

# Pupil Premium Update

November 2016

## What is Pupil Premium funding?

The Government allocates funding to support:

- students in receipt of free school meals or who have claimed FSM in the last six years
- students who are looked after by the Local Authority,
- Children adopted from care under Adoption and Children Act 2002 and
- the children of Armed Service families

<b>Disadvantaged pupils</b>	<b>Pupil Premium per pupil</b>
Pupils in Year Groups R to 6 recorded as Ever 6 FSM	£1,300
Pupils in Year Groups 7 to 11 recorded as Ever 6 FSM	£935
Looked After Children (LAC)	£1,900
Children adopted from care under the Adoption and Children Act 2002 <sup>1</sup> and children who have left care under a Special Guardianship or Residence Order	£1,900
<b>Service children</b>	
Pupils in Year Groups R to 11 recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence.	£300

## How has this funding been spent? (see Appendix

A) Staffing: £114,370

**Total = £114,370**

New budget 2015/16

102 Ever 6 FSM @ £935 per child = £95,370

4 Looked after children @ £1900 per child =

£7600 0 Armed services @ £300 per child = £0

6 Children Adopted @ £1900 per child = £11400

**Total = £114,370**

## How is the impact of this intervention measured?

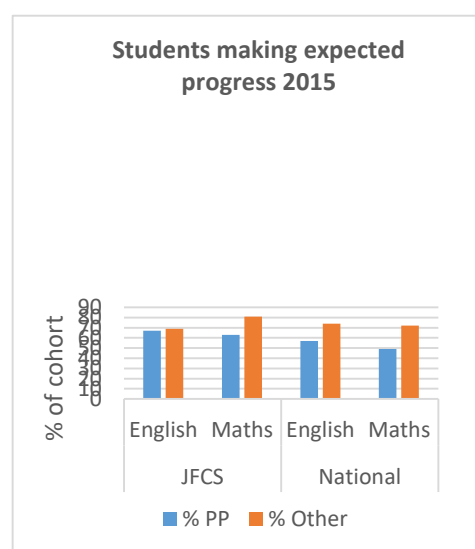
- (1) Progress gaps between Disadvantaged students and other students (RAISE 2015)  
Progress gaps between Disadvantaged students and other students KS4 outcomes 2016.
- (2) Attainment gaps between Disadvantaged students and other students (RAISE 2015)  
Attainment gaps between Disadvantaged students and other students KS4 outcomes 2016.
- (3) Attendance gaps between Disadvantaged students and other students (RAISE 2015)  
Attendance gaps between Disadvantaged students and other students school assessments 2015-2016

### **Progress gaps Summer 2015:**

2015 within school gap for students making expected progress in English was **-2%** (PP 67%, Other 69%). (National PP 57%, National Other 74%, National gap = 17%).  
Difference between JFCS PP (67%) and National Other (74%) is 7%.

2015 within school gap for students making expected progress in maths was **-18%** (PP 63%, Other 81%). (National PP 49%, National Other 72%, National gap = 23%)  
Difference between JFCS PP (63%) and National Other (72%) is 9%.

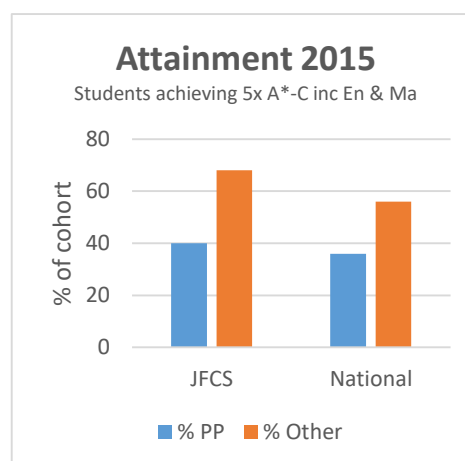
The school's progress gaps between 'Pupil Premium and other students' were smaller than national average.



