

WBGs Pupil Premium Report 2013-14

Pupil Premium numbers 2013-14

Year	PP students
7	20
8	12
9	8
10	6
11	14
TOTAL	60

PP Funding = £36,000

Analysis of GCSE Results

14 Pupil Premium students completed Key Stage 4 in the summer of 2014.

12 students attained 5A*-C GCSEs (86%) of whom 10 students attained 5*A-C GCSEs inc E&M (71%).

The Target Average Per Grade Points Score for these students was 44.57 and the attained average points score was 43.17.

5 students attained 5+ GCSEs at grades A* and A.

The Value added score for these students in English was 1002 and in Maths 1006.

Comparison to Whole Cohort

In the whole cohort 86% of students attained 5A*-C inc E&M.

Prior attainment of Pupil Premium students (measured at completion of KS2) is significantly lower than the average for the whole cohort and the raw attainment at GCSE of Pupil Premium students is significantly lower than the whole cohort average.

However, the Target Average Per Grade Points Score for the whole cohort was 50.8; the attained Average Points Score Per Grade for the whole cohort was 47.9. Therefore the gap between targets (44.6) and attainment (43.2) is lower for Pupil Premium students than for the whole cohort. The VA score for the best 8 GCSE results inc English & Maths is lower for Pupil Premium students than the whole cohort (possibly because not all Pupil Premium students took 8 subjects), however the progress of Pupil Premium students in English, Maths, Science and Humanities was greater than the average for the whole cohort.

Analysis of Internal Results Data

Final tracker of 2013/14 academic year

Current Year	No of PP students/non PP students	Average residual of PP students (1.0= 1 level or grade of progress above target)	Average residual of non-PP students	Difference
11	8/182	0.00	-0.15	+0.15
10	9/181	-0.27	-0.09	-0.18
9	13/177	-0.09	0.05	-0.14
8	21/170	0.03	0.15	-0.12

There is some evidence of a small gap in the amount of progress made by PP students relative to their non-PP peers. This is not consistent across all year groups. The data may be more reliable for younger students where the numbers of PP students are more significant.

Summary and analysis of strategies adopted in the 2013-14 Year

1. Whole school strategies

A number of whole school characteristics and strategies are maintained and have been developed which research suggests particularly benefit Pupil Premium students.

- High expectations as to progress, attendance and behaviour
- Use of data at school, key stage, year group, subject levels to track progress of students
- Provision of wide, academic curriculum, extra-curricular activities and trips
- Development of students' independence and metacognition skills
- Provision of highest quality Learning Support

2. Strategies targeted at Pupil Premium students

- Raising of profile of Pupil Premium Students

A presentation by a member of SLT was made to the whole staff in INSET time in the Spring Term of 2014, following similar presentations and discussions in Heads of Department and Heads of Year meetings. All staff were made aware of the importance of highlighting Pupil Premium students and tracking their progress over time. Recommended strategies were outlined. Staff were invited to suggest measures to support individual students. A register of all PP students was placed on the Staff network. Heads of Department and Heads of Year now routinely report on the progress of PP students as a discrete group after each of the five annual assessment points and at the conclusion of each year.

Pupil Premium status now appears on all registers and all tracking sheets so every time a register is taken or trackers are entered the teacher is aware of the status of the pupil.

The school reduced the amount of contact teaching time for Heads of Year by 2 periods (70 minutes) per week substantially in recognition of the additional time to be spent on assessment, monitoring provision and interventions for PP students.

- Engagement of parents of Pupil Premium students

A Parents' Evening for PP parents took place in March 2013, attended by 16 parents/guardians. The evening comprised individual consultations with PP parents to allow parents to share information on their sons and to express views on how they could best be supported. Records were kept of parents' views. A member of the Associate Leadership Group conducted a project analysing these views and also analysing PP attendance at other parents' evenings. A presentation was given on this project to an audience of colleagues in June 2014.

- 'Mind Skills' programme to develop study skills in Year 11.

The school co-devised and conducted a weekly programme over Autumn and Spring terms of peer mentoring developed in conjunction with an external motivational and study skills consultant. The programme comprised an initial talk followed by half-hour sessions before school on Thursday mornings. Feedback from students was positive. PP students 'Value-added' at GCSE was in line with the whole cohort.

- Private Easter Revision courses for Year 11

Pupil Premium students chose two subjects from English Language, Mathematics, Biology, Chemistry and Physics to revise on Justin Craig Revision courses over Easter holidays. Feedback from students was positive.

- One-to-one online tuition in English

The school conducted a pilot project with Year 9 PP students, employing an on-line private tuition service in English. The tuition took place at PCs after school. Feedback was reasonably positive but the project was hampered by inconsistent attendance.

- Funding of school trips

The cost of the Year 7 Activity Week residential trip was funded by the Pupil Premium for all PP students. The week is regarded as a key opportunity to forge relationships amongst peers and to develop confidence. Prior to the decision to fund the trip from PP a very high proportion of the relatively small number of boys who had not signed up for the trip were PP students.

A variety of other trips reserved paid places for PP students (eg theatre trip for Year 8) or had specific places paid for by the premium.

- Specific individual contributions for equipment

Staff were invited to request contributions towards equipment or similar wherever they became aware of need. A small number of such requests were made and contributions to followed.

In addition to the Targeted Measures detailed above, the PP funded strategies of the school's Learning Support Department. Provision includes Homework Club, Transition programmes, Focus Groups before school in core subjects and key skills, Emotional & Behavioural support in small

groups or 1:1 and the provision of a chill out space. Homework Club provides an environment, staff and refreshments for students to do their homework after school on Mondays to Thursdays.

3. Strategies targeted at Underperforming Pupil Premium Students

- Engagement of Life Coach

The school engaged the services of a life coach, recommended by HCC, to support two PP students with significant behavioural issues and at risk of exclusion. The students remain within school.

- Engagement of HCC Attendance Officer

The school commissioned the services of the HCC Attendance Officer to deal with attendance concerns with a small number of PP students. Attendance rates for those students improved.

- Alternative qualifications

Due to exceptional circumstances, the school paid for one PP student to undertake an alternative course at another institution. The student completed the course and achieved a Level 1 qualification.

Evaluation

The conclusions of the project on parental consultation were:

The Importance of learning skills: Learning to learn and revision skills wanted. Concerns about anxiety over tests, deadlines, exams and organisation.

Addressing range of communication between parents and school: 'under the radar' health worries, high enthusiasm to have more guidance over supporting learning, outstanding worries about English and Maths.

Improving motivation and engagement: concerns that their sons do not appear motivated to succeed at school, over a third reporting that their sons do not engage in organised activities outside school.

Addressing homework issues: numbers reporting sons do not have set homework hours; high number reporting sons do not ask for help with homework.

These conclusions have informed the school's Pupil Premium Strategy for 2014-15.

Further key conclusions arising from 2013-14 include:

- The value of study skills and the need to further explore coverage and development at KS3.
- Concerns that literacy issues are a key obstacle and the need to promote reading throughout the school.
- The value of engaging parents.

Summary of Pupil Premium expenditure 2013-14:

Item	Funding
Reduction in contact time for middle leaders	£8,000
Year 7 Trip	£2,050
Other trips	£1,192
Equipment and stationery	£150
Homework Club	£1,892
Alternative qualifications	£1,575
Easter Revision Courses	£2,830
On-line Tuition	£1,530
Life Coach	£900
Attendance Service	£600
Learning Support Department strategies	£14,000
TOTAL	£34,720