



Pupil Premium 2014-15 Evaluation Report

Impact of interventions on student outcomes:

Strategy	Projected	Expenditure	Impact	Evaluation
Breakfast Literacy Club at KS3	£5,000	£1,440	75% of targeted students made accelerated progress in writing (January and June 2015). 3 sub-level progress and reading accuracy age improvement of 6 months+ was achieved by all students on the phonics programme, indicating better than expected progress.	Targeted students responded positively, outcomes improved, 100% attendance. Next steps, enrol larger cohort in autumn term
English intervention at KS4	£10,000	£24,000	Year 11 Outcomes: English English Lit A*-C 44% 0% A*-E 88% 12% 44% achieved an A – C GCSE, 88% an A - E grade; 82% of students made good or better progress in English. Year 10 Progress: 83% of year group produced coursework at iGCSE grade C level.	90% of year 11s had produced coursework at grade C level (60% of final GCSE). However GCSE result at 44% A - C grades (partly due to mark deductions by the exam board) gives focus for essential work if we are to bridge the skills and confidence gaps for students.
Maths & English Saturday Schools at KS4	£10,000	£13,600	English: 90% of targeted students produced GCSE coursework at C grade and above. Maths (& Statistics) 16% achieved an A – C GCSE, 50% an A- E grade; and 38% made good or better progress in Maths. Of the 4 students entered for statistics, 3 achieved a D and 1 an E GCSE grade. Although the GCSE grades are below A-C, the results represent an achievement for the students who had previously not studied the subject.	Although participation and attendance at Saturday classes was close to 100%, lower than expected GCSE attainment implies that interventions may have had a greater impact on progress. Action points for 2015/16 includes having in place specialist maths team similar to provision for English; and review of effectiveness of Saturday schools.
Attendance & Welfare Officer	£30,000	£14,834	One named person in place with responsibility for liaison and remedial work with EWOs, students and families. 98.1% attendance by year 11s over the exam period. Variable improvements made by targeted cohort of poor / persistent non-attenders, as demonstrated by case studies over summer term which shows: √ a year 10 student making 12% gains in attendance from 53% to 65%; √ a year 9 with 10% improvement gains from 50% to 60% and √ a year 8 with 7% gains from 66% to 73%	Whole school attendance remains below 90%. The high proportional cost of this intervention means there needs to be further dialogue and reflection on impact versus cost. If considered an important element of the schools work, funding may need to be found elsewhere to maintain the intervention.

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Work Experience	£2,,000	£5,500	February 2015, 24 (89%) of year 11 students successfully completed two week work experience placements. July 2015, 65% of year 10 students completed their work experience.	Notable success achieved with year 11 group Year 10 placements were less successful, partly due to students being younger, less mature and lacking destinations focus.
Student incentives and exam support	Nil	£5,300	98.1% Year 11 attendance over the exam period and 254 out of 259 (98%) exam entries successfully completed. Figures that are significantly higher than what was achieved in the previous year.	Challenge going forwards will be how to deliver high levels of engagement and participation without promise or motivation that incentives provides
Additional one day per week of PE teaching	£9,000	£6,750	67% of year 11s achieved equivalent GCSE C grade in BTEC awards	The aim remains for all students on the programme to achieve the level 2 BTEC Award
Total funding	£75,735	£71,424 (c/f £4,311)	In Conclusion: variations in outcomes from the different interventions are evident. A number of interventions delivered better than expected improvements in student outcomes. A few such as the breakfast literacy @ KS3 also delivered better value for money. The 2015-16 plans will be designed to take account of evaluation above.	

Signed: Yomi Adewoye

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