

## Pupil Premium Impact Statement for 2014-15

### 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 2014-15 the PPG was £935 per student.

Longdean Context and PPG:

- 27.9% of our students were entitled to the Pupil Premium Grant in 2014-15.
- Longdean received a PPG totalling £260,000 in 2014-15.

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?

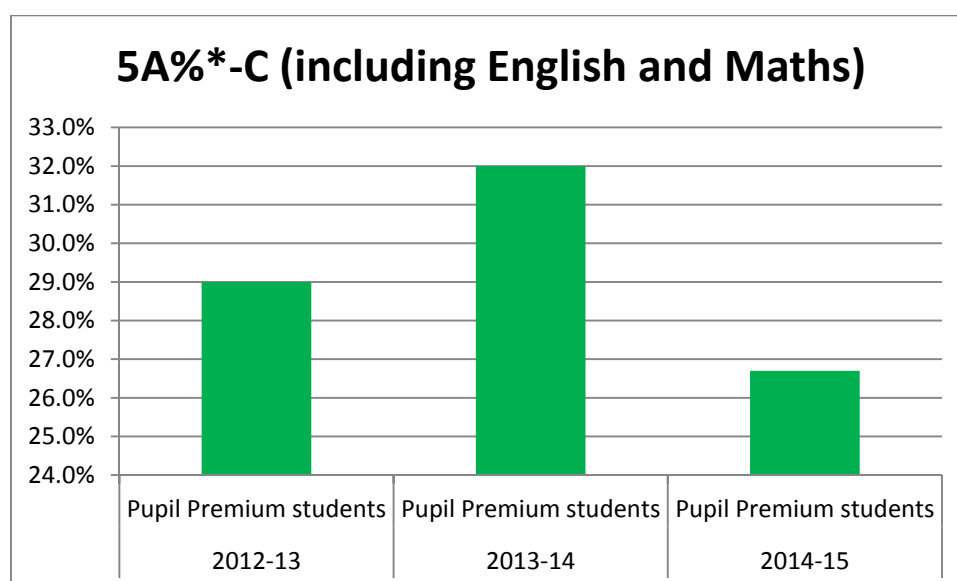
Headline data to analyse whether the PP/ Non-PP gap is closing under the following headings:

- Outcomes for students
- Personal development, behaviour and welfare
  - Attendance
  - Behaviour incidents
  - Exclusions
  - Destination data

### Outcomes for students:

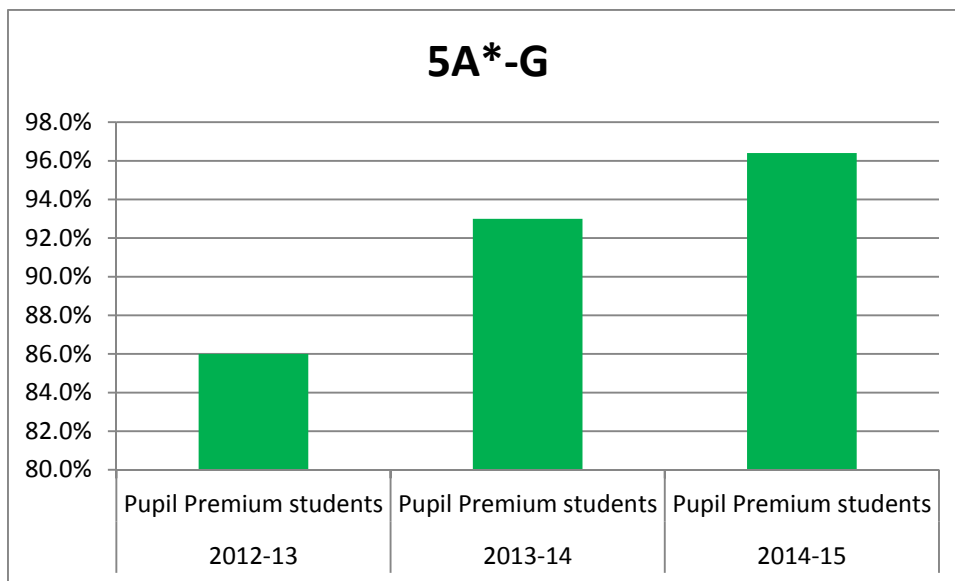
#### Attainment:

%A\*-C with English and Maths is a key indicator:



*The in-school gap has reduced between Non-PP and PP students by 0.2%.*

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:



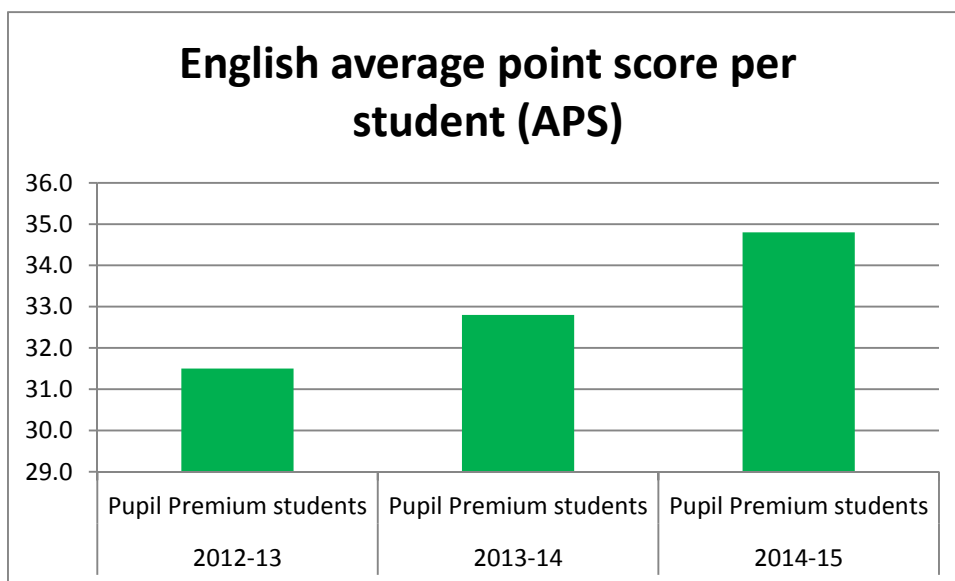
*We focused considerable resources on our lower ability students in 2014-15 and our alternative provision students (those at Dacorum Education Centre or similar provision.) In order for them to get onto post 16 courses, it was imperative they achieved 5A\*-G and thus, a considerable focus was put on individualised timetables, clear course planning and connexions advice. This led to a sharp increase in our 5A\*-G data, with 10% rise over a 3 year period. We have also reduced the in school gap between Non-PP and PP to -2.9%*

**Progress:**

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

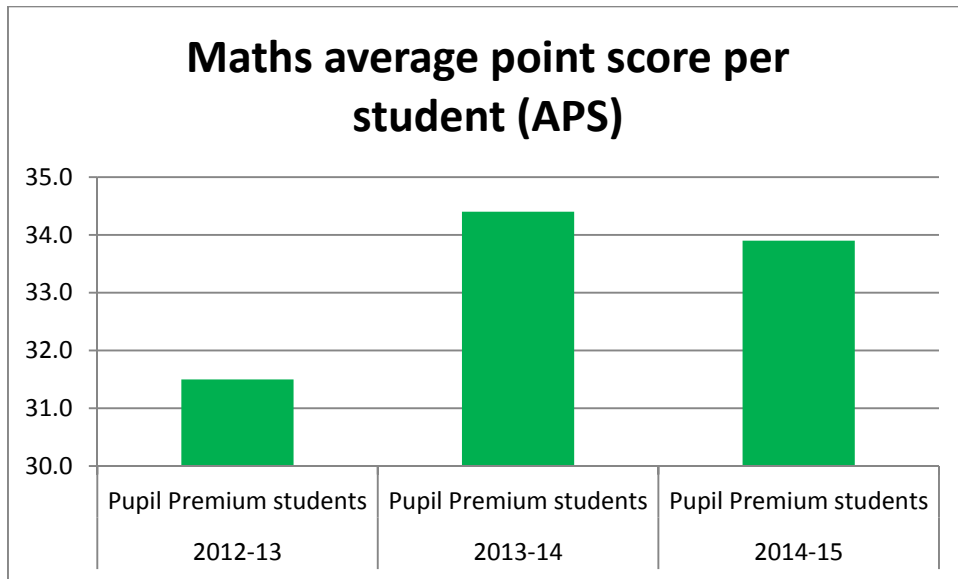
- A\* = 58; A = 52; B = 46; C = 40; D = 34; E = 28; F = 22; G = 16

