

Pupil premium strategy statement: BPSC

1. Summary information					
School	Burscough Priory Science College				
Academic Year	2016/17	Total PP budget	£101,010.10 up to April 2017. £105,238.00 from April 2017.	Date of most recent PP Review	n/a every 2 weeks with Dr Clarke
Total number of pupils	691	Number of pupils eligible for PP	135 as of 18/5/17	Date for next internal review of this strategy	June 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015/16 only)	14.3% (3/21)	64.7%
% achieving expected progress in English / Maths (2015/16 only)	52.4% / 52.4% (11/21)	75.8% / 73.4%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7. See last year's intervention tracking data. Below Appendix 1
B.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils. This prevents sustained high achievement through KS4. To close the gap in school. See Action Plans.
C.	Behaviour issues for a small group of Year 10/11 pupils (mostly eligible for PP boys) is having detrimental effect on their academic progress and that of their peers. Aspire Centre initiative undertaken Sept 2016 – July 2017
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	

D.	Attendance rates for pupils eligible for PP is currently 94.1% (male PP are currently 92.7% which has shown a major increase from 15/16. The attendance of female PP is 95.3% again a significant improvement compared with 15/16. See attendance data below. Improvements have been made to the cohort due to the impact of the appointment of a part time Pupil Premium Attendance Officer. See impact evidence.
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Outcomes Nature of Support 2015/16: was allocated to specific types of intervention.

1. Focus on Learning in the curriculum and raising attainment
2. Attendance
3. Focus on social, emotional and behaviour
4. Focus on enrichment beyond the curriculum
5. Focus on families / community
6. Focus on closing the gap (school)

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for Year 7-9 pupils eligible for PP.	Pupils eligible for PP in Year 7-9 make progress in reading and spelling. These students will make at least the same or more progress that other students with literacy needs. Progress will be assessed for all students on an annual basis using standardised reading and spelling tests. (NFER GR II reading and Vernon spelling) Students on intervention programmes will be tested at the start and end of intervention cycle.
B.	Improve social/emotional wellbeing of students in the PP Cohort to make a marked impact on attendance and progress	Fewer incidents of student safeguarding and nonattendance. Evidence from data over the years. Fewer incidence of welfare concern and disclosure forms presented to DSL and backup. Governors informed at regular intervals throughout the year.
C.	Behavioural issues of Year 10/11 addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Action for 2016/17 is to develop an ASPIRE Centre to absorb and address barriers to learning and attendance.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP. Action for 2016/17 is to improve the overall attendance among pupils eligible for PP improves in line with 'other' pupils.
E.	Tracking and progress over time to impact Improved rates of progress across KS3 and KS4 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 85% or above are on track for 3+ levels of progress by the end of KS4. Where they are not, departments are putting in place interventions, monitored by heads of departments Director of faculty and senior team. Impact measures are accountable through bidding process. Action for 2016/17 identifies Routes/Progress and intervention strategies.

4. Planned expenditure

Academic year

2016/17

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Nature of Support 2016/17: was allocated to specific types of intervention.

1. Focus on Learning in the curriculum and raising attainment
2. Attendance
3. Focus on social, emotional and behaviour
4. Focus on enrichment beyond the curriculum
5. Focus on families / community
6. Focus on closing the gap (school)

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved Year 7 literacy progress	CPD on literacy in the curriculum. Lead Literacy coordinator CPD for SEND coordinator to cascade to all staff teaching Neurodiversity and SPLD	We want to offer high quality teaching to all these pupils to drive up results. CPD course was selected which offered a combination of pedagogical knowledge and subject knowledge, and involved both external contributors and peer support this was said to be effective and part of the DFEE funded consortium.	Course selected using evidence of effectiveness, cover staff organised well in advance. Inset delivery and monitoring impact and effectiveness from teaching and non-teaching staff.	SEND	June 17
A. Improved Year 7-9 literacy progress	Delivery of reading and spelling programme which targets all PP students on a rolling programme. Specific before and after tracking allows to measure impact	Tried and tested effective programmes supportive evidence and data. NFER GRT II Vernon spelling.	SENCO to oversee and implement. Feedback to line manager and governors at least 3 times a year. (see Governors minutes dated 8.3.17)	SENCO	June 17 First cohort with data.

