



Pupil Premium 2015-16

This document outlines a summary of how The North School will spend its Pupil Premium Funding allocation for the financial year 2015-16.

What is Pupil Premium?

Pupil Premium is a stream of funding that a school receives in addition to the main funding. The Government believes that the Pupil Premium is the best way to address the current inequalities between children eligible for free school meals (FSM), children in Care (CLA) and children from service families (CSF), and their peers by ensuring that funding to tackle disadvantage reaches the pupils, who need it most.

The Head of School on behalf of the Governing Body can decide how that funding is spent and is accountable for ensuring it has maximum impact.

How much does the school get?

The school receives an allocation for children that:

- are eligible for free school meals (FSM) or have been in the past six years (Ever 6)
- are looked after by the state (CLA)
- have parents in the services

For the financial year 2015-16, the allocation for The North School is £315,000

2015 – 2016 Focus:

The June 2015 Ofsted inspection report states:

“All students have an equal opportunity to succeed. Leaders spend pupil premium funding effectively. Disadvantaged students benefit from a range of support including revision sessions at Key Stage 4 and handwriting sessions for students in Key Stage 3. As a result, disadvantaged students are learning increasingly well and catching up with their peers.”

Despite this recognition of the improvement in performance of disadvantaged students during 2014-2015, there is still a significant gap between the attainment of the group of students for whom the school receives Pupil Premium funding and their peers, both within the school and nationally.

To continue to narrow this gap in attainment, the following strategies and interventions will be delivered to raise attainment for these groups across the curriculum, but especially in English, maths and science.

How are we using the Pupil Premium and what impact will it have?

The school have used the Sutton Trust Education Endowment Foundation ‘Teaching and Learning Toolkit’ (2013) and NASEN’s ‘Pupil Premium’ guide (2014) to inform the planning of our strategy to support the learning and social and emotional development of students for whom the school receives Pupil Premium funding.

All interventions will be tracked, monitored and evaluated to ensure that students are making progress. If, the intervention has not worked, the school will review the delivery of the intervention and adapt or replace the intervention.

Strategy	Impact	Review of impact 2015-2016	Est. Cost
Employment of a range of outstanding teachers with a proven track record of raising attainment.	Raising student attainment through outstanding Teaching and Learning across the curriculum.	5 A-C English & Maths up from 24% in 2015 to 46% in 2016. Average point score PP 2015 – 33.3 to 2016 - 36.8 an increase of 3.6 points. Average points increase of 0.47 from -0.95 to -0.48. Overall PP 5 A-C EM PP increase of 8% from 18% – 26%.	£65k
Employment of additional teachers in English, maths and science to reduce group sizes in core.	Improved Behaviour for Learning (BfL) in lessons; increased small group work will enable students to make rapid progress as they are able to be supported more effectively in lessons.	BfL has continued to improve. Between 2015 to 2016 there has been a 63% decrease in the number of PP exclusions compared with the year 2014 to 2015.	£80k
Provision of a Nurture Group provision in Years 7, 8 and 9. Students with identified needs and low levels of attainment in numeracy and literacy are taught in small groups of approximately 12 students with the curriculum delivered by specialist teachers with additional adult support.	Reduce class size for students with lower levels of attainment improves student outcome as staff are able to support the high need of these students more effectively; specialist staff ensures that students make increased progress and will narrow the gaps.	Yr 7 Nurture Pupil Premium students from Term 1 to term 6 have made 71% EP. This was 46% EP. In Yr 8 students made on average 1.9 sub levels of progress in English. (It should be noted that progress with high SEN needs and PP are making progress from much lower starting points.)	£40k
CPD programme with session focussed on overcoming barriers to learning for disadvantaged students.	Staff are confident in their delivery of strategies to help students overcome their barriers to learning.	School results 2016 and comparison data from 2015 (see above) show an increase in PP performance due to teachers beginning to develop their skills in meeting the needs of disadvantaged students in their classes.	£3k
'War Room' that displays current data for all staff to access.	Close monitoring, tracking and forensic analysis of student progress and attainment; clear focus on E6 groups.	PP students showed an 8% increase in 5A to C EM and a 3.6 point score increase from 2015 – 2016.	£2k

