

Pupil Premium Case Studies

2016 Leavers

Student A

Student B

Student C

Student D

Intervention Case Studies:

- Science Revision Residential**
- Maths Ambassadors**

Student A

Background

Student A entered the school with a level 4c in English and a 5C in Maths, he had a history of poor attendance and regular lateness in previous years. In the first month of the year his family took a 3-week holiday in school time – affecting his attendance percentage for the whole year. Previous incentives to raise attendance had a short term impact but punctuality continued to be an issue until Christmas 2015.

Interventions:

- Student A had an SLT mentor throughout year 11.
- In English - Student A was provided with revision guides and copies of all set texts for the Literature exam.
- He attended after school enhancement in core subjects and ICT and other option subjects.
- In Science, in addition to after school enhancement, Student A attended the pilot Science revision residential weekend in the run up to the final exams. He was also provided with a text book, revision guide and scientific calculator – in Science his Progress 8 score was +0.93 – almost a grade higher than target.
- In ICT (CiDA) Student A attended after school enhancement and also attended Easter revision and coursework sessions.
- Student A had SLT support in completing assessments required to apply for an electrical apprenticeship.
- From Christmas through to the final GCSE's we ran an incentive scheme to improve Student A's attendance – he went from having 18 lates and 3 days illness between September and December 2015 – to 1 late and 1 days illness from January to June 2016 – this meant that he attended morning enhancement sessions in core subjects.
- Student A was given a revision pack and guided in revision techniques by his mentor.
- He received a revision guide in Business studies
- He was provided with Maths equipment and a Maths revision guide
- Student A was involved in a number of school clubs and teams, playing in the league winning side at basketball. He also took part in a residential water sports trip to Spain as a year 10.
- In his GCSE PE group he had the benefit of free revision guides, memory stick band with revision notes, financial support for GCSE polo tops and financial support for participation in squash and swimming as part of his practical coursework.
- Student A received basic equipment in the PP packs (pencil cases and calculators)
- In Maths he was provided with free revision guides and attended enhancement.

Impact:

Prior Attainment Band		Middle	Pupil Premium	Y
KS2 APS	28.02	Attendance	91.1% (6.5% Holiday)	
Subject	Predicted Grade	Actual GCSE grade	P8	LOP
English	C2	C	-0.07	3
Maths	B3	C	-0.07	2
Business Studies	C2	D	-1.26	1
English Literature	C1	C	-0.07	3
ICT – Core	C1	B	+0.93	4
PE	B1	A	+1.93	5
Resistant Materials	C2	B	+0.93	4
Science	C2	B	+0.93	4
Additional Science	C2	B	+0.93	4
Economics	C3	E	-2.07	0
Progress 8 score +0.03				

Student A achieved expected progress in both English GCSEs and higher than expected progress in ICT, PE, Resistant Materials, Core Science and Additional Science. His Maths score was below target but overall he gained a progress 8 score of +0.03 against the average of -0.54 for the disadvantaged cohort as a whole. Student A is still looking for an apprenticeship but has started a vocational electrical course at Eastleigh College to gain the necessary skills until he is able to secure employment.

Student B

Background

Student B joined the school with level 4b in both English and Maths, throughout years 7 to 9 she had attendance issues and the family was issues with several warning letters during that time, Student B was a young carer and some absence was due to this factor – with some attendance intervention, she was able to turn this around and had 96% attendance – improving this to 98% in year 11. Student B had 25% extra time allowed in the GCSE's and was allocated a scribe for written exams.

Interventions

- In English - Student B was provided with revision guides and copies of all set texts for the Literature exam.
- She attended after school enhancement in core subjects and ICT and other option subjects.
- In Science, in addition to after school enhancement, Student B attended the pilot Science revision residential weekend in the run up to the final exams. She was also provided with a text book, revision guide and scientific calculator.
- In ICT, Student B regularly attended after school enhancement throughout year 11.
- Student B attended a holiday “Revision pizza Party” in maths – and also attended extra, higher grade focused sessions after main enhancement.
- Student B was given electronic and hard copies of exam papers in business studies and in Maths.
- She had access to Pearson Active Learn in Maths – with question level diagnostics to identify potential areas of weakness.
- Student B attended after school and holiday enhancement in photography.
- Student B was supported in a school/club link with Eastleigh rugby club – she continued this throughout years 10 and 11 and enjoyed success with the club.
- Student B had prioritised careers appointments.
- She received basic equipment in the PP packs at the start of term and in the run up to the exams.
- She attended 1:1 revision sessions in Science every week.
- In tutor time Student B benefitted from the tutor time enhancement from specialist staff in English, maths and Science.

