

Pupil Premium Action Impact Report 2015/16

Actions	Who	When	Impact on the Gap	Cost	Overall Impact Summary Report for 2015/16 Pupil Premium Action Plan
Key actions to close the gap	Key person leading this activity and the staff involved	Timescales for completion and evaluation	Criteria for evaluating impact	Funding from the PP Budget	Outcomes
<p>1. To monitor student progress through RAG and Structured Conversation meetings in the Core Subjects.</p> <p>Students underachieving will receive bespoke intervention and support.</p>	<p>Pupil Premium Champion to have overarching responsibility to ensure actions are completed.</p> <p>AHT for Data will organise and chair RAG meetings.</p> <p>HoP/HoF/ Programme Leaders will be responsible for ensuring actions are discussed with subject teachers and completed, and will report back to the RAG meetings.</p>	<p>RAG meetings will be held each term.</p>	<p>Each RAG meeting will determine if students are progressing or not. Students not progressing will be given bespoke intervention to get them back on track. At the next meeting, progress should have improved.</p> <p>Structured conversations will be used to look at the gaps within a faculty, and put in place appropriate actions to close the gap.</p>	<p>Printing resources</p> <p>Staff cover cost to attend meetings £1,250</p> <p>£75,172 for bespoke interventions which may arise during the year.</p>	<p>After each data entry, the RAG meetings were held (three times in an academic year), with discussion focussing on the core subjects, and student progress being rated Red, Amber or Green. In attendance to the meetings were the Headteacher, Head of Progress and Heads of Faculty/Subject Lead for the core subjects, SENCO and Pupil Premium Lead.</p> <p>Student progress was discussed at the individual level, and actions were put in place to support learning and progress.</p> <p>Impact: The RAG meetings were beneficial in as much as they raised awareness on which students needed additional support and intervention. Besides using the data analysis, the subject teacher also submitted a brief comment on the areas which needed improvement.</p> <p>Overall, a comparison of the Autumn Term RAG rating (for all students) with the Summer Term RAG rating, showed that 224 students had improved their RAG rating, whereas 164 students' RAG ratings had worsened. This resulted in an increase in the proportion of students rated green, and a decrease in the proportion of students rated red.</p> <p>RAG ratings for disadvantaged students were more variable across the three terms. Within the different year groups, there were modest improvements at Key Stage 3, while RAG ratings for Year 10 disadvantaged students declined. After improving in the Spring Term, RAG ratings for Year 11 disadvantaged students have also declined. At Year 10, the decline in RAG ratings occurred after the Year 10 mock exams, and mirrors the trend seen for the whole year group. The pattern in Year 11 is also reflected in the whole year group, with Summer Term RAG ratings being better than in the Autumn Term, but below the Spring Term peak – this is potentially due to staff considering their final forecast grades carefully, and factoring in feedback about forecasting accuracy following the 2015 results.</p>

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<p>2. To improve the literacy skills of disadvantaged students at KS3 by delivering the Read Write Inc programme</p>	<p>The Strategic SENCO will have overarching responsibility for ensuring the programme is being delivered effectively, and students are making appropriate progress.</p> <p>The SENCO will report back to the Pupil Premium Champion on student progress.</p>	<p>July 2016</p>	<p>Disadvantaged students in Year 7 will improve their reading age so that it is consistent with their chronological age.</p>	<p>£6,000</p>	<p>There were seven disadvantaged students on the programme. All seven students made progress ranging in improving their reading age by 5-7 months. Three students were able to reach their age- appropriate reading level. Some of the students had significant learning needs which hindered progress. One disadvantaged student was unable to complete the course due to issues outside of our control.</p>
<p>3. To provide additional support for dis-advantaged students in KS3/KS4 English and Maths by offering 1:1 or small group work.</p>	<p>Pupil Premium Champion to have overarching responsibility to ensure the programme is being delivered effectively.</p>	<p>July 2016</p>	<p>Impact will be measured with Pre and Post assessments to determine appropriate levels of progress.</p>	<p>1:1 staffing costs £69,040</p>	<p>The progress gap overall for our disadvantaged students is narrowing. The Progress 8 score for disadvantaged students in 2015 was -0.25, compared to -0.13 for 2016. The confidence interval for the 2016 figure indicates that it is in line with national.</p> <p>In regard to overall results for maths, the Year 11 disadvantaged students did well, with the gap closing from -0.51 in 2015 to -0.24 in 2016.</p> <p>For English, the gap for our Year 11 was -0.11 in 2015 and -0.39 in 2016.</p> <p>For the 2015/16 cohort, we had a higher percentage of disadvantaged students - 18% compared to 15% in 2014/15.</p> <p>The percentage of students achieving a good pass in English and maths for 2016 is 46% compared to 42% in 2015.</p>

