



The Leek Federation of Schools Pupil Premium Statement Academic Year 2014/2015

In the Leek Federation of Schools we will create, for everyone, an environment of opportunity, within a culture of success, and continue to develop and embed a culture of achievement in all aspects of our work. The targeted and strategic use of Pupil Premium will support us in achieving this vision.

PURPOSE

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between students who are eligible for free school meals (FSM) or are Looked After Children (LAC) as nationally they consistently have lower educational attainment than their wealthier peers.

To ensure that funding to tackle disadvantage reaches the pupils who need it most the Government has decided that eligibility for the Pupil Premium will be extended to pupils who have received free school meals (FSM) at any point in the last 6 years. We will be using these indicators to target students in order to 'narrow the gap' regarding attainment.

Pupil Premium funding is allocated to each school as a total sum and is clearly identifiable within their budget. The schools are free to spend the Pupil Premium as they see fit and decide how the Pupil Premium is used, since they are best placed to assess what additional provision should be made for the individual students. Each school has the responsibility to use this funding in the most effective way to support those students. Strategies will vary year to year in order to meet the needs of current students. However they will be held accountable for how they have used the additional funding to support students from low income families.

To help schools evaluate the impact of their strategies new measures have been included in the performance tables that will capture the achievement of those students covered by the Pupil Premium. From September 2012, we have published annually online information about how we have used the Premium. This will ensure that parents and others are made fully aware of the actions of the school and the impact on the attainment of students covered by the Premium.

The Sutton Trust and Education Endowment Foundation advocated in July 2012 the effectiveness of different approaches to improving learning and narrowing the gaps. (The Sutton Trust and Education Endowment Foundation are registered charities independent of

Government). The Head teachers and teachers at the schools in the Leek Federation will decide how to use the Pupil Premium allocation which will include recommendations advocated by The Sutton Trust and Education Endowment Foundation.

The allocation of Pupil Premium funds for 2014/2015 is shown in the attached document. This is followed by a statement which demonstrates the impact of the Pupil Premium fund from 2013/2014.

The Allocation of Pupil Premium Funding for Westwood College April 2014 to March 2015
The College received - £76,000 + unspent monies from last year of £13,665 = £89,665

Allocation Version 1 – September 2014 (Update Version 2 January 2015)

Strategy	Action	Allocated	Expected Impact
<p>Individualised Instruction Sutton Trust recommended Moderate Impact strategy.</p>	<p>Inset to train teaching staff with a focus on differentiation in lesson content and for mentors in strategies support students to narrow gaps in attainment. (particular emphasis on gender – boys performance)</p> <p>Staff and resources for alternative Curriculum designed for disaffected or hard to reach students</p> <ul style="list-style-type: none"> • SEN Suite • Alternative support i.e. Cover Supervisors assisting in the classroom, Individual removal from the classroom for intensive remedial tuition • BTEC Construction • IF programme • Younger Minds Counselling • Careers advice and guidance 	<p style="text-align: center;">£18,954</p> <p style="text-align: center;">£1875 £2790</p>	<p>Student progress in lessons and attainment (exam performance) Student performance in line with expectation</p> <p>Access to appropriate and or alternative curriculum content and subject range to support student engagement and aspiration</p> <p>Intensive tuition available when identified through tracking and class teacher recommendation to build access to the subject content</p> <p>Independent confidential counselling to support issues individuals face to ensure students are able to access their education and progress</p> <p>Access to wider advice and guidance to promote student career aspiration</p>

<p>Tutoring Sutton Trust recommended Moderate Impact strategy.</p>	<p>Use of Additional in class TA support for students in a range of subjects where core skills are essential for success</p> <p>Additional in class support with English and Maths</p> <p>Small group work in addition to timetabled lessons in English and or Maths (Summer Term Only)</p>	<p>£34,924</p>	<p>In-class support in addition to the class teacher for individuals and others to ensure access to the lesson and subject content and in preparing for external examinations</p> <p>English and Maths subject specialists to support identified individuals in lessons to maintain and maximise progress to match targets.</p> <p>Or to provide small group catch-up lessons to focus on subject specific weaknesses to ensure all students are up to date at key points in the academic calendar.</p>
<p>Feedback Sutton Trust recommended High / Moderate Impact strategy.</p>	<p>Inset to train teaching staff (tutors) with a focus on feedback encouraging and goal setting</p>	<p>£1000</p>	<p>To train staff in how to feedback to students and set goals that will encourage students to achieve</p>
<p>ICT and Equipment Sutton Trust recommended High / Moderate Impact strategy.</p>	<p>Resources for use beyond the classroom to support learning.</p> <p>Support for access to curriculum activities that are available beyond the classroom Trips and visits</p> <p>Notebooks to further support students</p>	<p>£5000</p> <p>£9076</p>	<p>To ensure all students have equal access to resources and subject opportunity.</p>

