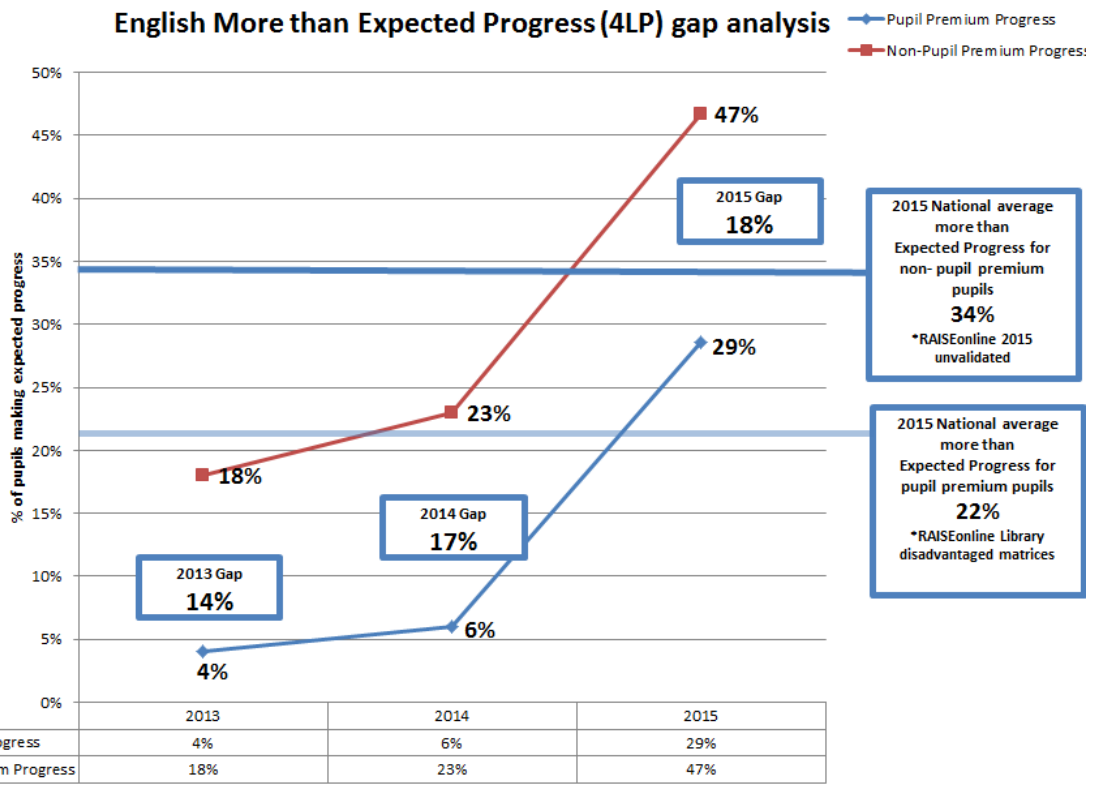
The system is currently being rolled out to our feeder primary partners in an attempt to ensure smooth transition from primary to secondary school.

Attainment	2015 impact		
	PP	Non-PP	Gap
5+ A*-C	53.5	76.6	23.1
5+ A*-C inc EM	48.8	74.5	25.7
5+ A*-C inc EM (GCSE Only)	37.2	66.0	28.8
5+ A*-G	83.7	93.6	9.9
A*-C in Eng & Maths (Basics)	53.5	76.6	23.1
English Baccaalaureate	4.7	19.1	14.4

