

Pupil Premium Review for 2015-2016

Background

Summer 2014

The performance of disadvantaged students in Year 11 in the summer of 2014 was very disappointing. The Year 11 disadvantaged cohort in 2013/14 was small, significantly less able on entry than their peers (KS2 APS of 26 vs. 29 for non-disadvantaged) and over 50% of them had extremely challenging home circumstances and personal issues. We worked tirelessly with the group and used an extensive array of support strategies. This meant that despite the challenges we improved in several measures from the 2012/13 cohort – we increased the APS in both English and Maths (and narrowed the gaps with their peers), we increased the proportion of the cohort making 3 levels of progress in English and our Best 8 Value Added Score was higher than that of disadvantaged students nationally (991.1 vs. a national figure of 977). Additionally every single student went onto appropriate education, employment or training (0% NEETs). However, the performance of disadvantaged students in Maths was not acceptable and neither was the proportion achieving 5 A-C inc. English and Maths.*

Summer 2015

*The 2015 disadvantaged cohort was similar in ability (KS2 APS was 26) and again, a significant number had very challenging circumstances, including five students who joined us during KS4 after failing to succeed at other local secondary schools due to their extremely challenging behaviour. In February 2016, The Department for Education published the national school performance tables and we were delighted to see the exceptional progress made by our students. Overall progress for schools at this point was measured by a 'Best 8 Value Added Score'. Plymstock School achieved a score of 1013.3 for ALL students – putting us in the top 17% of all schools nationally. **Our disadvantaged students achieved a Best 8 VA of 1011.4**, a GAP of (-2.4). Standard Deviation 57.6. (The national performance for disadvantaged students was 976.3 and for OTHER than disadvantaged 1008).*

We are particularly pleased with the progress made by students from disadvantaged backgrounds – where their progress put the school in the top 7% of all schools nationally.

September 2016 onwards

Given the starting point on entry of the cohorts who took their GCSEs in 2015 and 2016 we are extremely pleased by the progress made using the new progress 8 measure. The 2016 disadvantaged cohort was significantly below the national average (KS2 APS was 25) and again, a significant number had very challenging circumstances, including three students who joined us during KS4 after being unsuccessful at other local secondary schools due to their extremely challenging behaviour. In addition, two students with serious mental health issues that had become school-refusers. One of those was dual rolled and educated at an appropriate health-based educational establishment and the other student re-engaged with some aspects of his education through a bespoke package that we have created, funded through the Pupil Premium.

The School remains firmly fixed on its aspirational goal - there should be NO difference in Achievement and Progress between Disadvantaged and 'other' students nationally. Disadvantaged students are performing at least in-line with their peers, if not above.

Further improving achievement and maximising the progress of disadvantaged students remains a whole-school priority

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When referred to the National Gap is between Plymstock School Disadvantaged students in 2016 and National 'Other' (Non-Disadvantaged students).

Prior Attainment: Year 11 (Disadvantaged cohort KS2 APS of 24.9; National APS for all students in this year group was 27.5)

Outcomes for 2015-16

	Plymstock Disadvantaged Outcomes	National Disadvantaged Outcomes	National Gap to National 'Other'	Plymstock Gap to National 'Other'
Progress 8	0.00 (Top 11% of schools in England)	-0.38	-0.48	-0.10
Attainment 8	42.5	41.1	-12.2	-10.8
Basics	46.0%	43.1%	-27.5	-24.6%
EBacc	13.0%	11.7%	-18.0	-16.7%
P8 English	-0.12 (Top 34%)	-0.33	-0.41	-0.20
P8 Maths	+0.12 (Top 15%)	-0.33	-0.43	+0.02
P8 EBacc	+0.20 (Top 12%)	-0.45	-0.59	+0.06

Where highlighted in green, our disadvantaged students are performing better than disadvantaged students nationally.

