

Pupil Premium Impact Statement 2017/18

The priorities for 2017/18, broadly broken down into the areas of Attendance, Behaviour, and Progress, are listed below along with an indication of how successfully the school met those priorities and a brief description of the impact. On the following pages, there is a more detailed breakdown of where funding was spent, and the impact of each of those areas in turn.

For all stated progress figures, a value of +1 is equivalent to students achieving, on average, one grade higher than their peers nationally; a value of -0.2 is equivalent to one in every five grades, on average, being lower than their peers.

(NOTE: All progress figures are provisional, and national comparisons may be from 2017 data, until the DfE release the 2018 validated data, at which point we will update this document)

Priority	Review	Details
ATTENDANCE		
Increase attendance rates for PP students, bringing them in line with non-PP		The overall attendance for PP students was 91.6%, compared with 95.1% for non-PP. PP overall attendance was significantly impacted by five students whose attendance was considerably below 75% across the year - the overall attendance for the remaining students was over 94%.
Reduce the rate of Persistent Absence (PA) amongst PP students to be in line with non-PP		The rate of PA has reduced from 21.5% in 2017 to 16.1% in 2018. This brings us closer to and statistically in line with the national rate for non-PP, which is 8.9% (2017), although we would like to narrow the gap still in real terms. PA rates declined throughout the year following the introduction of rapid interventions that were put in place, and these will continue into 2018/19.
BEHAVIOUR		
Reduce the rate of FTEs (Fixed-Term Exclusions) for PP students, such that it is in line with or below the rate for non-PP		The rate of FTEs was 16.1%, which is significantly inflated by a repeated number of FTEs from an extremely small number of PP students. Excluding repeats, the FTE rate is 5.4%, down from 7.5% in 2017. The national rate for non-PP is 5.7%
Reduce the rate at which PP students appear on the in-school behaviour log, such that it is in line with or below the rate for non-PP		PP students accounted for 10% of the entries on the behaviour log across the academic year, which is broadly proportional to the number of PP students in the cohort. Significantly, in the last two terms, this was reduced even further to 9% and 8% respectively.

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PROGRESS

Reduce gap between PP students' progress and that of non-PP students in school and nationally		<p>Unvalidated 2018 data for Y11 shows a progress score of -0.39, which is lower than published data for 2017. The gap between PP and non-PP is wider than in 2017. The score of -0.39 is lower than the national PP progress score of +0.04.</p> <p>Internal teacher assessments currently indicate that PP students are on-track to achieve in line with non-PP students, with unvalidated progress estimates of +0.42 for PP and +0.45. Early teacher predictions tend to be on the generous side, and these predictions will be refined throughout Y11.</p> <p>At KS3, students are given a progress grade in each subject on a scale of Insufficient, Below, Good or Exceptional. 78% of all PP progress grades are Good or Exceptional, which are in-line with 83% of non-PP.</p>
Reduce gap between PP students' attainment and that of non-PP students, in school and nationally		Y11 PP students achieved an average grade of 4.1 (where 4 is equivalent to a previous Grade C). This brings us more in line with the average of 4.9 for non-PP students nationally (2017). 56% of PP students achieved a Grade 4 or better in both English and Maths GCSE, broadly in line with the figure of 67% for non-PP nationally (2017). 28% achieved Grade 5 or better in both, which is lower than the non-PP national figure of 49%.
Ensure PP students make good progress regardless of their prior attainment		Middle prior attaining PP students (those who achieved Level 4s in Year 6) made more progress than others, on average, but still less progress than that of their peers

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In 2017/18, there were 118 students eligible for Pupil Premium funding, which is 7% of the school cohort. The school received a total Pupil Premium budget of £105,600, of which £89,760 was allocated to secondary students. Furthermore, there had been an underspend of £17,246 from the 2016/17 budget, bringing the secondary allocated budget total to £107,006.

A key priority for 2017/18 was to ensure that all funding was spent in order to have the most impact on students' progress and attainment, and for there to be no underspend at the end of the year.

The details of how this funding was spent is detailed below, along with a summary of the impact the spending had. Initiatives are categorised into A = Attendance, B = Behaviour, P = Progress.