English Progress

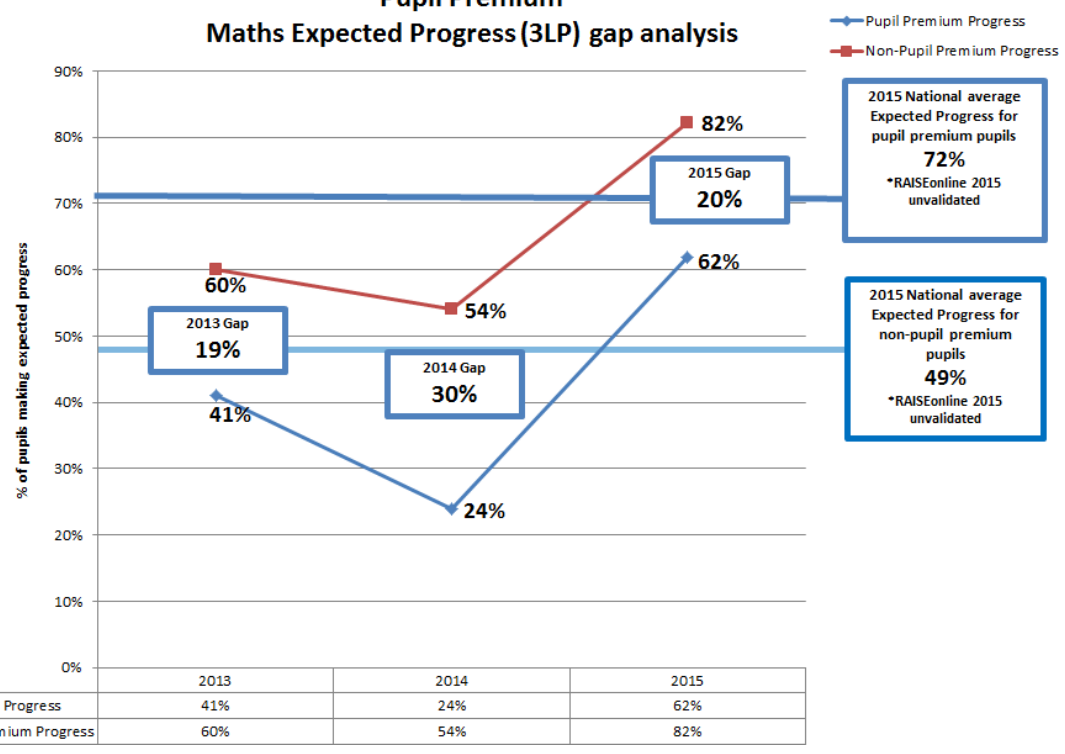


Pupil Premium English More than Expected Progress (4LP) gap analysis

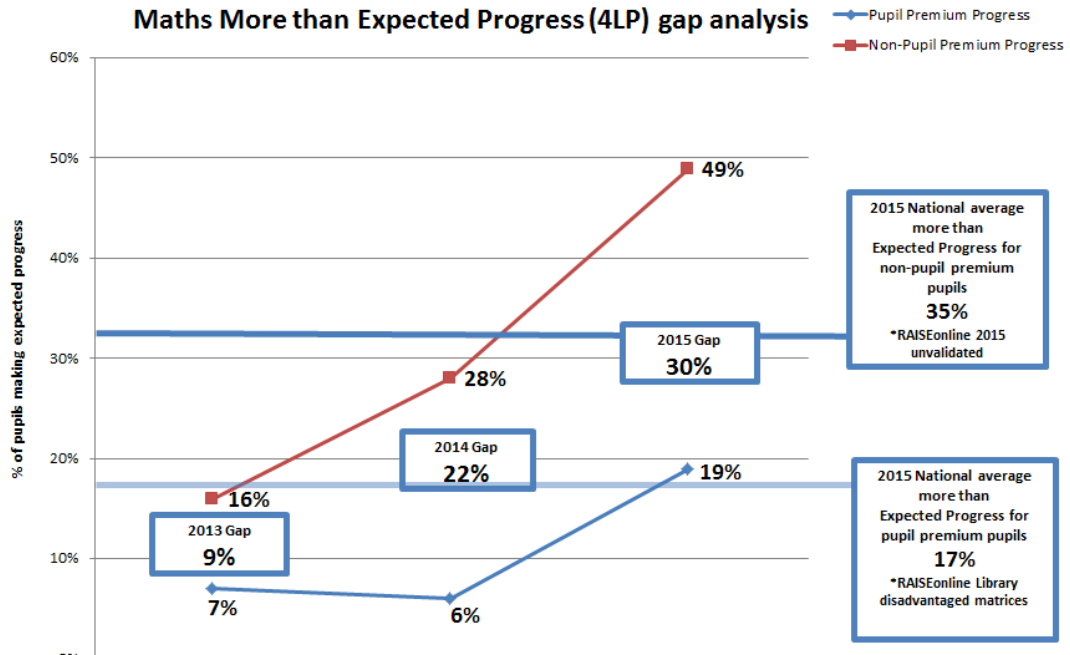


Mathematics Progress

Pupil Premium Maths Expected Progress (3LP) gap analysis



Pupil Premium Maths More than Expected Progress (4LP) gap analysis



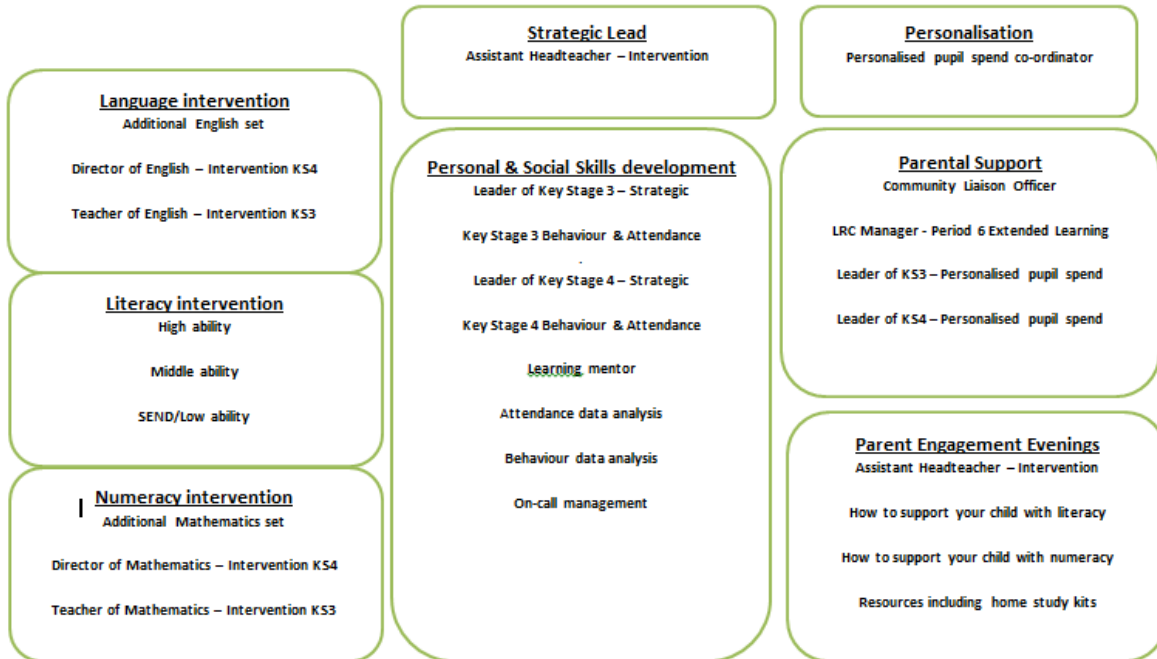
	2013	2014	2015
Pupil Premium Progress	7%	6%	19%
Non-Pupil Premium Progress	16%	28%	49%

2015/2016 Pupil Premium intervention

The funding allocation for 2015-2016 was £203,830. This was based on 218 eligible pupils at £935 per pupil. It is anticipated that the methodology focused on identifying