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| **Pupil Premium impact analysis for 2018/2019** |
| **Summary**  This is an annual report to reflect on the impact that Pupil Premium spending has on the disadvantaged pupils at Penair.  The school received £215,000 in Pupil Premium funds this year, and the money is used to support many different aspects of our work in school.  Penair School has undertaken a review of the Pupil Premium Strategy in working with Kingsbridge research school. The focus of the Penair Pupil Premium strategy for 2019/2020 will be more specifically on Quality first teaching. The Penair CPD team will ensure there is a consistent message in relation to the importance of the classroom teacher regarding the progress of the disadvantaged students.  A Governor review meeting took place in the summer term and a report was written for the Raising Achievement committee. |
| **Conclusions / Recommendations**  The balance of the Pupil Premium budget for 2019-2020, will reflect a greater emphasis on Teaching and Learning and supporting students to access Quality first teaching. The Pastoral and Student welfare support will be essential to this but will not be the sole focus of Pupil Premium spending.  The understanding and promotion of the idea that the progress of disadvantaged pupils is ‘everybody’s responsibility’ will continue next year.  The recommendations overleaf have been colour-coded according to their level of success. Darker green denotes a more successful provision lighter green is a less effective provision in measuring impact. |

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| **Provision**  **(and effectiveness)** | **Allocated spend** | **Impact analysis** | **Recommendations for the next Academic year** |
| **Student Welfare Officers and EWO services** | £102,988  (SWO and EWO costs) | **1-2-1 and regular support from the SWOs**  Of the 74 students seen regularly in KS4 over the year, 32 of them are on the Pupil Premium register (43%). Of the 103 KS3 students regularly seen, 50% are disadvantaged.  **Attendance interventions**  150 students in KS3 have received attendance intervention this year as their attendance is below the school target of 96%. Of these students 52 (35% are Pupil Premium). This is a reduction in the PP percentage from last year. In KS4, the attendance is tracked of the 71 students who are under 90%.  17 (24%) of them are disadvantaged. In KS3, the attendance is tracked of the 80 students who are under 90%, 27 (34%) are also disadvantaged.  Attendance clinics were held with Mr Sharpe, Student welfare Officers and the EWO for 28 students this year. 18 of these (64% are pupil premium). The statistics show that following an attendance clinic intervention 24 out of 28 students (86%) have improved their attendance.  25 students have been referred to the EWO this year. The percentage of students who are disadvantaged is 72%, which demonstrates that these are often the more serious cases and require additional funded support. This statistic has fallen by 5% from the previous year. | All of the SWOs work both 1:1 and in small group support sessions. Their work is both pro-active as well as reactionary. They work closely with students, parents and over 20 outside agencies. The SWOs are all able to provide positive case studies where they have had an impact on a young person as they have helped them through difficult times.  Unfortunately, despite many individual successes this year, low attendance remains a barrier for many of our disadvantaged students. |
| **Homework Club** | £3,134 (TA hours) plus refreshment costs | Homework club is not exclusively for disadvantaged pupils however, the intervention was initiated with these pupils in mind. This continues to be a very popular and essential resource with our students. The record number for attendance was 40 (near the beginning of the year), but on a daily basis between 10 and 20 students attend.  245 students have accessed Homework support this year and 57 (23% are disadvantaged). This is in line with the school proportion of disadvantaged students overall.  In KS3 171 students have used homework club this year 38 of these students are disadvantaged (22%). There is an unequal spread between the year groups as this facility is most popular with Year 7 and least popular with Year 11. Year 11 were offered an alternative quiet study space this year.  However, there was an increase in the number of KS4 students who used this resource this year. 74 KS4 students have used the Library after-school this year (an increase of 54 students!). 19 KS4 students are disadvantaged (26%). | This intervention is valuable for many students at Penair and should be continued next year.  We have improved homework referrals and interventions by using a ‘Back on Track’ system with class Teachers. The KS3 and KS4 Academic leads continue to provide lunchtime support sessions in the Library. |
| **Supporting cadets in Penair CCF** | Social deprivation budget £13,500 | Penair is very proud of the CCF Cadets and their leaders Mrs Emily Cook and Mr Dave Harnett. This is an inclusive and high achieving group of students from Year 8 to Year 11. The CCF has always had an above school average representation of disadvantaged students. The RAF has helped with some funding, but Penair has also provided the money for parade standard boots and Cadet camps. There are currently 59 cadets and 17 (29%) are disadvantaged. | Penair CCF is regularly held in high regard as a successful example to other schools.  The cadets value the skills in leadership, teamwork, and flying that they are taught. |