English APS:



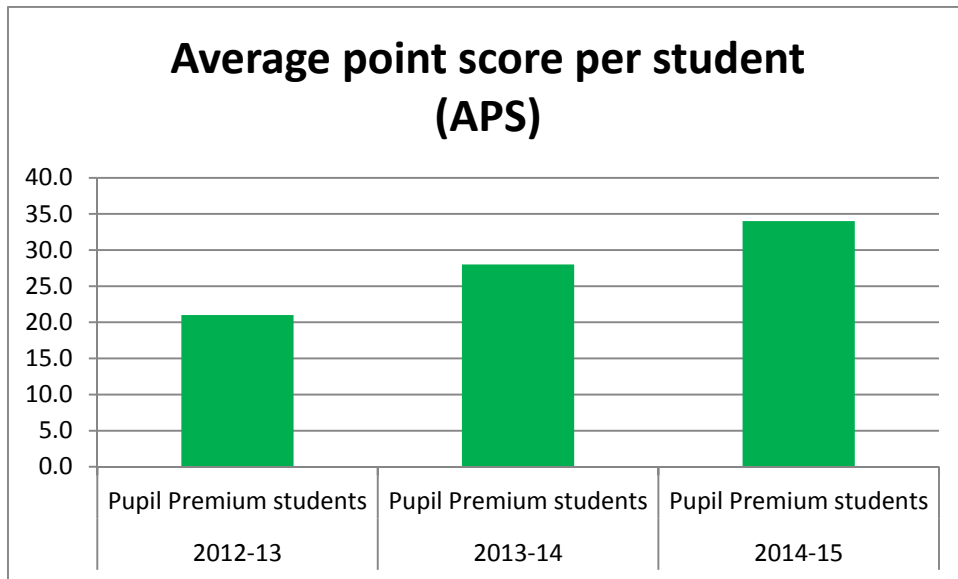
*The 3 year trend for English is positive, with APS steadily improving for our PP students by 3.3 (approximately half a grade.)*

Maths APS:



*Whilst there was slight drop in the number of PP students achieving 3 levels of progress in Maths in 2014-15, the 3 year trend is positive. 2014-15 was the first year with no early entry.*

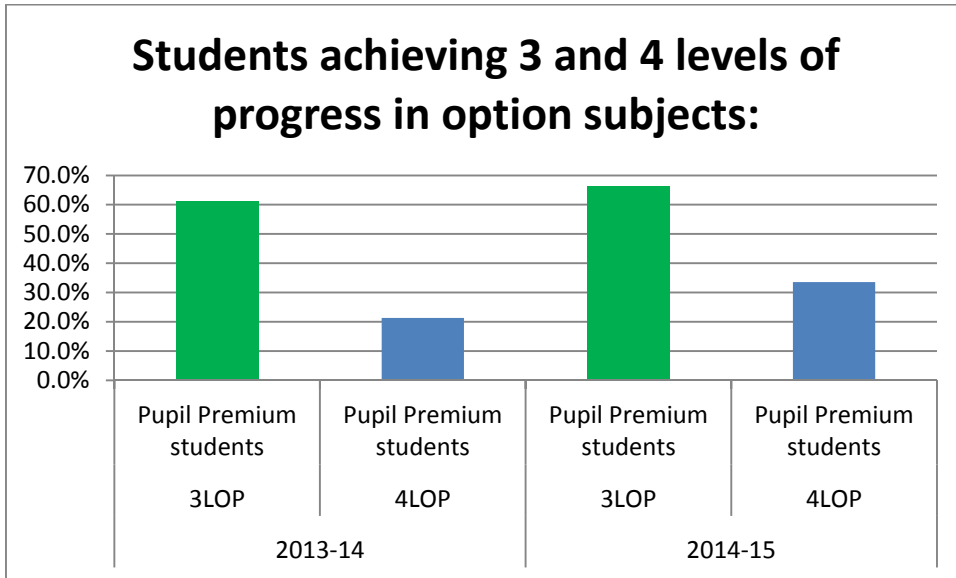
An overall Average point score (APS) for a student is based on their best 8 grades, including their English and Maths:



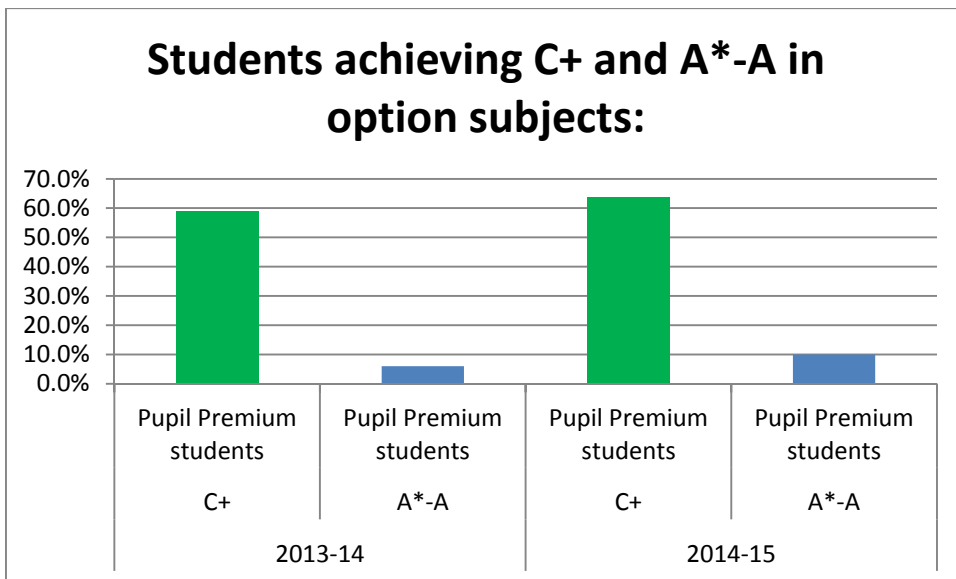
*Average APS has risen steadily over the last 3 years with a greater focus on PP students engagement in alternative curriculum study. The PP to Non-PP student gap is also closing: -9.90 (2012-13); -7.70 (2013-14) and -3.80 (2014-15.)*

**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. Please note, we only have 2 years of data:



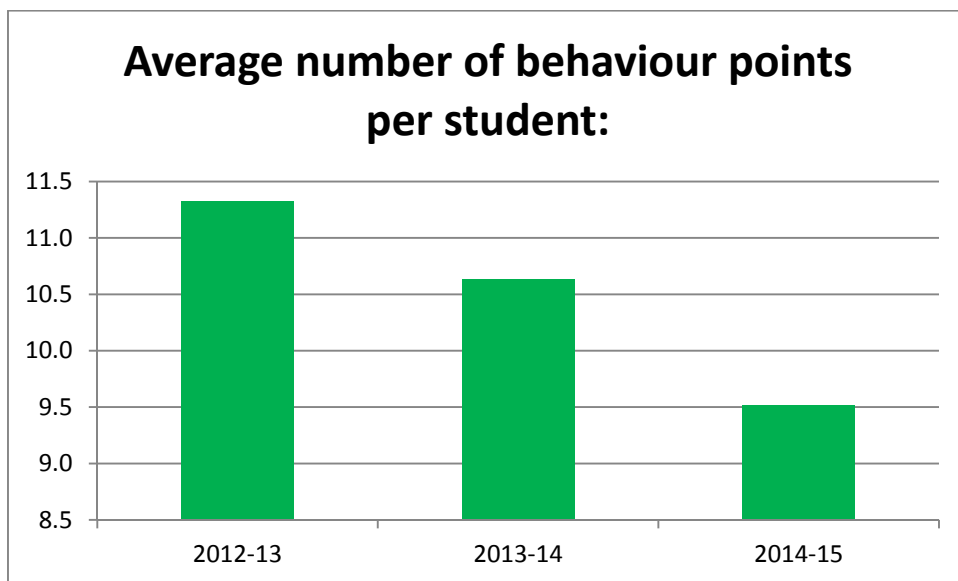
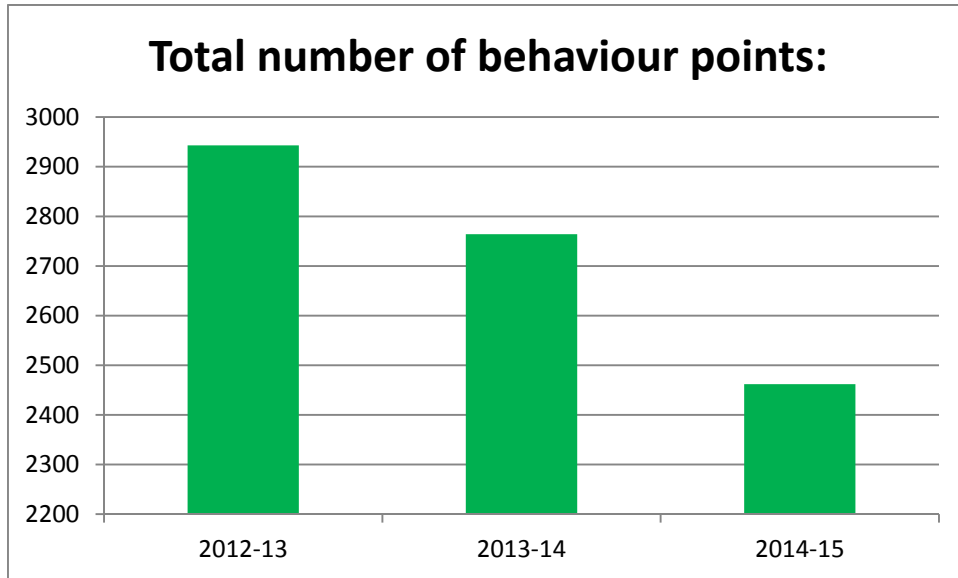
More PP students are achieving 3LOP and 4LOP in their option subjects over the two years we have carried out full analysis. The gap between PP students and their Non-PP counterparts has reduced. The advice and support given to our PP students about their options choices appears to be reaping the desired outcomes.



