

GPU TC Pupil Premium Information Report 2017-18

1. Summary Information					
Academic Year	2017-18	EFA Funding + LAC Funding	£19,040	Date of most recent PP review	Sept 2018
Total Number of students	265	Number of students eligible for PP	44 (28.2% of KS4 students) Year 10: 21 (21.4% of the year group) Year 11: 23 (39.6% of the year group)		

2. Current Attainment				
	Students eligible for PP at GPU TC (year 11, provisional)	Students not eligible for PP at GPU TC (year 11, provisional)	Students eligible for PP (National, 2017)	Students not eligible for PP (National, 2017)
% achieving 9-4 E&M	35%	47%	44%	71%
Average Attainment 8 score				

Headlines: Year 11 PP students perform better against national figures than non-PP students.

End of Year 10 data shows 57% of PP students are on track to meet or exceed their Maths target grade (with 32% on track to exceed their targets). This compares to 55% of non-PP students who are on track to meet or exceed their Maths target grade (with 20% on track to exceed their targets).

End of Year 10 data shows 80% of PP students are on track to meet or exceed their English Literature target grade (with 45% on track to exceed their targets). This compares to 62% of non-PP students who are on track to meet or exceed their English Literature target grade (with 42% on track to exceed their targets). English Language grades will be fully assessed in the Autumn term.

We have overspent this year because we needed to support two year groups of PP on the funding allocated to one year group. Once funding levels catch up with our student numbers, the amount of overspend should be much lower.

3. Barriers to future attainment (for students eligible for PP)	
In-school Barriers	
A	Literacy and Numeracy: data shows that a significant minority of PP students arrive with literacy and numeracy levels lower than their chronological ages which impacts on their achievement in KS4.

B	Behaviour: PP students make up a higher proportion of behaviour incidents than is suggested by their numbers. A small minority of disadvantaged students make up a greater proportion of isolations and exclusions than non-PP students.
External Barriers	
C	Independent learning, study skills and effective preparation for exams
D	Attendance: attendance for disadvantaged students is lower than that of their peers
E	Aspiration: some students in this group lack aspirations for their futures with some not having a plan for their future education, employment or training putting them at risk of becoming NEET.
F	Social Issues: a significant number of disadvantaged students have had some contact with Social Services, YoS, CAHMS or have been involved in significant drink and drug, or anti-social behaviour incidents outside of school.
Desired Outcomes	
A	Improve literacy and numeracy levels for PP students so that students' overall performance improves.
B	Reduce the number of behaviour incidents amongst this group of students; reduce the number of isolations and exclusions.
C	Equip students with a range of independent learning skills, which allow them to engage in purposeful revision outside of the classroom.
D	Improve attendance for this group of students.
E	All students to have a plan for post-16 education, employment or training which is suitable for them.
F	Successful outcomes of any involvement with external agencies; reduced numbers of anti-social behaviour incidents outside of school

Review of Expenditure			
Academic Year 2017-18			
All Desired Outcomes			
Action/ Approach	Estimated Impact	Lessons Learned (will this action continue?)	Cost
<p>On-going training for teachers to ensure teaching in all lessons is good.</p> <ul style="list-style-type: none"> - Skills gaps identified by Line Managers and staff directed to appropriate training provided through the Greater Peterborough Teaching School Alliance and other providers. - 3 members of staff attended a specific PP training event to broaden understanding. - Establishment of a Staff Library containing educational books and magazines. 	<p>High: reviews of teaching and learning have improved throughout the last year. See Teaching and Learning reviews.</p>	<p>This action will continue. Future training spend will be tracked alongside a review of impact on learners.</p>	<p>£500</p>

