

Pupil Premium Impact Statement for 2016-17

What is pupil Premium?

The Department for Education (DfE) provides additional funding, known as Pupil Premium, in order that specific groups of students, who may be disadvantaged by virtue of their family circumstances, can be supported in their progress and attainment. The Pupil Premium Grant (PPG) is allocated to children from low-income families who are eligible for free school meals (FSM), or have been eligible at any point in the last 6 years (Ever6); children who have been looked after continuously for more than six months (LAC) and forces children. During the academic year 2016-17, the PPG was £935 per student.

Longdean Context and PPG:

- 25.4% of our students were entitled to the Pupil Premium Grant in 2016-17.
- Longdean received a PPG totalling £228,140 in 2016-17.

The DfE states that schools have the freedom to spend this funding as they see fit to support their Pupil Premium students. The aim of the PPG is to give all students the opportunity to achieve well regardless of their economic or social situation. The PPG should support student outcomes and give students the opportunity to get fully involved in the life of the school through enrichment, and provide them with positive choices for their future.

Is the PPG being used effectively at Longdean School?

Headline data is used to analyse whether the PP/ Non-PP gap is closing under the following headings:

- Outcomes for students
(Please note that key indicators were changed by the government in the Year 2016-17. In order to give comparative measures we have combined Alphabetic Grades and Numeric Grades following Dfe guidelines. With these changes in mind, we only have comparative data for two years, using the government's accountability measures)

Accountability measures:

- Progress 8
- Attainment 8
- Percentage achieving grade 5 or above in English and Maths
- Percentage entered for EBACC
- Percentage achieving EBACC

Other measures:

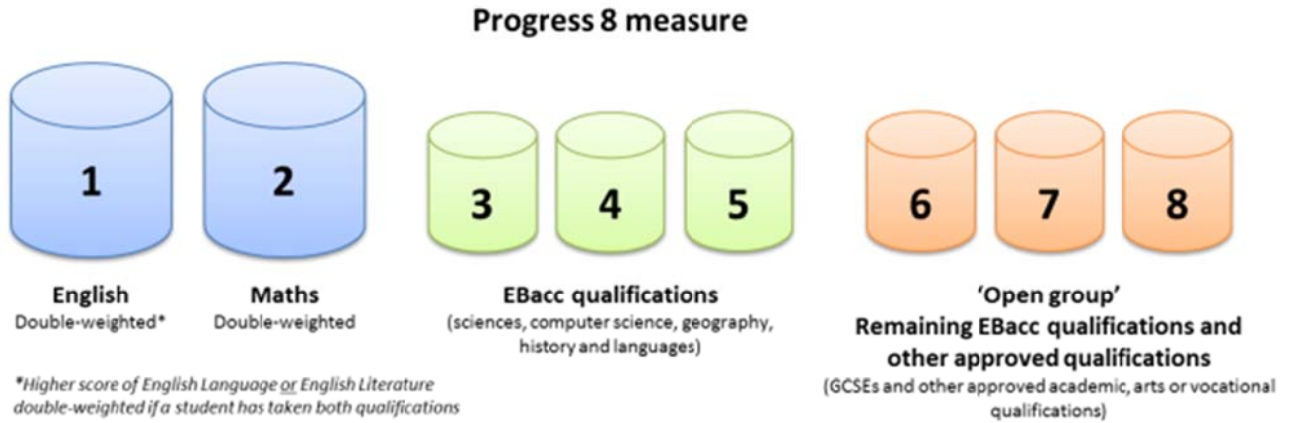
- Percentage achieving grade 4 or above in English and Maths
- Personal development, behaviour and welfare
 - Attendance
 - Behaviour incidents
 - Destination data (government accountability measure)

We then consider all aspects of a students' development including enrichment and enhanced learning through an appraisal of the grant.