The two 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. Our year 11s 2014-15 entered with a -2.5 difference in their KS2 APS (PP: 28.2; Non-PP 25.7) Thus, the reduction in gap in their option subjects is particularly significant.

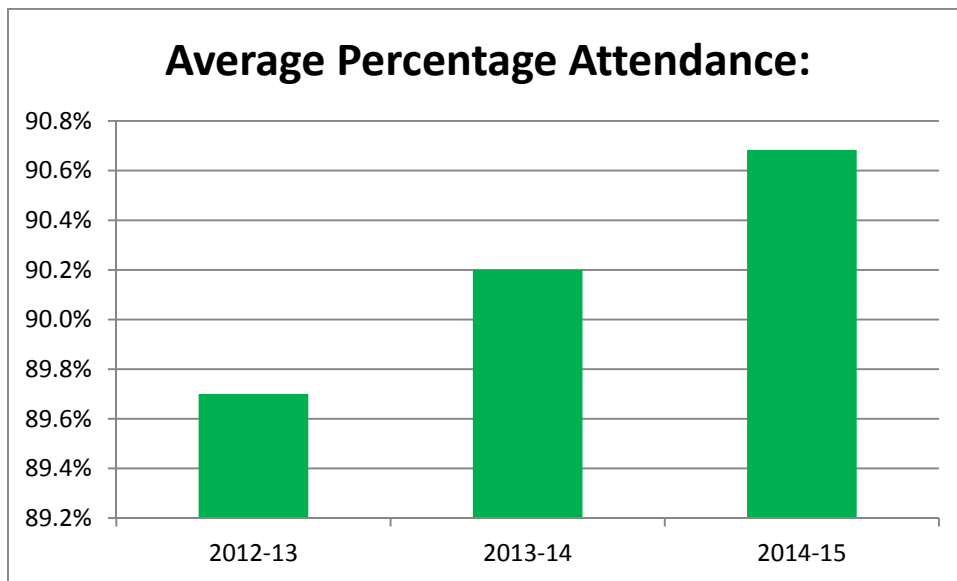
**Personal development, behaviour and welfare:**