<p>Meta-cognitive strategies Sutton Trust recommended High Impact strategy.</p>	<p>Behaviour for Learning training for staff Resources for narrowing the gap Revision sessions & packs for students</p>	<p>£1023</p>	<p>Students ability to prepare use available resources and understand the 'best way' to revise for external examinations</p>
<p>Parental Involvement Sutton Trust recommended Moderate Impact strategy.</p>	<p>LST contract Cedars EWO</p>	<p>£3000</p>	<p>Local Support Team involvement for those that need support beyond the College.</p>
<p>Peer Tutoring Sutton Trust recommended High Impact strategy.</p>	<p>Reading challenge materials and training We have continued to include pages in the student planner with key subject helpful information to be used in lessons and beyond the classroom</p>	<p>£1023</p>	<p>Students able to work independently or support each other</p>
<p>Homework Sutton Trust recommended Moderate Impact strategy</p>	<p>Homework club, provide supervised sessions at lunch and after school to allow student to access College based resources and support to complete work beyond the classroom</p>	<p>£1000</p>	<p>Identifying and tracking student performance and analysis of progress</p>

<p>Behaviour interventions Sutton Trust recommended High Impact strategy</p>	<p>Appointment of Behaviour Support officer – to targeted interventions to support staff, track, monitor and mentor students attendance, behaviour and progress</p> <p>Assertive Mentoring for all PP students with positive encouragement by Senior Staff</p>	<p>£10,000</p>	<p>To reduce incidences of challenging behaviour disrupting others by pre-empting (following evaluation of Behaviour Monitor data) areas of disruption.</p> <p>Monitor and mentor students across individual issues to support academic progress</p>
<p>Total</p>		<p>£89,665</p>	

The Allocation of Pupil Premium Funding for Westwood College April 2013 to April 2014
The College received - £76,430

Impact Review – September 2014 (PP Students = 16% of Cohort)

	Strategy	Action	Cost	Expected Impact	Evidence of impact
A	<p>Individualised Instruction Sutton Trust recommended Moderate Impact strategy.</p>	<p>Inset to train teaching staff with a focus on differentiation in lesson content and for mentors in strategies support students to narrow gaps in attainment. (particular emphasis on gender – boys performance)</p> <p>Staff and resources for alternative curriculum designed for disaffected or hard to reach students</p> <ul style="list-style-type: none"> • SEN Suite • Alternative support i.e. Cover Supervisors assisting in the classroom, Individual removal from the classroom for intensive remedial tuition 	£19,254	<p>Student progress in lessons and attainment (exam performance) Student performance in line with expectation</p> <p>Access to appropriate and or alternative curriculum content and subject range to support student engagement and aspiration</p> <p>Intensive tuition available when identified through tracking and class teacher recommendation to build access to the subject content</p>	<p>73% of PP students were able to achieve their predicted or be within 1 grade (above or below) their FFTD target grade in the Core subjects for GCSE.</p> <p>Alternative Curriculum – provided at Leek College. All PP students achieved the qualification they undertook and students for the most part remained positive and cooperative with their education</p> <p>With BTEC qualifications Pupil premium students had a positive residual of 1.74 compared to of</p>