Outcomes for students:

Government accountability measures:

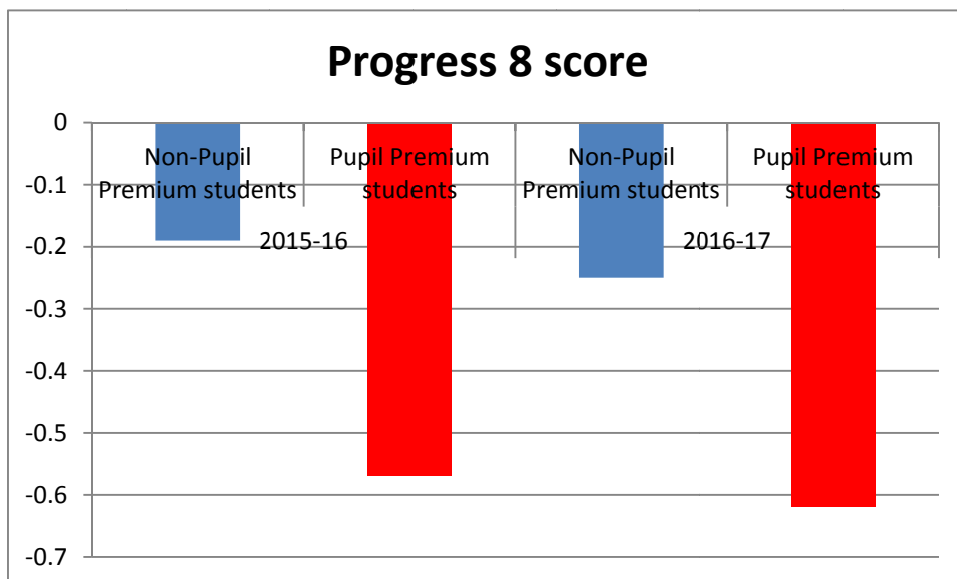
From 2016 all students have been measured on how much progress they make from when they start in Year 7 to when they complete their exams at the end of Year 11. This is known as Progress 8. The Progress 8 measure is designed to encourage all students to study a broad and balanced curriculum. The new measure is based on students' progress measured across eight subjects. For each student the 8 subjects must be a combination from the diagram below.



The Progress 8 score will always be determined by dividing the points total by 10 (the eight qualifications with English and Mathematics counting double), regardless of how many qualifications your child sits or in which subjects. A student should be aiming for a positive progress 8 score as this indicates they have achieved at least expected progress from their starting point.

Progress 8:

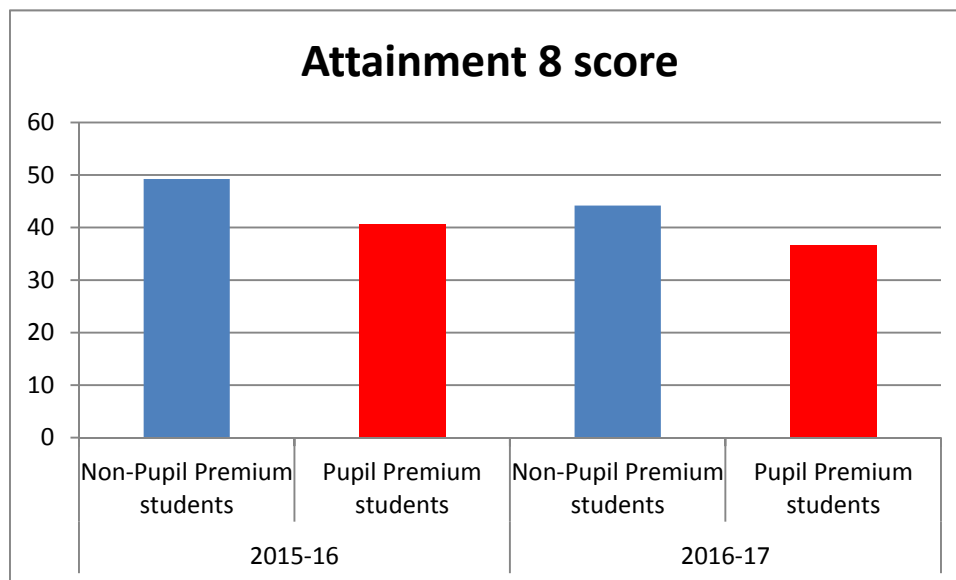
2015-16		2016-17	
NPP	PP	NPP	PP
-0.19	-0.57	-0.25	-0.62
-0.38		-0.37	



Attainment 8:

The Attainment 8 score is based on the above progress 8 (8 subjects) example but, is purely calculated on the grades they achieve in each of the 8 subjects (doubled for Mathematics and English Language and English Literature in combination.) It does not consider a child's starting point!

