

PP/ Disadvantaged Students Funding report

June 2017 data	Total	M	F	DA/PP
Number of students on role	240 (120)	120 (59)	118(61)	73 (35)
<i>Percentage % (last year in brackets)</i>		50.42(49)	49.58(51)	31 (29)
<i>April 2017 data</i>	240 (120)	120 (59)	120 (61)	84 (35)
		50 (49)%	50 (51%)	35 (29)%

16/17

22 hours of maths	£ 13,069
22 hours of English	£ 17,078
Salary for Learning Mentor/part of salary for Behaviour Mentor	£ 21,281
TA salary	£ 5,719
Counselling	£ 2,502
SAM learning /ARP	£2,500
Other –trips, visits, equipment	£7,042
TOTAL	£69,190
ESTIMATED INCOME	£69,190

Intervention summary:

English employed a range of interventions which included literacy support for two small groups of year 8 students who were disappplied from languages, this took place 5 lessons a fortnight. During Enrichment lessons three intervention groups were run focusing on year 7 low ability (additional catch up funding used) and year 8 low literacy students. The year 7 programme included literacy support for sentence structure and the phonics programme, Everyone a Reader. Mentor time was also used for 1:1 reading intervention as well as working with students who had become 'blocked' in their sentence construction. Further interventions included author visits, visits to Warwick University for the World Book Day Roadshow as well as support materials for students including revision guides and spelling support books.

Mathematics provided 1:1 support for the weakest students in year 7 (catch up funding used). In year 8 small group support was provided for students disappplied from languages as well as 1:1 intervention. Further small group intervention sessions were delivered during Enrichment sessions.

TAs provided guaranteed additional support in English and Maths, focusing especially on students receiving catch up funding.

Our Learning Mentor delivered a range of courses to support vulnerable students within this cohort. These included: anger management, preventative behaviours, personal

hygiene. She also supports those students and their families where child protection plans, CIN plans and CAFs are in place. Buddy groups have also been set up where students need more support from their peers. The Hub has also been staffed throughout the school day including before and after school as well as at break and lunch time. Homework club has been targeted at those DA/PP students who need further support in completing tasks as well as having ICT access. The new Behaviour Mentor has been assigned students where AtL has been low and students need support to change their behaviour in lessons and around the school. He is conducting 1:1 mentoring sessions as well as small group work. Both mentors work closely with parents and college leaders to ensure that attendance of pupils remains high and that barriers to attending school can be reduced.

We provide additional funds for parents who are needing support with school uniform as well as ensuring that students have appropriate equipment for the day. Where need is identified breakfast has been provided to support students in having a positive start to the school day.

Half our School Counsellor's time (1 full day a week) has been allocated to PP students where she can support them on a 1:1 basis as well as signposting other support agencies they may need. She has also been able to support staff training.

SAM learning and ARP allow teachers to support learners through ICT software. The ARP will allow more targeted literacy intervention and encourage reading. SAM learning improves access of learners outside of school to resources and materials that can support revision, homework and also provided stretch and challenge for our most able.

Further interventions have included funding for school trips, outside agencies delivering activities during activity week as well as revision resources.

Summary of outcomes:

Progress of students from cohort 15-16

Progress over 2 years using EYA: 45.7% disadvantaged (DA) students v 55.7% non- DA

Progress over 1 year using EYA: 70.6% disadvantaged (DA) students v 72.7% non- DA

This shows better progress in year 8 than year 7. Showing the impact of interventions.

	EYA		EYA			
	4 sub-grades			2 sub-grades		
	Below Expected Progress	Expected Progress	Above Expected Progress	Below Expected Progress	Expected Progress	Above Expected Progress
Whole School	42.6%	33.0%	24.3%	22.3%	51.8%	25.9%
Disadvantaged Students	54.3%	34.3%	11.4%	29.4%	50.0%	20.6%
Non-Disadvantaged Students	44.3%	29.1%	26.6%	27.3%	44.2%	28.6%
Boys	34.0%	35.8%	30.2%	23.5%	49.0%	27.5%
Girls	40.0%	30.9%	29.1%	31.5%	40.7%	27.8%
High Attainment Group	27.8%	37.0%	35.2%	5.8%	57.7%	36.5%
Mid Attainment Group	41.9%	23.3%	34.9%	17.1%	43.9%	39.0%
Low Attainment Group	37.5%	50.0%	12.5%	37.5%	37.5%	25.0%
SEN	73.7%	26.3%	0.0%	57.9%	31.6%	10.5%

Progress of students from cohort 16-17

Summary of progress: 71.1% disadvantaged (DA) students v 71.0% non- DA

There was a negligible difference in ATL between DA and non DA students from this cohort. Although 11 out of 19 students with 3 or more red ATL scores were DA students

	SPR 1		
	2 sub-grades		
	Below Expected Progress	Expected Progress	Above Expected Progress
Whole School	99.2%	0.8%	0.0%
Disadvantaged Students	100.0%	0.0%	0.0%
Non-Disadvantaged Students	94.5%	1.4%	4.1%
Boys	98.4%	1.6%	0.0%
Girls	96.2%	0.0%	3.8%
High Attainment Group	100.0%	0.0%	0.0%
Mid Attainment Group	94.7%	1.3%	4.0%
Low Attainment Group	93.3%	0.0%	6.7%
SEN	95.0%	5.0%	0.0%

	SUM 2		
	2 sub-grades		
	Below Expected Progress	Expected Progress	Above Expected Progress
Whole School	32.2%	64.4%	3.4%
Disadvantaged Students	33.3%	66.7%	0.0%
Non-Disadvantaged Students	34.8%	60.9%	4.3%
Boys	27.4%	71.0%	1.6%
Girls	38.0%	56.0%	6.0%
High Attainment Group	33.3%	57.1%	9.5%
Mid Attainment Group	30.7%	65.3%	4.0%
Low Attainment Group	73.3%	26.7%	0.0%
SEN	35.0%	65.0%	0.0%

	EYA		
	2 sub-grades		
	Below Expected Progress	Expected Progress	Above Expected Progress
Whole School	26.3%	63.6%	10.2%
Disadvantaged Students	28.9%	66.7%	4.4%
Non-Disadvantaged Students	29.0%	62.3%	8.7%
Boys	27.4%	64.5%	8.1%
Girls	36.0%	54.0%	10.0%
High Attainment Group	33.3%	52.4%	14.3%
Mid Attainment Group	24.0%	65.3%	10.7%
Low Attainment Group	46.7%	40.0%	13.3%
SEN	30.0%	70.0%	0.0%

Actions:

Close DA v non-DA gap for science (>1 sub-grade with DA students making more progress)

Close DA v non-DA gap for technology (1 sub grade gap)

Learning and Behaviour mentors to provide additional support for low ATL students.