

Pupil Premium 2015-2016

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible under-achievement. These include pupils who are entitled to free school meals, or have been entitled within the last 6 years, those looked after by the local authority, and children that are adopted.

We are again using the extra funding to provide some children with small group tuition where appropriate and personalised programmes of study to improve outcomes for as many pupils as possible

This is how these resources were spent in 2015/2016:

- 10 hours Maths Teaching per week by Mr Crozier
- 16.5 hours Maths teaching/planning by Sharon Beckett HLTA
- 14 hours teaching by members of the Key Stage 3 English department
- Upon parental request, money may also be used to subsidise school trips and uniform
- Specialist equipment for small groups as necessary
- Resources for Accelerated Reader
- Enrichment of the curriculum funding e.g. meeting authors, electronic club etc.
- Science Intervention with a focus on Literacy and Numeracy skills

The main barriers to learning for disadvantaged pupils are

- Gaps in Literacy and Numeracy
- Social and emotional needs including attitude to learning

Strategy	Allocation of Funding	Action	Rationale	Measuring Impact	Impact (RAG)
Maths intervention by Maths teacher	£27,666.00	Identify pupils who have gaps in Numeracy, higher achievers and pupils making less than expected progress.	This will help those falling behind to catch up quickly and those of higher ability to achieve well.	Progress of pupils monitored half termly. Monitor against non-disadvantaged pupils gaps closing.	Y6 average points progress is 3.85 points. 100% of pupils made expected or greater than expected progress. Y7 average points progress is 3.25 points. 100% of pupils made expected or greater than expected progress. Y8 average points progress is 3.23 points. 93.75% of pupils made expected or greater than expected progress.
Maths intervention by HLTA		Identify pupils who have gaps in Numeracy, lower achievers and pupils making less than expected progress.	This will help those falling behind to catch up quickly	Progress of pupils monitored half termly. Monitor against non-disadvantaged pupils gaps closing.	

<p>English Intervention by KS2 and 3 English teachers</p>	<p>£42,939.00</p>	<p>Identify pupils who have gaps in Literacy and pupils making less than expected progress.</p>	<p>Pupils who can read successfully and write with accuracy will have greater access to the entire curriculum</p>	<p>Reading and reading with comprehension ages to increase. Spelling ages to improve. Expected or greater than expected progress in Writing. Gaps closing</p>	<p>Y7 average point's progress is 2.98 points. 69.23% of pupils made expected or greater than expected progress. Y8 average point's progress is 3.36 points. 90.63% of pupils made expected or greater than expected progress. Spelling Ages increased by Y6 02y10m Y7 02y02m Y8 01y07m</p>
<p>Science Intervention by Science teacher</p>	<p>£2,979.00</p>	<p>Identify pupils who are making less than expected progress in Science, where literacy and numeracy skills</p>	<p>Pupils who can overcome literacy and numeracy barriers in Science will make greater progress.</p>	<p>Increased progress for disadvantaged pupils in Science.</p>	<p>Y6 average point's progress is 3.46 points. 70.36% of pupils made expected or greater than</p>

		may be a barrier to learning.			<p>expected progress.</p> <p>Y7 average point's progress is 3.27 points.</p> <p>96.15% of pupils made expected or greater than expected progress.</p> <p>Y8 average point's progress is 2.97 points.</p> <p>84.38% of pupils made expected or greater than expected progress.</p>
Assertive mentoring, Admin, data management	£6,265.00	<p>Assertively Mentor pupils and give further mentoring where necessary.</p> <p>To ensure data systems can identify pupils requiring intervention at the earliest opportunity.</p>	To encourage high aspirations in disadvantaged pupils	<p>Pupils will take part in a wide range of extra-curricular activities.</p> <p>Pupils will take greater responsibility for their own learning by target setting at mentor meetings</p>	<p>0 pupils in Y6 required further mentoring, 4 in Y7 and 1 in year Y8. The 5 pupils all showed improved attitudes to learning as seen</p>

					in pupil progress monitoring
Accelerated Reader	£5,000.00	Identify pupils with low reading and reading comprehension ages and ascertain their zone of proximal development.	Pupils who can read successfully will have greater access to the entire curriculum	Reading and reading with comprehension ages to increase.	Reading ages between Sept. and June increased by Y6 01y06m Y7 01y04m Y8 01y02m
Enrichment of the curriculum funding e.g. meeting authors, electronic club etc.	£5,376.00	Staff to give funding requests as necessary to ensure all pupils have equal access to enrichment activities.	To encourage participation and high aspirations in disadvantaged pupils	Pupils to attend a range of extracurricular activities.	70% of disadvantaged pupils take part in extracurricular activities (list attached).Pop Choir, Netball club, Homework Club, Extended schools activities, Girls football, Literacy and Numeracy Mentors, Animal house, Rugby, Librarians, Football, Drama Club, School Teams, Careers trip to Leeds City

					College, Stem Club, Big Think Club, Only Boys Aloud,
Specialist equipment for small groups as necessary		Subject Leaders to identify any specialist equipment that will enable pupils to make greater progress.	Pupils able to access all subjects of the curriculum with no disadvantage.	Pupils participation in all areas of the curriculum e.g FFT, RMT	Ingredients, materials supplied as necessary, all pupils included where extra materials are necessary.

