

Kelvin Hall School Pupil Premium (Disadvantaged) and Catch-Up Funding

- **2014-2015 Review & Impact**
- **2015 -2016 Proposed Allocation of Funding**

What is the Pupil Premium?

All schools receive Pupil Premium annually from the government; the amount being determined by the number of students receiving free school meals (FSM) currently or within the last six years (Ever6), and the number of looked after children (LAC) within the school. The government provides this funding to ensure that students who receive free school meals or who are looked after achieve as highly as possible and in line nationally with their non-free school meal peers.

How must this money be used?

Schools are free to spend the Pupil Premium as they see fit. There is no requirement for this money to be spent on individual students simply because they fall into this category. However, it is expected that the funding will be used to support, as necessary, students in this group and other lower-income families so that this group makes the same progress as their peers.

Financial year	Amount of Pupil Premium funding
2013-14	£333,900 & £31,000 (Catch-up Funding)
2014-15	£430,520 & £25,500 (Catch-up Funding)
2015-16	£487,735 & £18,500 (Catch-up Funding Estimate)

How does the school measure success?

The school tracks the progress of all students, and success will be evidenced in collated data, including actual GCSE outcomes (A*-C in English and Maths), Progress 8, Attainment 8 and the % of students achieving the EBacc. Within our data, we make direct comparisons between the progress of our Pupil Premium and LAC students with those not in receipt of the additional funds. We also compare the progress of students in receipt of Pupil Premium funding against national data so that we can judge the impact of our work in a broader context.

The outcomes indicated below show the impact of the strategy for 2014-2015 and how effective strategic planning was for disadvantaged pupils leaving the school in 2015. Trends over time and specific outcomes for disadvantaged pupils were again outstanding in 2015. Attainment and progress both continued to rise for these pupils and were outstanding compared with similar (and all) pupils nationally. Frequently, disadvantaged pupils at Kelvin Hall performed better than non-disadvantaged pupils nationally.

The school has analysed the outcomes very carefully to evaluate the effectiveness of specific support and activities undertaken. In virtually all cases, we propose to continue with the activities undertaken in 2014-2015, increasing or decreasing the funding allocation where appropriate. In addition to this, we plan to undertake a range of further activities and support strategies, with the additional funding available for 2015-2016 (see below).

Attainment of the disadvantaged cohort at Kelvin Hall School compared with similar and all students nationally & attainment gaps

Kelvin Hall 2015				National 2015		
	Disadvantaged Students at KH	All Students at KH	Attainment Gap	Disadvantaged Students	All Students	Attainment Gap
5+ A*-C inc. English and Maths	59%	67.1%	-8.1%	36%	56%	-20%
Attainment – APS in English	42.49	44.52	-2.03	34	38.7	-4.7
Attainment – APS in Maths	34.93	38.45	-3.52	32.2	38.3	-6.1
5+ A*-G	96%	100%	-4%	87%	93%	-6%
Attainment 8	TBC	TBC	TBC	TBC	TBC	TBC
Progress 8	TBC	TBC	TBC	TBC	TBC	TBC

(APS = average points score: this indicates the average grade these pupils achieved for these subjects)

Comment

This information shows that Kelvin Hall disadvantaged students outperformed **ALL** students nationally in all areas.

In September 2013, Kelvin Hall School admitted an additional 75 students from Sydney Smith School into Year 10 as part of its planned closure which took place in the summer of 2014. The information below highlights the specific outcomes of these 75 students who joined us, along with comparisons to their previous school.

