

## Pupil Premium Impact Statement for 2015-16

### **What is pupil Premium?**

The Department for Education (DfE) provides additional funding, known as Pupil Premium, in order that specific groups of students, who may be disadvantaged by virtue of their family circumstances, can be supported in their progress and attainment. The Pupil Premium Grant (PPG) is allocated to children from low-income families who are eligible for free school meals (FSM), or have been eligible at any point in the last 6 years (Ever6); children who have been looked after continuously for more than six months (LAC) and forces children. During the academic year 2015-16, the PPG was £935 per student.

Longdean Context and PPG:

- 26.5% of our students were entitled to the Pupil Premium Grant in 2015-16.
- Longdean received a PPG totalling £236,555 in 2015-16.

The DfE states that schools have the freedom to spend this funding as they see fit to support their Pupil Premium students. The aim of the PPG is to give all students the opportunity to achieve well regardless of their economic or social situation. The PPG should support student outcomes and give students the opportunity to get fully involved in the life of the school through enrichment, and provide them with positive choices for their future.

### **Is the PPG being used effectively at Longdean School?**

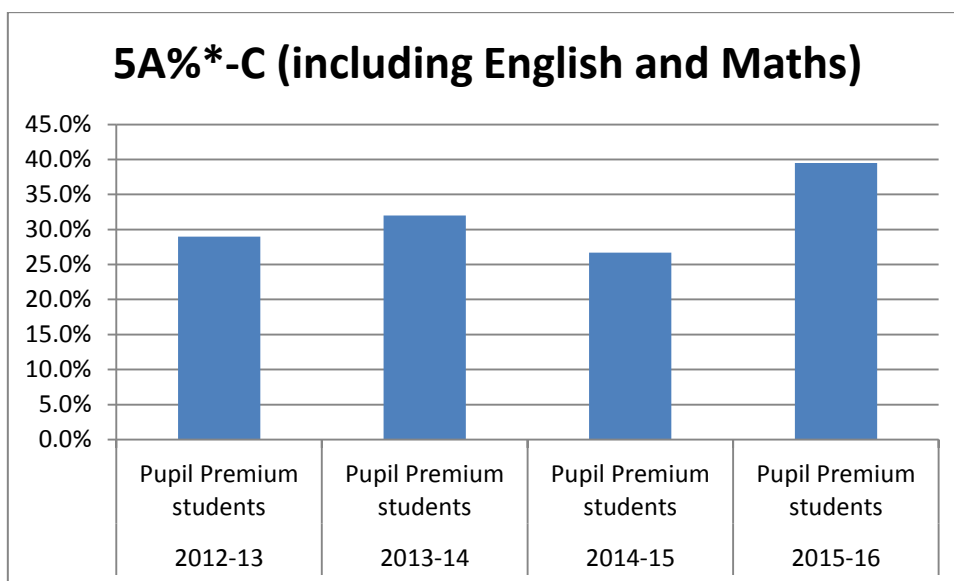
Headline data to analyse whether the PP/ Non-PP gap is closing under the following headings:

- Outcomes for students  
(Please note that key indicators were changed by the government in the 2015-16 academic year. For comparative purposes we have reported based on previous key indicators and have noted how well we did in the new key indicators.)
- Personal development, behaviour and welfare
  - Attendance
  - Behaviour incidents
  - Exclusions
  - Destination data

## Outcomes for students:

### Attainment:

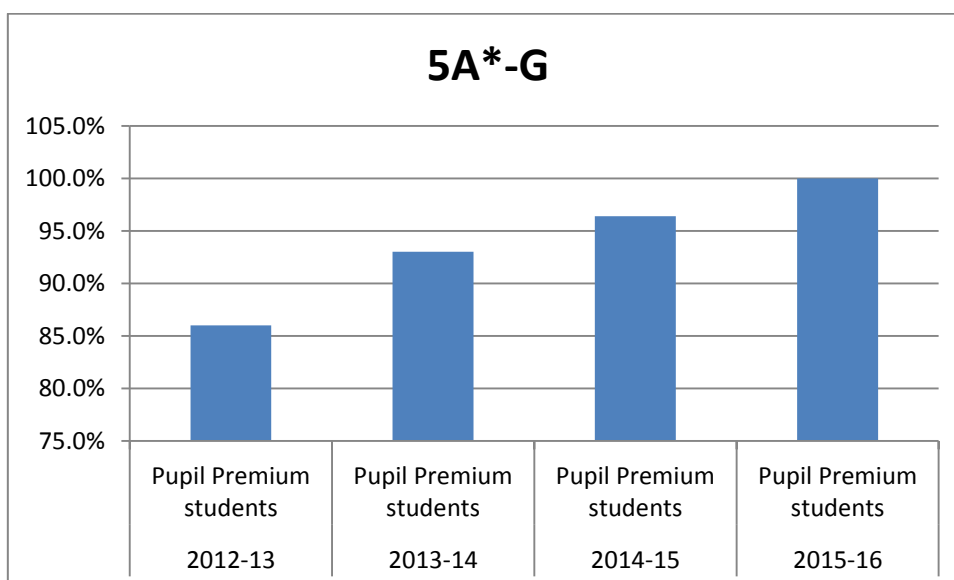
#### 5A\*-C with English and Maths



*The 5A\*-C figure with English and Maths has risen by 13% following really close targeting of pupil premium students who were not working at C+ in English or Maths at Christmas. The in school gap has also reduced by 5.8%.*

