

# **PUPIL PREMIUM IMPACT REPORT**

2017/18

FIRST RELEASE: SEPTEMBER 2017

## 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 students 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 student 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 students who attract the pupil premium. School and college performance tables also report specifically on the performance of disadvantaged students.

### *When will the school leadership team review of the school's pupil premium strategy?*

The school leadership monitor the pupil premium strategy on an ongoing basis but formally review the approach twice yearly: prior to the new financial year in February and in planning for the new academic year each July.

<b>Pupil Premium Demographics 2017/18</b>					
	Year 7	Year 8	Year 9	Year 10	Year 11
PP Eligible	TBC	82	89	67	73
YG Total	213	220	221	207	187
% of YG	TBC	37%	40%	32%	39%
As of September 2017, 311 out of 835 students attract Pupil Premium (Years 8-11) This is 37% of the student body.					
LAST UPDATED: SEPTEMBER 2017					

### *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](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 Community School has received **£184,367** pupil premium funding for the first part (September to March) of the 2017/18 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 will be updated later in April 2018 when all information is available.

Funding for previous academic years was as follows:

2016/17	£308,616 (significant increase due to the two-site expansion of the school)
2015/16	£166,032
2014/15	£168,909
2013/14	£167,144

## Pupil Premium Spending Intentions for the 2017/18 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	£30,000
Enhanced learning and inclusion support staffing	
Senior Inclusion Tutor	£25,000
School Counsellor	£35,000
Dedicated Vulnerable Student administrative assistant	£11,000
External services	
Enhanced level of Educational Psychology Service SLA	£2,000
Additional academic resources	
Enhanced academic screening assessments upon entry	£3,200
Intervention fund for the Maths Department	£2,500
Intervention fund for the English Department	£2,500
Intervention fund for the Science Department	£2,000
Intervention fund for the Humanities Department	£1,500
Intervention fund for the MFL Department	£1,000
Shared Intervention fund for non-Ebacc subjects	£7,500
Positively Mad Student and Parent workshops across Years 9 - 11	£3,600
Student Tutor Scheme	£1,000
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	
<b>TOTAL PLANNED SPENDING INTENTIONS</b>	<b>£308,800</b>

## 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) are regularly used to accelerate the progress of students. 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, students 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 students 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 ring fences funding for targeted additional academic resources over the course of the year by individual subject areas. These are then evaluated through an analysis of student progress data to determine whether initiatives should be continued, adapted or expanded in the future.

### **Family financial assistance**

The school remains committed to be able 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 2016/17

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	
<b>TOTAL SPENDING</b>	<b>£305,300</b>

## Pupil Premium Impact on the Achievement of Disadvantaged Students

### Achievement Trends Over Time

Progress 8 outcomes for disadvantaged students (pre Sept 2016 school expansion)

2014	2015	2016	2017*
-1.01	-0.65	-0.56	TBC

\*2017 LEAVER DATA NOT DIRECTLY COMPARABLE WITH PREVIOUS TREND DUE TO THE SEPTEMBER 2016 SCHOOL EXPANSION FOLLOWING THE CLOSURE OF A NEARBY SCHOOL, WITH STUDENT POPULATION GROWING FROM 700 TO 1,000, INCLUDING AN INCREASED PROPORTION OF STUDENTS ELIGIBLE FOR PUPIL PREMIUM SUPPORT.

The 2014-2016 scores show a three-year improving picture for the achievement of disadvantaged students

(post-Sept 2016 school expansion)

2018	2019
TBC	TBC

### Strategies used in the previous academic year and assessment of their effectiveness

**Weekly SLT Outcomes Review.** Each Monday, the SLT meet with a specific year leader to review the most recent assessment information, identify key student groups, subjects and individuals requiring focus. Actions are agreed and plans are revisited to assess progress and amend provision. Year 9 and 7 reviews have secured higher confidence amongst SLT that teams are using assessment data more effectively to address the needs of disadvantaged students.

**Plan First.** Staff within departments refer to their disadvantaged target students when planning. Clear objectives and success criteria identified by local authority inspection. Positive feedback from students about GPoP effect on learning.