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	<p>Programme Leaders for Maths/English to be responsible for ensuring students are making appropriate progress.</p> <p>They will provide the Pupil Premium Champion with an update report on the impact of the programmes.</p> <p>1:1 tutors will be responsible to the Programme Leaders in ensuring they complete the learning objectives set by the subject teachers.</p>		This will be monitored by the Maths and English tutors and classroom teacher.		<p>It should be noted during the course of the academic year, that both our English and maths tutors retired, and the College had difficulty recruiting suitable replacements.</p> <p>One English 1:1 tutor completed a full year of tutoring, with a substantial part of her focus being on KS3. The students that this tutor worked with in Year 7 made small gains, in terms of progress throughout the year. This is in contrast to their peers who saw a decline in progress across the year.</p> <table border="0" style="margin-left: 40px;"> <tr> <td>Autumn Year 7 English 1:1 progress</td> <td align="right">-0.75</td> </tr> <tr> <td>Spring Year 7 English 1:1 progress</td> <td align="right">-0.67</td> </tr> <tr> <td>Summer Year 7 English 1:1 progress</td> <td align="right">-0.62</td> </tr> </table> <p>Similarly, to Year 7, the students attending English 1:1 made gains in terms of progress while the progress of their peers declined.</p> <table border="0" style="margin-left: 40px;"> <tr> <td>Autumn Year 8 English 1:1 progress</td> <td align="right">-0.38</td> </tr> <tr> <td>Spring Year 8 English 1:1 progress</td> <td align="right">-0.24</td> </tr> <tr> <td>Summer Year 8 English 1:1 progress</td> <td align="right">-0.19</td> </tr> </table> <p>In Year 9 across the year, progress remained largely static for the students attending English 1:1. However, the progress of the other students in the year group declined from the Autumn Term to the Summer Term.</p> <table border="0" style="margin-left: 40px;"> <tr> <td>Autumn Year 9 English 1:1 progress</td> <td align="right">-0.36</td> </tr> <tr> <td>Spring Year 9 English 1:1 progress</td> <td align="right">-0.40</td> </tr> <tr> <td>Summer Year 9 English 1:1 progress</td> <td align="right">-0.36</td> </tr> </table>	Autumn Year 7 English 1:1 progress	-0.75	Spring Year 7 English 1:1 progress	-0.67	Summer Year 7 English 1:1 progress	-0.62	Autumn Year 8 English 1:1 progress	-0.38	Spring Year 8 English 1:1 progress	-0.24	Summer Year 8 English 1:1 progress	-0.19	Autumn Year 9 English 1:1 progress	-0.36	Spring Year 9 English 1:1 progress	-0.40	Summer Year 9 English 1:1 progress	-0.36
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<p>4. The Year 9 Boys Project is designed to raise the aspirations, achievement and resilience of a cohort of 10 boys.</p>	<p>Pupil Premium Champion to have over-arching responsibility to ensure the programme is being delivered effectively.</p> <p>Head of Progress of Year 9 will be responsible for delivering the programme and measuring its impact.</p> <p>Head of Progress will provide an update report to the Pupil Premium Champion.</p> <p>SLT link for Year 9 will provide support and guidance to the Head of Progress.</p>	<p>July 2016</p>	<p>The impact will be measured by improvement in academic performance, attendance and behaviour.</p> <p>Evidence to be gathered will be pre/post PASS Survey, data, and feedback from staff and parents.</p>	<p>Cover cost of materials</p> <p>£4,500</p>	<ul style="list-style-type: none"> • Significant improvement in VA since the autumn term for the majority of the boys. • Two students in particular – this shows that perhaps targeting the most challenging students doesn't work, and we need to amend our selection criteria. • For 4 boys, ATL has dropped since the autumn, but improved for some, especially for one student in particular. • Attendance has improved for most. • The number of sanctions is mixed, with three students improving greatly with their behaviour. <p>The students made small gains in terms of average progress across the year. 7/10 students received fewer (and for 5 of those students, significantly fewer) behaviour points in the Summer Term compared to the Autumn Term.</p> <p style="text-align: right;"> Autumn Year 9 Boys project average progress -0.24 Spring Year 9 Boys project average progress -0.15 Summer Year 9 Boys project average progress -0.20 </p>

