



Gosford Hill School 2015/16 Pupil Premium Spending

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|---|--------|
| Pupil Premium key principles | Page 1 |
| 2015/16: Intended spending | Page 3 |
| 2014/15: Evaluation of spending and impact | Page 4 |
| Year 7 Literacy and numeracy catch up premium details | Page 6 |

As a school we receive pupil premium Government funding. We are therefore accountable for how this money is spent and provide an annual statement to Governors which is published.

Pupil Premium (PP) students include students who are entitled to Free School Meals within the last 6 years, those from service families, those in care and/or adopted. They may also be vulnerable due to lower than average literacy or numeracy levels. The latest figures are as follows:

| Year | FSM | Service Families | Those adopted/in care | Total |
|----------------------|-----|------------------|-----------------------|------------|
| 7 | 26 | 6 | 1 | 32 |
| 8 | 29 | 3 | 0 | 32 |
| 9 | 37 | 4 | 2 | 40 |
| 10 | 20 | 1 | 1 | 22 |
| 11 | 27 | 1 | 3 | 30 |
| 6 th Form | 4 | | | 4 |
| | 144 | 15 | 7 | 161 |

5 students fall into more than one category so numbers may not total exactly.

- The PP figure represents approximately 18% of the 2015/16 school population, the same as for 2014/15
- FSM represents approximately 16% of the total school population, 2% less than 2014/15
- The 2014/15 national figure for FSM was 29% so we have fewer FSM students than the national average

Key Principles

Gosford Hill School is committed to raising academic standards of all students. As a school we receive pupil premium (PP) Government funding to help us in our ambition to ensure every student is successful and to ensure they make a contribution to the life of the school through participation in both the academic and extra-curricular life of the school.

In previous years although the majority of the PP funding allocation was ring fenced for this specific group, some of the funding made a contribution to other disadvantaged students within the wider school. In 2013/14 not enough PP students made progress and although this improved in 2014/15 Governors decided that all money this year is ring fenced. However because many other students will be part of the interventions for this group of students they will also benefit – it is a ‘win – win’ situation.

Our aim is that every PP student will leave Gosford Hill School with ‘value added’ – meaning that they will make progress from their starting points to where they are predicted. This will not only be in their academic outcomes but in their wider experience of school. This will be achieved through a clear PP charter – a mantra of what we want all our students to experience before they leave our school. This is attached at the end of this document.

Through our work, our vision is that the PP funding will enable all PP students to aspire to the heights that are expected of all learners. PP spending therefore helps finance the provision that has the greatest impact on PP students and indeed others. It is an ethos that will help us continue our mission of breaking down barriers to learning so that we meet our core purpose: **Foster Ambition, Inspire Success**. We aim to achieve this by:

1. Employing specific staff

- 3 Higher Level Teaching Assistants who will focus on reading , writing and numeracy
- A Pupil Premium coordinator who will work with students and families to ensure students engage in learning
- A part time school counsellor to support individual students

2. Implementing a PP charter

- A clear set of 10 commitments to ensure our PP students have the same opportunities as their peers
- Ensuring no PP student is disadvantaged in relation to accessing the curriculum or other after school activities

3. Providing other support

- Providing subsidised transport for service families and 6th form PP students
- Enabling Faculties to bid for funds to develop their own PP programmes
- Providing other resources for intervention and participation

4. In addition to the above:

- Having high expectations of every student to make at least expected progress (including most able)
- Investing in our Outstanding Teacher Programme (leading this provision within the Oxfordshire Teaching School's Alliance)
- Ensuring PP students are on every teacher's appraisal objectives
- Robustly tracking every student to identify strengths and weaknesses and then taking action and making adjustments to address any underperformance
- Attaching mentors to identified PP students
- Ensuring every faculty has a Raising Achievement Plan that identifies strengths and areas for development
- Providing an alternative curriculum pathway for students who find traditional learning routes difficult
- Continually reviewing our curriculum – particularly our 3 year Key stage 4 which results in slightly smaller classes and improves attitudes to learning
- Analysing research to help us make the right decisions (for example, The Education Endowment Foundation toolkit)
- Developing personal student profiles for PP learners
- Providing targeted intervention and measuring its impact

A new focus

In May 2015 a HMI inspection highlighted that we needed to improve the way our PP spending was allocated, tracked and reported. We took swift and immediate action:

- Ring fencing PP funding as detailed on page 3
- Creating a separate cost centre for PP
- Ensuring Governors now track the impact of PP funding
- Publishing a clear and transparent outcome statement on student progress as a result of PP initiatives and compare with national average (see table below)