**Behaviour Incidents:**

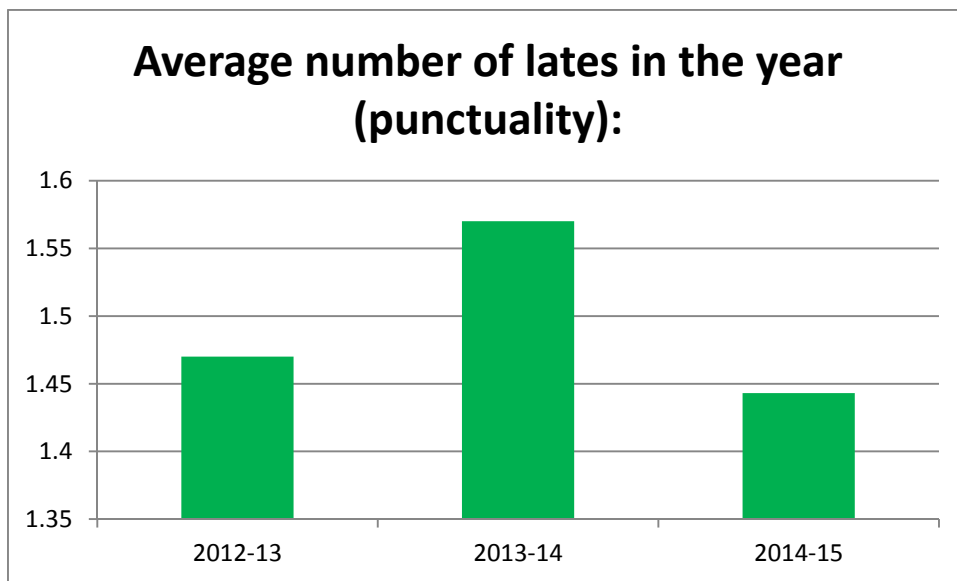


*Behaviour incidents have been reducing year on year for pupil premium students.*

**Attendance and punctuality:**

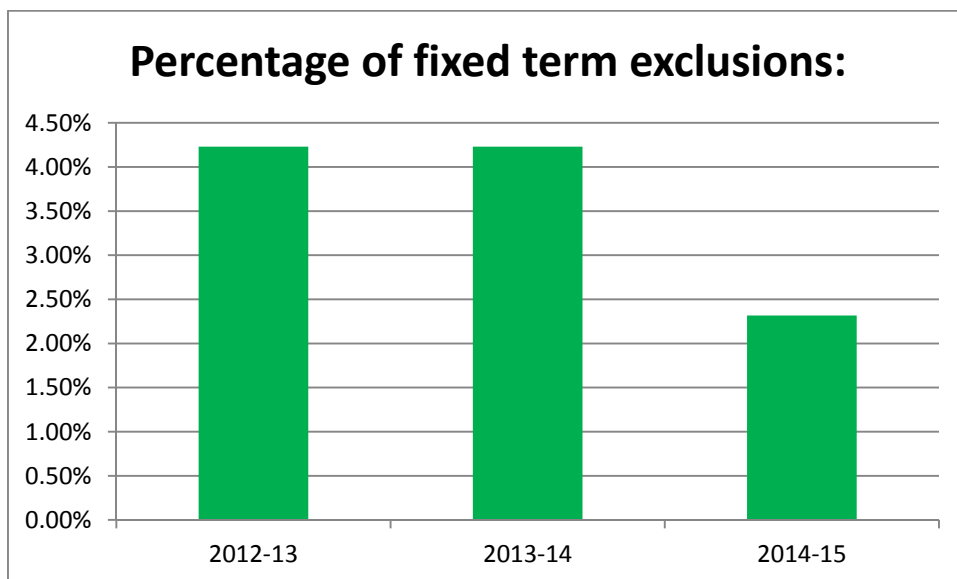


The average percentage attendance of PP students has improved over the last 3 years.



*The punctuality of all students has fluctuated between 2012 and 2015, 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 again in 2014-15 and the gap was reduced considerably.*