Work with the Greater Peterborough Teaching School alliance on subject/ area specific development	High: several departments improved their knowledge of their specifications and pedagogy relevant to their subject (English, Maths, Geography) and the SEN and Safeguarding teams reviewed their practice with identifiable improvements for PP students.		£0 (funded through a DfE grant)
Learning Support Assistant employed to allow for a Core Learning Group to be established for Year 11 PP students with SEMH and high incidences of negative behaviour (B) and social issues (F). EFF toolkit: metacognition and self-regulation +7 months EFF toolkit: small group tuition +4 months EEF Toolkit: Reducing class sizes +3 months	High: This small group of mostly PP students had a small team of strong teachers who employed more active approaches to engage these learners. Other strategies also included focusing on learning skills, metacognition and self-regulation. In addition, the knock-on effect of this provision was reduced class sizes in Year 11 Maths, English and Science lessons for other PP students. The average class size across Year 11 core subjects was 15, down from 20.	This intervention was designed with specific students in mind and may not be possible in future due to the high cost.	£17,804
Personalised timetabling: where students in both year groups had a range of complex needs, timetabling was personalised to encourage good outcomes. This included part-time timetables and reduced numbers of GCSEs.	Med: most students responded quite well to this approach but a minority of students had long histories of disaffection with education and our attempts to address this in the short time frame were not as successful.	We will continue with this approach as it becomes relevant for a very small number of students.	
Desired Outcome A: Literacy and Numeracy			
Action/ Approach	Estimated Impact	Lessons Learned (will this action continue?)	Cost
Extra small-group Literacy and Numeracy sessions for those Year students who were very far behind their peers. EFF toolkit: small group tuition +4 months	High: PP students' GCSE English Language grades were on average -0.14 below their targets. This compares to a non-PP figure of -0.19.	This action will continue.	(as part of Learning Support Assistant wages)
Handwriting sessions for two Year 10 students.	Med: there has been a clear improvement in the handwriting skills of the two students who took part in this intervention. However, this is a time-	This action will continue with careful timetabling.	(as part of Learning Support Assistant wages)

EEF toolkit: one to one tuition +5 months	intensive programme and care has to be taken not to remove students from their core learning.		
Training for staff to embed Literacy and Numeracy within lessons.	Med: Increased evidence from Work Scrutinies and Learning Walks of Literacy and Numeracy being embedded within lessons. Not all teachers engaged with the strategy though.	This action will continue after an analysis of which strategies staff struggled to implement.	
Desired Outcome B: Behaviour			
Action/ Approach	Estimated Impact	Lessons Learned (will this action continue?)	Cost
Whole staff Assertive Discipline training to ensure a good learning environment for all students and a new Behaviour Policy. EEF Toolkit: Behaviour interventions +4 months	Med: In the winter term there were an average of 3.2 on calls per day (44 students received an on call in this term). This decreased to 1.85 per day during the spring term day (38 students). This coincided with the introduction of the new behaviour system, and this has continued to decrease into the summer term to an average of 1.4 on calls a day (24 students).	This action will continue.	£0
Daily or weekly contact with home (as appropriate) to provide coordinated support for students and families. EEF Toolkit: Parental engagement +3 months	Med: alongside other measures, this resulted in fewer serious behaviour incidents involving the target students.	This action will continue.	As part of Student Manager's wages, not funded by the PP budget.
Bespoke timetables for the Core Learning Group, which included Work Experience placements to help to prepare them for the world of work. EEF Toolkit: Individualised instruction +3 months	Med: most students who took part in this programme stayed with the same Work Experience provider for the length of the programme. All but one student in this group has gone on to further Education, Employment or Training.	This action will continue only if necessary for individual students at high risk of becoming NEET.	As part of Student Manager's wages, not funded by the PP budget.
Funding for uniforms and travel to and from Work Experience for the Core Learning Group.	High: all but one student successfully completed their Work Experience placement and all students went on to suitable education, employment or training.		£250

Provision of a Key Worker to meet with students weekly or more frequently as needed.	High: students engaged with this process well. This proactive approach allowed us to explore alternative internal provisions rather than external exclusions. This contributed to their being fewer serious behaviour incidents involving the target students.		
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Desired Outcome C: Independence within and outside of the Classroom