**Mark First.** Our class teachers mark the books of disadvantaged students in each class first in order to ensure that written feedback is of the highest quality for the students who require it most. In addition this allows staff to identify their misconceptions and modify their planning to address this. Middle leader feedback that class teachers have demonstrated a greater clarity to plan responsively to marking/misconceptions.

**1:1 Tuition.** The school uses 1:1 tutoring, using both internal and external staff, to deliver finely focused tuition for specific KS4 students and specific subjects in order to address agreed areas. The effectiveness of tutoring is monitored through subject assessment tasks. Positive feedback from external tutors. Student feedback also positive about sessions and can communicate improved sub-topics (specifically Maths, Science). Controlled assessments achieved higher standards through tutoring.

**Intervention Manager.** The school recruited for an additional role - that of Intervention Manager - during Autumn 2016. The remit of the post was to specifically address issues arising from the 2016 exam results, namely the performance of disadvantaged students with high and middle prior attainment. Actions included team-teaching, small-group and 1:1 tutoring and curriculum-wide mentoring.

**SLT Mentoring.** Disadvantaged students are mentored by SLT. Regular meetings to identify blocks to learning and plan action to support including how to revise and interventions with subject staff. SLT mentors will liaise with all classroom staff in weekly timetabled reviews to ensure that issues raised and acted upon across the curriculum. The mentoring is also used to ensure that post-16 education is sufficiently planned for and that any out-of-school barriers to learning are confronted. Feedback from students is that the mentoring has raised their self-efficacy and they feel more empowered to confront worries and find suitable ways to manage competing priorities. Attendance has improved for some. Changes for next time: reduce formality of process for those students would we assess as being resistant to current system. Being trialled (April 2017) in Year 10.

**KS4 Enhancement.** During year 11 all students attend enhancement lessons at the end of the day - 3pm to 4pm. In the autumn term these are focussed on core subjects but broaden in the spring term to include other curriculum areas. High attendance at enhancement demonstrates student commitment to additional learning time each week. Group work has allowed disadvantaged students to access good role models by changing grouping arrangements.

**Before School Breakfast Sessions.** Subject areas are able to deliver - to year eleven students - 7am breakfast sessions on examination days so that students are able to access an intensive ninety minute review immediately before formal assessments. Some subjects - such as Science - deliver Sunday morning breakfast sessions at local eateries. Student feedback highlights impact on reducing anxieties.

**Peer Mentoring.** The Maths department - following a successful trial in 2015/16 - have cascaded to other subject areas the process for organising and delivering peer mentoring interventions. Student feedback is positive.

**Online software packages: Tassomai.** In science all our disadvantaged students in year 10 and 11 have been signed up to this curriculum package. Usage statistics is tracked by subject leader. Currently averaging at 4h32 minutes a week per student.

**Residential trips.** The Science department organise an annual revision camping trip for disadvantaged students where intensive revision is mixed with fun to significant effect. The maths department is organising a residential revision opportunity this year. Initial student feedback from May 2017 was extremely positive. All felt a clear improvement had been made.

**Targeted parents evenings.** Year 11 now have two parents evenings to improve communication . Pastoral teams prioritise the parents of disadvantaged students in ensuring appointments for students. In addition to this a specific evening to support parents and students in English and Mathematics has been introduced. 92% of parents attended at least one of the two evenings offered. Decisions on how to adjust the environment of the second parents evening (increased flexibility more spread out, greater opportunities for personalised conversations for families). Parents strongly preferred the personalised English and Maths Summit that allowed for more practical and informal dialogue with class teachers.

**Revision Material Goodie Bags.** Disadvantaged students who are mentored by SLT have received a range of resources and stationary to support them during their revision, they include: revision cards, highlighters, calculators, folders, pens, pencils and post-its. Student feedback from goodie bags suggest that the provision of them reduced barriers to starting and organising themselves for more independent revision time. For 2017/18: Explore a wider study skills approach that develop better habits toward self-organisation, metacognition and retention of knowledge.

