

Pupil Premium 2015–16: Spending Plan and Review

The **Pupil Premium** provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per child)
- who have been continuously looked after for the past six months (£1900 per child)
- who are adopted from care under the Adoption and Children Act 2002 ¹ or who have left care under a Special Guardianship or Residence Order (£1,900)
- for children whose parents are currently serving in the armed forces, or whose parent /guardian is in receipt of a pension from the MoD (£300 per child)

The Pupil Premium grant for 2015-2016 is £190,795.

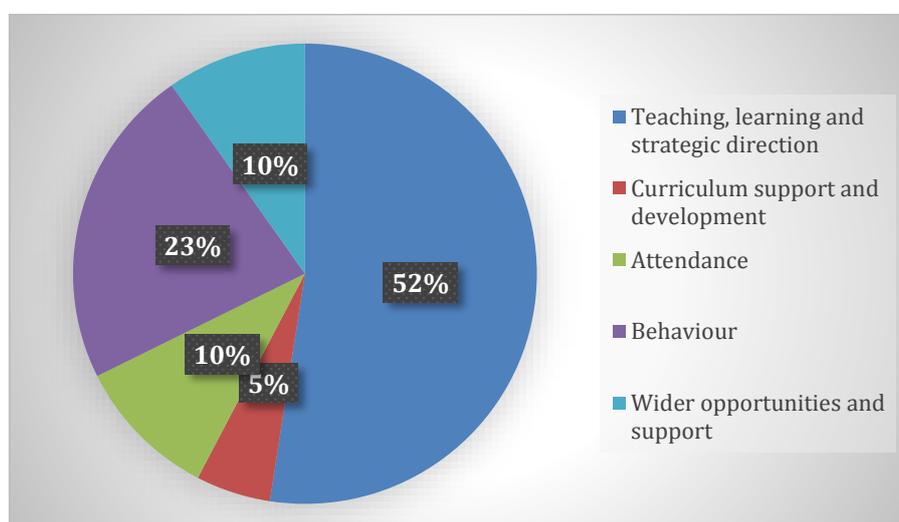
Schools are held accountable for the spending of this grant and performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

The De Montfort School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes.

The total fund will be spent on 5 key areas that have been identified following an audit of the impact of last years spending:

- **1. Teaching, learning and strategic direction:** To improve the teaching and learning of disadvantaged students and ensure that as a school we are maximising the future impact of this extra funding.
- **2. Curriculum support and development:** To develop curriculum opportunities and targeted support for disadvantaged students that will help to improve their outcomes and life chances.
- **3. Attendance:** Addressing the attendance gap between PP and non-PP students.
- **4. Behaviour:** Strategies to reduce the number of behaviour issues with the PP students including reducing the number of fixed term exclusions.
- **5. Wider opportunities and support:** Ensuring that disadvantaged students have full access to enrichment activities and the wider curriculum.

The summary of the proposed spend for 2015-6 is shown below:



Key area 1 – Teaching, learning and strategic direction				
Action and Rationale	Outcome	Key stage	Cost	Impact & RAG rating
<p>1.1 (1 – Leadership & M) To acquire support from an external consultant to develop a PP strategy that will have rapid impact.</p> <p>Rationale: In 2015 we were disappointed with the outcomes for disadvantaged learners. Development of a coherent strategy will bring expertise, objectivity and enhanced scrutiny to our work.</p>	<p>PP funding is effectively spent and supports the progress of the PP students across all year groups. The gap is narrowed significantly in 2016.</p>	<p>All</p> <p>All</p>	<p>Based on daily rate for support.</p>	<p>Focus sharper/scrutiny of existing practice and expectations raised. Initial PP review completed Jan 2016 with strategic planning and follow up April 2016.</p> <p>Substantial change in the understanding of the needs of the disadvantaged learner. Focused CPD Jan 2016, clear tracking and supporting paperwork and website data.</p>
<p>1.2 (1- Leadership & M) The appointment of a PP champion to the leadership team (Associate Assistant Head).</p> <p>Rationale: To drive the PP agenda in school and support the needs of the PP students a dedicated member of staff needs to be in post. This has proved a successful strategy in many schools.</p>	<p>A dedicated member of staff supporting the needs of the PP students will ensure that the appropriate strategies are put in place and monitored.</p>		<p>£3,000 (to provide additional time allocation for the PP champion)</p>	
<p>1.3 (2 T,L & A) Provision of an additional class in Year 7 from September 2015 increasing the number of classes from 4 to 5, reducing overall class size.</p> <p>Rationale: EEF shows that a reduction in class size has an effect of + 3 months</p>	<p>The reduction of the class sizes in Year 7 will ensure good progress of the PP students across the range of subjects in the Year 7 curriculum. Behaviour in the year group is good and smaller class sizes are in place where students require more support.</p>	<p>KS3</p>	<p>£15,744 (part funded from Year 7 catch-up premium)</p>	<p>Current tracking indicates progress of the PP students through a range of strategies (see catch up fund planning) 25% of PP at 7E 21% of non PP 7E In reading</p>
<p>1.4 (2 - T,L & A) Appointment of an additional Maths and English teacher. This will enable more specific and targeted interventions to take place across the school.</p> <p>Rationale: EEF shows that small group tuition has an effect of +4 months and one to one tuition + 5 months</p>	<p>The appointment of new members of staff in English and Maths will enable specific interventions to be run by qualified and specialised members of staff.</p>	<p>All</p>	<p>£22,800</p>	<p>Significant increase in progress measure in year 11. A*-C English 2015 % = 47% 2016 = 68%</p> <p>A*-C Mathematics 2015 = 53% 2016 =61%</p> <p>Despite the clear evidence of progress the gap between PP & non PP is wide.</p>