To support learning and progress by facilitating homework club provision. That allows one to one targeted support for PP students and vulnerable students.	Facilitate Mon – Thursday homework club 3.20-4.20 with 2 members of teaching and support staff.	Vulnerable students, some with additional social and academic needs are given the opportunity to complete homework in a safe supervised environment. This gives parents added security that their child is completing homework on a regular basis, preventing further family conflict and additional stress within the family.	Tracking daily of attendees, monitored by supervising staff. Track attendance patterns and inform/liase parents if concerns and positives. Staff are familiar with the projects so can offer guidance and advice to reach higher levels of achievement.	SENCO	Ongoing Line area feedback and gov. As of February 2017 63 sessions have been accessed by PP students. his provision, which shows a significant improvement compared with December 2016.
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ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved Year 7, 8, 9 literacy progress in the following areas, literacy, attainment, attendance, emotional and well-being and mental health.	Rolling programme of one to one or very small group intervention focused on reading and spelling attainment, attendance and emotional well-being. Withdrawal from either citizenship or PSHE. Communication with parents via	Evidence within statements and EHC plans for one to one intervention. Evidence from base line assessment data. Statement supports rational. EEF supports additional intervention and Sutton report. Choice for intervention is below the functional reading age. Tracking and monitoring progress of students See Our PP financial analysis contains reference to the Sutton Trust impact data.	Organise timetable to ensure staff delivering provision have sufficient delivery time. Data tracking of these students to show impact of the programme. Teaching Assistant CPD to support these students with the strategy and Pupil Weekly analysing impact/intervention and creative ideas to facilitate learning, to improve quality, efficiency and effectiveness. Improve focus and improve engagement.	Pupil Premium Coordinator	June 17
Increased attendance rates 2.Attendance	Action plan/ Pupil premium Attendance Officer.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support and assertive mentor assigned to each PA pupil eligible for PP. Attendance and progress discussed at least fortnightly with PP Coordinator and mentor. PP Attendance officer to liaise with all PP parents (i.e. correspondence, meetings, providing support and guidance where appropriate to discuss attendance and explore barriers). Parental engagement and good attendance and is pursued relentlessly. Regular phone calls from the mentor to parents and meetings to encourage parents to engage.	Pupil Premium Coordinator	June 17

			Analysis data on a weekly basis addressing positive behaviour/attendance which impacts on learning and engage students in their ownership of their attendance.		
3.Focus on social and emotional behaviour	Employ a social and emotional mentor that uses therapeutic support to impact on PPs attendance and learning, and liaise with external professionals.	Sutton Trust suggests interventions for social and emotional dimensions of learning seek to improve behaviour, academic problems and mental health, and aim to support greater engagement in learning.	Cohort for mentor is directed by SLT and impact on a bespoke tracking system, supports levels of emotional progress designed to justify the significant impact within student's mental health.	SLT	June 2017

