

Total Pupil Premium Grant Received & Student Numbers		
Total cohort	269	
Eligible pupils for pupil premium	121 funded (currently 141)	
Amount PPG received per student	£935	
Total Pupil Premium Grant 2015-16	£114,340.00	
Summary of PPG Spending		
Main Objective: To narrow the gap in attainment between pupils eligible for the pupil premium grant and other groups.		
Proposed Spending by Item/Outcome 2015/16 to be agreed by governors following evaluation of last year's impact statements.		
Item	Cost	Objective
Staff salary to support positive learning behaviours in the Turnaround room.	£10,500.00	To improve classroom behaviours and learning resilience. To support whole school reparation/restorative justice programme.
<p>IMPACT</p> <p>We have been concentrating on reducing the behaviour imbalance between pupil premium students and non-pupil premium students through identifying behaviour trends early talking to students about the core issues, supporting staff with a range of measures to help tackle disruptive classroom behaviour. The trend data is collated weekly and identified pupil premium students behaviour is identified by subject and class teacher so that HOD, teaching staff and support staff are able to concentrate on helping to reduce those behaviours. Two years ago restorative practices were introduced including lunchtime opportunities in our Turnaround room (behaviour room) for staff and students to resolve any Exits that occurred during that day. Together with identified students checking into our Turnaround room at break and lunch to ensure they have not had any issues helps to decrease the opportunities for further poor behaviour.</p> <p>Looking at Pupil Premium students we have seen a significant decrease in serious behaviours which is reflected in the reduced number of fixed term exclusions. And we have seen an increase in expectations and standards within the classroom, which after 2 years has made a positive impact on the older year groups. The reduced time with the newer students may go some way to explain why behaviour hasn't reduced as fast in the younger year groups.</p> <p>This last year has seen the current PP students - years 10 and 11 behaviour significantly reduce by 57% (yr 10) and 7% (yr 11), and the year 9 student's behaviour has all but remained static (increased by 8 incidents, 3%). The EXITS have improved by bigger margins with reductions of 25% (yr 9), 11% (yr 10) and 10% (yr 11), further emphasizing further that the more serious incidents are declining faster with the higher year groups. Pupil Premium fixed term exclusions are reducing with higher year groups ranging from 23% reduction to 117% reduction in exclusion days, re-affirming the data that more serious behaviours are declining rapidly. Where there has been an increase (year 8) it can be identified as one student, as well as a single student in year 7. The trend throughout the four half terms show that Pupil Premium behaviour incidents are reducing though the gap is closing at a slower rate.</p>		
Sustain provision of a breakfast club for all students.	£6,000.00	To encourage access to healthy meals for all students (with focus on PP and FSM). To improve attendance and punctuality. To encourage positive social interaction and support whole school respect agenda.
IMPACT		

The café started as a breakfast club that was separate from the canteen, located in the food room, offering cereal, toast and jam, sliced fruit, tea and hot chocolate, and some themed cooking such as pancakes, scones etc. The café was to encourage students, specifically pupil premium students to arrive to school, and previous research showed that to gain success with a particular group, it must be available equally to all groups. The café is available from 07:55 through to registration at 08:45, is open to all students and is free of charge. Extensions to the breakfast club are lunchtime activities encouraging supervised baking and cooking with KS 3 students And for year 11 students: microwaves, hot water, hot and cold drinks, toast and jam. Additionally food is prepared and available for year 11's on exam days – breakfasts, and lunchtime support. The café culture has encouraged a greater mixing of groups, and the students use the food room and the seating areas equally, and there is a contented buzz and friendly conversations every morning. It is now extremely rare to confiscate energy drinks, and there are fewer discarded fast food wrappers from the local supermarket. The open house approach indicates that pupil premium students are arriving earlier and using the area as a meeting place much earlier than registration which is indicated in the data.

