

Pupil Premium Impact report 2014-15

The pupil premium was introduced to address the gap identified by the government between the achievement of the majority of students and those it describes as “disadvantaged”. In 2014-15, 315 students were funded through the Pupil Premium. FSM6, students who are eligible for Free School Meals at the point in the past six years); 3 were services children and 12 were Looked After Children.

We firmly believe in high expectations and no excuses for any underperformance of our children. We continually focus the resources of Lincoln Christ’s Hospital School to ensure every single child is successful.

Objectives of Pupil Premium Expenditure

Our key aim is to narrow the gap between pupil premium and non-pupil premium students. We have a strong focus around supporting academic progress for students and are highly attuned to the variety of barriers that these students face.

The key objectives are:

1. Attainment in English and Maths: to implement intervention strategies to close the gap in attainment between PP and non-PP students in these core curriculum/ life skill areas.
2. Engagement: to improve curriculum engagement and academic achievement for PP students through the following strands:
 - a. Improving behaviour
 - b. Improving engagement with families
 - c. Developing skills and personal qualities
3. Attendance: to implement strategies addressing the attendance gap between PP and non-PP students.

The key principles are:

- To raise self-esteem and aspirations of students.
- To raise academic progress
- To enhance existing provision

- Using Progress Leaders to identify concerns early and target intervention and support to accelerate progress through individualised support.
- To intervene quickly if any chosen strategy or intervention fails to show impact
- To raise parental support and involvement
- To increase learning time of pupils
- To provide a suitable and broad curriculum
- To raise the importance of high levels of behaviour and attendance.

Amount of Pupil Premium funding received

Total number of pupils on role	1374
Total number of pupils eligible for PPG	315
Amount of PPG received per pupil	935
Total amount of PPG received	£287540

Nature of support 2014-15

Attainment and academic progress	£56675
Engagement and removing barriers to learning	£188655
Attendance	£42066

Evaluation of Pupil Premium Plan 2014-15

<i>Objective</i>	<i>Action</i>	<i>cost</i>	<i>Detail</i>	<i>Outcome</i>	<i>Further development</i>
Key Objective 1: Attainment in English and Maths: to implement intervention strategies to close the gap in attainment between PP and non-PP students in these core curriculum/ life skill areas.	To fund extra Maths lessons afterschool to target C/D borderline and 3 LOP	£6550	Y11 Sept – June – termly basis. Y11 students who are making below expecting progress in Maths are required to attend 1 extra Maths lesson each week after school	In 2014 29% of PP students made 3LOP and 8% made 4LOP. After this intervention in 2015 44% made 3LOP and 9% made 4LOP in Maths. A-C in 2014 of PP students 32% in 2015 49%. All students who received after school classes achieved 3 LOP.	To further develop this resource so all underachieving PP students have access to this intervention.
	To pay for extra teachers for additional English lessons to support Y7s with below NA attainment data on arrival.	£6550	Y7s with below NA attainment in English and Maths study just one MFL and have additional literacy lessons each week to support them to close the gap and improve their ability to access the curriculum	91% of Year 7 students made 2 SLOP (sub levels of progress) 55% made 3 SLOP and 18% made 4 SLOP in English.	Target specific cohorts of students. Major expenditure in this area in 2015-16 to improve Literacy and Numeracy in KS3.
	GCSE Maths revision guide and workbook for each Y11 PP student.	£320	Each Y11 student is given a CGP Maths revision guide and workbook. This is their personal copy and they are given homework tasks and direction on using it in class time too. This money is the cost of this resource for the PP students in Y11.	Maths revision guides gave all PP students the opportunity to work independently using these guides. These were used through the extra lessons and enabled them to gain confidence in this subject.	Evaluate the impact this had on this cohort. Questionnaire to students.
	GCSE English revision guide for each Y11 PP student.	£192	Each Y11 student is given a CGP English revision guide. This is their personal copy and they are given direction on using it in class time too. This money is the cost of this resource for the PP students in Y11.	English revision guides gave all PP students the opportunity to work independently using these guides. These were used through the extra lessons and enabled them to gain confidence in this subject.	Evaluate the impact this had on this cohort. Questionnaire to students.
	English intervention TA 5.5 hours per week KS4	£4028	Students removed from other curriculum areas. Teacher to work with two sets of five PP students (EEF small group tuition).	50% of students achieved expected levels of progress. Without this intervention these students would have underachieved.	To integrate this intervention into the whole PP English intervention scheme in 2015-16.
	Maths intervention instructor 0.5fte (all	£9380	Teacher support in lessons and small group tuition to improve skills and close gaps in learning for PP students	60% of students achieved expected levels of progress. Without this intervention these students would have underachieved.	To integrate this intervention into the whole PP English intervention scheme in 2015-16.