<p>Behaviour and emotional support./ Mentor</p> <p>On going</p> <p>3.Focus on social, emotional and behaviour</p>	<p>1 part time mentor 2 days per week dedicated to Pupil Premium students to monitor progress, support students in class and provide a link between school and families and emotional wellbeing</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour, including aggression, violence, bullying, substance abuse and general anti-social activities. Three broad categories of behaviour interventions can be identified: 2.More specialised programmes which are targeted at students with either behavioural issues or behaviour and academic problems;</p>	<p>Mentor highly effective in terms of engaging parents in a variety of ways:</p> <p>Progress / Learning mentors working with the students in lessons and leading the soft intervention strategies – significant contribution to overall reduction of the gap (%5 A*-C incl. EM and Expected Progress, as demonstrated elsewhere).</p> <p>The school average attendance figure for PP students is 94.1% (08.05.17). The threshold for attendance intervention for PP students is a large majority of PP students have been engaged with the Attendance Officer and have improved their attendance rate.</p> <p>All PP students account for the caseload of the part time Pupil Premium Attendance Officer. Approximately 30% of School Counsellor appointments in the last academic year were PP students. The reasons for accessing the service are tracked in terms of statistics but remain confidential.</p> <p>The Attendance Officer works alongside the school with supporting vulnerable families.</p> <p>The ASPIRE Centre has 4 of the 6 Year 11 PP students and a bespoke pathway employed to facilitate and engage students who are on the exclusion route.</p> <p>Three of the six students have successfully obtained apprenticeships for September 2017.</p>	<p>Line manager meetings weekly and feedback to SLT line. Case studies and reviews and pupil voice. See below 100% of the cohort have engaged with the male mentor and are receiving support. Students seek guidance regarding their individual work progress.</p> <p>Each student is receiving support with their organisational skills in order to equip them to be prepared for learning.</p> <p>The mentor sets targets for the student and this is impacting on their attitude to learning. This is demonstrated in the target setting, the students in the cohort are now setting themselves in order to stretch themselves on an academic level.</p> <p>The Cohort of pupil premium students have all engaged with one to one support with a male mentor who has designed intervention best suited to each student's needs.</p> <p><i>Student Quotes/ Student Voice:</i></p> <p>“Working with Mr F is good for me because he makes sure I am wearing the correct uniform and so I don't get into trouble and I can concentrate on my learning, I used to get into trouble for uniform and being late, but working with him is going to help me to achieve”. Y10 Student.</p> <p>“Working with Mr F will be good for me, he will help me to focus in English lessons”. Y8 Student.</p> <p>“We are working on my punctuality and attendance. He listens to me about the things that distract me outside school. I have a lot of stuff at home. I know with his help I can do better and I am trying very hard”. Y 10 Student.</p> <p>“Mr F spoke to me after I was secluded for behaviour. We talked about it a lot and he is helping me with my behaviour. I think I can do better now”. Y8 Student.</p> <p>“I think it is going to help me because I struggle with homework, he is going to keep track of my homework and help me to make sure it is done on time and handed in. I think having a male mentor will help me to talk about stuff I wouldn't take to a female member of staff. I will know I am achieving when my homework is all done and my progress is getting better”. Y10 Student.</p>	<p>JF & AMM</p> <p>ASPIRE Lead GH</p>	<p>June 17</p>
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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
See individual bidding profiles 4. Focus on enrichment beyond the curriculum	To present educational subjects that suit their capabilities and interests; it should also broaden their horizon, provide opportunities for learning, and allow Students access to creative pathways that will be nurtured.students	See Action Plan to facilitate this area of need. Ensure all disadvantages pupils receive advice and guidance information to prepare them for their future. Access to Further Education consultants to enhance their aspirations.	Internal careers advice and guidance. Access to quality peripatetic teaching and facilitate options for students to partake in enrichment programmes that support learning.	S.Tootle Directors	June 2017
5. Focus on families / community	The Sutton Trust indicates that the influence of parental involvement overall has a significant impact on school children.	The positive effect of parental involvement hold for both white and minority children influence. (Taken from Sutton Trust EEF toolkit).	Pastoral staff to engage with PP parents who for whatever reason are unable to attend Parent Evenings. Engage parents in supporting students – homework, revision, attendance, and emotional and well-being.	Pastoral staff	June 2017
Improved progress for high attaining pupils 6.Focus on closing the gap (school)	Case studies and monitoring via form teacher. Tracking data to be core process. Action Plans challenge most able and disadvantaged to secure, stretch and challenge.	See Action Plan from each Department. High expectations of PP students with aspirational targets.	Directors cascade information from Director meetings. Regular and routine quality cycle supports PP student's evidence for impact. PP Department plans gives a high profile within departments and individual actions from these is evidenced.	Directors	June 2017
Other approaches					
Problem behaviour in Year 11 addressed	Identify a targeted behaviour intervention for identified students. New aspire centre 2.More specialised programmes which are targeted at students with either behavioural issues or behaviour and academic problems;	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. Aspire Centre leads bespoke GCSE first in the world. Which develops workplace skills.	Ensure identification of pupils is fair, transparent and properly recorded. Use support worker/ DOY to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Praise and champion students.	DOF Tech GH	June 2017

<p>New action plan which is instrumental and rigorous that targets intervention possibilities for all PP students which is individualised</p>	<p>Each Director has an Action Plan from their line areas and monitors the use of financial interventions. A no excuse climate with high expectations for all.</p> <p>All staff are aware of PP students and informed immediately of additions/deletions.</p>	<p>Leaders at all levels including governors prioritising the achievement of PP students. No excuse for low achievement. Ofsted PP report.</p>	<p>SLT Lead meets regularly with all Directors to support and challenge tracking data and impact evidence. SLT monitors pupil's data and a quality cycle implemented. Observations challenge action plans and open dialogue with priority given to developing outstanding teaching.</p> <p>SLT delivers information to governors who in turn question and challenge the strategic plan and the impact for the students.</p> <p>PP governor challenges evidence to have a greater knowledge and understanding of spending who in turn feeds back to all governors.</p> <p>Governors involved in decision making and evaluation process via the PP report. (see governors minutes 8.3.17)</p>	<p>PP</p>	<p>June 2017</p>
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5. Review of expenditure				
Previous Academic Year - 2015 - 2016				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attainment data tracking across the curriculum. BIDS <ul style="list-style-type: none"> Focus on Learning in the curriculum and raising attainment 	Identification of PP cohort and tracking. Accountability via line area. Food Technology ingredients Curriculum trip Curriculum booklets Teaching assistant - homework club Upgrade of ICT systems Food Technology equipment	<i>Bids tracked impact and evidence of the intervention. See all bidding forms.</i> . Success criteria: not fully met but approach shows promise as evident from staff developing impact statements Progress 8 data shows that PP students did not make expected progress. Evidence of HOD using progress over time data and impact action plans to targeted areas of need. Approximately 50 PP students attended Homework Club each month All PP students in KS3 and KS4 options were able to participate in practical Food Tech lessons	This approach will not continue however impact evidence will continue with the new action plans. See bidding data Consideration will be given in the future re financing trips on an individual basis that supports academic achievement and learning opportunities Action Plans in the future will demonstrate funding needed to support learning and impact bidding system	£18,393.21
		<ul style="list-style-type: none"> Attendance 		