2015-16		2016-17	
NPP	PP	NPP	PP
49.24	40.62	44.19	36.65
-8.62		-7.54	

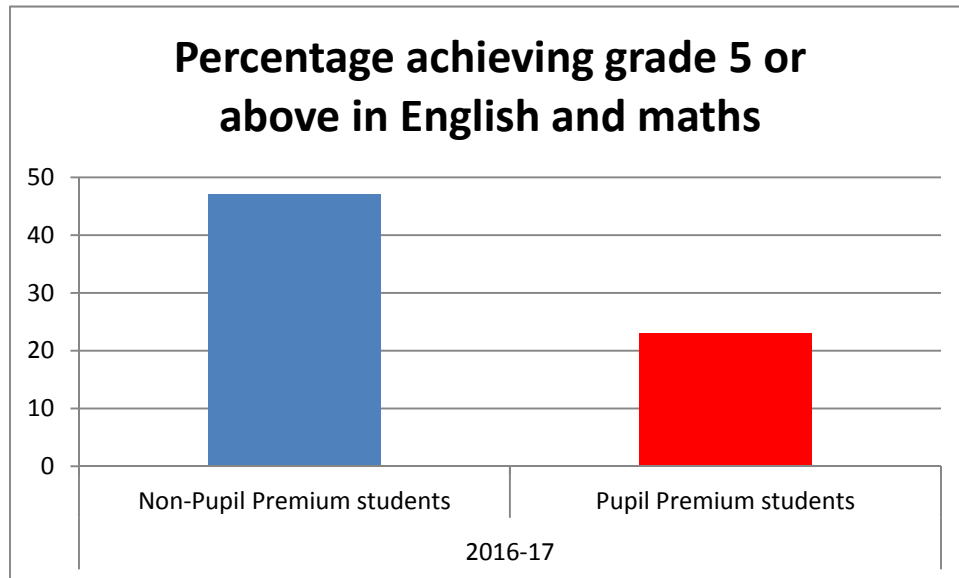


The points applied to grades in all subjects except English and Maths were reduced for the 2016-17 examination results. Therefore, a direct comparison between 2015-16 and 2016-17 is of very little merit. However the attainment gap is still relevant and we are pleased that it has closed by just over 1 point.

Percentage of students achieving grade 5 or above in English and Mathematics:

With the move to numerical grades for English and Maths, this is a new measure and thus, has no direct comparative data from 2015-16.

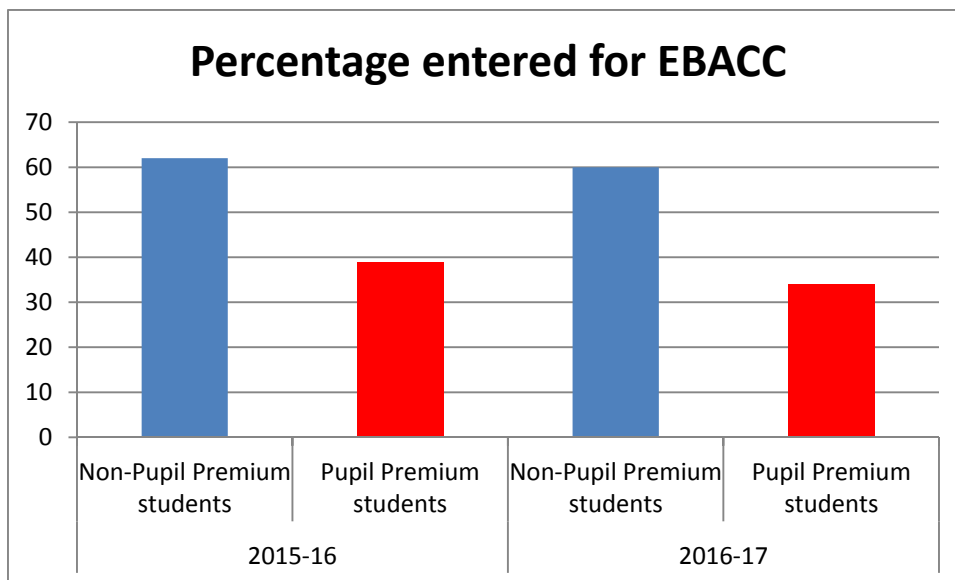
2015-16		2016-17	
NPP	PP	NPP	PP
n/a	n/a	47	23
n/a		-24	



Percentage entered for EBACC:

The English Baccalaureate measures the percentage of students in a school who achieve 5+ A*-C or 5* numerical grades in English, mathematics, two sciences, a foreign language and history or geography at GCSE level.