Review of 2015/16 strategies

Leadership changes

From September 2014 the senior leadership team was restructured to enable a greater focus on the progress and achievement of all students but with a strong emphasis on disadvantaged students. A Deputy Headteacher was given overall responsibility for leading the school's Pupil Premium strategy. Five Assistant Headteachers were restructured with new job descriptions to become Achievement Leaders for Years 7-11. We also appointed Pupil Premium Leaders in both English and Maths. Performance data is now more efficiently tracked using a new system (SISRA Analytics) that gives up-to-date data and enables quick sub-group comparisons, especially PP eligible vs. non-PP eligible. This system is used by all leaders and teachers across the school. Regular progress reports are presented to the senior leadership and governing body. To enable the governing body to verify and challenge progress data, the Pupil Premium Link Governor undertook a Pupil Premium Evaluation Day (Feb 2015 and 2016) in which he reviewed plans, scrutinised work, undertook a learning walk in Maths, interviewed the Pupil Premium Leaders in both English and Maths, as well as an Achievement Leader, and spoke at length to a cross section of eligible students across Years 7-11.

The drive for improving outcomes for disadvantaged students has been given a very high profile across the school. A range of whole-staff training sessions continue to be held, allowing teaching strategies and ideas to be shared. Lesson observation, work scrutiny, learning walk and student voice recording documents are amended to ensure that the progress and achievement of disadvantaged students are closely evaluated. The high priority given to disadvantaged students over the last two academic years has played a significant factor

in the rapid improvements seen in the summer results in both 2015 and 2016. There is still much to do to eliminate the gap and this remains a key whole-school priority for Plymstock School in 2016-17.

To further improve the impact on progress of disadvantaged students from September 2016, leadership changes have been made to the senior leadership team and our pastoral leadership team. Specifically, to embed strategies and practice learnt from taking part in the national "Challenge the Gap" project and the schools membership of the SWTSA Pupil Premium Coordinators Group. An Assistant Headteacher has now taken overall responsibility for leading the school's Pupil Premium strategy; in addition, we have appointed a senior head of department as a Pupil Premium Lead, who has led the Challenge the Gap project and leads day-to-day management of key action plan themes and embed systems learnt from Challenge the Gap that have had a successful proven impact on students' engagement.

Alongside this the school has restructured its pastoral system to a year based system with both Head of Year and Assistant Head of Year having specific roles for closely monitoring and tracking the performance of disadvantaged students – challenging staff and departments to improve rates of progress.

This is to ensure every member of staff in the school is clear who each eligible student is and continues in 2016-17 to have the highest expectations for them.

English and Maths Support Fund

In both departments a Pupil Premium Leader has been appointed to lead the drive for improvement of all disadvantaged students across Years 7-11 and coordinate interventions. The fund has also been used to provide small group and one-to-one tuition as well as additional resources for eligible students. Due to the concerns over performance in 2014 of PP students in Maths a proportion of this fund was used to provide additional teaching hours for one of our part-time Maths teachers to focus on targeted disadvantaged students. In addition, English following initial results in 2015 the English department employed an AQA examiner to lead small teaching groups with PP students and share practice within the department to better ensure that all had clarity on what a C grade or higher now looks like. We also provided leadership support for the Maths team using an experienced and highly successful middle leader and in 2015-16 a review of the department was carried out by an SLE. The English and Maths Pupil Premium Support Fund also linked with the Home Tutoring Programme covered below. We implemented a range of strategies in 2015-16 from our membership of SWTSA, one successful strategy has proven to be Maths and English registration immersion groups. In addition, a range of holiday and weekend support courses were offered to all disadvantaged students during the year. The impact on performance of both areas is evidenced in our results data for 2015 and 2016. Results data of the impact of strategies is allowing the departments to fine tune their internal action plans for the 2017 by focusing on proven strategies that have successfully maximised the progress. To ensure disadvantaged students who will take the new GCSEs will continue to show progress achieved to date.

Improving Reading Ages. In Year 7 and 8 during 2014-15 and 2015-16 the school has embedded the use of Accelerated Reader, along with other measures, has been positive for our PP students, when compared with national data. The PP students had an average NRSS (Norm Referenced Standardised Score) of 98 on entry which increased to 99 by the end of the year. The percentile rank score of these students, improved by 3%, moving from 47% to 50%. These data show that AR is helping to put our students reading ability in line with the average reading ability of students of the same age nationally.

This strategy is continuing in 2016/17.

Home Tutoring Programme

This strategy was introduced in September 2014 in which we deployed a team of home tutors to provide personalised one to one tuition in the home for disadvantaged students in English and/or Maths. The students primarily targeted were those in Years 10 and 11 who were at risk of not making at least three levels of progress in either or both subjects. Each student received at least one hour per week throughout the 2014/15 academic year. The team of tutors worked closely with the Pupil Premium Leaders in the English and Maths departments to identify student strengths and weaknesses as well as skills/knowledge

that needed further development. The programme was also very successful in involving parents in both English and Maths as it enabled them to get immediate feedback from the tutor following each session – which in turn meant they could support their child more effectively.