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<p>5. Achievement for All Project - Year 10 will target a cohort of students under-achieving, and work with students and parents to improve progress and attitude to learning.</p>	<p>Pupil Premium Champion to have overarching responsibility to ensure the programme is being delivered effectively.</p> <p>Head of Progress for Year 10 will be responsible for delivering the programme and measuring its impact. Head of Progress will provide an update report to the Pupil Premium Champion.</p> <p>SLT link for Year 10 will provide support and guidance to the Head of Progress.</p>	<p>July 2016</p>	<p>The impact will be measured by improvement in academic performance, attendance and behaviour.</p> <p>Evidence to be gathered will be pre/post PASS Survey, data, and feedback from staff and parents</p>	<p>Cover cost of materials</p> <p>£4,500</p>	<p>The A4A programme is a continuous programme which started in Year 9 and will finish in Year 11. For 2015/16, the impact showed that five of the students achieved 100% attendance. Ten students increased their attendance on average by 1.03%, and other students increased their attendance by 3%.</p> <p>A key focus of the A4A programme is to show a change in attitude to learning (ATL). The students improved their ATL from 3.58 to 3.76.</p> <p>There was some improvement with behaviour with students reducing the number of sanctions received. The overall VA in Year 9 was 1.98, and for Year 10 was 0.62.</p> <p>For English and maths, the VA in Year 9 was 0.083, and for Year 10 it was -0.167.</p> <p>Seven disadvantaged boys participated in this intervention; their Progress 8 scores and average ATLs increased between the Autumn and Spring Terms. The Summer Term data entry indicates a decline in these figures, but this is in line with a decline seen across the whole year group following the Year 10 mock exams. Across the entire academic year, there was a modest improvement overall in average ATL for the group of 7 disadvantaged boys in this programme.</p> <table border="0" style="margin-left: 40px;"> <tr> <td>Autumn Year 10 disadvantaged boys A4A average Progress 8</td> <td align="right">-0.49</td> </tr> <tr> <td>Spring Year 10 disadvantaged boys A4A average Progress 8</td> <td align="right">-0.45</td> </tr> <tr> <td>Summer Year 10 disadvantaged boys A4A average Progress 8</td> <td align="right">-0.57</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>Autumn Year 10 disadvantaged boys A4A average ATL</td> <td align="right">3.14</td> </tr> <tr> <td>Spring Year 10 disadvantaged boys A4A average ATL</td> <td align="right">3.32</td> </tr> <tr> <td>Summer Year 10 disadvantaged boys A4A average ATL</td> <td align="right">3.23</td> </tr> </table>	Autumn Year 10 disadvantaged boys A4A average Progress 8	-0.49	Spring Year 10 disadvantaged boys A4A average Progress 8	-0.45	Summer Year 10 disadvantaged boys A4A average Progress 8	-0.57			Autumn Year 10 disadvantaged boys A4A average ATL	3.14	Spring Year 10 disadvantaged boys A4A average ATL	3.32	Summer Year 10 disadvantaged boys A4A average ATL	3.23
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<p>6. The Flexible Learning Zone (FLZ) will allow for a safe environment for our most vulnerable disadvantaged students. The FLZ will provide those students with a learning space where they feel comfortable in accessing College.</p>	<p>The Strategic SENCO will have overarching responsibility for line managing the effectiveness of the FLZ, and will report to the Pupil Premium Champion with updates on the number of students accessing this provision and its impact on their learning.</p> <p>The HLTA managing the FLZ will be accountable to the Strategic SENCO.</p>	<p>July 2016</p>	<p>The success of this support will be measured against the students' attendance, behaviour, and progress.</p>	<p>£15,500 Staff</p>	<p>The FLZ supported 24 students eligible for PP funding. Students received support with their learning and emotional needs.</p> <p>Impact: The FLZ has provided a secure environment for our most vulnerable students who would otherwise not engage with College. For example, three Key Stage 4 students with medical issues needed to use the FLZ full-time in order to access the curriculum, otherwise they would not have attended College, and achieved no qualifications.</p>