**Quality Assurance Focus Groups.** As routine the students chosen for SLT quality assurance reviews are disadvantaged students . Their books are reviewed and they discuss progress and engagement with SLT. SLT self-evaluation has improved precision as a result of undertaking this student-level / book-level analysis. This has cascaded to middle leaders and informed school priorities for the next academic year.

**Late night study rooms** Three nights each week across the two campuses. Students have supervised revision opportunities where a variety of staff support them. Attendance has been high. Feedback has been positive although greater structure from staff next time may help students use their time more effectively.

**KS3 Intervention** Core departments have introduced afterschool KS3 catch up sessions for disadvantaged students who may have fallen behind.

**Attendance Support.** Year Leaders build internal TAFs (Team Around the Family) around our most disadvantaged students who are PAs or have poor attendance.

**Breakfast Club.** The school funds a free breakfast club for targeted students to address basic needs for a small group of students. It is staffed by pastoral staff so that the initiative can identify and address wider concerns. Student engagement is good. Students are observably seen as taking responsibilities in its delivery in ways not previously seen. Marked decline in lesson one incidents with students accessing food/pastoral support offered by the initiative.

**Financial assistance for trips, uniform, food and transport.** The school ring fences £8,000 each year to help alleviate the consequences of financial hardship for student by discounting school trips, uniform and school transport when required. The school also offers catering discounts for a small number of families where they don't meet the criteria for free school meals by evidence of hardship is clearly demonstrated. Students feel they have the opportunity to take part in any event without financial barriers.

**Enhanced learning and Inclusion staffing.** Identifying family dysfunction and mental health difficulties as a key priority for the community, the school has invested in an on-site inclusion provision with a Counsellor employed directly by the school.

**Enhanced Academic Staffing** Five Lead Practitioners have been appointed across the school to develop the quality of teaching and learning. Departments have been overstaffed to allow for smaller teaching groups and additional intervention classes especially in the core. Quality Assurance activities by the Lead Practitioners is beginning to show its impact on teaching staff developed through the process.

**Enhanced Pastoral Support.** Year Leaders and Pastoral Support Workers focus on the well-being of our most disadvantaged students. Enhanced Pastoral Support Plans encapsulate the individual's barriers to learning, the strategies implemented and impact measures to date. Student Services records document the breadth of needs that the team address in the absence of external support in many cases. Further work to be done in measuring academic impact of such support.

**External Services: Educational Psychology.** The school has bought a higher level of educational psychology service outreach in order to assist in the accurate assessment of student needs where there is a psychological barrier to learning. Boosted parental confidence.

**Additional academic resources.** The school has ringfenced £17,000 to support departments in accessing additional funding to support student-level academic intervention. Case studies from specific actions evaluate effectiveness. CPD Constant drive to improve the classroom teaching of all staff. Specific focus for this year feedback and challenge. School calendar demonstrates weekly focus. Proven effectiveness in last three years on the Shakespeare campus. Would need to see improving trends on the Cherbourg campus in years ahead.

**Subject-level disadvantaged gap analysis.** The school has revised the way it communicates achievement data with subject leaders so that attention is drawn to the differential performance of disadvantaged and non-disadvantaged students. Greater subject team awareness of disadvantaged group. More evidence needed on actions by teams as a result of gap analysis.

**4 Matrix.** Purchase of an assessment data analysis tool to support departments in improving their analysis of where underachievement is a concern and to develop more sophisticated identification of areas requiring improvement. Recently introduced with 2017 exam results for the first school-wide analysis activity.

**Department Research Groups.** Each subject area have identified a group of key disadvantaged students who were underperforming again their target in Autumn 2016. With attention drawn to targeted students, team have keenly monitored the students on a fortnightly basis in order to reduce their individual achievement gaps.

**Data Scrutiny Panels.** Subject leaders are held to account for the patterns of achievement in their curriculum areas at three individual review meetings with the SLT each year. Clear actions are set to continue closing achievement gaps. Proven impact where underperformance has been highlighted and improvements monitored over multiple years. Case study: Geography team.