<p>1.5 (2 – T,L & A)</p> <p>Provision of an additional teaching group in Year 10 from September 2015.</p> <p>Rationale: EEF shows that a reduction in class size has an effect of + 3 months.</p>	<p>Reducing the class sizes in Year 10 will aid good progress of PP students in the core curriculum including Maths, English, Science and ICT. New class will be added in the red band where the majority of the PP students are</p>	KS4	£22,500	<p>The addition of a teaching group has shown improved progress for the majority of the groups, and also a reduction of behaviour of referrals Progress increase from assessment 2.</p> <p>Average progress score PP -1.28</p> <p>Non PP -1.19</p>
<p>1.6 (2 – T,L & A)</p> <p>1 – 1 interventions delivered by teaching assistants, specifically focusing on literacy and numeracy skills, including training.</p> <p>Rationale: EEF shows that one to one tuition has an effect of + 5 months.</p>	<p>Narrowing the Gap between PP and non PP students by focusing on core literacy and numeracy skills</p>	All	£18,600	<p>Targeted intervention delivered through tutor time, lunchtime and focused intervention groups. Use of Peer to peer intervention used in the middle school through the sixth form executive.</p>
<p>1.7 (2 – T,L & A)</p> <p>Interactive tutoring via Third Space Learning. One to One support for Maths intervention.</p> <p>Rationale: EEF shows that one to one support can have an effect of + 5 months.</p>	<p>Intensive support for students below the expected level for maths will provide accelerated progress</p>	KS3	£4,000 to provide course and administration	<p>More students than anticipated have had access to this Maths support . Year 7 & 8 data suggests that the overwhelming majority of students have made good and often outstanding progress in Maths. (see progress narrative)</p>

Key Area 2 – Curriculum Support and development				
Action and Rationale	Outcome	Key stage	Cost	
<p>2.1 (2 – T,L & A)</p> <p>Provision of the Alternative/vocational curriculum for PP students.</p> <p>Rationale: A vocational curriculum may be appropriate for some of the PP students.</p>	<p>Some PP students may wish to follow a vocational curriculum. PP funding will pay for some of the administration and support costs of providing alternative</p>	KS4	£2,000 (to cover administration and support costs)	<p>Review of vocational course options – impact on low aspirations and focus within the remainder of the academic curriculum. Year 11 results – levels of progress. 2LP – 7.5%</p>

	or vocational opportunities			3LP – 15% 4LP - 30% 5LP – 40% 6LP - 5% Impact on 16/17 - Addition of BTec course for the 2016-2017 curriculum to promote quality teacher first approach to engaging disadvantaged learners.
2.2 (2 – T,L & A) Peer Reading Groups. Year 12 and 13 students will be paired with PP students in years 7, 8 and 9 who are reluctant readers or have yet to achieve a level 4 in English. Development of peer reading for better readers in KS3, allowing them to develop and make greater progress. Rationale: EEF shows that Peer tutoring has an effect of +5 months.	Improvement of the reading skills of PP students in Years 7 → 9.	KS3	Free	This has been a success both in progress and school culture. Implications for 16/17 – continuation and development through the new sixth form cohort, development of student mentors.
2.3 (2 – T,L & A) Purchase of training and support to deliver cog-med training to provide working memory interventions. Rationale: EEF shows that Meta-cognition interventions can have an effect of + 8 months.	Improving the working memory of PP students will ensure that they close the gap with their peers	All	£2,700 (training and delivery costs)	Focused on year 10 – outcomes inconclusive. Possibility of delivery to lower year groups