and removing the barriers to learning will mature throughout the year to continue to accelerate the closing of progress gaps between disadvantaged and non-disadvantaged pupils.

Revised intervention model

Following a review of the 2014-2015 intervention systems the following amendments will be implemented. The aim of the refined intervention model is to close both attainment and progress gaps together with a focus on attendance and behaviour.

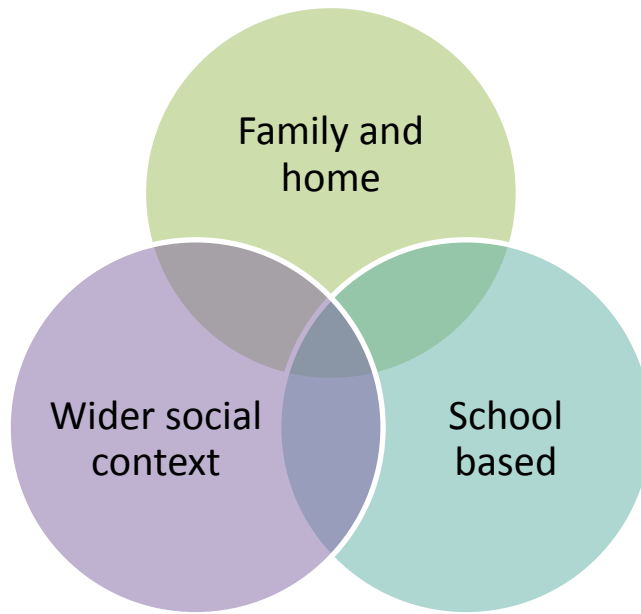


	2016 impact		
	PP	Non-PP	Gap
Progress 8	-0.01	0.25	0.26
Attainment 8	46.62	54.97	8.35
A*-C in English component & Maths (Basics)	64	78	14
English Baccalaureate	9	31	22