Accelerated Reader Programme for KS3.	Raising awareness and changing culture of reading across the school; all KS3 students will access a variety of books suitable for them to increase rate of improvement and overall Reading Ages; production of information for tracking individual students' progress – informs individual intervention programme.	PP students in Year 7 show an average of 14.6 months increase in reading age compared with whole year results of 11.9 – Improvement difference of 2.7 years for PP students.	£20k
Purchase of Rapid Plus Reading Programme. A published programme of finely levelled books and software for struggling readers at KS3. The series covers National Curriculum levels 1a-3a (reading ages 6.6-9.6).	The cost of purchase of the programme to be split equally between Pupil Premium and SEN budget; a high proportion of students identified to receive this programme will be disadvantaged students for whom the school receives Pupil Premium funding. Delivery of programme to be funded from SEN budget.	Not done 2015 – 2016. To be used with targeted PP/SEN students and specialist literacy staff 2016 – 2017.	£2k
Accelerated Reader Leader within the English department to oversee the administration and train TA/HLTAs and members of staff in the use of system.	Sustainable expertise in the delivery of the programme; monitoring and tracking will ensure that all students improve their ability to access text effectively.	As above.	£4.5k
Learning Leaders in post to enable every student access to an academic mentor, with students for whom the school receives Pupil Premium funding. Recorded learning conversations which track students' progress and are shared with parents/carers.	Academic mentoring and learning discussion support enables students to develop and improve their language for learning. Parental involvement ensures that the support from home provides a further layer of support for the student and help improve communication with home. The Sutton Trust report identifies Parental engagement as particularly effective in raising student attainment.	Case studies produced by the Learning Leaders show an emphasis on academic mentoring with some PP students producing improved results (better than predicted). Learning Leader help improved targeted PP students' attendance (direct connection between attendance and attainment).	£15k

Five Pastoral Support Managers (PSMs) provide social, emotional and behavioural support for students experiencing difficulties in school or at home. A high proportion of the students they support are disadvantaged students for whom the school receives Pupil Premium funding.	PSMs have a non-teaching role and are available before, after and throughout the school day to support students.	Students clearly benefit from having a named member of staff to report to or seek out during the school day. PSMs provide a vital role in enhancing home-school liaison, which is an evidenced based intervention that supports improved attainment for disadvantaged students.	£80k
Focus of the Attendance officer is to support families where poor attendance presents a barrier to learning. A high proportion of these students are disadvantaged students for whom the school received Pupil Premium funding.	The Attendance officer works in close collaboration with the Community Principal with whole school responsibility for attendance.	PP attendance 2015 – 91.7% PP attendance 2016 – 91.7%. Attendance has remained static. This will be a focus in 2017 – 2017.	£13k
Budget allocation for E6 students for essential items or resources required to be fully included within the school community.	Disadvantaged students are more likely to lack basic uniform and equipment items and to be unable to participate in out of school activities and trips due to financial difficulties.	A number of families have been reimbursed for uniform or have been supported to purchase uniform or equipment. All PP students issued with free maths revision books. PP students showed 10% increase in expected progress from 2015 to 2016 in maths.	£5k
Outside of School Learning (OSL). Opportunities for learning outside of the school day for students identified as requiring additional support in specific areas of the curriculum. A high proportion of these students are disadvantaged students for whom the school receives Pupil Premium Funding.	OSL – After School 3pm – 4pm. Saturday School 10am – 1pm. Holiday School 10am – 2pm on selected dates during school holidays.	Attendance at OSL and Saturday school was high. Personal letters to parents sent and 90 % of those attended. Maths also targeted 3 to 4 students with 1:1 mentoring tutoring all achieved C or above in maths.	£10k
Total			£339,500