

Spending and Impact Report of Pupil Premium 2015/2016

Allocation; £154,000

Pupil Premium Governor; Sue Kennerly

Sandbach School for the year 2015-16 was allocated £154,000 for our disadvantaged (Pupil Premium) students. This report outlines how the money was spent and the impact it had.

At the centre of our approach is “Quality First Teaching;” we believe that the most effective support for disadvantaged students is provided by high quality teaching in the classroom. In addition to this we sought to maximise the progress and attainment of the students by means of specific intervention programmes, bespoke pastoral support and removing the barriers impeding students from benefitting fully from our wide range of curriculum enrichment opportunities.

The progress and full engagement of the Pupil Premium cohort is a focus of the school development plan and responsibility for leading and managing this area is identified within the Senior Leadership Team.

Learning Support Provision; £94,000

The Learning support centre at Sandbach School provides a supportive environment for all students with additional learning needs. Staffing within the unit provides bespoke programs of support aimed at ensuring students maximise progress. Pupil Premium funding is allocated to ensure that the PP cohort of students also benefit from the Learning support centre.

40% of students who require support from the Learning Support Centre do not have additional funding from SEN sources but are designated Pupil Premium. The school therefore allocates funding to the SEN department to ensure resources are available to support these students.

Overall impact

The good progress being made by a 75% of students who have benefited from using the facility and the support provided by staff linked to the centre indicates this provision offers excellent value for money. The progress 8 value for students Y11 designated SEN support is 0.7 of which 40% are Pupil Premium (unvalidated) and represents outstanding progress by these students.

DIRECT CURRICULUM SUPPORT £29,750

Music Tuition; £5,000

Student wishing to learn a musical instrument are provided with financial supported for lessons.

Overall impact

The school encourages engagement in extracurricular activities promoting a positive attitude in students to their school life, music tuition is an excellent example of this in action.

Educational Trips; £1,500

The school offers support to allow Pupil Premium students to participate in curriculum based trips that have an educational value and are integral to the academic course.

Maths and English intervention; £7,350

Within the core departments systems monitor Pupil Premium students to ensure they are on track to achieve their potential. Specific intervention packages are put in place around students, using our own specialist staff, to deliver the intervention programmes. These programs are delivered both in pastoral time and after school, ensuring minimal disruption to other lessons.

Research shows that this strategy of individual tutoring had a gain of + 5 months (EEF).

Overall impact:

In maths and English 64% and 61% respectively of Pupil Premium students achieved A*-C, maintaining the attainment performance from previous years. 43% of students achieved 5 A*-C including English & maths, which is above the national average for PP students and higher than achieved last year. With a progress 8 figure of -0.02, PP students at Sandbach School are not significantly below the national average performance of all students and in this measure the gap has closed.

ECDL £15,900

Pupil premium students were given the opportunity to complete the EDCL qualification in addition to their normal curriculum.

Overall impact

Pupils completing this course gain an additional Level 2 qualification which can be used in future applications to both further education and employment.

Counselling and Mentoring programs £15,500

Senior Leadership Team mentoring programme; £7,500

Counselling services; £8,000

Pupil premium students are placed on these programs providing one-to-one support to maximise the chances of them reaching their full potential. A four way dialogue is established involving student, mentor, subject teachers and parents/carers with a focus upon removing barriers to progress. Dialogue between mentors and subject teachers is essential as it enables the meetings to focus closely on specific areas for development. The role of the learning support manager has been evidenced as critical in the successful management of this strand of our overall strategy.

Research shows that this strategy of mentoring had a gain of +1 month (EEF).

Overall impact:

Students said that the programme enabled them to manage their workload more effectively and prioritize subjects at key times. All Yr.11 students gained the qualifications required to take up their place with their chosen post-16 provider. The close liaison of the LIM with other staff, managing the process and ensuring good communication between school and home ensures improved outcomes for the students.

Attendance and Welfare Support £14,750 (including uniform purchases)

If students are not in school they cannot access either quality first teaching or intervention/support programmes. We invest considerable resources into our attendance monitoring and support systems to maximise Pupil Premium students' attendance and ensure that their attendance is at the same high level as their peers. Important elements of this were continuous monitoring, weekly report writing and regular and robust communication with parents/carers.

We also invest considerable resources into the staffing of our pastoral support system, with the provision of key staff per year group whose role it is to remove barriers to learning. They are very effective at bolstering self-esteem, confidence, motivation and independence so that the students are well equipped to access the full range of curricular and extra-curricular opportunities and entitlements. The Pupil Premium cohort benefit from this input and this is an essential aspect of the support network put in place for them.

The research shows that this strategy of Social and Emotional learning had a gain of +4 months (EEF).

Overall impact:

Pupil Premium attendance for 2015 -2016 was 95.12 % and represents the highest recorded attendance figure for Sandbach and represents a further 0.5% increase on 2014-2015.

Throughout the school our Pupil Premium students are very well represented in curricular enrichment opportunities of all kinds e.g. 12% of students in the Yr. 8/9 play were PP students. This is a reflection of the hard work carried out by pastoral staff ensuring high levels of engagement.

Development:

Attendance support will continue to be developed with bespoke attendance action plans in place for any Pupil Premium students whose attendance is less than 90%.

LIM and SSC are working to increase the extracurricular participation levels within the PP cohort.

Pupil Premium GCSE Performance Measures 2015 2016

Data currently unvalidated and some national data not yet available to allow full analysis (Oct 2016)

	Year11 2016	
Measure	28 Pupil Premium students	
English Language A*-C Attainment		
Disadvantaged Pupils (PP)	50%	Gap -2%
National Boys	52%	
Maths A*-C Attainment		
Disadvantaged Pupils (PP)	64%	Gap +3%
National Boys	61%	
Attainment 8		
Disadvantaged Pupils (PP)	46.59	
National (Boys)		
Progress 8		
Disadvantaged Pupils (PP)	0.09	Gap +0.09
National (All)	0	

The table above indicates that compared to National Boys performance the Pupil Premium cohort at Sandbach School has performed well in 2016, with only a 2% negative gap in English Language performance compared to National Boys. The Performance in Maths in fact exceeding the National performance of all Boys by 3%. Additionally with a Progress 8 figure of 0.09 evidence clearly shows that Pupil Premium students at Sandbach School do better than the national average for all students.

Progress Review 4 Pupil premium Progress Y8-Y10

From the most recent data review (June 2016) It is clear that the vast majority of Pupil premium students are making good progress across the curriculum. Pupil support plans are in place with specific objectives to support those students not making good progress and are reviewed regularly.

Year	Percentage of PP students with no progress concerns	Percentage of PP students with Progress Concern
Year 8	88	12
Year 9	78	22
Year 10	82	18
Year 11	78	22

