



THE PRIORY
LEARNING TRUST

Priory Community School – Pupil Premium Report 2016-2017.

- * “Students for whom the Pupil Premium provides additional funding, achieve in line with all students nationally in both English and mathematics.”
- * “The school’s current assessments show that this gap is closing rapidly, as is the rate of expected progress for this group in English and mathematics across all year groups.”

Pupil Premium at Priory Community School – An Academy Trust Full Report September 2016.

1. What is the Pupil Premium?

The Pupil Premium is a government initiative that was introduced in April 2011 to benefit pupils from disadvantaged backgrounds. Each school is allocated funds to support the learning of pupils who are currently eligible for free school meals (FSM) or who have been eligible at any point over the last six years. Further funding is provided for pupils in care and for pupils whose parents have been in the services at any point over the last four years. Individual schools are left to decide how the Pupil Premium is best spent in the interests of their disadvantaged pupils.

At PSCA we believe that academic achievements are crucial. To this end, we have identified 4 key areas of support that must be in place for disadvantaged students to succeed.

2. Common barriers to educational success for disadvantaged students.

- 1) Academic support.** This includes 1:1 targeted intervention and small group support delivered through our extensive Period 0 /Period 6 programme as well as through tailor timetables for particular students.
- 2) Social and emotion guidance.** We feel it is crucial for our students to be socially and emotionally resilient to achieve to their full potential. In this instance, the tutor is key and all tutor groups at PSCA have a lower than average number of students in. Tutors deliver 1:1 IAG sessions 3 times a year minimum to ensure that both the academic and pastoral needs of each student are met.
- 3) Welfare support.** We recognise that financial difficulties at home can impact significantly on a learner's ability to success and engage with their education. Financial assistance is provided on a case by case basis to fund (amongst other things) PE kit, trips, music lessons, transport and uniform.
- 4) Enrichment support.** The message to every PSCA student has always been that school does not finish at 2:55 and they are encouraged to broaden their academic and social horizons by taking part in the extensive extra-curricular activities that are on offer. Our belief is that no student should be prevented from engaging in the Period 6 programme due to their financial background and as a result, Pupil Premium finding supports access and participation in such activities.

Since September 2012, schools have been required to publish information online about how they have used the Pupil Premium and the impact it has had. This information follows.

2015-2016 review and evaluation.

3. How many disadvantaged pupils did PSCA have?

In 2015-16, PCSA had 316 students eligible for the Pupil Premium on roll. 8 of these children were CLA. The Pupil Premium population represents 25.2% of the PCSA population.

Year Group	Male	Female	Total
7	24	49	73
8	27	39	66
9	26	31	57
10	30	30	60
11	34	33	67
Overall Total	141	182	323

3. How much Pupil Premium funding did PCSA receive?

The funding allocation for Pupil Premium 2015-16 was £287,215. This equated to £935 per student with CLAs receiving £1,900.

4. How was the Pupil Premium funding spent in 2015-16?

In 2015-16, narrowing the achievement gap between advantaged and disadvantaged students was identified in the school plan as a clear priority.

Pupil Premium funding was spent in a variety of innovative ways as detailed in the table below.

5. Review of expenditure. 2015-2016.

	Intervention	Year group(s) targeted	Description	Cost
1	Intervention Coordinators	ALL	2 Pupil Premium specialist mentors employed to support numeracy and literacy and period 6 interventions.	£37,000
2	1:1 & small group intervention	7	Plan to increase 1:1 intervention with a 25k investment in 1:1 maths and English coaching during term 6.	£25,000
3	Over staffing in maths and English	ALL	Continues unchanged.	£70,000
4	Leadership	9, 10 & 11	Continues in small	£2,000