- Almost 42% of PP students use the breakfast club
- PP students who use the breakfast club have on average improved their attendance more than the whole PP group.
- PA (Persistent Absence below 90%) amongst PP students has dropped by 10% - since last year.
- 93% of the PP students who use the breakfast club are above PA.
- 89% of all PP students are above PA which is approximately 9% more with the same group last year
- The attendance rates of PP students has improved by 2.1% and is currently 93.9% (last year 2014/15, 91.8% (Easter)

PIXL membership and associated events	£6,000.00	To increase capacity within the leadership team and to disseminate good practice. To increase whole school capacity providing access to good practice for teaching and learning. Forward thinking – collaboration with 1800 schools.
--	-----------	--

<p>IMPACT</p> <p>Heads of English and Maths have attended training seminars on a range of topics, specifically targeting the new GCSE specifications and KS3 curriculums.</p> <ul style="list-style-type: none"> • 60% of students gaining A*-C in maths – an increase of 36% points from 2015 • 60% of students gaining A*-C in English – an increase of 17% points from 2015 • 60% of students gaining A*-C in both English and maths – an increase of 41% points from 2015 • Progress 8 has risen from -1.32 in 2015 to -0.45 in 2016 (above the floor target of -0.5) • 84% of students achieved expected progress (3LP) in English – significantly above national average for NON PP students • Maths Progress 8 score -0.05 		
---	--	--

TLR for PP lead (pro-rata, late start date)	£2,000.00	To increase capacity within the leadership team and to ensure a robust scrutiny of PP support and spend.
--	-----------	--

<p>IMPACT</p> <p>Increased scrutiny of PP students, staff training and whole school PP review and relaunch. Whole school PP review has taken place, a clear action plan and overview of strengths and areas for development has been written.</p> <ul style="list-style-type: none"> • 60% of students gaining A*-C in maths – an increase of 36% points from 2015 • 60% of students gaining A*-C in English – an increase of 17% points from 2015 • 60% of students gaining A*-C in both English and maths – an increase of 41% points from 2015 • Progress 8 has risen from -1.32 in 2015 to -0.45 in 2016 (above the floor target of -0.5) 		
--	--	--

<ul style="list-style-type: none"> 84% of students achieved expected progress (3LP) in English – significantly above national average for NON PP students Maths Progress 8 score -0.05 						
Additional TLR responsibility to support students with special educational needs.	£6,500.00	To develop and enhance the attainment of students with special educational needs/pupil premium				
IMPACT (SEND and Disadvantaged students) <ul style="list-style-type: none"> 57% of students gaining A*-C in maths – an increase of 24% points from 2015 57% of students gaining A*-C in English – (67% 2015) 57% of students gaining A*-C in both English and maths – an increase of 24% points from 2015 Progress 8 has risen from -0.70 in 2015 to -0.42 in 2016 (above the floor target of -0.5) 						
Part-time librarian employed to support the whole school reading initiative.	£1,500.00	To develop the library and its resources, to ensure that students are reading widely and often.				
IMPACT Library has been redecorated, cleaned and restocked. Student librarians have been appointed and the students have selected a new name for the library, following an in school competition. Library has started to be redeveloped and will be relaunched for September 2016.						
Teaching Assistant to support PP interventions	£21,000.00	To disseminate good practice from SEN team to secure good outcomes for PP				
IMPACT <ul style="list-style-type: none"> 60% of students gaining A*-C in maths – an increase of 36% points from 2015 60% of students gaining A*-C in English – an increase of 17% points from 2015 60% of students gaining A*-C in both English and maths – an increase of 41% points from 2015 Progress 8 has risen from -1.32 in 2015 to -0.45 in 2016 (above the floor target of -0.5) 84% of students achieved expected progress (3LP) in English – significantly above national average for NON PP students Maths Progress 8 score -0.05 						
Careers advisor to work with pupil premium students at KS4/5 Transition.	£4,500.00	To support a smooth transition to post 16 study or employment. Increase number of students accessing post 16 provision.				
IMPACT <ul style="list-style-type: none"> All PP students have had an extra 50% more time with careers advisor Increase in first choice preference by 200% Vast majority of PP students have secured a placement at Stafford College 95% of PP students continued into further education or employment at the end of the academic year 2015. <table border="1" data-bbox="178 1563 1461 1818"> <tr> <td>21 Pupil Premium students:</td> <td></td> </tr> <tr> <td>95% remain in education or training</td> <td> 14% Sixth Form 52% College (Stafford) 5% Rodbaston 5% Apprenticeship 19% Other Training (Nova Training) 5% Not yet engaged </td> </tr> </table>			21 Pupil Premium students:		95% remain in education or training	14% Sixth Form 52% College (Stafford) 5% Rodbaston 5% Apprenticeship 19% Other Training (Nova Training) 5% Not yet engaged
21 Pupil Premium students:						
95% remain in education or training	14% Sixth Form 52% College (Stafford) 5% Rodbaston 5% Apprenticeship 19% Other Training (Nova Training) 5% Not yet engaged					
Additional TLR responsibility to enhance differentiated teaching and learning.	£6,500.00	To develop and enhance a differentiated curriculum. To deliver bespoke training regarding objectives, questioning and outcomes. Increase number of teachers graded as good or outstanding and to eradicate inadequate.				