Staff / Initiative / Purchase	Cost	Category	Review	Impact
Senior Leader overseeing Pupil Premium	£ 4,134	A / B / P		The senior leader managed the PP budget as well as overseeing the initiatives in place and having overall responsibility for the decisions made.
Enrichment and careers coordinator	£ 3,609	P		All Y11 PP students successfully started college courses, apprenticeships, or in the CCS Sixth Form. Students enjoyed the skills day, and were given opportunities to visit University of Northampton to raise ambitions. For 2018/9, this role will be developed further to include in-house enrichment opportunities, such as student council.
Intervention Teacher PP Secondary (1x English, 1x Maths)	£ 26,577	P		Y10 PP students, facilitated by the English intervention teacher expenditure, are currently predicted to achieve faster progress than non-PP students. Y11 students that received intervention from the Maths teacher expenditure had varied results. These roles are not renewed for 2018/9.
Subject-specific PP coordinators (1x English, 1x Maths, 1x Science)	£ 5,640	P		Whilst gaps were wide in Y11 external exams, current teacher predictions indicate that gaps in English, Maths and Science for Y10 students is negligible (+0.39 En, -0.06 Ma). These roles are not renewed for 2018/9.
Progress Mentor (from 19 Feb 2018)	£ 11,057	A / B / P		The appointment of a dedicated progress mentor for PP students has had a very positive impact in improving attendance, lowering the rate of behavioural issues, and identifying barriers to learning through conversation and observation. It has given PP students and their parents a main point of contact within the school, and given PP students a non-teaching member of staff to access and discuss progress with in a way they may not with a teaching member of staff.

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Pastoral Manager (x2), Work-related Learning Manager, Pastoral Support Officer (x3)	£ 8,239	B / P		This was formerly an allocation for members of the pastoral team to work with PP students alongside their main responsibility. We have identified that this does not work as intended in practice, and replaced these with a single second Progress Mentor from September 2018.
School Counsellor	£ 1,310	B / P		The school counsellor provides an important and valuable role, not always measurable, in the support of students' health and wellbeing. For 2018/9, we aim to monitor the counsellor's impact more carefully, with the use of externally-recognised methods such as Boxall profiling.
"Engage" at Northampton Saints and MAD Study Day	£ 1,620	B / P		Verbal feedback obtained from students following these events was overwhelmingly positive.
Careers Support	£ 1,200			All Y11 PP students successfully started college courses, apprenticeships, or took up a place in the CCS Sixth Form.
Computing project	£ 1,278	P		Slight uptick in the proportion of PP students taking Computing at GCSE. We would expect the benefits from this project to filter through into increased proportions of PP taking Computing over the next two years.
Contribution towards required items for Visual Arts, Food Technology and PE	£ 925	P		Contributions have allowed students, especially at KS3, to engage fully in lessons that have required a financial contribution from parents (eg. purchase of ingredients for Food Tech lessons)
Contributions to Sixth Form students previously eligible for PP	£ 1,000	P		
Contributions to transport	£ 1,436	A		Purchases of bus passes, bicycles and, in very rare cases, taxi services have resulted in students that may otherwise not have been able to get into school have not lost out on their education.
Contributions to uniform (inc. PE kit)	£ 138			
Contributions towards educational visits	£ 749	A / P		It remains extremely important that PP students have access to the same out-of-school experiences as their peers. Trips and visits are an important part of the all-round curriculum.
Contributions towards residential trips	£ 3,856	A / P		
Easter study programme - internal (inc. food)	£ 2,939	P		Feedback from students who were involved was overwhelmingly positive, with 85% of them stating that the programme had been beneficial. However, some of the sessions were attended by fewer than 40% of the intended audience, despite many reminders and assurances from parents that their child would be attending.
English Y11 revision day - external	£ 2,140	P		Session was not fully attended, and did not have the desired impact on the overall outcomes. We are not planning on using this company again.

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English Y11 small group tuition	£ 2,880	P		Significant positive impact on a small number of students, but in general the expected improvements in outcomes did not manifest.
Exam re-marks	£ 839	P		The vast majority of re-marks that were sent off for, came back unaltered (or did not affect the overall grade)
Maths 'Strive for 5' conference	£ 800	P		Feedback about this session, run by the PiXL Club, was generally positive, with over half of students claiming it was beneficial. However, it was attended by fewer than half of the intended audience, and these places were taken by non-PP students to make the conference financially viable.
Maths Y11 revision days (x2) - external	£ 10,810	P		Sessions were not fully attended, and did not have the desired impact on the overall outcomes. We are not planning on using this company again.
Peripatetic music lessons	£ 952			Support provides equality of access to extra-curricular activities.
Purchase of computers	£ 1,556	P		Reduction in the proportion of PP students receiving a homework detention, decreasing from 15% to below 7% across the year.
Purchase of other revision materials	£ 525	P		Both of these are important for equality of access to revision materials. In 2018/9, we aim to develop this further with a closer monitoring of the use of these materials and resources.
Purchase of revision guides	£ 560	P		
Rewards and Incentives	£ 2,750	A / B		Attendance of PP students improved across the course of the year with the introduction of rewards. By the end of the year, behaviour of PP students was in line with non-PP, and the rate of FTEs was in line or lower.
Science Y11 small group tuition	£ 3,262	P		Attendance was poor at these sessions, and the expected improvements in outcomes did not materialise.
Stationery Sets for all PP students	£ 1,294	B / P		Reduction in the number of students receiving a "lack of equipment" entry on the behaviour log once the stationery sets were distributed.