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Focus on social, emotional and behaviour	Mentor	See impact evidence from J. Forshaw	Continue with extremely valuable service which provider gives to PP boys	£7594.00
Focus on enrichment beyond the curriculum	Performing Arts performance Student meals Music tuition and support Awards Evening Philharmonic Orchestra Trip Music tuition	All PP students in Years 7-9 were given the opportunity to perform live on stage with costumes provided Allowed PP students to access a hot meal as and when required. Enrichment trips supported learning Music tuition facilitated students taking exams	Will continue in future years Will continue if funding available Will continue if funding available	£9664.00
Focus on families/community	Community Day	Generating links with the community	Will continue if funding available Provider to provide evaluation	£300.00
Focus on closing the gap (school)	Intervention Aspire Centre Data Software	Aspire Centre to be operational by September 2016. Impact evidence will measure attendance/attainment See Dr Clarke	Timetabling for these students requires planned and careful consideration. Students who will access Centre requires careful selection	£11,767.00
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved Year 7 emotional wellbeing during transition results	Summer school programme for Y6 with one intensive programme from the emotional behaviour specialist that targets PP students. Prior to this work was undertaken at	Tracking data shows impact of cohort. Student voice and data clearly identifies. In a scale 1-10 out of 32 students who took part in summer school a total of 3.4 points of emotional progress were made. Students attending 6 primary schools showed a progress.	Next year we will try to provide more intensive in school support instead, with parental engagement to encourage attendance. E and B specialist to work closely with student's Y6 to deliver bespoke targeted counselling intervention.	£7,000.00

What is pupil premium?

Since April 2011, the government has provided additional funding to state schools in England to raise the attainment of students from disadvantaged backgrounds and close the gap between them and their peers.

2016/2017 Funding

Funding is given to school in April and is indicative due to possible changes in number of students eligible.

In 2016-2017 the funding is allocated as follows:

- **Pupil Premium** @ £935 for any student who has been registered for free school meals at any point in the last six years
- **Pupil Premium Plus** @ £1900 for any student who has been looked after for one day or more, is adopted or who left care under a Special Guardianship Order or a Residence Order
- A **Service Premium** of £300 is also provided to support students with parents in the armed forces.

How many pupils at Burscough Priory Science College are eligible for Pupil Premium? (18.05.17)

Total number of students on roll	691
Total number of students eligible for PPG (inc ever 6)	135
% of students eligible for PPG	19.5%
Total number of students eligible for PP plus	7
Total number of students eligible for service child premium	4
Total funding available	£105,238.00

Who is entitled to Free School Meals?

From September 2014 all pupils in reception, year one or year two in primary schools will be entitled to free school meals.

For children in year three and above they could get free school meals if you get:

1. Income Support
2. Income-based Jobseeker's Allowance
3. Income-related ESA (Employment and Support Allowance)
4. Pension Credit (Guarantee Element)
5. Support under Part VI of the Immigration and Asylum Act 1999
6. Child Tax Credit and with an annual income of less than £16,190 (NB. If you are receiving Working Tax Credit you will NOT be eligible for Free School Meals except in the option stipulated below only).
7. Working Tax Credit 'run on'-the payment you may receive for a further four weeks after you stop qualifying for Working Tax Credit.

Free school meals can save you hundreds of pounds a year. If you get free meals and your child has to go on work experience, you will be able to claim a refund for any lunches you have provided. Ask for details from the school.

Is there an issue with eligible pupils not applying for FSM?

In Lancashire there is an issue with parents not claiming Free School Meals and therefore the Pupil Premium entitlement is not available. Burscough Priory Science College together with Lancashire County Council are looking into ways to make this easier for parents and discretion is always paramount within school.