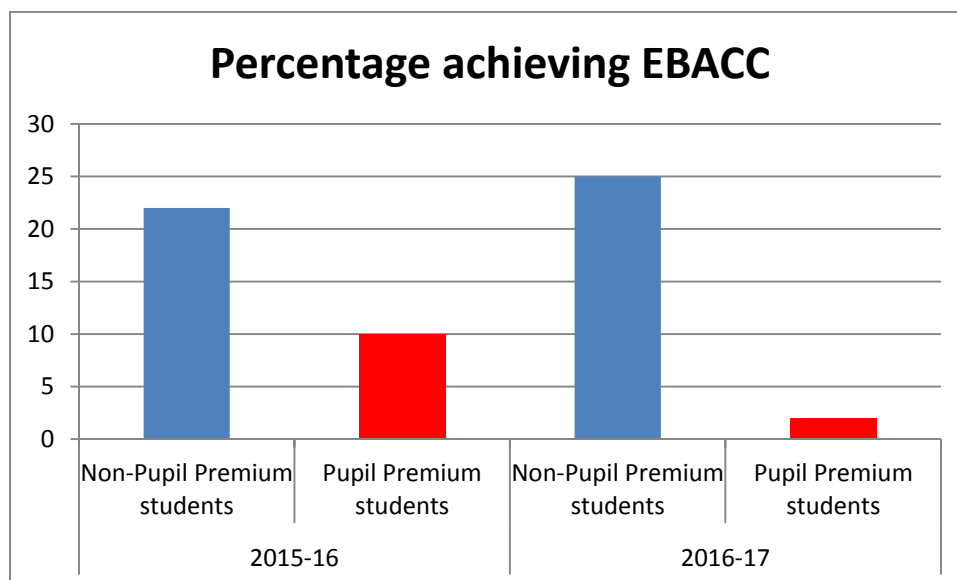
2015-16		2016-17	
NPP	PP	NPP	PP
62	39	60	34
-23		-26	



We base our choices of who enters EBACC on the unique profile of each student. Thus, the numbers of students entered will vary year or year based on the profile of the individuals involved. With the PP intake having a lower average points score than the Non-PP population, the difference in entries is due to the ability profile of the year group.

Percentage achieving EBACC:

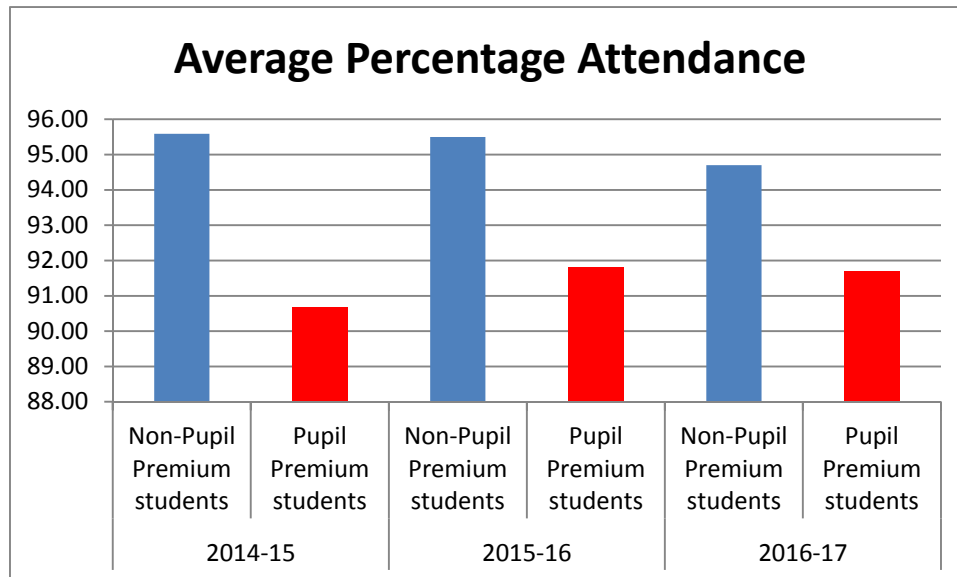
2015-16		2016-17	
NPP	PP	NPP	PP
22	10	25	2
-12		-23	



