



Pupil Premium Impact Report for 2016-7

Pupil Premium was introduced by the UK government in April 2011, as additional funding for schools in England to raise the attainment of disadvantaged pupils. The funding is paid, for the most part to schools, according to the number of pupils who have been registered as eligible for free school meals at any point in the last six years or have been in care for six months or longer.

Due to the mobility of students on roll at SILS, the number entitled to pupil premium funding changes frequently; and as of 13th Sept 2016 48% of the school population was entitled to PP funding (38 out of 79 students).

As SILS is situated in an area of high social deprivation, where the percentage of pupils on FSM is significantly above the national average, our approach has always been to proactively adopt strategies which minimise the impact of any inequalities or barriers to learning that our pupils may experience.

Our pupil premium funding has therefore been directed at strategies which:

- ☑ Reduce the gaps in attainment
- ☑ Accelerate progress in English and Maths
- ☑ Improve attendance and engagement with families, and
- ☑ Extend the opportunities and access to post 16 employment, education and / or training for our pupils

Strategy	Projected cost	Expenditure	Progress and effect of intervention	Expected impact
Breakfast literacy club at KS3 (years 7-9)	£2000	£1473	The breakfast club commenced in Sept 2016 with a number of key stage 3 students attending the pre-school literacy sessions. Unfortunately, the early interest shown was not sustained during the dark winter months and the intervention was discontinued in Dec 2016.	1/ Accelerated Progress in Writing: 75% of targeted students to make expected progress of 2 sub-levels from baseline. 2/ Reading: 3 sub-level progresses and reading accuracy age improvement to be achieved by all students.

Breakfast wellbeing club at KS4	£3000	£957	<p>A hot breakfast was provided twice a week and cold continental offer on the other three days. The hot breakfast was also on offer during examination periods: from Year 11 mocks in December to the final GCSE exams in May / June. The staff members running the club completed the Level 2 Food Safety Certificate to ensure compliance with food hygiene; and all staff promoted the service to learners.</p> <p><u>Impact - effect:</u> the hot breakfast helped to support a calm start to the day for learners, with many arriving early for the breakfast. Overall attendance and punctuality improved by approximately 12% for year 11 groups. With significant improvements made by a number of students. E.g. student A from 57% attendance in Dec 2016 to 71% by end of June 2017.</p> <p>The additional effect of the club included readiness for learning, reduction in 'hunger pangs' during the morning sessions and improved engagement. Improvements in punctuality and attendance meant that more students were in school and able to access their lessons; and the year 11 results supports this inference with best outcomes of 5 or more GCSEs achieved by students with attendance of 80%+.</p>	<p>To improve pupil wellbeing and ability to study, as seen in GCSE results of 45% and above of Levels 4/5 - 9.</p> <p>To see punctuality and attendance improve to 85%+ and over.</p>
Maths intervention- small group teaching at KS4	£18000	£23543	<p>The additional Maths teacher provided targeted intervention for Year 11 pupils 3 days per week during the school day. As well as, after school and Saturday classes for targeted students to address gaps in learning and prepare them for the GCSE exams</p> <p><u>Impact - effect:</u> school data showed that more than half of the targeted group made expected or better level of progress, moving up by at least one GCSE level in six months. From the initial mock exam results in Dec 2016: L5 0%, L4 = 8%, L3 = 8%, L2 = 33%, L1=41% to the final GCSE June 2017 outcome of: L5=7.7%; L4=7.7%; L3=19.2%; L2= 11.5%; L1=34.6%; U=7.7%; X=3.8%.</p>	<p>45% of students to achieve Levels 5 to 9 in GCSE Maths. 100% of pupils to make predicted progress from baseline.</p> <p>To work with Year 11 cohort initially.</p>
Maths consultant	£400 / day	£4800	<p>The consultant provided guidance on implementation of the new curriculum, team teaching and giving direction on content, skills, assessments and intervention sessions.</p>	<p>45% of students to achieve Levels 4/5 to 9 in GCSE Maths.</p>