		<ul style="list-style-type: none"> • BTEC Construction • IF programme • Younger Minds Counselling <ul style="list-style-type: none"> • Careers advice and guidance 		<p>Independent confidential counselling to support issues individuals face to ensure students are able to access their education and progress</p> <p>Access to wider advice and guidance to promote student career aspiration</p>	<p>a residual of -1.65 with GCSE LOP 3+ 95.5% compared to GCSE of 51.2%. LOP 4+ 63.6% compared to GCSE of 21.8%. LOP 5+ 31.8 to 5.6.</p> <p>Student core subject Levels progress Y9 – Y11 Y11 (32 PP students / 201) 3+ LOP English Non PP - 88.5% Gap - 19.9% 3+ LOP English PP - 68.6%</p> <p>4+ LOP English Non PP - 45.5% Gap - 20.5% 4+ LOP English PP - 20.0%</p> <p>Y11 3+ LOP Maths Non PP - 71.4% Gap - 25.7% 3+ LOP Maths PP - 45.7%</p>
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					<p>4+ LOP Maths Non PP - 33.1% Gap - 21.7</p> <p>4+ LOP Maths PP - 11.4%</p> <p>Y10 (25 PP students / 195)</p> <p>3+ LOP English Non PP - 76.3% Gap 2.4%</p> <p>3+ LOP English PP - 73.9%</p> <p>4+ LOP English Non PP - 16.9% Gap 8.2%</p> <p>4+ LOP English PP - 8.7% Y10</p> <p>Y10</p> <p>3+ LOP Maths Non PP - 90.1% Gap 17.4%</p> <p>3+ LOP Maths PP - 72.7%</p> <p>4+ LOP Maths Non PP - 33.5% Gap 15.3%</p> <p>4+ LOP Maths PP - 18.2%</p> <p>Y9 (18 PP students / 195)</p> <p>3+ LOP English Non PP - 58.6% Gap 8.6%</p>
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					<p>3+ LOP English PP - 50.0%</p> <p>4+ LOP English Non PP - 4.3% Gap 4.3%</p> <p>4+ LOP English PP - 0.0%</p> <p>Y9</p> <p>3+ LOP Maths Non PP - 81.8% Gap 21.4%</p> <p>3+ LOP Maths PP - 59.3%</p> <p>4+ LOP Maths Non PP - 44.2% Gap 25.7%</p> <p>4+ LOP Maths PP - 18.5%</p> <p>All PP students who requested or were advised to access counselling services were given a minimum of 6 sessions.</p> <p>All PP students had an initial appointment with the independent careers advisor and follow up</p>
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					appointments if required.
B	Tutoring Sutton Trust recommended Moderate Impact strategy.	Use of Additional in class TA support for students in a range of subjects where core skills are essential for success Additional in class support with English and Maths Small group work in addition to timetabled lessons in English and or Maths (Summer Term Only)	£23,500	In-class support in addition to the class teacher for individuals and others to ensure access to the lesson and subject content and in preparing for external examinations English and Maths subject specialists to support identified individuals in lessons to maintain and maximise progress to match targets. Or to provide small group catch-up lessons to focus on subject specific weaknesses to ensure all students are up to date at key points in the academic calendar.	All PP students identified through SPC tracking and given access to additional support in core subjects Subject specialists available <ul style="list-style-type: none"> • Tutor time • After school sessions Member of staff allocated to mentor all PP students

C	Feedback Sutton Trust recommended High/ Moderate Impact strategy.	Inset to train teaching staff (tutors) with a focus on feedback encouraging and goal setting	£3,000	To train staff in how to feedback to students and set goals that will encourage students to achieve	
D	ICT and Equipment Sutton Trust recommended High/ Moderate Impact strategy.	Resources for use beyond the classroom to support learning. Support for access to curriculum activities that are available beyond the classroom Notebooks for students who are temporarily unable to write. i.e. broken arms	£1,792 £6,000	To ensure all students have equal access to resources and subject opportunity.	Where required students have been able to complete work beyond the classroom and complete work in progress that requires specialist ICT resources such a subject specific software
E	Meta-cognitive strategies Sutton Trust recommended High Impact strategy.	Behaviour for Learning training for staff Resources for narrowing the gap Revision sessions & packs for students	£2,325	Students ability to prepare use available resources and understand the 'best way' to revise for external examinations	All PP students provided with bought revision materials
F	Parental Involvement Sutton Trust recommended Moderate Impact strategy.	LST contract	£5,630	Local Support Team involvement for those that need support beyond the College.	43% of PP students referred to LST for support.

G	Peer Tutoring Sutton Trust recommended High Impact strategy.	Reading challenge materials and training We have continued to include pages in the student planner with key subject helpful information to be used in lessons and beyond the classroom	£1,079	Students able to work independently or support each other	All students provided with Planner
H	Homework Sutton Trust recommended Moderate Impact strategy	Homework club, provide supervised sessions at lunch and after school to allow student to access College based resources and support to complete work beyond the classroom	£3,850	Identifying and tracking student performance and analysis of progress	Opportunity to access College resources beyond the school day available, not all supervised some staffed by subject specialists. Limited attendance by PP students -
I	Behaviour interventions Sutton Trust recommended High Impact strategy	Appointment of Behaviour Support officer - to targeted interventions to support staff, track, monitor and mentor students attendance, behaviour and progress Assertive Mentoring for all PP students with positive encouragement by Senior Staff	£10,000	To reduce incidences of challenging behaviour disrupting others by pre-empting (following evaluation of Behaviour Monitor data) areas of disruption. Monitor and mentor students across individual issues to	Behaviour Officer used to track and monitor daily attendance and behaviour to instigate intervention actions to prevent escalation. No PP student permanently excluded 2013 -14

				support academic progress	
		Funds received 2013/14	£76,430		
		Funds not spent c/fwd to 2014/15	<u>(£13,665)</u>		
		Total value of Allocated Pupil Premium 2013/14	£62,765		