#### 5A\*-G in any subjects

5A\*-G grades at GCSE is particularly important to our students as this is the entry requirements for many level 2 courses they wish to study at college:



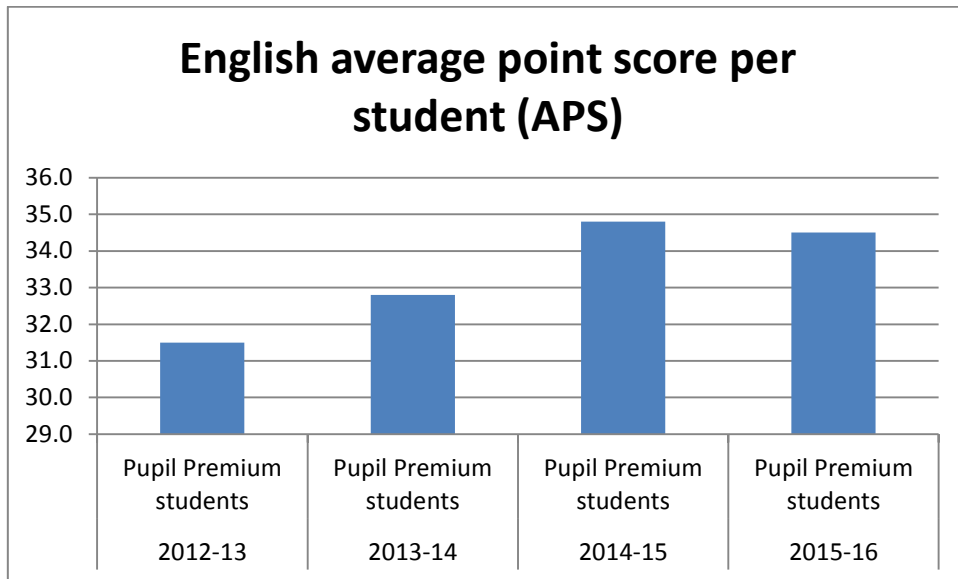
*We again focused considerable resources on our lower ability pupil premium students in 2015-16 and our alternative provision students (those at Dacorum Education Centre or similar provision.) In order for them to get onto post 16 courses, it was imperative they achieved 5A\*-G and thus, a considerable focus was put on individualised timetables, clear course planning and connexions advice. This led to a sharp increase in our 5A\*-G data, with 14% rise over a 3 year period. We have also reduced the in school gap between Non-PP and PP to 0%.*

**Progress:**

Average point scores (APS) are allocated based on the level a student reaches at the end of their GCSEs:

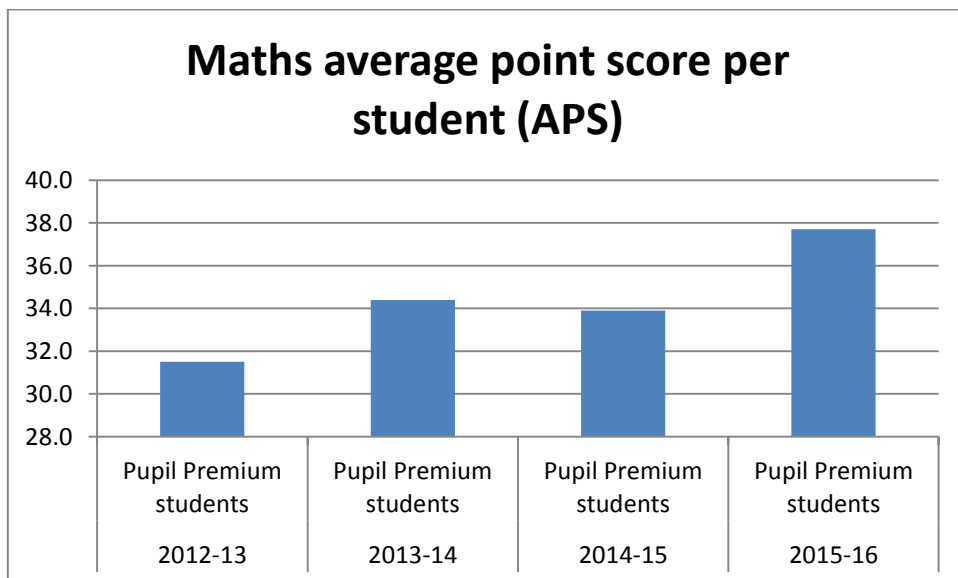
- A\* = 58; A = 52; B = 46; C = 40; D = 34; E = 28; F = 22; G = 16