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7. To stretch and challenge our Most Able disadvantaged students.	<p>The AHT for Data will identify those students who are Double 5. It will be the responsibility of the subject teacher to ensure students are being stretched and challenged.</p> <p>The Head of Faculty and Programme Leader will monitor the outcomes and report back to the Pupil Premium Champion on the impact.</p> <p>The Most Able Coordinator will be responsible for ensuring enrichment activities are held to provide extra stretch and challenge.</p>	July 2016	Disadvantaged students who have been identified as Double 5 will be monitored closely through the RAG meetings to ensure appropriate support is in place to ensure they reach their full potential.	£3,875 Staff	<p>The Most Able project worked with students in Year 9. The purpose of the project was to boost confidence in English, and provide students with enrichment activities to inspire progress. The chart below shows the impact of the project based on the students' ATL scores (Attitude to Learning).</p> <table border="1" data-bbox="1093 651 1928 1289"> <thead> <tr> <th>Overall Impact</th> <th>Average score (Trip 1)</th> <th>Average score (Trip 2)</th> <th>Improvement</th> </tr> </thead> <tbody> <tr> <td>How confident do you feel about your work in English normally?</td> <td>4.9</td> <td>5.5</td> <td>0.6</td> </tr> <tr> <td>How much do you normally enjoy your English lessons?</td> <td>3.8</td> <td>5.7</td> <td>1.8</td> </tr> <tr> <td>How relevant do you feel that your English lessons are to your future?</td> <td>6.0</td> <td>8.0</td> <td>2.0</td> </tr> <tr> <td>How likely is it that you will use your English skills in your future career?</td> <td>5.6</td> <td>8.7</td> <td>3.1</td> </tr> <tr> <td>Think back to this morning: how excited were you about this trip?</td> <td>5.7</td> <td>9.5</td> <td>3.8</td> </tr> <tr> <td>Now think about how you are feeling now: how glad are you that you came on this trip?</td> <td>6.1</td> <td>9.8</td> <td>3.7</td> </tr> </tbody> </table>	Overall Impact	Average score (Trip 1)	Average score (Trip 2)	Improvement	How confident do you feel about your work in English normally?	4.9	5.5	0.6	How much do you normally enjoy your English lessons?	3.8	5.7	1.8	How relevant do you feel that your English lessons are to your future?	6.0	8.0	2.0	How likely is it that you will use your English skills in your future career?	5.6	8.7	3.1	Think back to this morning: how excited were you about this trip?	5.7	9.5	3.8	Now think about how you are feeling now: how glad are you that you came on this trip?	6.1	9.8	3.7
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	The Most Able Coordinator will report to the SLT link.				<p>Year 9 was also the target year group for the Most Able Girls' Project, led by the Assistant Head of Progress, which focused on improving the confidence of the students involved. The students in this group made good progress throughout the year, and in particular increased their average ATL score more than their peers.</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td>Autumn Year 9 Most Able Girls average progress</td> <td align="right">-0.18</td> </tr> <tr> <td>Spring Year 9 Most Able Girls average progress</td> <td align="right">-0.02</td> </tr> <tr> <td>Summer Year 9 Most Able Girls average progress</td> <td align="right">0.01</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>Autumn Year 9 Most Able Girls average ATL</td> <td align="right">3.93</td> </tr> <tr> <td>Spring Year 9 Most Able Girls average ATL</td> <td align="right">4.03</td> </tr> <tr> <td>Summer Year 9 Most Able Girls average ATL</td> <td align="right">4.14</td> </tr> </table>	Autumn Year 9 Most Able Girls average progress	-0.18	Spring Year 9 Most Able Girls average progress	-0.02	Summer Year 9 Most Able Girls average progress	0.01			Autumn Year 9 Most Able Girls average ATL	3.93	Spring Year 9 Most Able Girls average ATL	4.03	Summer Year 9 Most Able Girls average ATL	4.14
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8. Premier Football Reading programme will target Year 7/8 boys who are below level 4 in English to assist them with their reading skills.	Pupil Premium Champion to have overarching responsibility to ensure the programme is being delivered effectively. English Programme Leader for KS3 will be responsible for the delivery and impact of the programme, and will provide the Pupil Premium Champion with an update report on progress.	July 2016	Baseline assessment on reading scores	£300 Resources £3875 Staff	This project showed no impact. The main areas which prevented progress was the lack of student engagement. The students were identified and invited to attend the sessions but unfortunately they did not want to attend. The sessions were held after College, which may have impacted upon their attendance. The College even offered transport home, but this was not accepted.														