The impact was very positive, especially in Maths, as explained in the first section. In light of the new GCSEs in English and Maths we will be providing training for our home tutors to ensure that they are able to ensure clarity on what the new grades look like, specifically Grades 4, 5 and higher. The provision of tutoring was extended to provide tutoring on site after school and during the school day during 2015-16. This has proved successful this year in engaging students who did not want tutoring in their home and breaking down barriers to learning. This strategy is continuing in 2016/17 for eligible students in Years 9, 10 and 11.

Disadvantaged Student Mentoring Programme

This strategy involved our team of five House Mentors who each dedicated the equivalent of two days per week to provide high quality mentoring and support for disadvantaged students and their families. This was very successful in building relationships with harder to reach students and their parents. It has allowed issues to be identified early and has encouraged an individual student-level discussion on how to use the Pupil Premium most effectively with each student. The programme has been instrumental in improving attendance of disadvantaged students. Evidence of impact at the end of the 2014-15 academic year the attendance of disadvantaged students rose to 92.6% (nearly 1% higher than 2013-14 and 2% higher than in 2012-13). The gap was also reduced to -2.6% (compared to 3.5% in 2013-14 and 4.4% in 2012-13). By the end of 2015-16 attendance of disadvantaged students has risen again to 93.2%. This strategy will continue in 2016/17 and will be led by our Assistant Heads of Year.

Plymstock School Achievement Voucher

We took a proportion of the Pupil Premium funding and gave each family a Plymstock School Achievement Voucher. This allowed both the families and the student to have a say in how some of the funding was to be spent. Students and their families chose to spend the funding in a variety of ways – this included uniform, equipment, school trips, membership of clubs etc... There were also some highly personal ways in which we were able to support families in difficult circumstances. For example, in one case we used funding to provide the children with beds. This has been a very effective strategy in helping to reduce the social barriers to learning faced by our disadvantaged students. As a consequence, no disadvantaged students in Years 7-11 were issued with sanctions for incorrect uniform or missing equipment. 94% of disadvantaged students in Years 7-9 participated in at least one extra-curricular activity and 100% participated in the activities/trips of their choice during the July 2016 Enrichment Week. 100% of disadvantaged students in Year 11 were provided with all relevant GCSE revision materials free of charge. This unique aspect of our work has been recognised as highly effective practice by the Plymouth Child Poverty Strategy 2014-2016. This strategy will continue in 2016/17.

BEES Programme

This involved the implementation of a school engagement programme known as the Bespoke Engaging Education Service (BEES) for targeted disadvantaged students in Year 7 to improve attendance, confidence, leadership skills and attitude to learning. The programme also sought to engage parents more actively in their child's education. The targeted group of 20 students were those who had struggled in primary school, particularly in terms of attendance and behaviour. Over the course of the year the students engaged in weekly activities that included animal care, team building and survival skills. A particular highlight was when the group organised, promoted and ran a Christmas Reindeer event in December 2014. At the end of Year 6 the targeted students had an average attendance of 82.1%. By the end of Year 7 their average attendance was nearly 95%. The initial target group continued the programme in Year 8 with some students declining to continue. Analysis shows for those no longer attending: average attendance in Year 7, 94.9% compared with 94.2% in a Year 8, an average change of -0.2 for all 9 who are still on roll. For those who have regularly attended in Year 7&8: average attendance in Year 7, 96.7% compared with 95.2% in a Year 8, an average change of -1.5. As a result of the positive impact this project has had on the trial group's attendance when compared with their Year 6 average attendance a new group of Year 7 PP eligible students will start in

October 2016. The specific aims of the project remain to improve attendance by widening participation through engagement and links directly to The Sutton Trust's report findings Believing in Better, June 2016.

