

Pupil Premium

2013-2014

The Pupil Premium provides funding for students:

- who have been in receipt of free school meals (FSM) at any point in the past six years (£900)
- who have been continuously looked after for the past six months (£900)
- for children whose parents are currently serving in the armed forces (£300 per child).

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

Thorpe St Andrew School and Sixth Form is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes.

This document outlines the spend of the Pupil Premium for 2013-2014.

The three key objectives:

1. Numeracy: to establish structured interventions proven to significantly improve the achievement of learners who find numeracy difficult.
2. Literacy: to establish a reading scheme to improve the reading age of students whose reading age is below national average.
3. Engagement: to improve curriculum engagement and academic achievement for FSM students and children in care (CIC).

Key Objective 1

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

Action: *Key Stage 3 numeracy scheme.*

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

Rationale

The Sutton Trust document (Teaching and Learning Toolkit) 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 2013 – June 2014 in Mathematics levels.

Dates

Commencing September 2013.

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

Establish a reading scheme to improve the reading age of Key Stage 3 students whose reading age is below national average.

Action: *Key Stage 3 reading scheme.*

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.

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).

Dates

Commencing September 2013.

Staff Responsible

Literacy Co-ordinator.

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.

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.

Dates

From September 2013.

Staff Responsible

Heads of Houses.

Curriculum Leaders.

Pupil Premium Learning Mentor.

Monitoring and Evaluation

Progress of students provided with support to be monitored to ensure value for money.

Departments to justify spend in academic terms.

Action: *Appoint Pupil Premium Learning Mentor.*

Rationale

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

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

Success Criteria

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

Dates

February 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: *Appoint alternative curriculum instructor.*

Rationale

To improve attainment by reducing challenging behaviour.

The Sutton Trust document states – 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 2013.

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. Training for current Academic Mentors to ensure that the skills needed for removing barriers to academic success are up to date.*

Rationale

To equip mentors with the skills necessary to aid in addressing academic barriers to learning and develop students' study skill up to GCSE level.

Success Criteria

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

Mentors attend training.

Dates

September 2013 onwards.

Staff Responsible

Assistant Principal (Personalised Learning).

Monitoring and Evaluation

Performance managed, CPD evaluation forms.

Tracking and monitoring of progress in English and Mathematics of students receiving academic mentoring.

Action: *Introduction and monitoring of access to GCSE Pod.*

Rationale

Use of digital technologies +4 months, moderate impact.

Success Criteria

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

Dates

January 2014.

Staff Responsible

Assistant Principal (Community).

Monitoring and Evaluation

Analysis of scores of FSM students 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.

Success Criteria

Improved attendance.

Dates

September 2013 onwards.

Staff Responsible

BEST Team.

Assistant Principal (Student Support).

Attendance Improvement Officer (Local Authority).

Action: *To enrol in Future Scholars Scheme.*

Rationale

To raise ambition of most able FSM/CIC students.

Success Criteria

Students accepted by Russell Group universities.

Dates

June 2014 onwards.

Staff Responsible

Assistant Principal (Personalised Learning).