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9. Outdoor Learning Project	<p>Pupil Premium Champion to have overarching responsibility to ensure the programme is being delivered effectively.</p> <p>The Outdoor Learning Leader will be responsible for the delivery and impact of the programme, and will provide the Pupil Premium Champion with an update report on progress.</p>	July 2016	<p>Identify a cohort of 12 disadvantaged boys who are underachieving.</p> <p>Through outdoor learning, they will develop skills which are transferrable to the classroom.</p> <p>As a result, this will improve their behaviour, attitude, progress, attendance and enrichment.</p>	£8,840 Staff and Resources	<p>The main objective of the Outdoor Learning Project was to boost student confidence and transfer the skills learnt from the project back into the classroom. The chart below shows the impact of the project.</p> <table border="1" data-bbox="1093 624 2110 1066"> <thead> <tr> <th></th> <th>Agree a lot</th> <th>Agree</th> <th>Disagree</th> <th>Disagree a lot</th> </tr> </thead> <tbody> <tr> <td>1 I have changed as a person since the beginning of Year 9</td> <td>25%</td> <td>62.5%</td> <td>12.5%</td> <td></td> </tr> <tr> <td>2 I feel that I have been successful within the project</td> <td>87.5%</td> <td>12.5%</td> <td></td> <td></td> </tr> <tr> <td>3 I have learnt some useful skills through the outdoor project</td> <td>75%</td> <td>25%</td> <td></td> <td></td> </tr> <tr> <td>4 I have worked well with other people through the project</td> <td>100%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5 I feel more confident about myself now than I did at the start of the year</td> <td>75%</td> <td>25%</td> <td></td> <td></td> </tr> <tr> <td>6 I have spent time during the project thinking about what I want and how to achieve it</td> <td>25%</td> <td>62.5%</td> <td>12.5%</td> <td></td> </tr> <tr> <td>7 I am proud of what I have achieved through the project</td> <td>87.5%</td> <td>12.5%</td> <td></td> <td></td> </tr> </tbody> </table> <p>The students in this group made good progress throughout the year, and increased their average ATL scores. The students made a presentation to SLT at the end of the project, demonstrating their improved confidence in describing the skills they felt they had developed.</p> <table data-bbox="1182 1219 1792 1422"> <tbody> <tr> <td>Autumn Year 9 Outdoor Learning average progress</td> <td>0.05</td> </tr> <tr> <td>Spring Year 9 Outdoor Learning average progress</td> <td>0.13</td> </tr> <tr> <td>Summer Year 9 Outdoor Learning average progress</td> <td>0.15</td> </tr> <tr> <td>Autumn Year 9 Outdoor Learning average ATL</td> <td>3.68</td> </tr> <tr> <td>Spring Year 9 Outdoor Learning average ATL</td> <td>3.77</td> </tr> <tr> <td>Summer Year 9 Outdoor Learning average ATL</td> <td>3.77</td> </tr> </tbody> </table>		Agree a lot	Agree	Disagree	Disagree a lot	1 I have changed as a person since the beginning of Year 9	25%	62.5%	12.5%		2 I feel that I have been successful within the project	87.5%	12.5%			3 I have learnt some useful skills through the outdoor project	75%	25%			4 I have worked well with other people through the project	100%				5 I feel more confident about myself now than I did at the start of the year	75%	25%			6 I have spent time during the project thinking about what I want and how to achieve it	25%	62.5%	12.5%		7 I am proud of what I have achieved through the project	87.5%	12.5%			Autumn Year 9 Outdoor Learning average progress	0.05	Spring Year 9 Outdoor Learning average progress	0.13	Summer Year 9 Outdoor Learning average progress	0.15	Autumn Year 9 Outdoor Learning average ATL	3.68	Spring Year 9 Outdoor Learning average ATL	3.77	Summer Year 9 Outdoor Learning average ATL	3.77
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10. To offer emotional support to service children by providing an on-site counselling service.	The Strategic SENCO will have overarching responsibility for line managing the effectiveness of the Counselling Service, and will report to the Pupil Premium Champion on its impact.	July 2016	Service children will have access to a counsellor who will offer emotional support during times of deployment or military parents returning home from active duty.	£24,627 Staff	Due to confidentiality, it is difficult to measure the impact of the counselling services provided by the College. One counsellor is currently supporting 56 students, which include 16 students as FSM, 3 students as CIC, and 4 students as service children.
11. To appoint an Assistant Head Teacher as Pupil Premium Champion who will have a clear brief on coordinating activities with other colleagues on closing the gap with disadvantaged.	The Pupil Premium Champion will be responsible for monitoring the Pupil Premium Action Plan, and will report to the Headteacher and Governors on its outcomes.	July 2016	Ensure agreed actions are completed, and necessary support has been implemented.	£30,684 Staff	The AHT for Pupil Premium completed the following actions in 2015/16: <ul style="list-style-type: none"> • Provided INSET training on how to support disadvantaged students in the classroom. • Attended RAG meetings to discuss disadvantaged student progress and support needed. • Participated in a School to School review on Pupil Premium with South Shore partners. • Published a Pupil Premium Newsletter to raise staff awareness on Pupil Premium students. • Monitored the Pupil Premium Action Plan and delegated funding. • Conducted fortnightly meetings with the Attendance Officer to review attendance and put appropriate support in place. • Held attendance clinics for parents of children with persistent absence. • Worked with the Most Able for Key Stage 4 to promote university opportunities.