Total spend £87,349.00

Expected Progress is 3 points per year in all subjects.

RAG - RED

Little or no progress

RAG - AMBER

Some progress made (with evidence)

RAG - GREEN

Good progress made(with evidence)

The Impact of the Intervention strategies can be seen in greater detail below

Year 6

Disadvantaged Pupil numbers

Disadvantaged % of Sub Groups

Subject	Disadvantaged Pupil numbers						Disadvantaged % of Sub Groups				
	No. of Pupils	% of Cohort	Average Points Progress	No. Pupils Below Expected Progress	No. Pupils At Expected Progress	No. Pupils Above Expected Progress	No. Pupils At or Above Expected Progress	% Sub Group Below Expected Progress	% Sub Group At Expected Progress	% Sub Group Above Expected Progress	% Sub Group At or Above Expected Progress
Art	27	14.29	3.63	1	5	21	26	3.70	18.52	77.78	96.30
Citizenship											
Computing	27	14.29	3.11	10	9	8	17	37.04	33.33	29.63	62.96
English											
French	27	14.29	3.61	0	16	11	27	0.00	59.26	40.74	100.00
Geography	27	14.29	4.06	0	2	25	27	0.00	7.41	92.59	100.00
History	27	14.29	3.85	0	4	23	27	0.00	14.81	85.19	100.00
Mathematics	27	14.29	3.85	0	4	23	27	0.00	14.81	85.19	100.00
Music	27	14.29	3.11	3	16	8	24	11.11	59.26	29.63	88.89
Physical Education	27	14.29	3.96	0	2	25	27	0.00	7.41	92.59	100.00
Religious Education	27	14.29	3.46	0	13	14	27	0.00	48.15	51.85	100.00
Science	27	14.29	3.46	0	13	14	27	29.63	40.74	29.63	70.37
Technology (FFT)	27	14.29	3.06	6	14	7	21	22.22	51.85	25.93	77.78
Technology (RMT)	27	14.29	2.96	6	17	4	21	22.22	62.96	14.81	77.78
Average			3.51	2.17	9.58	15.25	24.83	10.49	34.88	54.63	89.51

Highest
Lowest

		4.06	10	17	25	27	37.04	62.96	92.59	100.00
		2.96	0	2	4	17	0.00	7.41	14.81	62.96

Average % across all subjects	% Sub Group Below Expected Progress	% Sub Group At Expected Progress	% Sub Group Above Expected Progress	% Sub Group At or Above Expected Progress
Disadvantaged	10.49	34.88	54.63	89.51
Non-Disadvantaged	7.36	34.83	57.82	92.64
Difference		0.05	-3.19	-3.14

Year 7

Disadvantaged Pupil numbers

	No. of Pupils	% of Cohort	Average Points Progress	No. Pupils Below Expected Progress	No. Pupils At Expected Progress	No. Pupils Above Expected Progress	No. Pupils At or Above Expected Progress
Art	26	13.83	3.37	2	11	13	24
Citizenship	26	13.83	2.62	8	7	11	18
Computing	26	13.83	2.98	4	19	3	22
English	26	13.83	2.98	8	11	7	18
French	26	13.83	1.72	23	3	0	3
Geography	26	13.83	3.00	6	14	6	20
History	26	13.83	3.00	4	19	3	22
Mathematics	26	13.83	3.25	0	14	12	26
Music	26	13.83	2.80	10	15	1	16

Disadvantaged % of Sub Groups

	% Sub Group Below Expected Progress	% Sub Group At Expected Progress	% Sub Group Above Expected Progress	% Sub Group At or Above Expected Progress
Art	7.69	42.31	50.00	92.31
Citizenship	30.77	26.92	42.31	69.23
Computing	15.38	73.08	11.54	84.62
English	30.77	42.31	26.92	69.23
French	88.46	11.54	0.00	11.54
Geography	23.08	53.85	23.08	76.92
History	15.38	73.08	11.54	84.62
Mathematics	0.00	53.85	46.15	100.00
Music	38.46	57.69	3.85	61.54

Subject

Art
Citizenship
Computing
English
French
Geography
History
Mathematics
Music

Physical Education	26	13.83	3.27	0	15	11	26	0.00	57.69	42.31	100.00
Religious Education	26	13.83	3.08	0	22	4	26	0.00	84.62	15.38	100.00
Science	26	13.83	3.27	1	14	11	25	3.85	53.85	42.31	96.15
Technology (FFT)	26	13.83	2.92	5	20	1	21	19.23	76.92	3.85	80.77
Technology (RMT)	26	13.83	3.10	1	19	6	25	3.85	73.08	23.08	96.15

