

PUPIL PREMIUM IMPACT REPORT

2016/17

FIRST RELEASE: SEPTEMBER 2016

NEXT STRATEGY REVIEW: MARCH 2016

Introduction for Parents & Carers

What is Pupil Premium funding?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Secondary Schools receive £935 for each student registered as eligible for free school meals at any point in the last 6 years. Schools also receive £1,900 for each pupil who has left local-authority care because of adoption, a special guardianship order, a child arrangements order, or a residence order. If a student has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate. Children who have been in local authority care for one day or more also attract £1,900 of pupil premium funding but this is delegated to the local authority virtual school. Funding is allocated per financial years and payments are received quarterly: June, September, December and March.

What are the main barriers faced by eligible students?

A range of barriers exist in supporting these students towards high academic achievement. High-quality inclusive teaching within the classroom is regarded as the most effective way to secure sustained improvements in student outcomes. Alongside this, meticulous pastoral care is necessary to assist students in overcoming social, emotional and behavioural barriers to success. Family guidance and a welfare assistance fund can help to overcome socioeconomic barriers to high achievement.

How will the impact be measured and how are schools held accountable for the use of funding?

Schools must publish details of how its pupil premium is spent and the effect this has had on the attainment of the students who attract the funding. We intend to evaluate the measures chosen through a review of student achievement data. Ofsted's school inspections report on the attainment and progress of disadvantaged pupils who attract the pupil premium. School and college performance tables also report specifically on the performance of disadvantaged pupils.

Pupil Premium Demographics 2016/17					
	Year 7	Year 8	Year 9	Year 10	Year 11
PP Eligible	82	89	67	73	48
YG Total	220	221	207	187	163
% of YG	37%	40%	32%	39%	29%
As of September 2016, 359 out of 998 students attract Pupil Premium funding. This is 36% of the student body.					
LAST UPDATED: OCTOBER 2016					

Where can I get further information?

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pupil-premium>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/458866/School_inspection_handbook_section_5_from_September_2015.pdf

Pupil Premium Funding Received

Crestwood College has received **£178,563** pupil premium funding for the first part (September to March) of the 2016/17 academic year. As schools don't know how much funding will be allocated for the latter part of the school year (April to August), we report - initially - on the funding up to the end of March. This report is updated later in the summer when all information is available.

Funding for previous academic years was as follows:

2015/16	£166,032
2014/15	£168,909
2013/14	£167,144

The total Pupil Premium funding the school will receive for this academic year will be significantly higher than previous years as a result of the expansion to a split-site college.

Pupil Premium Spending Intentions for the 2016/17 School Year

Enhanced academic staffing	
x5 Lead Practitioner roles (enhanced salaries above UPR)	£75,000
Additional Senior Leadership time available for supporting T&L	£40,000
Enhanced pastoral support staffing	
Second attendance support officer(s)	£15,000
x2 additional Pastoral Support workers	£36,000
Parent support advisor	£27,000
Enhanced learning and inclusion support staffing	
Senior Inclusion Tutor	£23,000
x3 additional learning support assistants	£36,000
School Counsellor	£29,000
Dedicated Vulnerable Student administrative assistant	£11,000
External services	
Enhanced level of Educational Psychology Service SLA	£2,000
External tutoring	£4,000
Additional academic resources	
Enhanced academic screening assessments upon entry	£2,300
Revision Materials	£1250.00
Equipment	£400.00
Science Revision Camp	£1100.00
Maths Ambassadors	£500.00
ICT resources	£450.00
External Tutors	£350.00
Reward materials	£120.00
Welfare assistance	
Trip funding support for disadvantaged students	£15,000
Uniform support for disadvantaged students	
Music tuition support for disadvantaged students	
Food for breakfast club and afterschool revision sessions	
Transport support for disadvantaged students	
TOTAL PLANNED SPENDING INTENTIONS	£305,300

Spending Rationale

Enhanced academic staffing

We follow the approach - based upon educational research - that supporting whole-school high-quality inclusive teaching within the classroom is the most effective way to secure sustained improvements in student outcomes. For this reason, we have invested a significant amount of the Pupil Premium budget in the funding of senior staff who can support the continual improvement of the school's teaching practice and staff expertise. Initiatives such as Parrot on the Shoulder (live feedback coaching in the classroom) and the Crestwood Teaching and Learning College's is regularly used to accelerate the progress of pupils. Research from the Education Endowment Fund suggests that these strategies can have a very positive impact on the progress of disadvantaged students.

Fortnightly afterschool development time is dedicated to improving the quality of feedback across the school, this time is split between CPD, department book scrutiny, work sampling and developing different methods of delivering effective feedback, which is an area of focus for 2016/17. Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation. This feedback can be verbal, written, or can be given through tests or via digital technology.