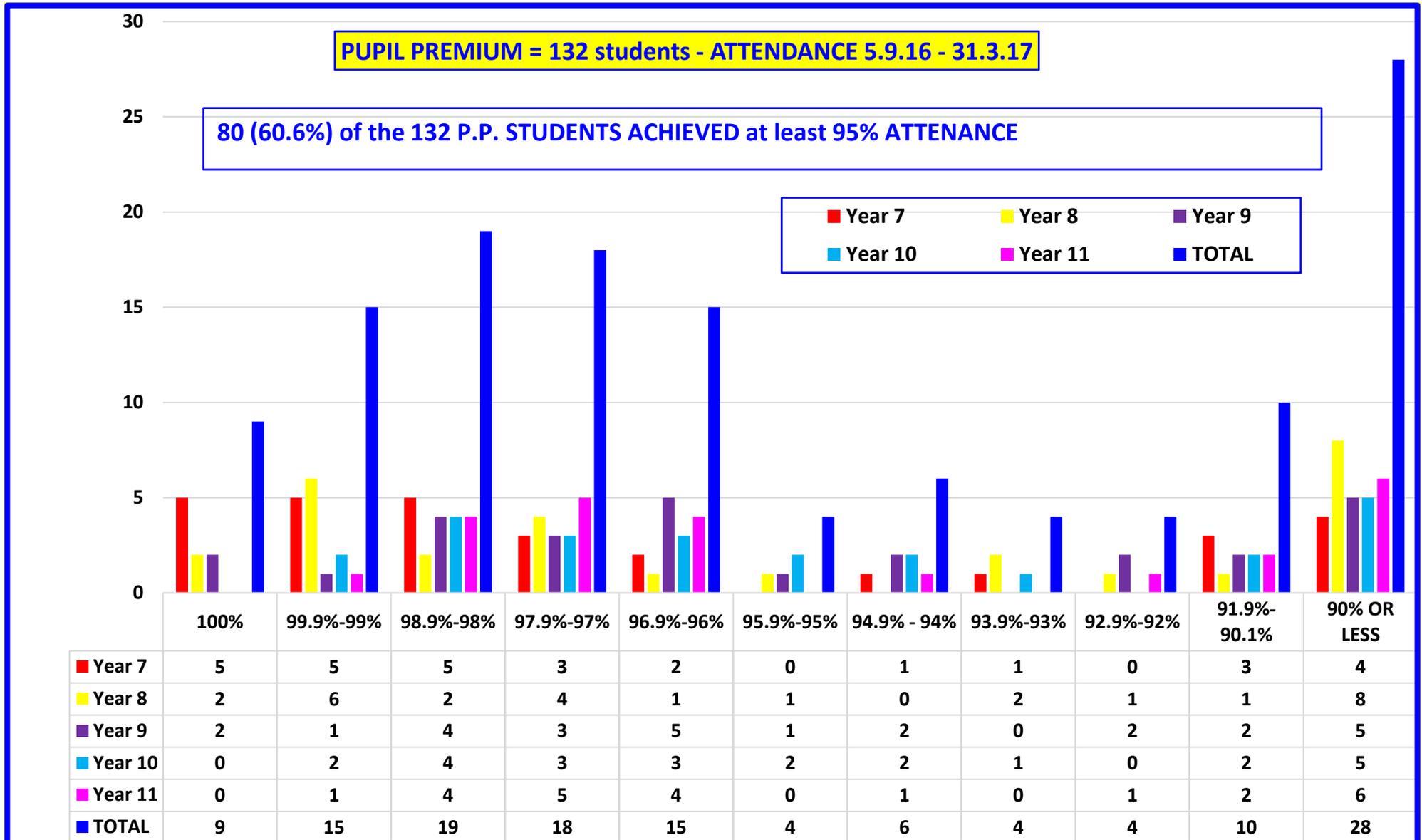
How is the PPG spent?

At Burscough Priory we assign an allocation under each of the 6 headings. Directors within school are then asked to 'bid' for funding clearly stating the impact the funding will have. Due to financial implications 'bids' for green and amber categories were only accepted.