			<p><u>Impact – effect:</u> teachers were more confident with the delivery of the new curriculum. The schemes of learning and resources were relevant to the current specification and the moderation of assessments meant that student’s attainment levels were realistic.</p>																									
Physical Education: additional 1 day / week teacher support	£6000	£6200	<p>Whole school PE is delivered by specialist teacher who has been working with six year 11 students studying for BTEC sports award. Expected outcomes: all 6 students to achieve a level 2 pass in the BTEC awards.</p> <p><u>Impact – effect:</u> L2 – 16%, L1 – 16%, U – 66%. Unfortunately only 2 out of 6 students achieved a qualification. One got the level 2 award equivalent to a good GCSE pass and the 2nd achieved a level 1 award. The other four students did not complete their portfolio of work, thus their final grade was unclassified.</p>	45% of students to make predicted progress from baseline. 45% of students to achieve Levels BTEC level 2																								
Attendance & Welfare Officer	£21969	£17094	<p>The most noticeable <u>impact – effect</u> of attendance officer in the role 3 days/ week has been in the improvements made by year 11s as shown in data below.</p> <table border="1" data-bbox="676 823 1319 1046"> <thead> <tr> <th>Group</th> <th>01/09/16 to 04/01/17</th> <th>04/01/17 to 13/06/17</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td></td> <td>84.4%</td> <td></td> </tr> <tr> <td>Year 8</td> <td>85.6%</td> <td>84.1%</td> <td>- 1.5%</td> </tr> <tr> <td>Year 9</td> <td>75.2%</td> <td>71.7%</td> <td>-3.5%</td> </tr> <tr> <td>Year 10</td> <td>82.6%</td> <td>81.8%</td> <td>-0.8%</td> </tr> <tr> <td>Year 11</td> <td>61.7%</td> <td>73.7%</td> <td>+ 12%</td> </tr> </tbody> </table> <p>Additional impact has been observed in the relationships being developed with students and their families. The weekly meeting with the education welfare officer and attendance panel meetings with parents helps to keep the focus on regular school attendance.</p>	Group	01/09/16 to 04/01/17	04/01/17 to 13/06/17	Difference	Year 7		84.4%		Year 8	85.6%	84.1%	- 1.5%	Year 9	75.2%	71.7%	-3.5%	Year 10	82.6%	81.8%	-0.8%	Year 11	61.7%	73.7%	+ 12%	Year 11 attendance to improve significantly. All Year groups achieve 85% and above attendance. Attendance officer to work closely with EWO, pastoral team, monitoring data / records/ registers, weekly reports and meeting with parents.
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Student incentives and rewards	£3000	£2209	<p>The strategy of rewarding attendance at external exams (year 11s) – motivation and buy in is estimated to cost £1000. During the June / July 2017 exam period, over 90% of the students attended and on time.</p>	Attendance over 90%. Half termly tutor group rewards for attitude and academic success.																								

Work experience	£2500	£1462	In collaboration with Southwark Business Alliance, year 11 students took part in work experience during week of 10 th October 2016; and 82% of the students successfully completed their placements.	90% of pupils to engage with work experience in Year 11, as part of preparation for post 16 applications, aspirations and career guidance.
Total projected cost	£56,469	Total expenditure	£57,738	

Report date: September 2017

Pupil Premium ‘disclaimer’: *Schools are free to decide on how best to allocate PP funds for programmes to support its disadvantaged pupils. The amount of Pupil Premium income we receive is calculated from the number of students who are entitled to free school meals or have had that entitlement at any time in the past six years. The number of looked after children is also factored into the calculation. This count of eligible students is made as part of the January Census. These figures were used to calculate the PRU’s Pupil Premium allowance for the financial year 2016/2017, for which we expect to receive £63,580 (on 8th March 2017, the school was notified of a reduction in Pupil Premium Funding from £63,580 to £56,100)*

With a mobile cohort of students, a minority of those counted in the January census will still be at the PRU a year later, making it impossible to target these additional resources at a specific cohort. Whilst there continues (last three years data) to be a noticeable achievement gap between those eligible for FSM and those ineligible; as all students at the PRU are disadvantaged, the Pupil Premium income is directed to interventions which give additional advantage to those most in need.