Impact

Prior Attainment Band		Middle	Pupil Premium	Y
KS2 APS	26.88	Attendance	98.0%	
Subject	Predicted Grade	Actual GCSE grade	P* score	LOP
English Language	B2	B	+1.29	4
Maths	B1	B	+1.29	4
Business Studies	C2	C	+0.29	3
Citizenship	B1	B	+1.29	4
English Literature	B2	C	+0.29	3
ICT – Core	B1	A	+2.29	5
Textiles	B1	B	+1.29	4
Photography	A1	A*	+3.29	6
Science	B1	B	+1.29	4
Additional Science	B1	B	+1.29	4
Progress 8 score +1.39				

Student B's commitment to attending enhancement after school, at weekends and in the holidays – coupled with the help of her teachers and online resources meant that she achieved above expected progress in most of her subjects with positive p8 scores in all subjects, she had particular success in Photography and ICT, also making more than a grade above target in English Language, Citizenship, Textiles, Core and additional science. In both English Literature and Business studies. Student B has gone on to sixth form college.

Student C

Background

Student C joined us with a level 3b in Maths and an N grade in her English (but an estimate of level 2 in December of year 6) She originally joined the school as part of the Dyslexia provision and received and had to get a taxi from Netley Abbey every day – this did cause some punctuality issues and Student C also suffered from anxiety on occasion and had 4.9% absence due to illness during year 11.

Interventions

- Student C had prioritised careers appointments.
- She received basic equipment in the PP packs at the start of term and in the run up to the exams.
- She attended 1:1 revision sessions in Science every week.
- Student C completed her English lessons in Learning Support during year 11. She was part of a very small group (4 students) taught by a specialist teacher to ensure that she could progress. Her progress 8 Score for English language and Literature is +1.66.
- During her 1:1 sessions in Learning Support Learning Support supported the completion of coursework in Science and Catering as well as Art.
- Student C also regularly attended some enhancements in Learning Support where she would work on the completion of coursework.
- She was also provided with books and study guides for English/English Literature as well as highlighters for the examination.
- Student C attended the pilot Science revision residential weekend in the run up to the final exams. She was also provided with a text book, revision guide and scientific calculator.
- Student C Moon attended after school enhancement. She also worked in a 1 to 1 or small group setting.
- In catering Student C accessed enhancement each week, and the Saturday and half term enhancement offered.
- She also attended enhancement in Maths and ICT.
- Student C continued to work with staff in the Dyslexia Provisions unit.
- In tutor time Student C benefitted from the tutor time enhancement from specialist staff in English, maths and Science.

Impact

Prior Attainment Band		Low	Pupil Premium	Y
KS2 APS	17.88	Attendance	89.4% (5% illness)	
Subject	Predicted Grade	Actual GCSE grade	P* score	LOP
English Language	D2	D	+1.66	4
Maths	E1	F	-0.34	2
English Literature	C2	D	+1.66	4
Business Studies	E2	E	+0.66	3
ICT – Core	C2	C	+2.66	5
Science	D1	D	+1.66	4
Additional Science	D1	D	+1.66	4
Art	D1	C	+2.66	5
History	D1	D	+1.66	4
Catering	C2	C	+2.66	5
Progress 8 score +1.56				

Student C made great use of the support from the Dyslexia provision unit and Learning support department. She made above expected progress in all but one subject – with notable successes in Catering, ICT and Art – She also had positive progress 8 scores well above her targets in English Language, English Literature, Science, Additional Science and History. Student C has applied to City College in Southampton to continue her studies.

Student D

Background

Student D joined us with a level 4b in Maths and a 4b in her English, During year 11 Student D was referred to CAMHS for wellbeing support but managed to maintain a 97% attendance record and had an excellent punctuality record with only 3 lates all year. She was also able to retain focus in lessons and attend regular enhancement

Interventions

- Student D had prioritised careers appointments to enable her to make sound choices with independent advice form Hampshire Futures.
- She received basic equipment in the PP packs at the start of term and in the run up to the exams.
- She was also provided with books and study guides for English/English Literature as well as highlighters for the examination.
- Student D attended the pilot Science revision residential weekend in the run up to the final exams. She was also provided with a text book, revision guide and scientific calculator.
- She also attended enhancement in Maths and ICT.
- Student D received copies of all of the set texts and was given revision guides in English Literature.
- In tutor time Student D benefitted from the tutor time enhancement from specialist staff in English, maths and Science.
- Access to a member of the Inclusion Support team to act as a single point of contact to secure necessary adaptations as required.