English APS:



*The 4 year trend for English is positive, however, there was a very slight dip in 2015-16. Two of our pupil premium students were educated by ESTMA following serious illness. These students did not follow the same English course as other students, thus not counting in school data, but did both achieve C+ on their respective GCSE courses.*

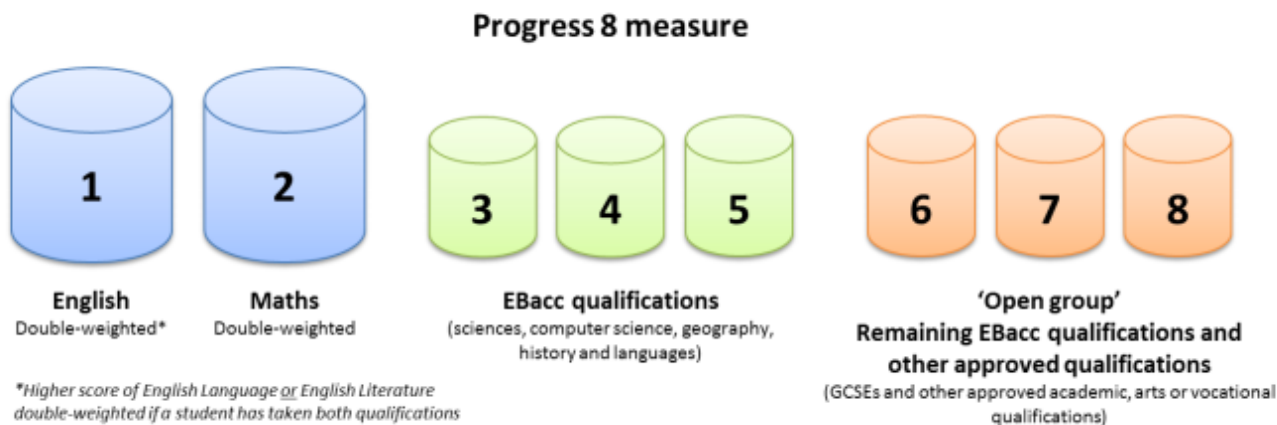
Maths APS:



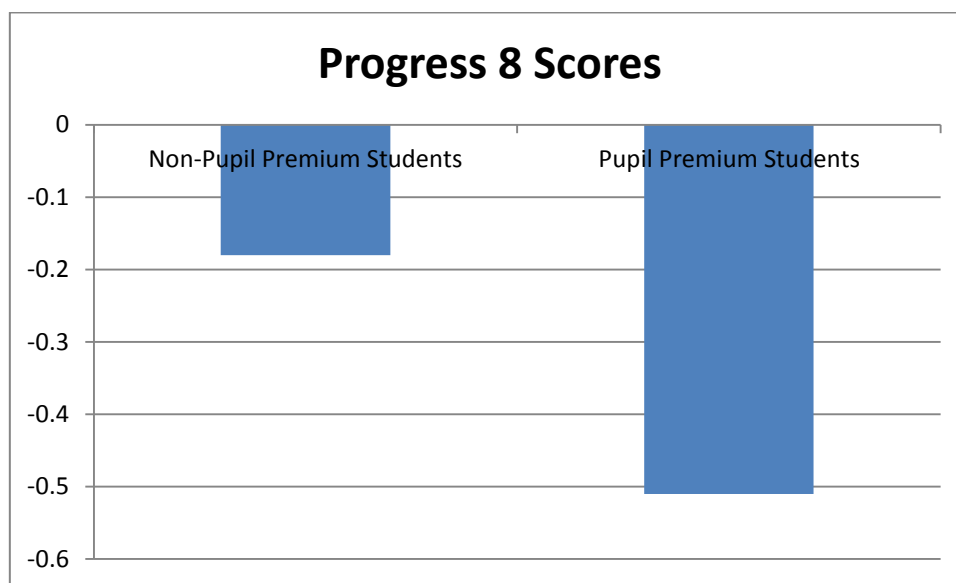
*Maths APS shows a positive 4 year trend for pupil premium students. A focused approach to supporting key students through a programme called 'Accelerate' paid dividends and resulted in an APS improvement of 3.8 (approx ½ a grade.) The in school gap also closed by 4.5.*

## Progress 8:

From 2016 all students have been measured on how much progress they make from when they start in Year 7 to when they complete their exams at the end of Year 11. This will be known as Progress 8. The Progress 8 measure is designed to encourage all students to study a broad and balanced curriculum. The new measure is based on students' progress measured across eight subjects. For each student the 8 subjects must be a combination from the diagram below.