2015/16 Pupil Premium Funding Information

| Pupil premium allocation for the academic year | | £117K |
|---|---|---|
| How we intend to spend our allocation | | |
| <i>Main provision</i> | <i>Rationale</i> | <i>Allocated Cost</i> |
| 3 Higher Learning Teaching Assistants (HLTA) focusing on <ul style="list-style-type: none"> • Reading • Writing • Numeracy | The 3 HLTAs are part of our intervention team and will support students to focus on the '3Rs' in order that they can access other subjects in the curriculum. Students need to read, write and understand numbers. The cost from the PP budget is 2 and two thirds (the other third is from the year 7 catch up funding outlined below) | Each HLTA costs approximately £21K Total cost:55.5 |
| PP coordinator | New post to work with families | 21K |
| School counsellor | 2 days a week to support young people with emotional and mental health | 10.5K |
| Staff training | We are working with external providers to support leadership across the intervention team | 6K |
| Total costs on staffing | | 93K |
| Help provide school uniform | Part of our PP Charter (providing blazers and ties) to ensure students are not discriminated and are part of our community | 4.5K |
| Providing places for educational visits that are essential for the curriculum | Part of our PP charter to provide financial assistance – 100% for educational visits, 50% for approved flexible learning trips (100% in exceptional circumstances) | 4K |
| Provide calculators and stationary in years 8, 10, 11 | Part of our PP charter – linking resources with curriculum need | 1K |
| Provide revision guides in preparation for public exams | Part of our PP charter | 1K |
| Total cost on PP charter | | 10.5K |
| Faculty bids | To enable Faculties to develop their own PP support programmes | 4.5K |
| Resources for intervention | Providing extra funding for the intervention team | 3K |
| Cultural experiences | To provide additional targeted support where needed | 2K |
| Transport service families | As requested by the families | 2K |
| Transport for 6 th form | To support individual students in need | 1K |
| CPD | Courses for teachers regarding PP provision | 1K |
| Total costs on other support | | 13.5K |

Intended impact of interventions and Pupil Premium spending 2015/16:

Our aim is to continue to close the achievement gap. A new data capture software package 'Go4Schools' will help us in our aim of every student making at least 3 levels of progress over time. We want attendance to be near the 98% mark for all students. The key focus is on ensuring that the PP expected progress in Maths gap closes as fast as English.

Our strategic meetings will focus on students who are falling behind and our newly appointed Higher Learning Teaching Assistants will support interventions to ensure rapid progress is made. We will measure this by our 6 data captures a year for all year groups.

Update December 2015:

Between the results of 2014 and predictions for 2016, both expected progress and A*-C in English and in maths are increasing year on year for PP. Gaps are now steady in English and narrowing in maths year on year for both threshold, expected and more than expected progress. The maths progress 8 element for PP is strong in current year 11; however, the gap in A*-C EM needs to close further.

In year 10, Progress 8 is improving (now very close to zero) since the last data check and the gap is narrowing for these students and also compared with current year 11 and the year 11 of 2015. Expected progress and threshold are strong in maths and in English although more than expected progress needs to improve further. The predicted A*-C EM is higher than for all students nationally and the gap is narrowing substantially compared with previous years.

In year 9, more students need to make expected progress in English, including PP students. Across most Ebacc subjects, progress is strong and gaps have closed or are narrow. In maths, the proportion of PP students making more than expected progress is higher than national average for all students, although the gap does need to narrow.

In year 8, a gap is emerging for students with KS2 of mid to low level 5 in both maths and in English; progress is similar for other KS2 starting points, taking account of the numbers of students involved.

In year 7, progress in English for PP and non-PP was similar for the most able students and those coming in with level 4 at KS2. A gap is emerging for students with KS2 below level 4 and those with KS2 mid to low level 5. Literacy interventions for students with KS2 below level 4 should help to raise achievement for both PP and non-PP. In maths, progress for non-PP and PP is broadly similar overall.

We have responded immediately to the surprise resignation of our SENCO by securing two highly experienced members of our existing staff sharing the role.

2014/15 Evaluation of Pupil Premium Funding

| How we spent the 2014/15 allocation | |
|--|-----------------|
| Pupil premium allocation : | £116K |
| Main provision | Spending |
| HLTA – Numeracy | 21K |
| Alternative curriculum pathway in Years 9-11 | 16K |
| Supporting GCSE English and Maths in Year 11 (extra staffing costs/books) | 15K |
| Non-teaching student managers working with students and outside agencies | 12K |
| Learning mentors and student managers (contribution to staff costs) X2 | 10K |
| Literacy and numeracy intervention | 7K |
| 'Team Up' university support in Maths and Science | 5K |
| Student Travel FSM 6 th Form | 2K |
| Providing places for educational visits e.g. museums, field centres | 1K |
| Learning support (e.g. Hospital School) | 2K |
| Supporting other provision | |
| Outstanding Teacher programme (part running costs) | 3K |
| Collaborative learning – reading buddies, home learning after school provision | 3K |
| On line learning (SAM Learning) and student books | 3K |
| Extra revision classes (Easter and Half Term) | 7K |
| Data tracking – use of 'progress room' (staff time) | 4K |
| Digital Technology – use in PE and Humanities | 1K |
| Summer school support (Year 7s) | 1K |
| Providing school uniform | 0.5K |
| Transport for service families | 2.5K |
| Total | 116K |