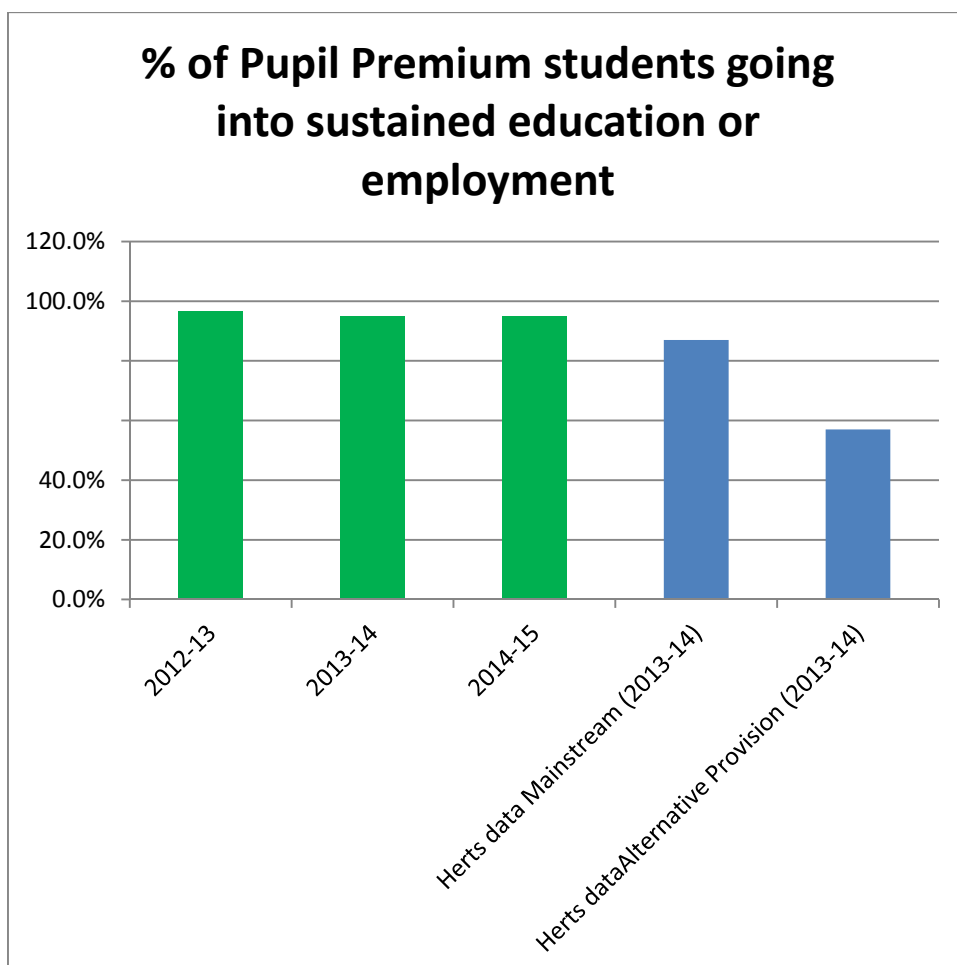
**Exclusions:**

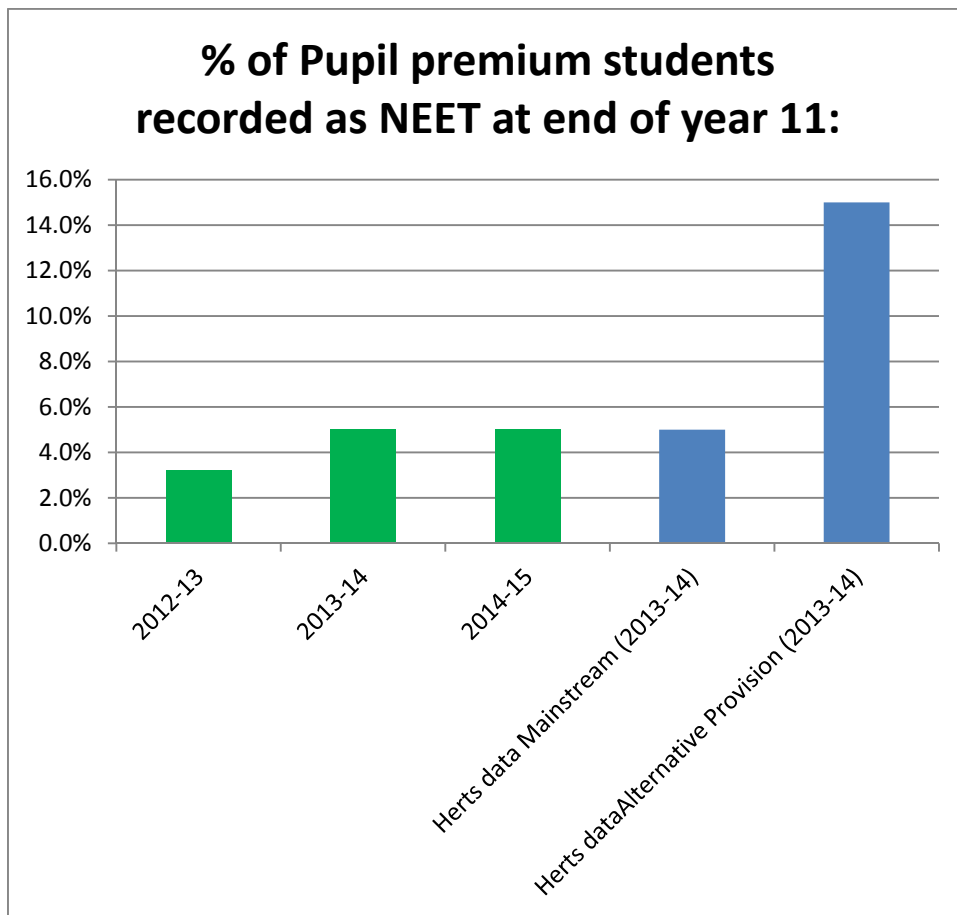


*Exclusions remained the same for PP students in 2012-13 and 2013-14 but following a focus on behavioural management and greater pastoral and parental engagement, they reduced significantly in 2014-15. The gap reduced considerably in 2014-15.*

**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 four students who were educated in alternative provision settings, 75% went on to full-time education (against 57% for Hertfordshire.) A close link with our main alternative provision provider, Desc, 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 3 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 2014-15:

### Spending overview:

<p><b><i>Individual student support services and career planning</i></b></p>	<p>£26,426</p>
<p>In 2014-15 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. 32 students supported over the 2014-15 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. Only 1.6% of our students were NEET at the end of year 11 (In line with Herts data) and 5% of our PP students (Better than Herts data) – see ‘destination data’</li> </ul>	
<p><b><i>Curriculum Support</i></b></p>	<p>£99,290</p>
<p>In 2014-15 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 but levels of progress did not although the 3 year trend is positive.</li> <li>• We provided alternative provision for 4 students in year 11, 3 in year 10, 1 in year 9 and mentoring/ group work support for 13 students. 3 of the year 11 students achieved 5A*-G including English and Maths and the other achieved 2A*-G. 3 of 4 are now studying at college. Progress for the year 9 and 10 students is currently positive and they are all set to achieve a number of GCSE grades.</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 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 (8 of the group were PP.) They made greater progress than their peers working at similar levels and all were positive about the experience.</li> <li>• 15 of our students attended headstart college courses. All year 11s achieved Level 1 passes (equivalent of 1 x C-G GCSE grade)</li> <li>•</li> </ul>	