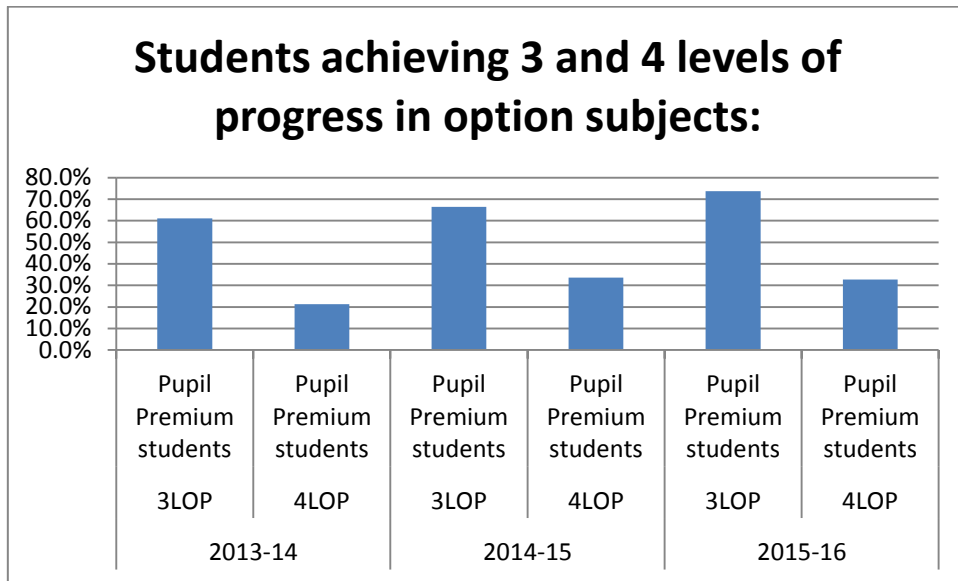
The Progress 8 score will always be determined by dividing the points total by 10 (the eight qualifications with English and Mathematics counting double), regardless of how many qualifications your child sits or in which subjects.



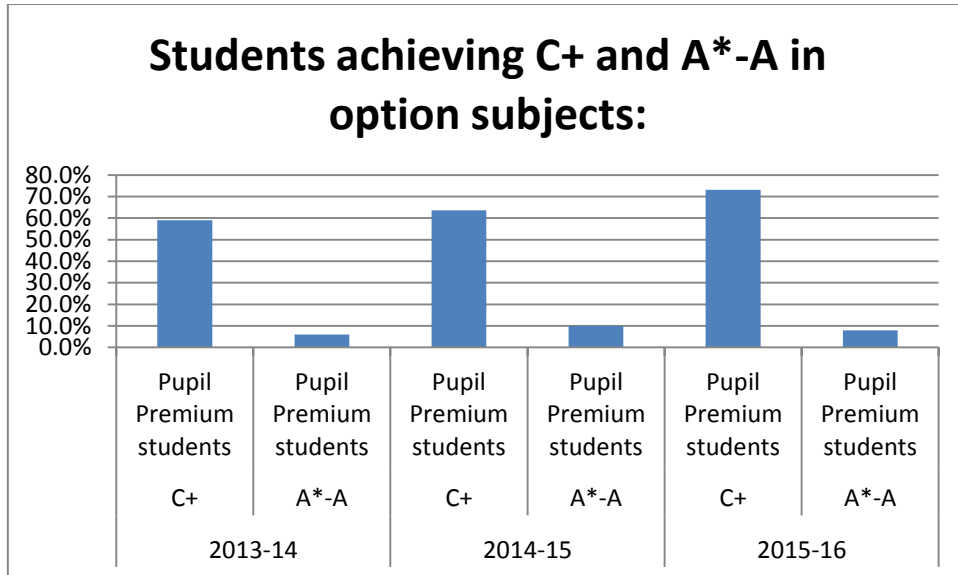
*In 2015-16 there was a 0.33 point difference between the progress 8 scores of Non-pupil premium and pupil premium students. Whilst we need to close this gap, we had five pupil premium students at Desc or under ESTMA following long-term illness and these students did not study two English courses or 8 subjects; this was deemed the right route for these individual students.*

**Option subject analysis for PP students:**

At Longdean we run an option curriculum that we feel suits the needs of our students. Students study an option in each year: 9, 10 and 11:



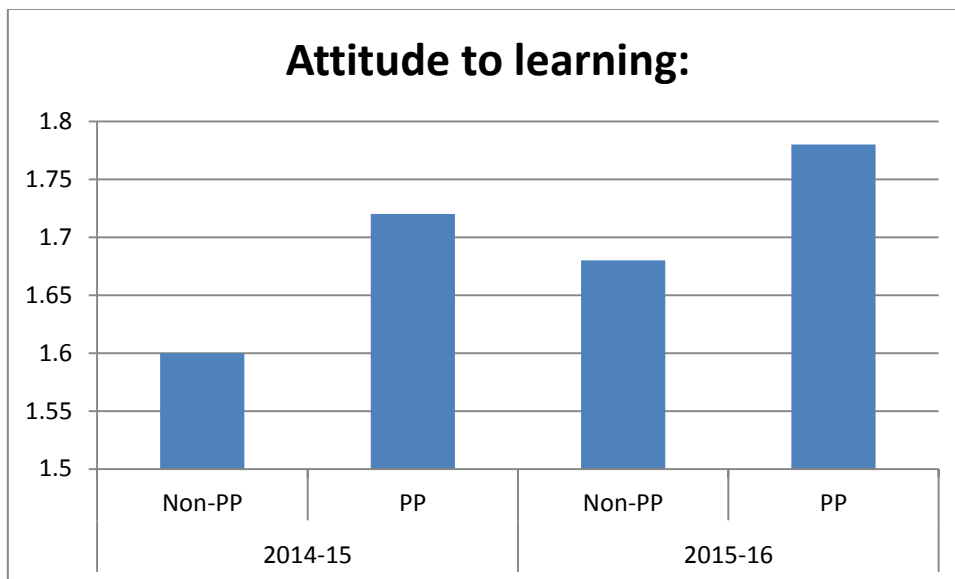
More PP students are achieving 3LOP and 4LOP in their option subjects over the three years we have carried out full analysis. The gap between PP students and their Non-PP counterparts has reduced considerably, with the in-school variation being only -0.9% at expected (3LOP) this year. The advice and support given to our PP students about their options choices appears to be reaping the desired outcomes.



The three year trends for our PP students in their options subjects are positive and the gaps between PP students and their non-PP counterparts are reducing. It is important to note that our PP students enter the school with significantly lower Average Points Scores (APS) from Key Stage 2. Only 6% of our PP students have a Challenge grade of A\*-A. Thus, the reduction in gap in their option subjects and the overall improving trend is particularly significant.

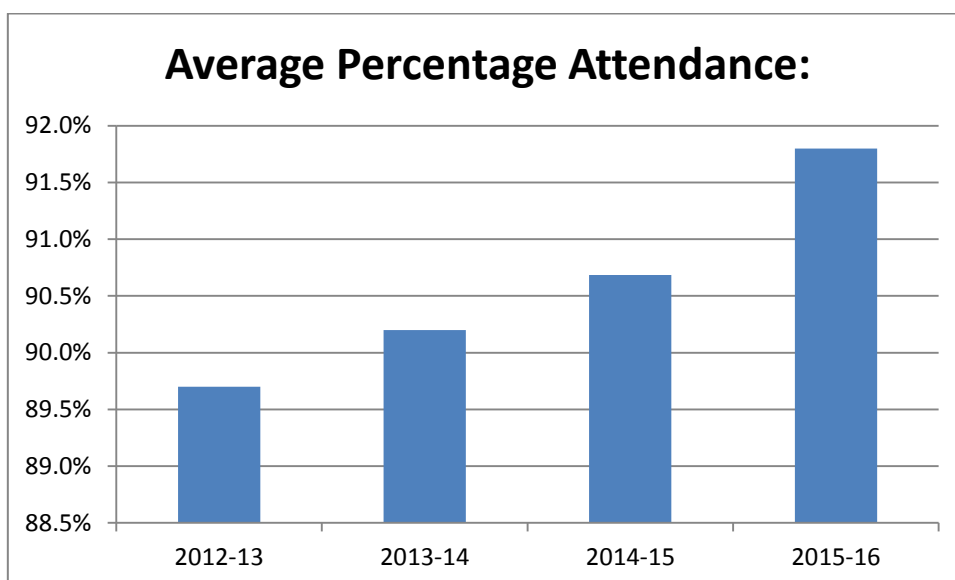
### Personal development, behaviour and welfare:

We completely re-thought the behaviour for learning policy in 2015-16 and thus looked at ATL (attitude to learning) as an indicator of students' behaviour inside the classroom. ATL is measured by a numerical indicator 1 to 4, 1 being 'excellent', 2 being 'good', 3 being 'requires improvement' and 4 being 'serious concern.'