Personal development and welfare:

Average Percentage Attendance:

2014-15		2015-16		2016-17	
NPP	PP	NPP	PP	NPP	PP
95.59	90.68	95.50	91.80	94.70	91.70
-4.90		-3.70		-3.00	

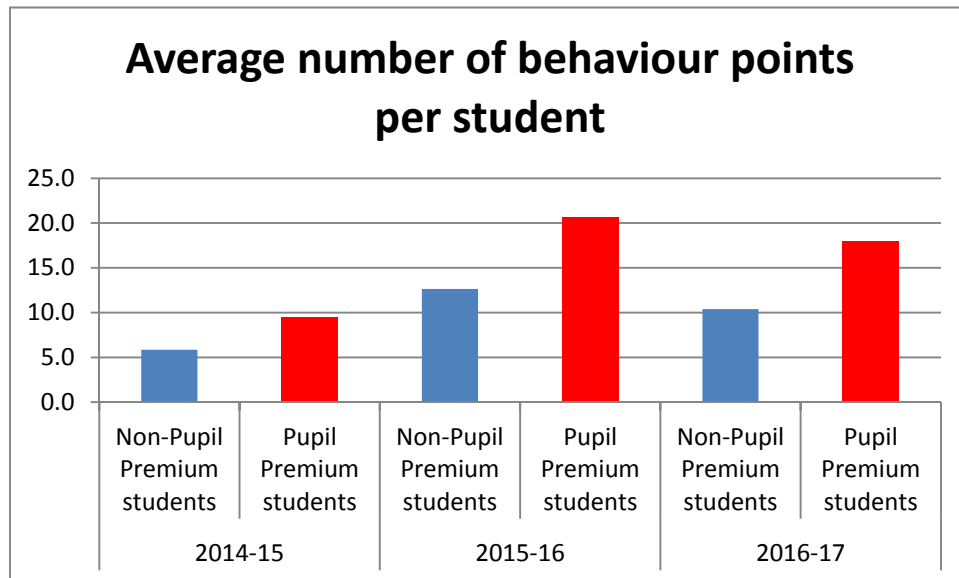


The average percentage attendance of PP students improved over a 4 year period to 2016-17. However, whilst the PP attendance took a minor dip in 2016-17 (0.10%) the gap between PP and NPP has shown a positive trend over 3 years (4.9% to a 3.0% difference.) It is again a key focus for this year as the gap still remains concerning.

Number of Behaviour Incidents:

The way that we document behaviour changed prior to the 2015-16 academic year, resulting in homework and lates being detailed under behaviour incidences. Therefore, data is only statistically reliable for 2 years, however, three year results are included to show changes to gaps:

2014-15*		2015-16		2016-17	
NPP*	PP*	NPP	PP	NPP	PP
5.9*	9.5*	12.6	20.6	10.4	17.9
3.66*		7.98		7.50	

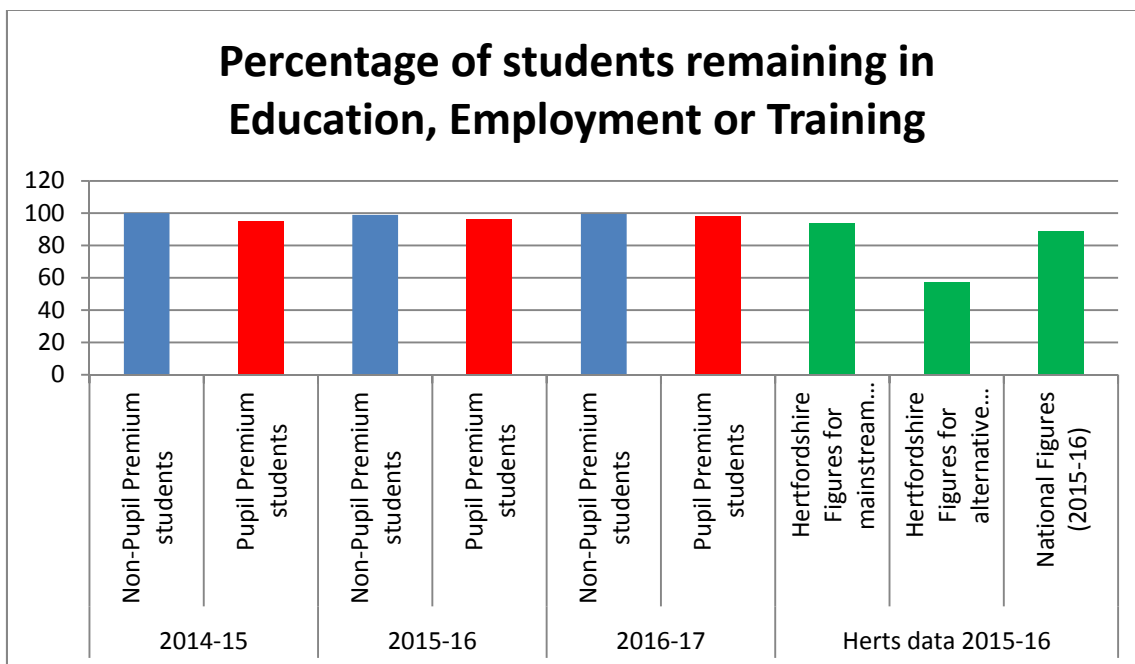


Average behaviour points have reduced for PP students and the gap between NPP and PP students has also reduced by 0.5 in the two year period. However, the gap between average behaviour points is still too large and we are attempting to reduce this through positive projects.

Destination data: (Government Accountability Measure)

Students who do not enter into further education or training at the end of year 11 are classed as NEET (Not in education, employment or training.)

2014-15		2015-16		2016-17	
NPP	PP	NPP	PP	NPP	PP
100.00	95.00	99.00	96.00	99.00	98.50
-5.00		-3.00		-0.50	



***Updated from Herts Data (December 2017)**

The percentage of NEETS recorded for Pupil Premium students has remained in line with that of Hertfordshire. We had one student full-time at Desc who went on to full-time education at college and is successfully completing his 'construction course' (against 57% for Hertfordshire.) A close link with our main alternative provision provider, Desc, has allowed us to fully support these students over a number of years and their data for NEET students is significantly below National data.

Our one NEET student achieved 8A-G grades whilst in attendance at school. They are being supported through the 'Connexions' network to provide them with education or employment options and Longdean is still working with 'Connexions' to monitor this.*

An overview of Pupil Premium Spending 2016-17:

Spending overview:

<i>Individual student support services and career planning</i>	£23,741
<p>In 2016-17 we focused on supporting PP students as follows:</p> <ul style="list-style-type: none">• Continued support of a family support worker (FSW.) 88% of our families working with our FSW felt that it had had a positive effect on their child and their future in school or alternative curriculum.(The Hemel Hempstead Family Services.)• In 2015-16 we employed an extra school counsellor. 26 students supported over the 2016-17 period.• All year 11 students received a BT (or other company) interview to support them with job, apprenticeship, sixth form and college interviews in the future. PP students received individual feedback prior to the interview to ensure their CVs were prepared appropriately. Feedback was positive from both students and interviewers.• All year 11 students receive Connexions interviews. PP students are prioritised and often have more than one meeting to support their transition to further education at 16. 2015-16 students had no NEETS from PP cohort.	
<i>Teaching, Learning and Curriculum Support</i>	£92,778
<p>In 2016-17 we focused on supporting PP students as follows:</p> <ul style="list-style-type: none">• We maintained extra English and Maths groups in year 10 and 11 to reduce the group size of sets 5 through 9; this gave greater focus and allowed for greater feedback to students. We also created a PP English and Maths group with specific focus on attendance and maintaining motivation. Student's feedback was positive about both the Maths and English group. Progress and Attainment in English rose and Maths maintained their previous positive data.• We provided full-time alternative provision at Desc for 1 student in year 11, 1 in year 10, 1 in year 9 and a partial timetable of alternative provision for 1 student (Year 11) at another school. Of the 2 Year 11 students, both achieved 5+A*-C (or equivalent) and have begun college courses at level 2 in Sept 2017.• We introduced Accelerated Reader to support literacy across the curriculum at Key Stage 3. Assessments at the end of Year 7 showed that students made above National expected progress.• We provided a nurture group for students in year 9 who were identified as having low literacy and numeracy levels (11 of the group were PP.) They made greater progress than their peers working at similar levels and all were positive about the experience. They focused on English and Maths plus support and preparation for their year 10 option choice.	