2014 data (Sydney Smith school)

2015 data (Sydney Smith Cohort who started kelvin in Year 10)

	Disadvantaged Students from SS	All Students from SS	Attainment Gap
5+ A*-C inc. English and Maths	34%	37%	-3%
Expected progress English	45%	50%	-5%
Expected progress Maths	33%	34%	-1%

	Disadvantaged Students	All Students	Attainment Gap
5+ A*-C inc. English and Maths	64%	64%	0%
Expected progress English	86%	91%	5%
Expected progress Maths	64%	60%	+4%

Comment

The data extracted from historical Sydney Smith cohort (2014 exam entry) compared with the performance of students who joined Kelvin Hall School for 2 academic years (2013 – 2015) shows that disadvantaged students have achieved **significantly** higher outcomes whilst at Kelvin Hall School. We regard the attainment of this cohort as **outstanding**, based on the circumstances of their entry into Kelvin Hall School following their planned previous school closure. The Sydney Smith cohort account for approximately one third of Y11, and as a consequence of significant pastoral and academic support to help students integrate into life at Kelvin Hall School, they were able to flourish. Their outcomes far exceed that of disadvantaged students nationally and ALL students nationally, across all key measures.

Trends over Time – Closing the Gap between Disadvantaged and Non Disadvantaged

Indicator using RAISE online (DfE data for 2014)	2012 Gap between PP & non PP	2013 Gap between PP & non PP	2014 Gap between PP & non PP	2015 Gap between PP & non PP	Comment
5+ A*-C inc. English and Maths	33%	28%	13%	15.5%	Slight increase in gap, however differences still show significant improvement from 2013 outcomes.
Attainment – APS in English	10.5	6.5	3.4	3.35	Gap closing despite achievement and outcomes in both groups increasing.
Attainment – APS in mathematics	8.4	9.8	2.2	5.81	The increase in 2015 can be accounted in part from previously low attainment of the 75 students who joined in Year 10 (see below)
Expected progress in English	28%	13%	2%	1%	Gap closing despite achievement and outcomes in both groups increasing.
Expected progress in mathematics	25%	28%	4%	13%	The increase in 2015 can be accounted in part from previously low attainment of the 75 students who joined in Year 10 (see below)

Comment

This table shows that the gap between Pupil Premium and Non-Pupil Premium students remains narrow, despite some widening within Maths.

Indicator using RAISEonline and DfE data 2015	Pupil Premium 2012	Pupil Premium 2013	Pupil Premium 2014	Pupil Premium 2015	Comment: What do the outcomes show?
5+ A*-C inc. English and Maths	24%	39%	58%	59%	Significantly above national average 2015 for whole national cohort
Attainment – APS in English	28.1	34.7	41.2	42.9	Significantly above national average 2015 for whole national cohort
Attainment – APS in mathematics	30.9	30.0	38	35.4	Slight decrease against previous academic years, however remains above national average for disadvantaged students nationally.
Expected progress in English	28%	63%	90%	88%	Slight decrease against previous academic years, however remains significantly above national average for disadvantaged students nationally.
Expected progress in mathematics	47%	40%	72%	60%	Decrease against previous academic years, however remains above national average for disadvantaged students nationally.
% students gaining Ebacc	0%	3%	14%	15%	Improving; slightly below national average for disadvantaged pupils

					nationally.
% of students A*-C in English and Maths	24%	39%	64%	60%	Slight decrease against previous academic years, however remains above national average for ALL pupils nationally.

SUMMARY: How have we continued to improve the outcomes of pupil premium students?

- High expectations of all pupils and adults within the school community.
- Laser sharp analysis of data with specific attention to embedding the use of Personalised Learning Checklists in all subject areas at Key Stage 3, and in some faculty areas at GCSE.
- Used evidence to allocate funding to new impact initiatives.
- High quality teaching and learning throughout Years 7 to 11, with regular monitoring using SISRA Observe.
- Use of whole school SISRA analytics data to focus therapy on key groups of students across Year 7 to Year 11.
- Restructure senior leadership team with one Key Raising Standards Deputy Head and the appointment of one 'Pupil Premium Champion' Assistant Head Teacher in June 2015.
- Restructure teaching staff departmental structure with heads of department responsible for Pupil Progress in their area (Progress Leaders)
- Involve governors closely in monitoring and challenging progress and academic/pastoral support given to disadvantaged students.
- Bridged links with Wyke 6th Form College in raising the aspirations of disadvantaged students between Y9 and Y11.
- Ensure closely targeted and expert careers advice is given to motivate and guide students.