How it made a difference:

In Sept 14 the average reading age for Year 7 PP students was 10 years 7 months. In June 15 this had risen to 11 years 3 months – a gain of 8 months (the average reading age for non PP students is 11 years 9 months)

In Sept 14 the average spelling age for Year 7 PP students was 11 years 8 months. In June it had risen to 12 years 1 month – a gain of 5 months (the average spelling age for non PP students is 12 years 6 months)

Alternative provision:

100% Level 2 equivalent pass rate

Year 9 students on the programme increased literacy levels – the average reading age of the group increased by 24 months with spelling ages increasing by 22 months

Our Key Performance Indicators (KPI) at the end of 2014/15 for Year 11:

| KPI | Gap in 2014 | All pupils (139) | Non PP students (114) | PP students (25) | Gap in 2015 | 2015 National Average (PP) | Comments (PP) |
|--|-------------|------------------|-----------------------|------------------|-------------|--|--|
| %5+A*CEM | 49% | 57% | 61% | 36% | 25% | 36% | National Average. Gap closing rapidly (from 49% in 2014 to 25%). |
| %5+A*C | 47% | 62% | 68% | 36% | 32% | 45% | 2.25 students below NA. Gap closing. |
| %5A*GEM | 0% | 99% | 100% | 92% | 8% | 87% | 1.25 students above NA. |
| Achieving expected progress in Eng | 45% | 76% | 77% | 67% | 10% | 57% | 2.40 students above NA. Gap closing rapidly (from 45% in 2014 to 10%). |
| Achieving more than expected progress in Eng | 20% | 23% | 23% | 25% | -2% | | Gap closed |
| Achieving expected progress in Maths | 37% | 69% | 75% | 42% | 33% | 49% | 1.75 students below NA. Some narrowing of gap. |
| Achieving more than expected progress in Maths | 20% | 25% | 28% | 13% | 15% | | Some narrowing of gap. |
| Whole school attendance | | 94.6% | 95.8% | 90.1% | 5.7% | 2015 figure was slightly down on 2014 (4.32). Overall the gap over time is improving: from a gap of 7.77 in 2012 and 5.92 in 2013 to 5.7 in 2015 | |

2015 Evaluation

Progress and achievement of PP students improved compared with 2014 and gaps narrowed substantially. The gap on 5A*-C EM halved and expected progress in English more than doubled between 2014 and 2015. The threshold measure for PP was in line with national average, although progress 8 was negative. Changes to the alternative pathway will help to address this

Year 7 'Catch up Premium'

- Focussing on students who arrive at the school with below National Curriculum Level 4 in English/maths and ensuring they have literacy and numeracy support

| Year 7 literacy and numeracy catch-up premium | | |
|---|---|-------------|
| Allocation for 2015/16 £11,500 (TBC: based on predicted funding) | | |
| How we intend to spend our allocation | | |
| Focus | Rationale | Cost |
| HLTA (Reading) 33% staff costs | | 7500K |
| '7 stars' reading programme | Cost of materials: | 1K |
| Buddy reading and Maths | Resources for Learning Centre | 1K |
| Reading/spelling resources | Cost of materials for intervention team | 2K |

2014/15 Evaluation of Pupil Premium Funding

| How we spent our 2014/15 allocation | (£11,500) | How it made a difference/Evaluation of intervention programmes |
|---|-----------------------|--|
| <ul style="list-style-type: none"> • (40%) Staffing Learning centre • Reading and spelling interventions for those below Level 4 in English/Maths • Buddy reading • Buddy Maths • '7 Stars' programme • '8 Stars' programme | <p>8K</p> <p>3.5K</p> | <p>Peer reading and Maths (Sept 14 – Jan15)</p> <p>15 students in total (of which 4 were PP)</p> <ul style="list-style-type: none"> • 4 PP year 7 students increased reading age by 10 months • 1 PP year 7 student increased from level 3b to 3a in Maths <p>Peer reading and Maths (Feb 14 – June 15)</p> <p>15 students in total (of which 4 were PP)</p> <ul style="list-style-type: none"> • 4 PP year 7 students increased reading age on average by 13.5 months • 1 PP year 7 student increased from level 2 to 3a in Maths • 1 PP year 7 student increased from level 4c (48%) to 4a (83%) <p>Year 7 stars (9 students)</p> <p>All students improved reading ages on average by 12 months (some students improved by 24 months)</p> <p>Year 8 stars (5 students)</p> <p>All students improved reading ages by on average 21 months (all but one have improved by over 18 months). 1 students made 33 months progress)</p> <p>Spelling ages have increased by 10.5 months on average over a 3 month period. 3 out of 5 students made excess of 1 years progress</p> <p>Overall Year 7 and 8 staway to spelling intervention resulted in average gain between 21 months in year 7 and 33 months in year 8</p> |