Action/ Approach	Estimated Impact	Lessons Learned (will this action continue?)	Cost
Provision of Revision guides and stationery to facilitate revision at home.	High: alongside other strategies, this approach allowed PP students access to resources that they would otherwise not have access to.	This action will continue.	£805
Lunchtime and Before-school revision sessions, with targeted invitations to PP students	Med: anecdotal evidence suggests this was successful for many students including PP.	Attendance needs to be tracked more robustly. This action will continue with better tracking.	
Easter and half-term revision sessions to which PP students were invited before the provision was offered to other students. This included outdoor learning experiences including high-ropes and sailing. EEF Toolkit: Outdoor adventure learning +4 months	Med: anecdotal evidence suggests this was successful for many students including PP.	Attendance needs to be tracked more robustly. This action will continue with better tracking.	£350 for staff overtime; other costs provided by our sponsor, Anglian Water.
Transport to and from Easter and half-term revision sessions.	Med: those PP students who attended benefited significantly.	This action will continue, but strategies for encouraging attendance need to be reviewed.	£90

Desired Outcome D: Attendance

Action/ Approach	Estimated Impact	Lessons Learned (will this action continue?)	Cost
Regular contact between the student manager and home.	Med: Year 10 PP attendance is good and improving (with an average of 92.9% across the year) however, attendance for Year 11 PP students remained static on average over their two years	This action will continue with a review of strategies.	As part of Student Manager's wages, not funded by the PP budget.

EEF Toolkit: Parental engagement +3 months	with us. This is despite the best efforts of the staff who stayed in regular contact with their parents. There were some clear individual success stories within this group however, with 10 students improving their attendance from year 10 to year 11.		
Adopted Peterborough's attendance policies and signed up to Service Level Agreement.	See above.		£1800
Desired Outcome E: Aspiration			
Action/ Approach	Estimated Impact	Lessons Learned (will this action continue?)	Cost
Participation in the Brilliant Club	Med: the 5 PP students who participated in this programme enjoyed their experience and learnt more about what it is like to attend university. Systems were not in place to identify more target students or to track any potential improvements to their aspirations.	This action will continue, with more accurate targeting of students and better in-house tracking of their experience.	£1120
Funding of travel to and from Work Experience placements.	High: students would not have been able to access Work Experience placements without this provision, or would have been forced to take placements less suitable for their career aspirations.	This action will continue.	£240
Desired Outcome F: Social Issues			
Action/ Approach	Estimated Impact	Lessons Learned (will this action continue?)	Cost
Regular contact with outside agencies who were already supporting students and made contact with agencies and charities on students/ parents' behalf.	High: this coordinated approach		As part of Student Manager's wages, not funded by the PP budget.
Daily or weekly contact with home (as appropriate) to provide coordinated support for students and families.	Med: alongside other measures, this resulted in fewer serious behaviour incidents involving the target students.	This action will continue.	As part of Student Manager's wages, not funded by the PP budget.
EEF Toolkit: Parental engagement +3 months			

<p>Bespoke timetables for the Core Learning Group, which included Work Experience placements to help to prepare them for the world of work.</p> <p>EEF Toolkit: Individualised instruction +3 months</p>	<p>Med: most students who took part in this programme stayed with the same Work Experience provider for the length of the programme. All but one student in this group has gone on to further Education, Employment or Training.</p>	<p>This action will continue only if necessary for individual students at high risk of becoming NEET.</p>	<p>£0</p>
<p>Funding for uniforms and travel to and from Work Experience for the Core Learning Group.</p>	<p>High: all but one student successfully completed their Work Experience placement and all students went on to suitable education, employment or training.</p>		<p>See B.</p>
<p>Provision of a Key Worker to meet with students weekly or more frequently as needed.</p>	<p>High: students engaged with this process well. This proactive approach allowed us to explore alternative internal provisions rather than external exclusions. This contributed to their being fewer serious behaviour incidents involving the target students.</p>		<p>See B.</p>

Total spend: £23, 169
-£4,129