	Team – Super 16 and Progress 8 monitoring		groups during 3 tutor times a week.	
5	Holiday revision Schools	10 & 11	Continues unchanged	£23,880
6	PP network meetings	ALL	Absorbed into Pupil Premium mentor job description resources	Nil
7	Subsidising revision resources	10 & 11	Continues unchanged	£4,500
8	ICT resources	ALL	Absorbed into school resources	Nil
9	Tutor time maths intervention	10 & 11	Continues unchanged	£2,000 (Leadership Team)
10	Trip subsidy	ALL	All years rewards trips - Year 8 graduation Year 11 Prom Berlin history trip Geography field trips Battlefields.	£3,000
11	PIXL	ALL	Continues unchanged	£5,200
12	Vocational college visits for selected students	10 & 11	Continues unchanged	£1,000
13	Period 6 I	ALL		£1,000
14	Taxis/travel for Period 6	ALL	Continues unchanged	£10,000
15	Early College Transfer	10	4 students	£20,000
16	Attendance interventions	ALL	Continues unchanged	£7,000
17	SEND initiatives	ALL	Continues unchanged	£7,000
18	Raising aspirations and careers interviews	10 & 11	Continues unchanged	£3,000
19	Subsidy of food technology	ALL	Continued unchanged	£2,800

	ingredients			
20	Evening school	11	Initially a short term intervention started in term 4 to extend the school day. Plan to run from Christmas to support PPE's	£17,500
21	Home tuition	ALL	Continues unchanged	£7,000
22	PP extra transition visits	7	Continues unchanged	£1,000
23	Additional NQT Science Teacher	ALL	Further boosting Science support and class sizes	£28,000
24	PP Training	ALL	As required	£250
25	Peer tutoring (Teachers of the future)	Lower school	Continues unchanged	£1,000
26	CLA Programme		Continues unchanged	£7,000
TOTAL				£286,130

6. Evaluation. What was the net impact of this spending in 2015 -16?

Achievement at Key Stage 4

Five or more GCSEs at grades A*-C, including English and maths

In 2016, 45.5% of disadvantaged students gained five or more GCSEs at grade C or above, including English and maths. This was positive in comparison to the national average.

Expected progress in English

In 2016, 87.3% of disadvantaged students made expected progress from Key Stage 2 English to GCSE English. This is above the national average.

Expected progress in maths

In 2016, 53.7% of disadvantaged students made expected progress from Key Stage 2 maths to GCSE maths. This is lower than the national result for non-disadvantaged students.

Expected progress in English and maths

In 2016, 47.3% of disadvantaged students made expected progress in English and maths. This provides a positive comparison to the national average.

7. Evaluation of the impact of specific interventions in 2015-16.

Although the impact of each individual intervention is cumulative, and sometimes difficult to quantify precisely, the specific impacts of a variety of interventions are presented for illustrative purposes.

1. Evening School

Feedback from the students was extremely positive:

"It has encouraged me to be more proactive in my revision. I don't just go home and watch TV."

"Staff have helped me to face my fears when it comes to revision and not knowing where to start."

"I don't have somewhere quiet to revise at home; I do in school."

"I feel that the smaller groups mean I get more time with teachers."

"Seeing students who used to go to Priory teaching at Evening School inspires me."

2. Attendance Interventions

The attendance of disadvantaged pupils in 2015-2016 stood at 94.8%. It is policy that all morning attendance calls are directed first to disadvantaged pupils. Home visits to pupil premium students as part of attendance audits increased.

3. Super 16. This initiative was extended to include all Upper School year groups.

Year 9.

- 'Lates' dropped from 11 per student to 3
- 3 students with 100% attendance
- 6 students significantly improved overall attendance figures
- 11 students had a positive net score

Year 10.

- 'Lates' dropped significantly
- 1 student maintained 100% attendance across 4 terms
- 3 students significantly improved overall attendance figures
- 6 students had a positive net score

Year 11.

- 3 students with 100% attendance across terms 4 and 5.
- 3 students significantly improved overall attendance figures

- 6 students had a positive net score

4. PAC

Progress, Attendance and Support for Years 9, 10 and 11 showed the following:

- Behaviour points significantly dropped
- Progress- RAISE online was variable
- Effort levels remained high

2016- 2017 Pupil Premium plans.

8. How many disadvantaged pupils does PCSA have 2016—2017?

In 2016-17, PCSA has 323 students eligible for the Pupil Premium on roll. 3 of these children are CLA. The Pupil Premium population represents 25.5% of the PCSA population.