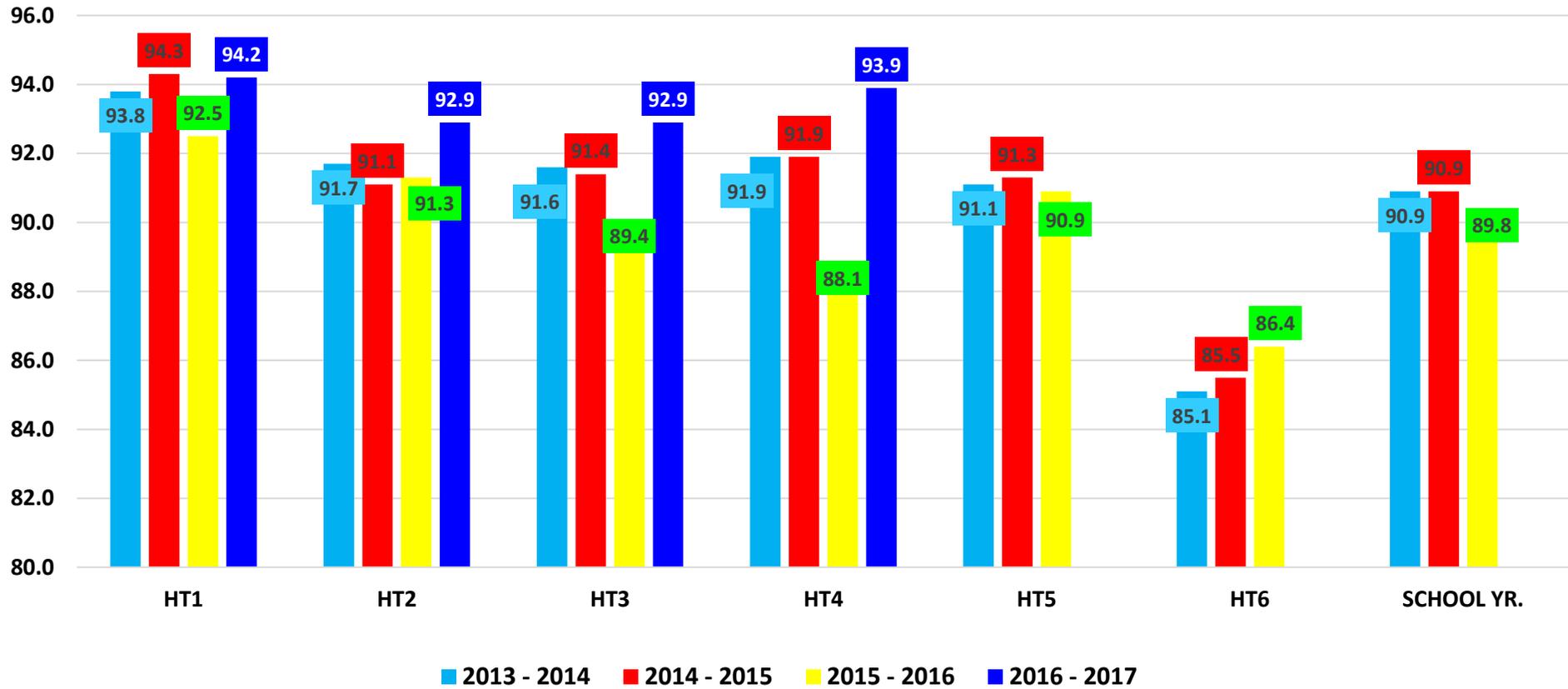
Appendix 1 Literacy impact

year	Spelling average impact in months	Reading: Average impact in months
7	1	26.3
8	18	28.5
9	40	18
Due to the success, this is in the action plan for 2016 for continuation of implementation into KS4		

PUPIL PREMIUM ATTENDANCE – 2016 – 2017 - AUTUMN & SPING TERMS



PUPIL PREMIUM - % ATTENDANCE (STUDENTS ON ROLL)
HALF TERMS 2013/14 - 2016/17



The attendance of the Pupil Premium students has improved each of the four half terms of the current school year, with increases of 1.7%, 1.6%, 3.5% and 5.8% the fourth half term.

PUPIL PREMIUM – COMPARISON ATTENDANCE
ATTENDANCE 4TH HALF TERM 2017 COMPARED WITH 3RD HALF TERM 2017

58 (43.9%) OF THE 132 PUPIL PREMIUM STUDENTS IMPROVED THEIR ATTENDANCE.

22(16.7%) OF THE 132 PUPIL PREMIUM STUDENTS MAINTAINED THEIR 100% ATTENDANCE.

80 (60.6%) OF THE 132 PUPIL PREMIUM STUDENTS
IMPROVED OR MAINTAINED THEIR 100% ATTENDANCE

INCREASE	NUMBER OF STUDENTS	INCREASE	NUMBER OF STUDENTS
0.3%	2	8.3%	1
0.7%	3	9.0%	1
1.0%	1	9.3%	1
1.3%	3	9.7%	1
1.7%	1	10.0%	1
2.0%	5	11.0%	1
2.3%	4	11.7%	1
3.0%	2	12.0%	3
3.3%	1	12.7%	1
3.7%	1	14.0%	1
4.0%	4	14.3%	1
4.3%	1	16.0%	1
4.7%	1	18.3%	2
5.0%	1	19.0%	1
5.3%	1	20.0%	2
6.0%	1	22.3%	1
7.0%	3	24.7%	1
8.0%	1	39.3%	1

Spring Term - 132 Pupil Premium students (19.1% of the school roll).

- 72 (54.5%) of these students achieved at least 95% attendance with 22 (30.6%) of the 72 achieving 100% attendance.
- 15 (11.4%) of the 132 students achieved between 93% and 94.9% attendance
- 17 (12.9%) students achieved between 92.9% and 90.1% attendance
- 28 (21.2%) students had 90% or below