Impact

Prior Attainment Band		Middle	Pupil Premium	Y
KS2 APS	26.91	Attendance	96.5%	
Subject	Predicted Grade	Actual GCSE grade	P* score	LOP
English Language	C1	B	+1.41	4
Maths	B2	B	+1.41	4
English Literature	B2	B	+1.41	4
Business Studies	B1	C	+0.41	3
ICT – Core	B1	A	+2.41	5
Chemistry	A2	A	+2.41	5
Biology	A1	B	+1.41	4
Physics	B1	B	+1.41	4
Geography	C2	B	+1.41	4
Economics	B1	C	+0.41	3
Spanish	C2	D	-0.59	2
Progress 8 score +1.61				

Student D made above expected progress in many of her GCSE's, she had particular success in Chemistry and ICT but also achieved more than a grade above target in Maths, English Language, English Literature, Biology, Physics and Geography. Student D also made expected progress in Business studies and Economics. Student D has gone on to Sixth Form College to continue her studies.

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. The science Department bid for £1100 to fund this pilot scheme.

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:

Name	Final GCSE grades in Science - (Core and Additional or Triple Science)	Average Progress 8 indicator Science
Student B	B B	+1.41
Student E	B C	+0.22
Student D	B A B	+1.74
Student F	C B	+0.65
Student G	A C C	+0.39
Student A	B B	+0.93
Student H	C B	-0.12
Student C	D D	+1.66
	Group Average P8 (Sci)	+0.86

Therefore, on average, students in this group achieved almost one grade higher than their targets - a significant impact on their performance in Science GCSE.

Maths ambassadors

According to Education Endowment foundation research, Peer coaching can be a particularly effective intervention:

“Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect of approximately five additional months’ progress. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that children from disadvantaged backgrounds and low attaining pupils make the biggest gains.”

Throughout the Autumn and Spring terms, year 9 and 10 pupils volunteered to be peer coaches for younger students in after school maths tutorials (with the promise of a shopping voucher if they attended all sessions) food was provided for the students The Maths department bid for £500 to cover the costs of the incentives – they worked through a variety of topics and skills to try to improve the progress of the mentees – Grades and distance from target were recorded for both the mentees and mentors:

Mentors		Autumn 15 Maths	Spring 2016 maths
Student I	Grade	B1	B1
	P8 Maths	0.97	0.97
Student J	Grade	B3	B2
	P8 Maths	0.52	0.85
Student K	Grade	A*-	A*-
	Distance from target	3.34	3.00

Mentees		Autumn 15 Maths	Spring 2016 maths	
Student L	Grade	G-	G+	Improved in maths
	Distance from target	-0.66	-0.34	
Student M	Grade	E+	E+	Maintained grade
	Distance from target	1.00	1.00	
Student N	Grade	E	D	
	Distance from target	0.67	1.33	

PUPIL PREMIUM CASE STUDIES GCSE RESULTS 2016

Student O	Grade	C	C
	Distance from target	+0.67	+0.33

Student P	Grade	E	E
	Distance from target	+0.33	-0.66

Student Q	Grade	B3	B1
	P8	-0.39	+0.28

Student R	Grade	B2	B2
	Distance from target		

Student S	Grade	B1	A3
	Distance from target	-0.45	-0.11

Student T	Grade	A2	A2
	Distance from target	+0.22	-0.06

Student U	Grade	E3	E2
	Distance from target	-0.26	+0.08

Student V	Grade	E	E
	P8	+1.33	+1.0

Student W	Grade	G	F-
	P8	-0.33	0

Student X	Grade	F	E+
	P8	-0.33	+0.67

Student Y	Grade	D	D+
	P8	+1.33	+1.33

Student Z	Grade	<G	G
	P8	-0.67	-0.67

Student AA	Grade	G-	G
	P8	-0.67	-0.67

Student AB	Grade	E	D
	P8	+0.67	+1.33

PUPIL PREMIUM CASE STUDIES GCSE RESULTS 2016

Student AC	Grade	C1	B2
	Distance from target	-0.03	+0.63

Student AD	Grade	A*2	A*2
	Distance from target	+0.44	+0.44

Student AE	Grade	G	G
	P8	0.00	-0.33

Student AF	Grade	D-	E+
	P8	+0.67	0.00

Student AG	Grade	C+	C+
	P8	2.00	2.00

Student AH	Grade	G+	F-
	P8	-0.67	-0.66

Student AI	Grade	G	D-
	P8	-1.00	+1.34

Student AJ	Grade	<G	<G
	P8	-0.34	-0.67