| **Year 7 Literacy catch up (Guided reading and literacy intervention)** | HLTA costs + PiXL literacy strategy resources £195 | The guided reading scheme was aimed at 22 Year 7 students whose reading ages were a year or more under their actual ages.  We had some 'fall out' since the commencement of the scheme in November; this has in some part been due to parental pressure (some of whom were not happy with the scheme and wanted to work at home with their children on this.)  Some children actively voted with their feet.  However, the scheme shows that with 18 students  there was some success:  39% of the students improved reading ages above actual age  33% of the students improved reading ages since**the last test** but are still below actual age  17% of the students are below previous test age and actual age  5% stayed the same  100% of pupil premium students improved by one year or more.  87.5% boys improved their reading ages by one year or more since November 2018. | Targeting specific students using a range of different delivery methods has had a huge impact on the confidence of all the students. Literacy support is offered through paired-reading sessions with older students, small group literacy lessons and 1:1 literacy support.  Progress has been made as shown in the test scores. |
| **Young College** | £6,300 + TA & transport costs | In Year 11, 7 disadvantaged students attend Young College (this is 41% of the Young College cohort). 5 out of the 7 students completed their Level 2 courses and all are on schedule to pass. The courses studied include, Health and Social care, child development, Motor vehicles and construction.  Specific IAG support has been provided by Mrs L Sherwood to ensure a smooth transition onto appropriate college courses (including some apprenticeships) for this cohort of students. | This is the last cohort of students to attend Truro College, as this has not been offered as part of the Year 10 curriculum for the past 2 years. |
| **Big Breakfast** | Hospitality costs for Big Breakfast and Homework club =  £3,877.43 | Approximately 40 students regularly attend big Breakfast every day. Free Breakfast is offered to any student who requires it from Monday to Friday. Over 50% of the regular attendees are disadvantaged and they enjoy their breakfast in a calm and supervised environment. | There is no specific data to quantify the impact of this intervention, but students appreciate the facility and would miss the opportunity to have a good breakfast if it was removed. |
| **Specific funding requests from departments** | £5,815 | **Art**- £1,121 has been spent on Art materials to close the gap and support disadvantaged learners in KS4 (GCSE Art & Graphics). The number of disadvantaged students on or above target is 33% for Art and 50% for Graphics with 20% and 6% gaps to all students respectively. However, the gap between PP and all students has narrowed at the Grade 4 and 5 measures. Art reports a 1% gap at Grade 4 and Graphics predict a 5% gap at Grade 5.  **DT** - £1,477.44 has been spent on DT materials (mostly food ingredients) to support disadvantaged learners across all years. Almost a third of the DT Food students in Year 10 are disadvantaged and there are currently working at 53% of them predicted to achieve a standard pass at grade 4. There is a gap of 20% to all students, but it is thought that this would be far greater without the provision of ingredients.  In KS3, The school average gap is 12.5%.  **Art, and DT**, are both reporting below average progress gaps in KS3 of 6% and 8.2% respectively. | **Art** – *“The equipment is useful, as without it PP students are immediately disadvantaged, it can also be motivational as students enjoy experimenting with different materials.”*  **DT** – *“Providing ingredients is essential for participation and full inclusion within the lessons.”* |
| **Education off site provision** | £12,162 | We have arranged or been allocated Off-site provision for 9 students in 2018-19 and 7 of these students are disadvantaged. We arrange alternative education provision for students who either may be at risk of exclusion or for those who are medically unable to access full-time education. We ensure that all students have access to education provision suitable to their needs. We have used The Wave (Carrick APA), Pen Dynas, BF Adventure, CHES, Savvy and the Hayle Youth Project. | Continual close liaison with our Multi-agency partners is required to ensure students are successfully accessing their alternative provision. We hold termly multi-agency meetings at Penair to discuss our students of concern. |
| **Maths intervention** | £2200 | 19 disadvantaged and or under-achieving students were provided with additional Maths tuition this year from an external Maths Tutor this year. 19 students were Year 11 and there was one each from years 7,9 and 10. 63% of the Year 11 students improved upon their predicted grades after working with Margie Mascolino this year. Mrs Mascolino’s tutoring approach is warm, positive and encouraging and she is highly respected by the students she works with.  The Maths faculty also began the year by placing disadvantaged students in a set above in order to try and raise aspiration and achievement. The Maths Faculty noted mixed results as it knocked the confidence of some students and it began to have a detrimental effect. Success was achieved where a student was working at the top of a group so moving them to the set above pushed them out of their comfort zone but they were still able to cope with the work. This general strategy is used in maths, as it is better for a student to be in a higher group so they do not 'coast' in the group below. | The Head of Maths next year has been tasked with generating a specific intervention programme to develop the numeracy skills of a wider range of disadvantaged and under-achieving students. |
| **Teaching Assistant bookings** | £30,036 | 99 students have received bookings for Teaching Assistants this year. 35 (55%) of these are disadvantaged students. We operate a specific booking system where teachers identify a student who requires support for a specific lesson. This is an evidence based approach using information from the Sutton Trust Toolkit from the Education Endowment Foundation. | Targeted provision of the Teaching Assistants will continue next year to ensure specific support is given to students where and when it is required. |