

## **Pupil Premium**

**2014-2015**

### **Key Objective 1**

Numeracy: to continue with structured interventions proven to significantly improve the achievement of learners who find numeracy difficult.

**Action: *Key Stage 3 numeracy scheme. Key Stage 4 functional skills Mathematics.***

All students whose attainment falls below the national expectations for numeracy are supported by Learning Support Assistants (LSAs) to follow numeracy schemes.

### **Rationale**

The Sutton Trust document states 'One-to-one tutoring +5 months moderate impact. Small group tuition +4 months moderate impact' .

### **Success Criteria**

A reduction in the attainment gap of FSM and non FSM students in Key Stage 3 from September 2014 in Mathematics levels. Additional qualification at Key Stage 4.

### **Dates**

Commencing September 2014.

### **Staff Responsible**

Numeracy Co-ordinator.

SENCO/Assistant Principal (Student Support).

Vice Principal.

### **Monitoring and Evaluation**

Tracking and monitoring data of FSM cohort via data collection and student feedback

### **Key Objective 2**

To continue with a reading scheme to improve the reading age of Key Stage 3 students whose reading age is below national average. To extend provision to Key Stage 4 with English functional skills.

**Action: *Key Stage 3 reading scheme to extend to Key Stage 4 English functional skills.***

All students whose attainment falls below the national expectations for reading are supported by LSAs to follow the reading scheme. Cohort identified from Year 6 scores and from testing on entry into Year 7. Students in Key Stage 4 to follow English functional skills.

## **Rationale**

The Sutton Trust document stresses that improving literacy improves student outcomes overall, thereby reducing the attainment variation between FSM and non FSM students.

## **Success Criteria**

Reading levels improve to enable greater access to the curriculum. Reading age (RA) expected progress. Start RA – minimum expected progress after one year: 6.0 -6.5, 7.0 – 8.0, 7.5 – 9.0 . Key Stage 4 students achieve additional qualification.

## **Dates**

September 2014

## **Staff Responsible**

Literacy Coordinator.

SEN Manager.

SENCO/Assistant Principal (Student Support).

Vice Principal.

## **Monitoring and Evaluation**

Reading level assessment at start of Year 7 to identify cohort. LSA assessment upon exit from the scheme. Pass achieved in English functional skills.

## **Key Objective 3**

To improve curriculum engagement and academic achievement for FSM and CIC students.

***Action: Implement an academic subsidy to enable FSM/CIC students to fully access the curriculum and reduce attainment gap.***

## **Rationale**

The Sutton Trust document states ‘the choices that schools make in allocating the money will be vital so that the funding can help raise pupils’ attainment and aspirations.’

Examples of spending may include revision guides, resources for technology, GCSE theatre trips, ingredients for food lessons etc., all of which must have a direct impact on curriculum attainment.

## **Success Criteria**

Attainment gap between FSM and non FSM students reduces. FSM/CIC students make progress in line with expectations.

**Action: *Pupil Premium Learning Mentor***

**Rationale**

To give information to the student and teacher about the student's performance relative to learning goals.

Sutton Trust document – feedback + 8 months, high impact.

**Success Criteria**

A reduction in the attainment gap of FSM and non FSM students in Mathematics and English levels.  
A reduction in the attainment gap of FSM and non FSM students achieving 5 A\*- C GCSE grades.

**Dates**

September 2014.

**Staff Responsible**

Assistant Principal (Student Support).

**Monitoring and Evaluation**

Tracking and monitoring of FSM cohort via data collection, student feedback and exit data.

**Action: *Alternative curriculum instructor. Expand provision from Sky Sports for Living to include Duke of Edinburgh Award.***

**Rationale**

To improve attainment by reducing challenging behaviour.

Sutton Trust document – behaviour interventions + 4 months, moderate impact.

**Success Criteria**

Staff and students engage in the curriculum. Reduction in attainment gap between FSM and non FSM students.

**Dates**

September 2014.

**Staff Responsible**

Assistant Principal (Student Support).

**Monitoring and Evaluation**

Tracking and monitoring of FSM cohort via data collection, student feedback and exit data.

**Action: *Academic Mentors to provide one to one and small group intervention in Mathematics and English at Key Stage 4.***

**Rationale**

To narrow the gap between FSM and non FSM students.

**Success Criteria**

Student outcomes in line with expected levels of progress in English and Mathematics, positive Value Added scores at Key Stage 4.

**Dates**

September 2014 onwards.

**Staff Responsible**

Assistant Principal (Personalised Learning).

**Action: *Monitoring of access to GCSE Pod.***

**Rationale**

Use of digital technologies to support learning.

Sutton Trust document – digital technologies + 4 months, moderate impact.

**Success Criteria**

Students' engagement. Reduction in attainment gap of FSM and non FSM students.

**Dates**

September 2014.

**Staff Responsible**

Assistant Principal (Community).

**Monitoring and Evaluation**

Analysis of scores of FSM against non FSM students. Student voice.

**Action: *BEST Team to track attendance of FSM/CIC students.***

**Rationale**

To narrow the gap between FSM/CIC students and non FSM students.

**Success Criteria**

Improved attendance.

**Dates**

September 2014 onwards.

**Staff Responsible**

BEST Team.

Assistant Principal (Student Support).

Attendance Improvement Officer (Local Authority).

**Action:** *To continue with Future Scholars scheme.*

**Rationale**

To raise ambition of the most able FSM/CIC students.

**Success Criteria**

Students accepted by Russell Group universities.

**Dates**

June 2015 onwards.

**Staff Responsible**

Assistant Principal (Personalised Learning).