Ofsted Inspection Data Dashboard 2014 and 2015

'From at least 5 out of every 6 starting points, the proportion of disadvantaged KS4 pupils making and exceeding expected progress in English and Maths was similar to that of other pupils nationally.'

Allocation of Funding 2015 - 2016

	2014/15	2015/16
Education attendance officer: Additional attendance officer to support pupils and families of disadvantaged students who fall below 90%.	£ 18,498	£ 18,683
School Attendance Budget: Targeted intervention to raise attendance of key groups of poor attenders.	£ 1,858	£ 1,858
Transport Costs: To use the school mini-bus to improve punctuality and attendance of disadvantaged students.	£ 3,420	£ 6,840
Disadvantaged Children Officer: Full time dedicated member of staff for vulnerable pupils (C Hopper).	£ 26,323	£ 26,586
Learning outside the classroom: School budget for additional contributions to ensure that disadvantaged students are proportionally represented in all extra-curricular visits.	£ 5,000	£ 5,000
Assistant Year Leaders: 5 assistant year leaders employed to support with behaviour for learning with disadvantaged students, to lead in pastoral monitoring of behaviour of disadvantaged students in the classroom.	£ 35,557	£ 35,913
English intervention assistant: Full time member of staff to support with reading, writing and communication (H Bielby).	£ 15,793	£ 15,951
Maths intervention assistant: Full time member of staff to support with personalised learning within Maths (J Spencer).	£ 15,793	£ 15,951
Additional part time maths teachers x (3 days each): Providing target intervention within Maths to ensure the progress of disadvantaged students matches their peers.	£ 8,585	£ 8,671
SEN external support: SEN specialist to support SEN needs of disadvantaged pupils (T Morton).	£ 4,750	£ 4,750
Intervention classes: Subject specific classes provided during school holiday periods.	£ 25,000	£ 25,000
After school booster classes: As per school learning outside the classroom timetable, of which disadvantaged students are guided towards.	£ 3,500	£ 3,500
Senior Leadership responsibilities for PPI: Deputy Head Raising Standards Leader (P. Cavanagh). Assistant Head GCSE intervention (C. Grandidge). Assistant Head Data for all groups (G Lickiss). Assistant Head Pupil Premium Champion (R Hilton) Deputy Head Inclusion (R.Khan).	£ 29,542	£ 37,297
Data manager (additional):	£	£

To support Senior Leadership Team with data management, using SISRA Analytics to track and narrow the gap between disadvantaged students and their peers (T.Comez).	26,323	26,586
Inclusion teacher and support: To provide targeted individual support in small groups (E. Steele)	£ 17,590	£ 17,766
Subject funding: Increased additional department funding to support Pupil Premium personalised learning experiences within the classroom	£ 17,500	£ 17,500
Pixl membership and training: To provide Raising Standards Leader (RSL) with support from good/outstanding schools to employ strategies to narrow the gap.	£ 5,200	£ 5,200
Sound training: Reading programme to improve reading ages of pupils at GCSE level.	£ 14,000	£ 14,000
Literacy / reading intervention: Premier reading in Year 7, 8, 9.	£ 2,500	£ 2,500
Library assistants: To support pupil reading and reading schemes in the school (x2).	£ 15,890	£ 16,049
Whole School Literacy budget: To provide resources to support disadvantaged students in accessing books and materials to improve skills.	£ 4,500	£ 4,500
NQT Additional training: To support new staff in data management and literacy development for disadvantaged and vulnerable pupils.	£ 4,000	£ 4,000
Maths web based resources: To support pupil progress at home.	£ 520	£ 520
Key revision guides: Year 10 and 11 GCSE guides for disadvantaged students.	£ 6,000	£ 6,000
Rewards: To support pupil attitudes to learning, outcomes and community projects.	£ 5,000	£ 5,000
Magnetic Boards: To provide senior staff and departments with closing the gap intervention.	£ 2,800	£ -
Supply supporting Maths and English intervention: Cover for specialist teaching staff.	£ 10,000	£ 10,000
Addition curriculum subject exam entries: Additional BTEC provision to support students achieving 8 GCSE subject passes.	£ 9,500	£ 9,500
CPD budget allocation: Staff training budget to support excellence in teaching and learning (including Jake Mansell Pedagogy Project)	£ 20,000	£ 20,000
Curriculum subject start up budgets: Curriculum changes to accommodate personalised curriculum for all.	£ 3,200	£ 3,500
Pupil tracking systems: ICT based systems to support student tracking -Sims, Sims in Touch, Sistra Analytics and Sistra Observe	£ 2,600	£ 2,600