SPRING TERM 2017 (EVER ON ROLL)					
Group	Presents	AEA	Authorised Absences	Unauthorised Absences	% Attendance
16/17 CLA	95.5	0.3	4.2	0.0	95.8
16/17 EAL	94.4	1.1	4.5	0.0	95.5
16/17 Ethnicity	95.3	0.6	4.0	0.2	95.9
16/17 Free School Meals	90.0	2.7	5.6	1.7	92.7
16/17 Gifted & Talented	95.8	1.1	2.6	0.5	96.9
16/17 New arrivals	92.3	2.5	4.3	0.9	94.8
16/17 Pupil Premium	91.1	2.4	5.2	1.3	93.5
16/17 SEN Support	84.9	1.3	11.1	2.7	86.2
16/17 Statement/EHCP	94.0	0.5	5.5	0.0	94.5
16/17 Young Carers	93.6	0.0	6.4	0.0	93.6
Totals	91.3	1.9	5.5	1.2	93.2

Group	Presents	AEA	Authorised Absences	Unauthorised Absences	% Attend
16/17 PP Yr. 11	88.7	4.4	5.3	1.7	93.1
16/17 PP Yr. 10	87.5	5.2	6.5	0.8	92.7
16/17 PP Yr. 9	92.3	1.0	5.5	1.1	93.4
16/17 PP Yr. 8	93.0	1.5	4.0	1.5	94.5
16/17 PP Yr. 7	93.3	0.3	5.0	1.5	93.6
Totals	91.1	2.4	5.2	1.3	93.5