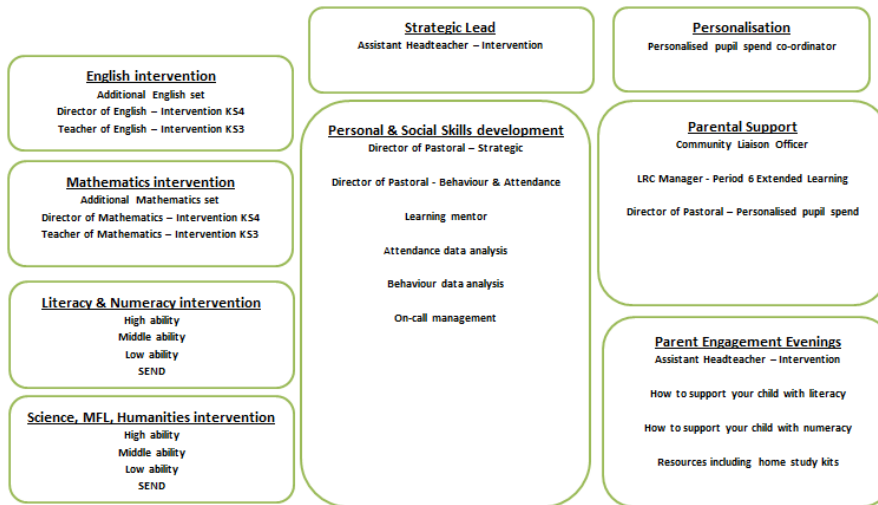
2016/2017 Pupil Premium intervention

The funding allocation for 2016-2017 was £204,460. This was based on 216 eligible pupils at £935 per pupil. A review of the 2015-2016 intervention systems together with feedback from parent and pupil voice has led to a redefining of the barriers to achievement for disadvantaged pupils.

The three key factors impacting the attainment and progress of disadvantaged pupils can now be defined as:



The 2016-2017 intervention model targets the removal of the barriers within the above three factors and will therefore continue to be implemented to continue to accelerate the closing of progress gaps between disadvantaged and non-disadvantaged pupils.



In addition to the above, the following additional interventions will be piloted throughout the academic year.



More Able disadvantaged pupils will be supported with their behaviour and well-being by a team of school pastors. The school pastors will provide reassurance, safety and support through mentor sessions, extra-curricular clubs and information and guidance sessions. It is anticipated that this initiative will develop in order to remove the fear of the unknown for pupils and their families. This will result in raised aspiration and an improved thirst for learning. Mentor sessions will help pupils understand and cope with the emotional pressures of being more able, in particular how this could separate them from their family members and peers. All pupils will be invited to attend a weekly extra-curricular club to broaden their understanding of culture in the wider world. Information and guidance sessions will raise awareness of the educational, career and wellbeing pathways open to pupils and instil confidence on how to access them.



MORE ABLE

Stretch and Challenge

INITIATIVE

A More Able teaching and learning co-ordinator has been introduced to support the implementation of stretch and challenge activities both inside and outside of lessons. Pupils are expected to complete the activities in blue pen therefore making them clearly visible when pupil books are reviewed.



EXTRA- CURRICULAR

DISADVANTAGED PUPIL

INITIATIVE

An extra-curricular co-ordinator has been introduced to implement a daily lunch and after-school enrichment timetable. Disadvantaged pupils receive full funding for the activities to encourage participation that will further develop their thirst for learning and wellbeing.



EXAM TOOLKIT

DISADVANTAGED PUPIL

INITIATIVE

All disadvantaged pupils will receive an exam toolkit. The toolkit will contain published revision guides for each of their subjects and all necessary equipment, including stationery and calculators.