Key Area 3 – Attendance				
Action and Rationale	Outcome	Key stage	Cost	
3.1 (3- Behaviour) Provision of Senior Intervention Tutors to support the attendance officer with interventions to improve the attendance of the PP students. Rationale: We have identified that the attendance of PP students is a particular issue. A member of staff to support students and parents will have a measured effect.	Improved attendance of the PP students will ensure that they make greater progress	All	£12,675 (Part funded salary)	See SIT case studies – in some cases the close monitoring of the students has seen an increase in attendance and improved communication with parents. When the impact is minimal there are factors outside of the schools control.
3.2 Provision of breakfast clubs at both the Middle School and High school	By improving the attendance of PP students in the morning	All	£350	Attendance to Breakfast clubs in the high school has risen throughout the exam season –

to support the attendance of PP students. Rationale: Attendance of PP students can be a barrier to progress. We aim to provide an incentive for students to be punctual in the mornings.	we aim to gain more curriculum time with the PP students			leading to improved punctuality. Key students in year 10 have been targeted for September start post year 10 PP interviews.
3.3 Providing support and interventions for the parents of PP students with poor attendance or those in PA status. Rationale: EEF shows that parental support can have an effect of + 3 months	Improved attendance of the PP students will ensure that they make greater progress	All	£500	
3.4 Providing specialist EWO support to work with the poorest attenders in the school Rationale: Attendance of PP students can be a barrier to progress; particularly when the attendance of the student is in PA status. We aim to provide an incentive for students to be punctual in the mornings.	Reduce the number of PP students in PA status during 2015/6. The EWO will also support the school with proactive prosecutions.	All	£3,200	Attendance has improved although at 93.3% still below the current target of 96% Increased monitoring of attendance through new focused middle leader responsibility.

Key Area 4 – Behaviour				
Action and Rationale	Outcome	Key stage	Cost	
4.1 (3 – Behaviour) Appointing a new Behaviour intervention manager. Rationale: Behaviour is a major barrier to the progress of PP students. EEF shows that behaviour interventions have an effect of +4 months	Reduction in the number of behaviour incidents with PP students that may ultimately lead to both fixed term or permanent exclusions	All	Staff costs: £17,900	Contribution from PP fund to appoint 2 staff. Clear evidence of improvement when compared to previous years - FTE have been halved for PP vs non PP on roll. Although there is still a gap.
4.2 (3 – Behaviour) Appointing a new student welfare support member of staff to provide counselling on specific issues. Rationale: PP students often have issues with behaviour or emotional or social issues. EEF shows that Social and emotional learning can have an effect of +4 months & parental support can have an effect of + 3 months	Support of PP students with emotional or social issues will lead to greater attendance and less issues when in school, this will lead to greater progress.	All	Staff costs: £19,750	Newly qualified counsellor supporting with individual needs and pressure points. Delivering PP specific intervention in academic tutoring.

Key Area 5 – Wider Opportunities and Support				
Action and Rationale	Outcome	Key stage	Cost	
5.1 Provision of revision guides for all Y11 and 10 PP students. Rationale: Ensuring that all PP students have access to the materials that they need to be successful in the GCSE examinations	Provision of revision guides to all PP students.	KS4	£2,250	Revision guides supplied, and additional copies accessible in tutor bases to support independent study, and improve focus. Year 10 in progress. 06/16
5.2 (3 – Behaviour) Provision of Essential uniform items and other equipment for PP students Rationale: Students need essential items allowing them to attend school on a regular basis and be prepared for lessons with essential items	Improved attendance and ATL to learning grades of PP students. Review of student voice data	All	£4,000	£20 voucher provided at the start of the academic year for EVERY PP student – further support for more vulnerable students through Deacall Trust.
5.3 Provision for PP students to follow an enriched curriculum by providing extra-curricular opportunities. Rationale: Students benefit from having a full curriculum. EEF shows that participation in Arts has an effect of + 2 months, Outdoor adventure leading an effect of + 3 months & sporting activities an effect of + 2 months.	PP students will benefit from additional opportunities enabling them to experience the full curriculum.	All	£10,000	Processes have led to a less than equitable spend for extracurricular opportunities. Support to continue next year but with greater scrutiny of the activities and benefits to the students. Positive enrichment has been delivered through Dof E award.
5.4 Emerging issues under the direction of the PP champion Rationale: There are a considerable amount of new priorities in the PP bid. It is clear that new priorities will emerge during the year and specific interventions may require additional funding.	PP students will experience specific interventions developed on the basis of need.	All	£24,070	