<p><i>Small group booster and intervention sessions</i></p>	<p>£57,280</p>
<p>In 2016-17 we focused on supporting PP students as follows:</p> <ul style="list-style-type: none"> • All option and core subjects offered revision sessions for appropriate year groups at February half-term or Easter. PP students were specifically targeted to attend and there was a 67% turn-out across subjects. Overall APS and option grades have improved. PP students do well in option subjects. • We targeted PP students for revision and study skills seminars through the company 'Elevate.' 100% positive response. • We offered a homework club every night to ensure that all students can access computer based resources. • We supported year 6 students into year 7 through transition buddies. • We offered Saturday School once a month to ensure that students could access computer based resources to complete coursework and revision. Well attended by KS4 option students when coursework was due or examinations were imminent. • 'Accelerate' programme to support closing the gap between students who didn't achieve both English and Maths grades. A week's intensive small session programme with key staff. Rolled out a shorter programme for Science. 82% positive in terms of results improving for these students from prelim to actual and 100% of these students went on to further study of their choice. Science had less impact and has been reviewed ready for this year. • SOS sessions for Science, Maths and English weekly. Regular attendance at these sessions specifically impacted results. Two regular PP attendees raised their grades from target 4s to 8s in English. • 8 targeted students were given 'study support' to boost their Progress 8 scores. 100% improvement from prelim 2 to actual grades. Student feedback extremely positive: "I wouldn't have got my English grade to a 4 without this help!" 	
<p><i>Pastoral and Enrichment support</i></p>	<p>£54,341</p>
<p>In 2015-16 we focused on supporting PP students as follows:</p> <ul style="list-style-type: none"> • Option departments purchased revision guides or printed revision materials for all Pupil Premium students dependent on individual department requirements. Option grades improved. • We paid for electronic learning resources (GCSE pod; SAM learning, Linguascope) to enable all students to access revision materials from home. SMHW and G4S now fully integrated within the school and students positive about the impact of these: "It helps me get organised." • We offered HPQ to Able, Gifted and Talented students in year 10. All students achieved A-A*. • We employed a transition support assistant to ensure integration of our disadvantaged students into year 7. They worked with the students through summer school and have one-to-one and group meetings with students in year 7 to manage their social and emotional transition to secondary school. • We gave 50% financial support for school trips and enrichment activities. Uptake was improved from previous academic year. • We spent £1200 on equipment, resources and uniform for Pupil Premium students with specific financial needs. • We supported DofE for PP students, paying for their enrolment onto the DofE course and equipment and resources to allow them to access all of the expeditions required. 7 students benefitted from this support at bronze and silver DoFE levels. • We ran a parental engagement project with a professional from Bath University to identify and action areas where we could improve our work. The programme of 	

changes will be rolled out over the coming 3 years and we will assess success as part of our on-going monitoring.

Key priorities for Pupil Premium students in 2017-18:

Identified from this report:

- Maintain improvement in attendance, punctuality, behaviour and exclusions rates for Pupil Premium students and continue to close gaps. Changes have made us use ATL data as a better comparator
- Improve the percentage of students achieving positive progress 8 scores in English
- Improve number of PP students achieving a level 4 in both English and Maths
- Establish a peer mentoring programme for year 9 students with 6th form; with the aim to improve attitude to school and work ethic
- Ensure all parents who are entitled to apply for FSM are doing so
- Extend 'accelerate' to science and develop a wider audience for the English and Maths sessions
- Improve parental engagement at key stage 3
- Continue to support enrichment opportunities as holistic approach to PP student support