Average			2.95	5.14	14.50	6.36	20.86	19.78	55.77	24.45	80.22
Highest			3.37	23	22	13	26	88.46	84.62	50.00	100.00
Lowest			1.72	0	3	0	3	0.00	11.54	0.00	11.54

	% Sub Group Below Expected Progress	% Sub Group At Expected Progress	% Sub Group Above Expected Progress	% Sub Group At or Above Expected Progress
Average % across all subjects				
Disadvantaged	19.78	55.77	24.45	80.22
Non-Disadvantaged	17.86	53.92	28.22	82.14
Difference		1.85	-3.77	-1.92

Year 8

Disadvantaged Pupil numbers

	No. of Pupils	% of Cohort	Average Points Progress	No. Pupils Below Expected Progress	No. Pupils At Expected Progress	No. Pupils Above Expected Progress	No. Pupils At or Above Expected Progress
Art	32	16.93	3.42	1	8	23	31
Citizenship	32	16.93	2.70	7	23	2	25
Computing	32	16.93	3.03	1	28	3	31
English	32	16.93	3.36	3	13	16	29
French	32	16.93	2.94	4	22	6	28
Geography	32	16.93	3.06	5	19	8	27
History	32	16.93	3.03	5	18	9	27
Mathematics	32	16.93	3.23	2	9	21	30
Music	32	16.93	3.09	2	22	8	30
Physical Education	32	16.93	3.19	4	14	14	28
Religious Education	32	16.93	3.03	1	28	3	31
Science	32	16.93	2.97	5	24	3	27
Technology (FFT)	32	16.93	2.86	11	17	4	21
Technology (RMT)	32	16.93	2.95	3	25	4	29

Disadvantaged % of Sub Groups

% Sub Group Below Expected Progress	% Sub Group At Expected Progress	% Sub Group Above Expected Progress	% Sub Group At or Above Expected Progress
3.13	25.00	71.88	96.88
21.88	71.88	6.25	78.13
3.13	87.50	9.38	96.88
9.38	40.63	50.00	90.63
12.50	68.75	18.75	87.50
15.63	59.38	25.00	84.38
15.63	56.25	28.13	84.38
6.25	28.13	65.63	93.75
6.25	68.75	25.00	93.75
12.50	43.75	43.75	87.50
3.13	87.50	9.38	96.88
15.63	75.00	9.38	84.38
34.38	53.13	12.50	65.63
9.38	78.13	12.50	90.63





Average
Highest
Lowest

		3.06	3.86	19.29	8.86	28.14
		3.42	11	28	23	31
		2.70	1	8	2	21

12.05	60.27	27.68	87.95
34.38	87.50	71.88	96.88
3.13	25.00	6.25	65.63

Average % across all subjects	% Sub Group Below Expected Progress	% Sub Group At Expected Progress	% Sub Group Above Expected Progress	% Sub Group At or Above Expected Progress
Disadvantaged	12.05	60.27	27.68	87.95
Non-Disadvantaged	8.78	63.10	28.12	91.22
Difference		-2.83	-0.44	-3.27

All the pupils in receipt of the pupil premium received intervention in English and Mathematics. A selection of pupils were asked to feed back on the impact of this intervention and the results were as follows.

Statement				
1. I have enjoyed my extra lessons	18	64	18	
2. I have made progress with my learning in these sessions	36	64	9	
3. I feel safe and supported in these lessons	67	34		

4. I think these lessons have helped me when I have gone back to class	42	50	8	
5. I could ask for extra help where necessary	17	75	8	
6. I am making better progress in school because of these sessions	45	45	9	

Figures are all in %

Spelling Age	All Pupils	Disadvantaged Pupils
Year 6	02y11m	02y11m
Year 7	02y02m	02y03m
Year 8	01y11m	01y09m

Reading Age	All Pupils	Disadvantaged Pupils
Year 6	01y06m	01y07m
Year 7	01y04m	01y01m
Year 8	01y03m	01y03m

Baseline Testing at Shelley College Year 8/9 2016

On entry to Shelley College pupils were tested using the GL Assessments in English, Mathematics and Science. This data is based on the mean SAS (standard age score) where 100 is the national average.

Disadvantaged pupils from Scissett achieved the following mean scores

English 102.9

Maths 109.2

Science 102.0

Extra-Curricular Activities

80% of disadvantaged pupils took part or represented school in extracurricular activities including; Pop Choir, Netball club, Homework Club, Extended schools activities, Girls football, Literacy and Numeracy Mentors, Animal house, Rugby, Librarians, Football, Drama Club, School Teams, Careers trip to Leeds City College, Stem Club, Big Think Club, Only Boys Aloud,