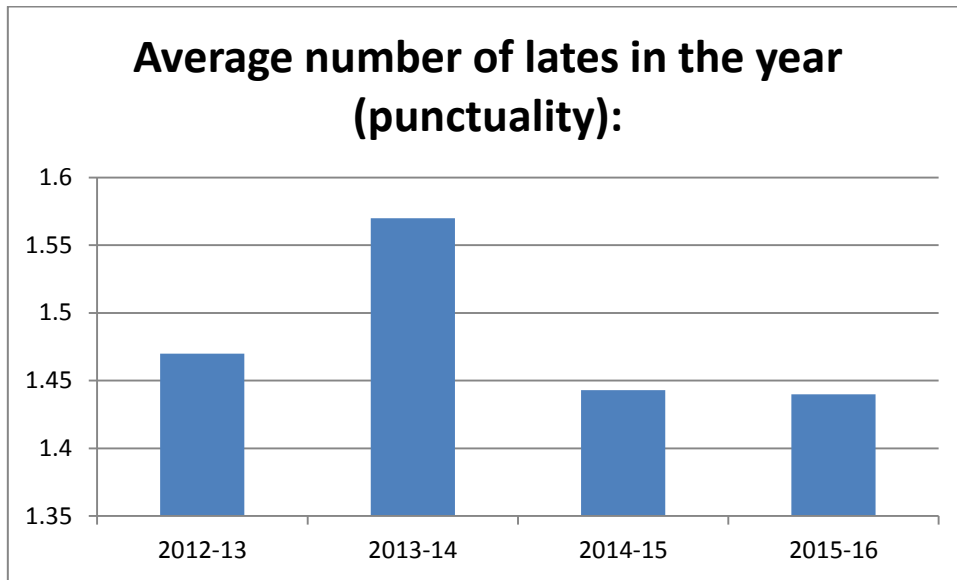


Whilst it appears that student's attitudes have worsened slightly, in 2015-16 when we changed the behaviour policy, we changed the indicators. The pleasing element to note is the gap between PP and Non-PP students that has reduced between 2014 and 2016. With results improving and all external and internal analysis showing 'good learning behaviour,' this 'closing of the gap' is pleasing.

### **Attendance and punctuality:**

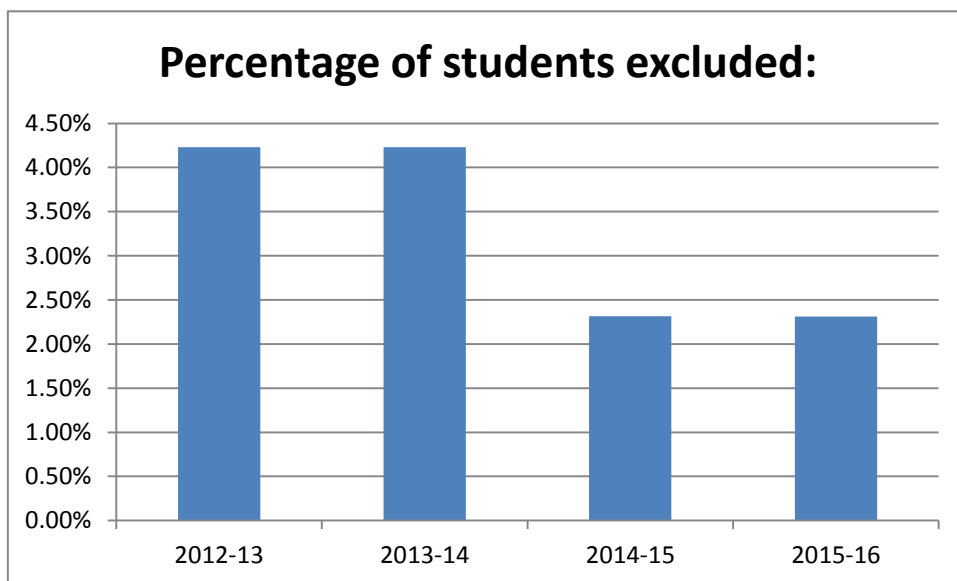


*The average percentage attendance of PP students has improved over the last 4 years. However, we still consider the attendance of pupil premium students to be a high priority.*



*The punctuality of all students has fluctuated between 2012 and 2016, with particularly poor in 2013-14. With a concerted approach to punctuality and new behaviour procedures put into place for lates, the punctuality of PP students improved in 2014-15 and has remained constant in 2015-16.*