Year	Boys	Girls	Total
7	30	43	73
8	33	33	66
9	27	30	57
10	32	28	60
11	40	27	67
Total	162	161	323

Type of Pupil	Pupil Premium per Pupil	Number of eligible pupils
Primary 'Ever 6' FSM	£1,320	64
Secondary 'Ever 6' FSM	£935	238
Post-LAC	£1,900	3
Service Children 'Ever 5'	£1,900	7

From 1 April 2016 to 31 March 2017, the Pupil Premium allocation is £274,890. This equates to £851 per student with CLAs receiving £1,900.

9. Success criteria and desired outcomes.

- In 2016-17 narrowing the gap further between advantaged and disadvantaged students against national averages (as well as whole school) remains a key objective in PCSA's development plan. The implementation of extra maths intervention both 1:1 and in small groups has been done to further narrow this gap.

- Additionally, we continue to strive for even better attendance and this is reflected in our commitment to visiting disadvantaged pupils first if they are absent. We aim to increase the attendance of disadvantaged students by 2% inline with the rest of the school. Current PP attendance is inline with the national averages.

10. How is the Pupil Premium funding being spent in 2016 -17?

	Intervention	Year group(s) targeted	Description	Cost
1	Intervention Coordinators	ALL	2 Pupil Premium specialist mentors employed to support numeracy and literacy and period 6 interventions.	£37,000
2	1:1 & small group intervention	7	Plan to increase 1:1 intervention with a 25k investment in 1:1 maths and English coaching during term 6.	£20,000
3	Over staffing in maths and English	ALL	Continues unchanged.	£70,000
4	Leadership Team – mentoring and tutor time maths intervention	9, 10 & 11	Continues in small groups during 3 tutor times a week.	£2,000
5	Holiday revision Schools	10 & 11	Continues unchanged	£20,880
6	PP network meetings	ALL	Absorbed into Pupil Premium mentor job description resources	Nil
7	Subsidising revision resources	10 & 11	Continues unchanged	£3,500
8	ICT resources	ALL	Absorbed into school resources	Nil
10	Trip subsidy	ALL	All years rewards trips - Year 8 graduation Year 11 Prom Berlin history trip Geography field trips	£3,000

			Battlefields.	
11	PIXL	ALL	Continues unchanged	£4,010
12	Vocational college visits for selected students	10 & 11	Continues unchanged	£1,000
13	Period 6 I	ALL		£1,000
14	Taxis/travel for Period 6	ALL	Continues unchanged	£8,500
15	Early College Transfer	10	4 students	£20,000
16	Attendance interventions	ALL	Continues unchanged	£6,000
17	SEND initiatives	ALL	Continues unchanged	£7,000
18	Raising aspirations and careers interviews	10 & 11	Continues unchanged	£3,000
19	Subsidy of food technology ingredients	ALL	Continued unchanged	£2,800
20	Evening school	11	Initially a short term intervention started in term 4 to extend the school day. Plan to run from Christmas to support PPE's	£12,000
21	Home tuition	ALL	Continues unchanged	£7,000
22	PP extra transition visits	7	Continues unchanged	£1,000
23	Additional NQT Science Teacher	ALL	Further boosting Science support and class sizes	£28,000
24	PP Training	ALL	As required	£200
25	CLA Programme		Continues unchanged	£7,000
26	HAPPS	ALL	Aspire trips and mentoring via Evening School from high achieving ex students.	£10,000
TOTAL				£274,890

11. HAPPS (High Achieving Pupil Premium Students).

At PCSA, we recognise that a high percentage of our Pupil Premium students are also some of our highest attaining students. To this end, we always strive to ensure they are challenged and encouraged to excel throughout their time here. This encouragement is shown in a number of ways from exceptional IAG (Individual Advice and Guidance) sessions with tutors to aspirational visits to universities and other post-16 institutions. This year, Year 11 HAPPS will also be given the opportunity to work with our past highest achieving students to both stretch and challenge them academically but also to inspire them to consider their future plans beyond PCSA.

Year Group	Number of HAPPS
7	12
8	17
9	11
10	18
11	16
Overall Total	74

This report reflects PCSA's commitment to closing the gap amongst our advantaged and disadvantaged students. As a learning community, we will strive to ensure that there is no gap next year.

Kirsty Aaron
Assistant Principal

Gemma Roberts
Assistant Principal

September 2016.

To be reviewed February 2017.