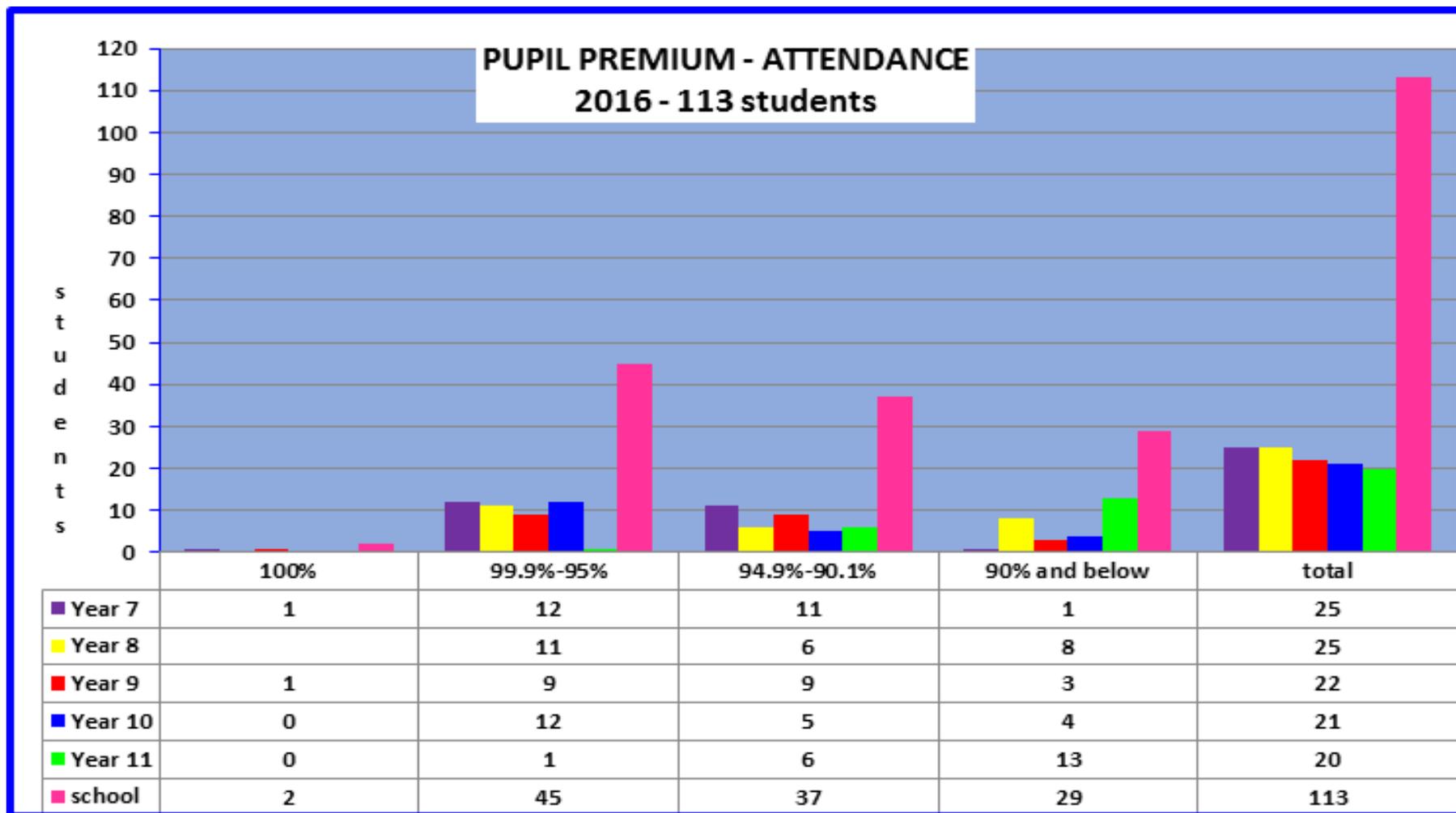
Attendance Information – 2015 -2016

2015 - 2016					
Group	Presents	AEA	Authorised Absences	Unauthorised Absences	% Attendance
Able & Talented	95.4	1.2	3.2	0.2	96.6
CLA	74.4	0.0	19.5	6.1	74.4
Ethnicity	93.2	2.2	4.0	0.6	95.3
FSM	83.1	1.0	12.3	3.5	84.2
New arrivals	92.9	0.6	5.1	1.3	93.6
Pupil Premium	88.5	1.4	8.3	1.8	89.8
SEN Support	83.0	1.5	14.1	1.5	84.4
Statement	93.1	0.8	5.9	0.1	93.9
Young Carers	86.2	2.0	11.7	0.1	88.2
Totals	88.7	1.3	8.4	1.6	90.0

Group	Number of students	Presents	AEA	Authorised Absences	Unauthorised Absences	% Attendance
Pupil Premium Year 7	25	94.9	0.0	4.7	0.5	94.9
Pupil Premium Year 8	25	90.8	0.7	6.9	1.6	91.5
Pupil Premium Year 9	22	89.8	1.1	8.2	0.9	90.9
Pupil Premium Year 10	21	91.6	1.4	6.2	0.9	92.9
Pupil Premium Year 11	20	71.6	4.4	18.1	5.9	76.0
Totals	113	88.5	1.4	8.4	1.8	89.8

113 Pupil Premium students (16.4%) of the school roll. The average attendance for Pupil Premium students was 89.8%.

- 45 (39.8%) of the 113 students achieved at least 95% attendance with two achieving 100% attendance for the school year.
- 29 Pupil Premium students are identified Persistent Absentees
- Pupil Premium students are monitored by the School Attendance Lead in conjunction with Form Tutors and Directors of Year.



Pupil Premium 2015/2016

A summary of the intervention is listed below in bold followed by the impact in italics:

- 1) Pupil Premium (PP) register is updated and circulated to staff on a regular basis: Profile of PP increased
- 2) PP walks now take place and KW takes samples of books from students
Sharing good practice and KW gives feedback to DOY and DOF and SLT EB
- 3) 'Hard to reach' list has been drawn up: Increased the attendance of parents at key events and first port of call when not attending the attendance officer monitors PP attendance and punctuality daily with weekly summary to SLT: Attendance officer has increased awareness of the vulnerable group and their overall attendance is improving action in place for high alert pupils.
- 4) Attendance of parents evenings is monitored – hard to reach parents receive a phone call:
- 5) Pupil Premium Meeting now takes place each half term with all key members in attendance DOY DOF SLT Lead KW: Increasing links with key staff and joining up work and strategies
- 6) Pupil premium one to one intervention (PSP) with form teacher: Learning conversation termly with Form Tutor (specifically monitored for PP students)
- 7) PP pupils profiles mentioned in briefing: Maintains the profile of the disadvantaged group KW
- 8) Indirect Dyslexia screening and spelling and reading ages monitored: Needs identified and all receiving intervention: All pupils on the programme have made progress SENCO
- 9) After each data drop all Year 11 PP pupils are targeted and intervention put in place from KW-DOY DOF SENCO
: Year 11 pupils aware of their targets and closely monitored as we discuss and analyse previous results
- 10) Most able pupils PP are stretched and challenged: Whole school initiative driven by EB
- 11) Pupil Premium students as agenda item on all DOY and DOF meetings:
Profile of PP increased
- 12) First day absence: PP and vulnerable groups identified and at top of list. One to one intervention with attendance and specific attendance initiatives.
- 13) Intervention planned for underachieving pupils from data trawl: Targeted intervention planned for all years
- 14) Full data analysis of disadvantaged group: TE provides regular detailed analysis of the disadvantaged groups which allows key staff to target intervention.

- 15) **Weekly SEN and PP meeting:** *Case studies and intervention meeting, intervention between SEN and PP is mirrored wherever possible.*
- 16) **Careers advise:** *Targeted advice and supported given to PP pupils*
- 17) **Independent Learning Club:** *Increased number of PP pupils attending the homework club on an evening*
- 18) **Bidding for targeted intervention for PP students:** *Impact data to support months of progress. Increases profile and progress of pupil premium students.*
- 19) **Whole school CPD;** *information of data provision to subject staff; monitoring of progress by pastoral staff*
- 20) **Research of materials through Sutton Trust have been used to inform strategies.** *Gives a tool for judging bid impact on students.*