Year 11 Mock day: To enhance student outcomes.	£ 4,200	£ 4,242
Yr. 6 transition: Induction evening and school visits to support transition	£ 2,000	£ 2,000
Link support work with good / outstanding schools: Additional support for expenses when working with schools outside the regional area.	£ 3,000	£ 3,000
High flyers, Year 9, 10 and 11: Visits to National conferences, universities and colleges.	£ 2,000	£ 2,500
Careers officer and assistant: Prioritised interviews to ensure post 16 success (E Hood).	£ 14,095	£ 14,236
Catering School: Employment of school chef to provide outstanding service to children during meal times and within lessons.	£ 3,250	£ 4,000
Uniform / Equipment: To provide financial support when needed in accessing school uniform and subject specific equipment.	£ 2,500	£ 2,500
Small group intervention: Targeted group support for progression to grade C in English & Maths.	£ 15,000	£ 15,000
	£ 406,787	£ 418,698

The following proposed spending forms the additional targeted intervention for 2015 - 2016, following rigorous analysis of effectiveness of 2014-2015. All costs indicated above have been carried through to 2015 – 2016.

Sound Training: Additional staffing for sound training with targeted intervention for disadvantaged students in Year 10 and Year 11.		£2,000
Leadership: Appointment of Assistant Head teacher with responsibility for Pupil Premium		£3,283
Pixl T&L support: Additional Pixl budget for Science / History / Geography and foundation subjects.		£4,000
Revision and Consolidation of Learning: Key revision guides for all PPI students within Year 9 in required subjects		£2,000
Option Subject Support: Increased cover costs for option catch up days within Year 9, 10, 11 (all PPI students invited)		£2,500
Local Authority support: To improve support of progress of key groups of students		£1,000
PRU intervention support: early intervention including attendance of PPI students.		£1,000
Additional Careers support for post 16: To include work placements / extended placements / careers days / college and university visits and Pixl conferences, including targeted post 16 activities for all Key Stage 4 PPI students).		£8,500

Headteacher pathfinder support: raising achievement for all groups of learners.		£1,000
Business / Enterprise support: Implemented for Year 10 and 11 students to ensure PPI students/all groups supported in preparing for life outside of the classroom.		£7,500
Career further funding (master's degrees): EHO project to include post 16 progression for PPI students and Career support LFO.		£5,000
Admin support: To support with data intervention for PPI students (including trial with 4Matrix)		£1,500
Literacy: Continued development of ERIC literacy across the curriculum strategy		£5,000
Maths Intervention: Development of targeted fortnightly intervention strategy to include participation of disadvantaged students.		£13,000
Pupil Premium Innovation Grant: to allow for departments to bid for projects to raise attainment and aspirations of disadvantaged students		£10,000
Careers: Employment of one additional member of the careers team to support student pathways into higher education		£19,651
Student Voice: Development of Cool Scholars Pupil Voice and Leadership Programme		£1,000
Awards for all Grant: Transition programme to support disadvantaged students in Y7		£9,986
Subject resources: Textbook increase allowance for all subjects (in support of new 9-1 GCSE Specifications)		£10,000
Further education: High Flyers University and college visits (day trips and residential) to raise aspirations of disadvantaged students.		£1,000
Parental Engagement funding: to support families in accessing school events to raise attendance and build better communication between the school and parents/carers.		£4,000
		£112,920

Total Projected Spend 2015/16	£	531,618.50
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