IMPACT		
<ul style="list-style-type: none"> Following the PP review day, the student voice stated that 'teachers told them what they needed to learn at the beginning of the lesson.' 90% of students talked enthusiastically about the progress they have made and appreciated the help they are given. They were also able to articulate the type and degree of support they had received and what impact this has had on the quality of their work. 		
Reward system to incentivise learning.	£4,500.00	To improve attitude to learning and cross curricular attainment. Completion of homework and increase number of students receiving awards for positive learning behaviours.
IMPACT		
<ul style="list-style-type: none"> 100% of staff state that more homework has been set than in previous years. 100% of staff state that set more homework is completed than in previous years 		
Reward data: To be completed at the end of the 2015/16 academic year.		
Behaviour and support staff salary to address a diverse range of needs (proportionate amount behaviour, partnership and safety lead).	£10,000.00	To increase whole school attendance, improve punctuality, reduce PA and reduce occasions of poor behaviour. To reduce the number of exclusions.
IMPACT		
<ul style="list-style-type: none"> Overall attendance is 95 % - which is 1.2 % better than the same time last year, an improving trend on 2014 to 2015. Though fairly well matched boys attend slightly better than– 95.5% v 95%. Pupil Premium students' averaged 94.5% attendance v 96% for Non PP students (<i>PP was 92.9% at the end of last year</i>). Current FSM students are 93.3% v 95.8% for Non FSM (<i>FSM was 93.1% at the end of last year</i>). Children in Care (CIC) (LAC) students are 96.5%, higher than non-looked after children. Late to registration is a 65% improvement year on year with 1138 less lates for years 7 to 11 than this time last year. Though authorised absence (medical, illness etc.) are down on last year, Unauthorised absence is up slightly – overall all if both are added together there is still a significant fall in absence from school (<i>clearly reflected in the increased attendance %</i>). Persistent Absence (PA) students are measured at 9%, a reduction of over 3% (10 students) since the start of the year, and slightly above the 8.6% measured last year. If compared like for like last year (both measured at 15%) then we are much improved this year sitting at 5.3%. Exclusions are significantly down from 61 days last year to 28.5 this year(to date) 		
Extra-curricular, extended learning and revision sessions	£6,340.00	To generate interest and enthusiasm for learning.
<ul style="list-style-type: none"> IMPACT 60% of students gaining A*-C in maths – an increase of 36% points from 2015 60% of students gaining A*-C in English – an increase of 17% points from 2015 60% of students gaining A*-C in both English and maths – an increase of 41% points from 2015 Progress 8 has risen from -1.32 in 2015 to -0.45 in 2016 (above the floor target of -0.5) 84% of students achieved expected progress (3LP) in English – significantly above national average for NON PP students Maths Progress 8 score -0.05 		
Specialist intervention from external consultants for English and Maths at KS4	£1,700.00	To improve outcomes in English and Maths GCSE. To be proactive with Y10 in preparation for the 2017 new exam format.
IMPACT		

Maths	Y2015	Y2016 Predictions		Y2016
		AW 1	AW 4	
Progress 8	-0.44	-0.84	-0.16	-0.05
A*-C Maths	24%	32%	44%	60%

English	Y2015	Y2016 Predictions		Y2016
		AW 1	AW 4	
Progress 8	-1.15	-1.08	-0.08	-0.16
A*-C English	43%	28%	60%	60%

Whole school	Y2015	Y2016 Predictions		Y2016
		AW 1	AW 4	
Progress 8	-1.32	-0.57	-0.17	-0.45
A*-C Eng & Ma	19%	20%	44%	60%

The improvements in Attainment and Progress is clear for disadvantaged students when comparing Y2015 results in English, Maths and across the school against Y2016 results.

It is also clear that as a result of the effective strategies implemented that there is clear impact through the year with the improvements seen when comparing AW1 (Assessment window 1 (Oct '15) to AW4 (April '16) and finally, results.