Pupil Premium Action Impact Report 2015/16

Actions	Who	When	Impact on the Gap	Cost	Overall Impact Summary Report for 2015/16 Pupil Premium Action Plan
Key actions to close the gap	Key person leading this activity and the staff involved	Timescales for completion and evaluation	Criteria for evaluating impact	Funding from the PP Budget	Outcomes
The Strategic SENCO will provide support for students identified as being disadvantaged with special education needs.	The Strategic SENCO will have overarching responsibility monitoring the progress of those students identified as disadvantaged with special education needs.	July 2016	Ensure agreed actions are completed and necessary support has been implemented	£7825 Staff	<p>The Strategic SENCO completed the following actions in 2015/16:</p> <ul style="list-style-type: none"> • Attended RAG meetings to discuss DSEN student progress and support needed. • Monitored the progress of DSEN students, and placed strategies to support progress. • Oversaw the progress of Children in Care • Attended PEP meetings for Children in Care • Monitored the funding for Children in Care
12. To close the attendance gap for disadvantaged/ service students by regularly monitoring their attendance through RAG meetings and putting in place appropriate support.	The Attendance Manager will be responsible for monitoring student attendance and ensuring appropriate support is in place to improve attendance.	July 2016	<p>The RAG meetings will identify disadvantaged and service students who are Persistent Absentees.</p> <p>Each student will have Attendance Support Plan to improve attendance and measure impact.</p>	<p>£23,097 Staff</p> <p>£1000 vouchers</p>	<p>Impact: Fortnightly meetings were held with Attendance Officer SENCO and Pupil champion. Students were discussed at the individual level and actions were put in place to improve attendance. In addition, Attendance Clinics were held with parents and students to discuss ways to improve attendance.</p> <p>CIC attendance rate is low because one CIC student was recently placed in Social Care and there was a settling in period at several different foster placements which impacted upon his attendance.</p> <p>All nine disadvantaged students who were being monitored improved their attendance, with some students improving by 10% or more.</p>