Extending the school day through Enhancement sessions manned by specialist staff

The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers. After-school programmes that support and encourage children academically while providing stimulating environments and activities are more likely to have an impact on attainment.

Enhanced pastoral support staffing

The school has invested resources in the development of enhanced pastoral support systems in response to the recognition of the significant barriers to learning faced by a sizeable number of disadvantaged students. We now have pastoral staff running breakfast clubs on both campuses so that they can intervene early with concerns.

Enhanced learning and inclusion support staffing

In September 2014 we created an Inclusion Support team, distinct from the school's pastoral and learning support services, to intervene with those students with complex case histories who are at risk of significant under attainment.

This team has expanded in September 2016 to include an accredited School Counsellor to ensure that students can receive early intervention without relying on the referral processes of stretched external services.

Our Senior Inclusion Tutor has a wide-ranging remit, with particular focus on Children in Care, Young Carers and those students who require personal planning to improve school-attendance after experience social, emotional or mental health difficulties.

External services

The school has secured extended time from the Hampshire Educational Psychology Service to allow for increased specialist guidance in complex cases.

Additional academic resources

The school intends to ringfence £24,000 to fund targeted additional academic resources over the course of the year, through a bidding process led by individual subject areas. These are then evaluated through an analysis of student progress data to determine whether the initiative should be continued, adapted or expanded in the future.

Family financial assistance

The school remains committed to be above to provide - from a welfare fund, subsidies for trip funding, uniform, music tuition, food, and transport. Criteria for assessing the welfare fund is available from the school admin team.

Actual Pupil Premium Spend 2015/16

Enhanced academic staffing	
Additional English teacher beyond curriculum requirements	£24,000
Additional Maths teacher beyond curriculum requirements	£32,000
Additional Science teacher beyond curriculum requirements	£27,000
Additional Academic Resources	
Revision Materials	£1250.00
Equipment	£400.00
GCSE English Set Texts Initiative	£1,100
Science Revision Camp	£1100.00
Maths Ambassadors	£500.00
ICT resources	£450.00
External Tutors	£350.00
Reward materials	120.00
Enhanced CPD Fund for Staff	£3,200
Enhanced pastoral support staffing	
Attendance support officer separated from other support roles	£15,000
Inclusion Support worker	£18,000
Additional Behaviour Support Assistant	£16,000
Parent support advisor	£27,000
Enhanced Careers Advisory Service time to reduce NEETs	£2,000
Welfare Funding	
Trip funding support for disadvantaged students	£1590.00
Uniform support for disadvantaged students	£630.00
Music tuition support for disadvantaged students	£1,560.00
Food for breakfast club and afterschool revision sessions	£420.00
Transport support for disadvantaged students	£440.00
TOTAL PLANNED SPEND	£174,110

Pupil Premium Impact on the Achievement of Disadvantaged Students

Achievement Trends Over Time

Progress 8 (Disadvantaged students)

2014	2015	2016
-1.01	-0.65 <i>(confirmed)</i>	-0.38 <i>(estimated)</i>
The score currently has a three year improving picture for the achievement of disadvantaged students		

2016 Leavers

The provision of revision materials - set texts, revision guides, basic equipment, memory sticks with pre-saved revision materials included all help to improve facilities for out of school practice and home working. They allow students to consolidate learning in lessons and revise key topics and thus help them to prepare for GCSE examinations the impact of these strategies can be implied from the improvement in P8 scores over the last 3 years (see table on pages below).

Science intensive revision camp - Pilot Project:

Targeted disadvantaged students were identified as not making sufficient progress in their Science lessons; it was reported that they were struggling to recall content from previous KS4 topics and this was affecting their performance in assessments. The science department held a residential weekend off site for these students and gave intensive revision and specific topic coverage to the students over the course of the whole weekend - including presentations, peer tutoring, subject specialist input in a unique out of classroom environment.

Following the weekend, the students expressed a significant increase on their own confidence and their performance in their final GCSE's showed that most performed above expectations in their progress 8 scores:

Student	Final GCSE grades in Science - (Core and Additional or Triple Science)	Average Progress indicator Science
Targeted student 1	B B	+1.41
Targeted student 2	B C	+0.22
Targeted student 3	B A B	+1.74
Targeted student 4	C B	+0.65
Targeted student 5	A C C	+0.39
Targeted student 6	B B	+0.93
Targeted student 7	C B	-0.12
Targeted student 8	D D	+1.66
Group Average P8 (Sci)		+0.86

Students in this group achieved on average almost one grade higher than their targets - a significant impact on their performance in Science GCSE. The student prepares Case Studies on individual interventions and specific students to evaluate the effective of chosen spends.