	YGs)		in all YGs. This includes KS4 intervention groups specifically targeted CtG for PP students.		
	Maths intervention TA 5.5 hours per week	£4028	Teaching assistant removes students from other curriculum areas. Works with two sets of five PP students (EEF small group tuition).	60% of students achieved expected levels of progress. Without this intervention these students would have underachieved.	To integrate this intervention into the whole PP English intervention scheme in 2015-16
	English and Maths Y11 holiday revision	£10000	Specific revision classes will run at Easter and Whitsun targeting those at risk of not achieving 3 and 4 LOP in Maths and English. All PP students will be invited to one session at least per subject.	75% of students on PETS course made at least expected progress.	To target specific PP students who require extra intervention to make expected progress.
	Additional Maths class and support in Maths	£3380	Maths classes collapsed to create an additional class and provide more targeted teaching across key groups to ensure 3LOP met.	75% of the group made expected progress or better. A number of behavioural concerns were removed to help with progress in other groups. Maths dept said this has had a significant impact on the quality of T&L they have delivered. This has been observed by SLT.	Look at next year's Year 11 cohort and create a specific group of PP students with barriers to learning.
	1:1 – 1:3 Literacy support	£5000	Two teachers to work either 1:1 or with small groups to support literacy with targeted PP students.	A number of students were involved in this intervention to support Literacy needs.	Measure impact/place into larger scale English intervention next year.
Key Objective 1: Attainment in English and Maths : to	Science intervention TA 5.5 hours per week	£4028	TA to work with a small group of lower ability PP students to help maximise progress.	A small number of lower ability students were supported by TA. The majority either passed a BTEC or achieved expected progress in this group.	To be more specific on the students who are identified for this intervention to measure impact next year.
	SLT support in En and Ma intervention classes 6 hours per week 13 weeks	£3119	English groups reorganised (loss of staff member) to provide targeted specialist teaching to ensure 3LOP met for all.	60% of reformed groups achieved expected progress in English. 83% of supported Maths classes achieved expected progress.	Look at both depts at the beginning of next academic year to see if intervention is required. A number of new staff in both depts next year should allow for further impact.

Key Objective 2: Engagement: to improve curriculum engagement, behaviour and academic achievement for PP students	PLAs supporting students and families	£60193	Each YG has a non-teaching, dedicated member of staff to support with pastoral issues – the whole child concerns which inevitably affect academic progress if not effectively resolved. This includes attending all safeguarding arena meetings, acting as lead professionals at TAC, coordinated pastoral care in school and much inter-agency work.	Improve outcomes through broadening horizons by preparing students well for life. Improved the communication with parents to raise aspirations of students and to support any barriers to learning out of school. Students supported by Deputy Safeguarding Officer (DSO), intervention enables them to remain in school and improve their self-esteem, confidence, behaviour and attendance.	To monitor the specific students that DSO works with to measure impact.
	Work related learning budget to support alternate provision for some KS4 students	£51670	Alternate provision is sourced to support students in reaching their personal excellence. This might be a specialist college course at KS4 or access to Build a Future or other Solutions 4 provision.	A small group of Year 11 students were able to access alternative provision such as Build a Future, solutions 4, YMCA and EYS. This reduced PX of students and gave them an opportunity to develop their education post 16.	To review all alternative provisions and look to see which have the most impact for the student and the school.
	WRL budget to fund Energise programme with Y7 – 9	£1200	A course to improve self-esteem and social skills which helps improve participants' engagement in curriculum time.	With a number of PP students, their confidence and self-esteem have been raised which has allowed them to overcome barriers to learning. This was shown in student pre and post questionnaire.	To link this with The Showroom intervention and target vulnerable students as well as behavioural concerns.
	Multi-Agency Inclusion Support (including The Acorn School, The Showroom, Energise, Need Bright Solutions)	£11492	Use of outside agencies to support inclusion of students at risk of exclusion. The agency and provision used was matched to student need to maximise outcome.	A number of PP students have improved their behaviour and found success at LCHS through this multi-agency approach. Students have been supported who find mainstream education difficult. Vulnerable students have remained in education.	To monitor specific students who access this facility to measure impact.