### **(2) Attainment gaps Summer 2015:**

2015 within school gap for students achieving 5 A\*-C incl En/Ma was **-28%** (PP 40%, Other 68%). (National PP 36%, National Other 56%, National gap = 20%)  
Difference between JFCS PP (40%) and National Other (56%) is 16%.

The school's attainment gap between 'Pupil Premium was larger than national, but % of PP and other children achieving 5 A\*-C incl En/Ma were both above national average.



## 2016 KS4 Outcomes

JFCS 2016 Results	PP	Other	Gap	National 2015	PP	Other	Gap
A* to C in E&M	48%	78%	-30%	A* to C in E&M	39%	65%	-26%
English Baccalaureate	0%	5%	-5%	English Baccalaureate	11%	28%	-17%
Progress 8	-0.27	0.06	-0.33				

### Progress gaps Summer 2016:

KS4 outcomes show that PP children achieve below their estimated expected outcomes from their starting points at KS2 in 3/10 subjects on average. Other students achieved slightly above their estimates (a gap of -0.33 between PP/Non-PP). In some instances, PP students followed a curriculum which designed to meet their individual learning needs, but not always matched closely to the combination of subjects which are used to calculate the Progress 8 measure. Curriculum and Options changes are now in place which are bringing a closer match of curriculum to estimated outcomes for future cohorts.

### Attainment gaps Summer 2016:

2016 within school gap for students achieving A\*-C in in English and Maths = -32% (PP 48%, Other 78%). (2015 National PP 39%, National Other 65%, National gap = -26%)

In 2016, PP students achieved well above national average for 2015. Other students also achieved results in 2016 significantly above other students nationally from 2015.

## **Attendance (RAISEOnline 2016)**

### **Absence 2016**

Absence data are published here in December for mainstream schools and in Spring for special schools.

Absence indicators are based on 2 terms of data (autumn and spring) for mainstream schools and 3 terms of data for special schools.

	% of sessions missed due to Overall Absence		% Persistent absentees - absent for 10% or more sessions	
	School	National average for secondary schools	School	National average for secondary schools
<b>All Pupils</b>	4.2	5.0	11.1	12.4
<b>Free School Meals*</b>				
FSM	6.2	7.2	18.0	21.6
Non FSM	3.7	4.1	9.2	8.3

Absence % of PP students increased in 2015-16 from 5.5% to 6.2%, but remains lower than 2016 national data at 7.2%; the gap to Non-PP students has widened slightly (2.2% to 2.5%) Persistent absence of PP students (18%) is nearly double Non-PP (9.2%) in school, but is lower than that shown nationally (21.6%).

## Exclusions

	<b>Lesson Withdrawal Occurrences 2014-15</b>	<b>Lesson Withdrawal Occurrences 2015-2016</b>	<b>Fixed Term sessions 2014-2015</b>	<b>Fixed Term sessions 2015-2016</b>
ALL	144	181	195	78
PP	48	43	44	36
NON-PP	96	137	151	42

Between 2014-15 and 2015-15, the work of Student Support Services staff has contributed towards the number of fixed term exclusions being markedly reduced for all students. The number of PP students excluded decreased by 18%. There was an increase in lesson withdrawal for all students over the same period, but a small reduction in lesson withdrawal for PP students. Further work is ongoing to reduce instances of lesson withdrawal through intervention of HoD and SLT in conjunction with further work of Student Support staff.

## Attendance at Parents' evenings

The school has made a concerted effort to engage with all students, and 2015-16 figures for parents' evenings show attendance of around 87% attendance across all year groups, with the PP figure being in line with Non-PP. Particular focus is given to ensuring PP students make appointments, and follow up discussions take place with parents if they are unable to attend.

## Standards

To increase standards of literacy the school has used funding to test students periodically and purchase resources to enhance basic skills. This has had a positive impact on all of our students and resulted in increased reading ages.

<b>Year</b>	<b>Number of students</b>	<b>% progress</b>	<b>Average age progressed in years/ months</b>
7	17	82%	1.6
8	19	84%	1.2
9	19	89%	2.1
10	10	83%	2
11	8	100%	1.8