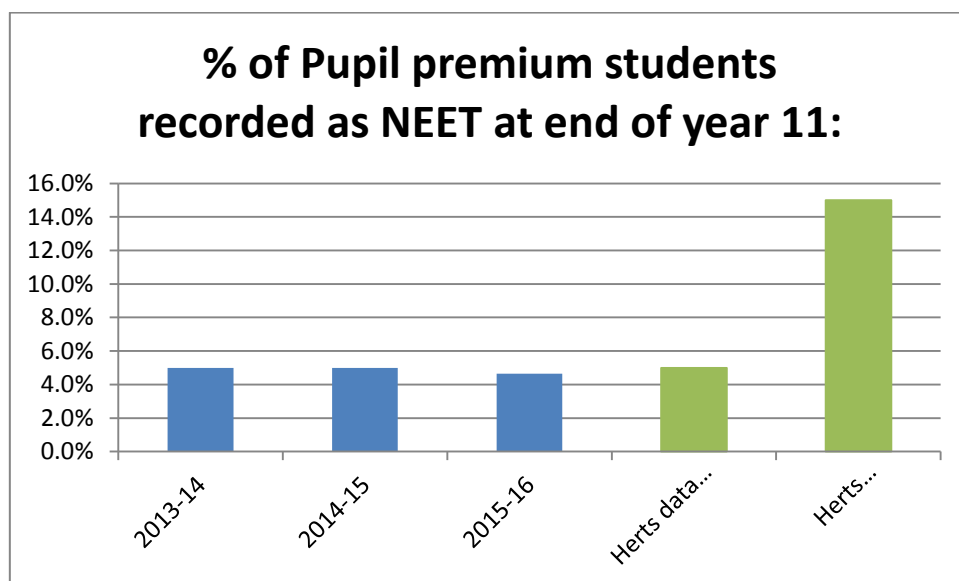
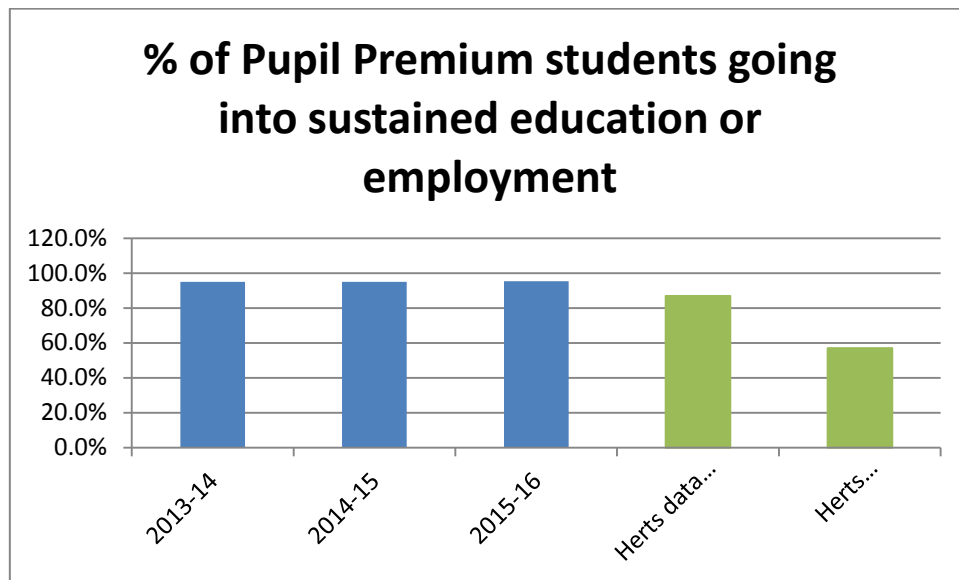
#### Exclusions:



*Exclusions remained the same for PP students in 2012-13 and 2013-14 but following a focus on behavioural management and greater pastoral and parental engagement, they reduced significantly in 2014-15 and remained steady in 2015-16.*

## Destination data:

Students who do not enter into further education or training at the end of year 11 are classed as NEET (Not in education, employment or training.)



*The percentage of NEETS recorded for Pupil Premium students has remained in line with that of Hertfordshire. Of our six students who were educated in alternative provision settings, 83% went on to full-time education (against 57% for Hertfordshire (2013-14 data.) A close link with our alternative provision providers, Desc and ESTMA, has allowed us to fully support these students over a number of years and their data for NEET students is significantly below National data.*

*Our 2 NEET students did all achieve grades whilst in attendance at school and/or alternative provision, with 2 achieving 5A\*-G and the other achieving 2A\*-G. They are all being supported through the 'Connexions' network to provide them with education or employment options and Longdean is still working with 'Connexions' to monitor this.*