Pupil Premium Action Impact Report 2015/16

Actions	Who	When	Impact on the Gap	Cost	Overall Impact Summary Report for 2015/16 Pupil Premium Action Plan																																																														
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To reward good attendance by offering £50 school vouchers to parents.	The Pupil Premium Champion will meet each fortnight with the Attendance Manager to review overall attendance figures and discuss students who are causing concern.				<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Attendance statistics for 2015-16</th> <th>Y7</th> <th>Y8</th> <th>Y9</th> <th>Y10</th> <th>Y11</th> <th>Avg</th> </tr> </thead> <tbody> <tr> <td>CIC</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>80%</td> <td>95.10%</td> <td style="color: red;">87.50%</td> </tr> <tr> <td>Non CIC</td> <td>95.30%</td> <td>95.21%</td> <td>94.10%</td> <td>94.50%</td> <td>94.20%</td> <td>94.60%</td> </tr> <tr> <td>Service</td> <td>96.10%</td> <td>96.80%</td> <td>93.70%</td> <td>95.80%</td> <td>97.30%</td> <td style="color: green;">95.90%</td> </tr> <tr> <td>Non-Service</td> <td>94.30%</td> <td>92.45%</td> <td>93.25%</td> <td>95.90%</td> <td>94.43%</td> <td>94.04%</td> </tr> <tr> <td>FSM Ever 6</td> <td>93.80%</td> <td>92.90%</td> <td>91.50%</td> <td>89.90%</td> <td>94.60%</td> <td style="color: red;">92.54%</td> </tr> <tr> <td>Non FSM Ever 6</td> <td>95.90%</td> <td>95.50%</td> <td>94.80%</td> <td>95.10%</td> <td>96.60%</td> <td style="color: green;">95.50%</td> </tr> <tr> <td>Overall attendance</td> <td>95.35</td> <td>95.45%</td> <td>94.37</td> <td>94.45</td> <td>94.35</td> <td>94.80%</td> </tr> </tbody> </table>							Attendance statistics for 2015-16	Y7	Y8	Y9	Y10	Y11	Avg	CIC	N/A	N/A	N/A	80%	95.10%	87.50%	Non CIC	95.30%	95.21%	94.10%	94.50%	94.20%	94.60%	Service	96.10%	96.80%	93.70%	95.80%	97.30%	95.90%	Non-Service	94.30%	92.45%	93.25%	95.90%	94.43%	94.04%	FSM Ever 6	93.80%	92.90%	91.50%	89.90%	94.60%	92.54%	Non FSM Ever 6	95.90%	95.50%	94.80%	95.10%	96.60%	95.50%	Overall attendance	95.35	95.45%	94.37	94.45	94.35	94.80%
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Key to Abbreviations			
RAG	Red, Amber and Green monitoring system	FSM/ FSM6	Free School Meal/Free School Meal in the last 6 years
PASS Survey:	Pupil's Attitude to School and Self	T & L	Teaching and Learning
AHT	Assistant Headteacher	RWI	Read, Write Inc
HoP	Head of Progress	SL	Subject Leader
HoF	Head of Faculty	SLT	Senior Leadership Team
SENCO	Special Needs Co-ordinator	TA	Teaching Assistant
CPD	Continuing Professional Development	HLTA	Higher Level Teaching Assistant
ATL*	Attitude to Learning (please see the grade descriptors below)		

Pupil Premium Action Impact Report 2015/16

* Attitude to learning grade descriptors

This is a description of your son/daughter's approach to their learning. The bulleted list for each grade is an indication of the types of attitude they display. It is a **best-fit** model and your son/daughter may not display **all** of the characteristics in the category.

5

- Displays enthusiasm and excitement for learning
- Explores issues, events or problems from different perspectives
- Controls and owns his/her own learning
- Enjoys being creative and can develop alternative approaches
- Is prepared to take risks with his/her learning
- Displays an exceptional level of effort and commitment

4

- Is motivated to learn and make the most of every opportunity
- Asks questions to extend his/her learning
- Learns from his/her mistakes
- Often shows the ability to work independently
- Manage his/her time and tasks effectively including homework
- Shows a high level of commitment

3

- Participates in all parts of the lesson
- Shows some interest in improving his/her learning
- Sometimes seeks assistance from the teacher or other learners
- Generally, stays within his/her comfort zone
- Homework is completed to an acceptable standard

2

- Sometimes lacks the motivation to learn
- Can be reluctant to participate in all activities
- Is sometimes put off by failure
- Can easily go off task but does respond to teacher intervention
- Learning is interrupted by frequent absences
- Is sometimes without appropriate equipment/kit/books

1

- Shows little interest in improving his/her understanding of the subject
- Is quickly put off by failure
- Often displays disruptive behaviour which impacts on learning
- Learning is severely affected by persistent absences
- Is often without appropriate equipment/kit/books