Key Objective 2: Engagement: to improve curriculum engagement, behaviour and academic achievement for PP students	Transition group – pays for teachers of identified Y7s to aid transition to secondary setting.	£9170	Students identified by parents and primary schools as likely to struggle with the transition from primary to secondary school are placed in a transition group. There are two groups this. This sees them being taught for 7 hours of the week (En, Hu) by their form tutor to give a more primary school approach.	Transition group – literacy 86% made 2 SLOP, 57% made 3 SLOP and 14% made 4 SLOP. The gap is narrowing.	To maintain this excellent resource for these students. To work closely with the SEN dept in identifying students who need this provision.
	Careers support – two days per week support from ex-Connexions worker.	£6840	We employ an ex-connexions careers advisor two days per week to give unbiased careers advice to all students. ST starts with KS4 LAC students, then all PP before seeing all students in KS4. She also meets with KS5 students and KS3 students as requested. In partnership with AF, careers events are coordinated throughout the year which help to educate all students on the pathways open to them and allowing them to develop skills and personal qualities which will see them reaching their goals beyond our setting.	All pupil premium students have had access to careers advice on at least one occasion as well as completing a careers action plan. This has given them the guidance to look at a variety of pathways and helped reduce the school's NEET figures. Feedback from Year 11 students was very positive and appreciative as it gave them more focus leading up to their exams.	To track all pupil premium students post 16 so we are aware of the percentage of students that remain in Sixth Form, college or other educational alternative. Also to have a clear understanding of our NEET figures.
	Christmas present – mock revision equipment	£320	All students were given a Christmas present from the school. This was a set of core equipment for revision and completion of the mocks (calculator, highlighter, set square, pen, revision tips and a personalised Christmas card) this was to show our appreciation of the students to engage them at this crucial time. This is the cost of this gift for the PP	The feedback from students at the time was humbling. They clearly appreciated the gesture and felt really valued. Comments like 'this is the nicest thing that's ever been done for me' were shared. Many students still carry their equipment.	Difficult to measure impact. May look to review this prior to summer exams or for the exams team. Is this required with next year's cohort?

			students in Y11.		
Cost of transport to alternative provision (bus and staff time – 5 days a week Sept – Oct, 4 days Oct till Feb, 3 days Feb to Easter, 2 days Easter to July)	£2500			While I can see the value in providing this for our most needing families, it is a large cost. I would query whether a taxi would be more cost effective in this case. This will be under careful review.	The cost of transport to alternate provision will be significantly reduced 2015-16 and will not be funded through PP funding.
Cost of Turnaround	£29130	We have created an onsite inclusion centre for behaviour work. This serves as part of our readmissions process following a fixed-term exclusion, hosts NBS, provides internal removal from trigger areas to support students and includes targeted behaviour work like positivity (anger management). The aim of this is ultimately to reduce our exclusions. The majority of students that have been involved with the Turnaround Centre have been PP students - this % is reflected in the cost.		For students in lower year groups we can already see the impact of this provision. Having time here looking at triggers following an exclusion means that students and their teachers are more aware so repeats of same mistakes are less likely. 72 pupil premium students have accessed this provision with the huge majority now being able to access the school curriculum and environment.	To use this facility to stop PP students from being excluded more readily or leading to PX. To develop programme of study in centre to develop reflective, restorative and preventative practice.
School transport subsidy	£1900	When school rolls fell we looked to outlying areas to boost numbers. One way of attracting these students was to provide transport. We subsidise this transport, the cost here is the subsidy for PP students using this transport. This allows them to access education at our setting.		Without the considerable transport subsidy these students would be unlikely to be able to attend our school – their school of choice.	Look to see if this is necessary next year. School transport will be reviewed. Is this PP spend?
Raising boys' attainment workshop	£1200	Selected group of KS4 students off timetable for study skills day with outside agency		Group of 35 boys (25 PP) found this workshop extremely useful. Attitudes to learning improved as a result.	Will look at a similar cohort of students next year. PP students only.
Uniform Stock	£2000	Purchase of stock items to supply students with missing uniform to reduce confrontation and support engagement and focus on learning.		This has removed a barrier to learning for some PP students.	This will be replaced by a hardship fund. PL/PM will be able to apply based on individual circumstances. This was a new initiative so the 2014-15 spend was a set up cost rather than on-going spend.