## An overview of Pupil Premium Spending 2015-16:

### Spending overview:

<p><b><i>Individual student support services and career planning</i></b></p>	<p>£23,741</p>
<p>In 2015-16 we focused on supporting PP students as follows:</p> <ul style="list-style-type: none"> <li>Continued support of a family support worker (FSW.) 72% of our families working with our FSW felt that it had had a positive effect on their child and their future in school or alternative curriculum.(The Hemel Hempstead Family Services)</li> <li>Employed an extra school counsellor. 28 students supported over the 2015-16 period</li> <li>All year 11 students received a BT interview to support them with job, apprenticeship, sixth form and college interviews in the future. PP students received individual feedback prior to the interview to ensure their CVs were prepared appropriately. Feedback was positive from both students and interviewers.</li> <li>All year 11 students receive Connexions interviews. PP students are prioritised and often have more than one meeting to support their transition to further education at 16. We currently have very few NEETS.</li> </ul>	
<p><b><i>Curriculum Support</i></b></p>	<p>£99,368</p>
<p>In 2015-16 we focused on supporting PP students as follows:</p> <ul style="list-style-type: none"> <li>We created extra English and Maths groups in year 10 and 11 to reduce the group size of sets 5 through 9; this gave greater focus and allowed for greater feedback to students. APS improved as did levels of progress, although we still have work to do on our progress 8 measure in English.</li> <li>We provided alternative provision for 4 students in year 11, 1 in year 10, 1 in year 8 and mentoring/ group work support for 14 students across the year. All 4 of the year 11 students achieved 5A*-G including English and Maths, with all 4 going off to college and follow their chosen career path.</li> <li>Options subjects were given a small amount of money to directly support revision material purchases for their students. Each department chose to spend their capitation in a different manner but the materials ranged from cameras for photography, to snow centre revision days, to revision booklets. Option results remain high and the PP gap has closed (see above data)</li> <li>We provided a nurture group for students in year 9 who were identified as having low literacy and numeracy levels (9 of the group were PP.) They made greater progress than their peers working at similar levels and all were positive about the experience. They focused on English and Maths plus support and preparation for their year 10 option choice.</li> </ul>	
<p><b><i>Small group booster and intervention sessions</i></b></p>	<p>£65,629</p>
<p>In 2015-16 we focused on supporting PP students as follows:</p> <ul style="list-style-type: none"> <li>All option and core subjects offered revision sessions for appropriate year groups at February half-term or Easter. PP students were specifically targeted to attend and there was a 62% turn-out across subjects. Overall APS and option grades have</li> </ul>	

<p>improved.</p> <ul style="list-style-type: none"> <li>• We targeted PP students for revision and study skills seminars through the company 'Elevate.' 100% positive response.</li> <li>• We offered a homework club every night to ensure that all students can access computer based resources.</li> <li>• We supported year 6 students into year 7 through transition buddies.</li> <li>• We offered Saturday School once a month to ensure that students could access computer based resources to complete coursework and revision. Well attended by KS4 option students when coursework was due.</li> <li>• 'Accelerate' programme to support closing the gap between students who didn't achieve both English and Maths grades. Week's intensive small session programme with key staff. 75% positive in terms of results improving and 100% of these students went on to further study of their choice.</li> </ul>	
<p><b>Enrichment support</b></p>	<p>£49,262</p>
<p>In 2015-16 we focused on supporting PP students as follows:</p> <ul style="list-style-type: none"> <li>• Option departments purchased revision guides or printed revision materials for all Pupil Premium students dependent on individual department requirements. Option grades improved.</li> <li>• We paid for electronic learning resources (GCSE pod; SAM learning, Linguascope) to enable all students to access revision materials from home. We also trialled 'Show my homework' which is now being rolled out from September 2016 whole school.</li> <li>• We offered HPQ to Able, Gifted and Talented students in year 10. All students achieved A-A*.</li> <li>• We employed a transition support assistant to ensure integration of our disadvantaged students into year 7. They worked with the students through summer school and have one-to-one and group meetings with students in year 7 to manage their social and emotional transition to secondary school.</li> <li>• We gave 50% financial support for school trips and enrichment activities. Uptake was improved from previous academic year.</li> <li>• We spent £1000 on equipment, resources and uniform for Pupil Premium students with specific financial needs.</li> <li>• We supported DofE for PP students, paying for their enrolment onto the DofE course and equipment and resources to allow them to access all of the expeditions required. 9 students benefitted from this support at bronze and silver DoFE levels.</li> </ul>	

## Key priorities for Pupil Premium students in 2016-17

### Identified from this report:

- Maintain improvement in attendance, punctuality, behaviour and exclusions rates for Pupil Premium students and continue to close gaps. Changes have made us use ATL data as a better comparator.
- Continue to reduce number of NEET students
- Improve the percentage of students achieving positive progress 8 scores in English
- Improve number of PP students achieving a level 4 in both English and Maths (new guidance from A8-G to 9-1)
- Establish a peer mentoring programme for year 9 students with 6<sup>th</sup> form; with the aim to improve attitude to school and work ethic
- Ensure all parents who are entitled to apply for FSM are doing so
- Extend 'accelerate' to science and develop a wider audience for the English and Maths sessions
- Improve parental engagement at key stage 3
- Continue to support enrichment opportunities as a holistic approach to PP student support