Challenge the Gap

We participated in the Challenge the Gap Programme and were partnered with Kingsbridge Community College and Tiverton High School. Our Challenge the Gap team comprised of a senior leader (Achievement Leader for Year 9), the two Pupil Premium leaders in English and Maths, an EBacc teacher from Geography and two para-professionals – non-teaching Assistant Heads of House (now Year) who help deliver the Pupil Premium Mentoring Programme. The team focussed on raising the achievement of 15 PP eligible students in Year 9 (one of which is a LAC) who were below target in English and/or Maths or had poor attendance. Significant progress was made on improving progress of the targeted students. 12 out of the 15 students improved their attendance by an average of 3.2% and 14 out of 15 students improved the proportion of subjects where they were on/above their target pathway.

As a result, we aspire to become a facilitating school for the programme by September 2017. In addition, we are extending the use of Individual Learning Plans (ILPs) for 15 key disadvantaged students in each year group. These Pen Portraits describe background information, learning styles as well as targets. These will be monitored by Assistant Heads of Year as we embed and expand strategies learnt that are having effective impact on teachers knowledge of students and provide simple and effective monitoring strategies to ensure progress is maximised by regular information sharing.

Collaborative work with other schools

Plymstock School joined the South West Teaching Schools Alliance (SWTSA) and Challenge Partners In 2015-16. Through our application we have identified raising the achievement of disadvantaged students as one of our top priorities. This year we are especially looking to extend our collaborative work with other schools and leaders to share best practice and ideas about improving outcomes for disadvantaged students. Examples include: Primary Partnerships and transition work as well as strengthening our partnership with Plymouth Schools through the Plymouth Learning Trust (PLT). This strategy will continue in 2016/17.

How will we adapt our approach this year in light of our results?

The improvement in PP eligible student outcomes in both 2015 and 2016 has given teachers and leaders across the school confidence that their efforts and strategies are having a genuine impact and it has galvanised our commitment to eliminating underperformance of disadvantaged students. With the changes to GCSEs, achieving good grades will be even more of a challenge, especially for disadvantaged students. We believe that good teaching is best possible intervention for any child, supported by good leadership and collaboration. Therefore, we have taken a proportion of the Pupil Premium funding in 2015-2016 and again this year to support the development of teaching around our three key whole-school priorities, the first of which relates directly to improving the performance of disadvantaged students. We remain committed to further improving differentiation, increasing independent learning opportunities and improving the effectiveness of feedback will also help accelerate the progress of these students. However, in addition in 2016-17, we will develop a co-operative approach to teaching and learning to facilitate high levels of challenge, engagement, independence and resilience, to further close the achievement gaps.

Teaching and learning development fund

This will continue for 2016-17. This will be used to support a rich and varied CPD programme for staff at Plymstock School to help both individuals and departments improve pedagogy and thus more effectively meet the needs of all learners (particularly disadvantaged students).

This year the school will train all staff to deliver lessons using **Kagan Cooperative Learning techniques**. An initial staff group have already been trained in "Wave 1 and 2". From September all staff will be trained,

Research has shown Kagan structures minimise the opportunity for pupils to become distracted, disruptive and then disaffected by giving them the skills to work with others and to learn independently of the 'teacher'. Structures teach pupils social skills; interaction with other pupils, turn taking, listening to the views of others and sharing information. We believe this evidenced based and tested programme will develop consistency and relates directly to improving the performance of disadvantaged students.

Additional Educational Welfare provision

The school will purchase an additional day to employ an Educational Welfare Officer (EWO) three days per week. With a focus on supporting and challenging our most challenging disadvantaged students and parents. Attendance remains a key priority for disadvantaged students, whose habits are hardest to change. This year home visits by EWO with school staff, have had a positive effect on attendance figures by breaking long term absence or persistent ad hoc absences.

Individual Learning Plans (ILPs)

As previously mentioned, these Pen portraits will be put in place for all students outside the Challenge the Gap project where they are below target in Maths and English and or have poor attendance. These have proved effective with a targeted group in Year 9 this year and will be monitored by Heads of Year and Assistant Heads of Year.

The Duke of Edinburgh's Award (DofE)

The school will re-introduce The Duke of Edinburgh's Award (DofE), with a leadership role. Disadvantaged students will be targeted as research has shown this scheme helps build resilience and develop social skills by interaction with other pupils outside of lessons.

Additional after-hours support

Following the publication of the The Sutton Trust's report findings in Believing in Better, June 2016. The School will reintroduce an after school support programme to extend the school day by providing additional support on two nights per week from January to April for Year 11. This will include a free meal from 3pm to 3:30pm to improve participation and engagement of PP students and parents to further close the achievement gaps.