	Sixth Form Mentors	£1000	A number of our Sixth Form students are trained in peer mentoring. They work with students in Y7 – 11 and provide this vital peer support. The cost here reflects the cost of training these students and the time of a member of staff (Sixth Form Student Support) in coordinating this programme.	The confidence of these students has developed due to the time spent with their mentors. Student feedback was extremely positive.	Look to run this on an academic basis as well so this can have a direct impact. Sixth form mentors to attend lessons in their SPS sessions. Monitor the number of Mentors and Mentees.
	PSA support	£4260	We buy hours from LCC for Parent Support Advisors to work with some of our families. This is a valuable support for those families and definitely has an impact on student engagement with education.	A small group of PP students and families have benefited from this facility. This has helped improve attendance and engagement of these students.	Continue to buy hours from LCC for families who require this support.
Key Objective 2: Engagement: to improve curriculum engagement, behaviour and academic achievement for PP students	Subsidise Music Tuition for pp students who undertake additional Music lessons.	£1200	Tuition for instrument lesson from peripatetic teachers is subsidised by school. Students in receipt of PP pay 50% of the cost. This year £1200 will be allocated to support the lessons for those students. This is about engagement and developing the skills and personal qualities of a student which enable them to reach their personal excellence.	Students have received this opportunity to have free Music lessons. This has also helped improve GCSE grades of Yr11 students. 75% of PP students taking GCSE Music achieved their expected progress	Continue to support this for all PP students who wish to access Music tuition.
	Discipline for Learning	£2060	Initial set up costs – research, time and resources. Training of all staff in use of DfL and to embed it in school culture. Money for linked rewards. This is for engagement but also attainment. EEF research shows metacognition programmes are highly successful: this is ours.	We are tracking attitudes to learning explicitly and with a more consistent approach. We've seen impact in increased number of Advanced and Expert Learners.	Continue to develop this in school, lessons as well as a 3 week capture (instead of every 6 weeks) for all PP students. Progress Leaders to analyse this data after every capture and intervene where necessary.
	SAM learning	£350	Online Education Service that supports personalised learning through interactive revision and examination practice – access to all, pupil premium students' element calculated.	All PP students able to access an online provision in and out of school to support revision and learning.	To continue with this facility but not taken as a PP spend next year.

	Year 11 Mock exams cover	£200	Cost of cover for the Year 11 mock exam results – pupil premium element calculated	All Year 11 understood the importance of mock exams and the grades they achieved. Students realised the importance of achieving good grades otherwise this would restrict opportunities such as attending Sixth form or college courses.	Difficult to measure impact therefore this will be reviewed as a PP spend for next year.
Key Objective 3: Attendance: to close the gap in attendance between our PP and non-PP students	To pay for EWO to continue to reduce PA rate and support increase in whole school attendance to close the gap between PP and non-PP students.	£11970	We have an EWO three days per week to support with our PA and those OTPA. As well as supporting with phone calls, meetings and home visits, EWO also completes all our legal reports, FPW and attends court dates. The intention is to improve the attendance of all students and to close the gap between PP and non-PP students.	Over 60% of the students the EWO worked with were PP students. This enabled the school to reduce the PA % between PP and non PP students. PA rate of 7.4% was an improvement on the previous year.	EWO to work closely with the Pastoral Managers to identify the students who require intervention and ensure all procedures are in place and being implemented to improve the attendance of PP students on a half termly basis.
	PLA attendance work focusing on reducing the gap between PP and non-PP students.	£30096	PLAs make first day phone calls, monitor and track attendance and punctuality and liaise with families and EWO where necessary. The intention is to improve the attendance of all students and close the gap between PP and non-PP students. 60% of the students PLAs work with are PP students and that and the amount of their contracted time given to attendance is reflected in the cost here.	The overall attendance for the school was 92.5% whilst the gap between PP and non PP was less than 4%. The gap between PP and whole school was 2.6%	A change of Pastoral structure to allow more intervention to take place on a consistent basis. Pastoral Managers will produce a report every 3 weeks of the attendance of all PP students and intervene with the appropriate action.
	Research and Training with regard to all aspects of Pupil Premium	£1500	SLT to attend courses and training to gain a better understanding of PP spend and impact.	Expenditure is more bespoke to PP students and spent correctly to maximise progress.	New LG team on PP will need training on PP spend. PAF and BSM to attend training, BSM to look at data and use our data manager to monitor progress of these students.

Total £287296