<p><b><i>Small group booster and intervention sessions</i></b></p>	<p>£79,193</p>

<p>In 2014-15 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 60% turn-out across subjects. Overall APS and option grades have improved.</li> <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 for KS4 students in English and Maths. We employed two tutors to support students in the two core subjects, focusing on improving coursework in English (13% improvement from Sept – Jan coursework grade) and basic skills in Mathematics. Departments also offered key focus sessions for PP students after school.</li> </ul>	
<p><b>Enrichment support</b></p>	<p>£55,091</p>
<p>In 2014-15 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 (GSCE pod; SAM learning, Linguascope) to enable all students to access revision materials from home.</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. 7 students benefitted from this support at bronze and silver DoFE levels.</li> </ul>	

**Key priorities for Pupil Premium students in 2015-16 identified from this report:**

- Maintain improvement in attendance, punctuality, behaviour and exclusions rates for Pupil Premium students and continue to close gaps (Note: with changes in the administration of behaviour points, there will not be a clear comparison in 2015-16 and other years, however, the gaps will still be measurable)
- Reduce number of NEET students
- Improve the percentage of students achieving 3 and 4 LOP in English and Maths through focused individual approaches
- Improve number of PP students achieving C+ in both English and Maths
- Ensure all parents who are entitled to apply for FSM are doing so
- Extend revision support to 3 sessions of Elevate and mentoring sessions related to revision seminars
- Improve tracking of PP students to ensure student and parental engagement
- Continue to support enrichment opportunities as holistic approach to PP student support