

Pupil Premium - Impact Assessment 2015/16

This funding has been directed to impact on the achievement of these students. Driven by a Senior Leader, our Pupil Premium has enabled a planned and coherent series of strategies to be put in place across JMS. By addressing the engagement and learning of vulnerable students we are impacting on their attainment, although there is a good deal of work still to be done to reduce the gap.

These strategies include:

- 1-1 and small group intervention for Y11 students in English and mathematics;
- Additional tuition and HTLA English and Maths funding to ensure key staff in Core subjects working with PP students in and outside the classroom to improve progress in Core subjects;
- JMS+ (on-site provision) and courses elsewhere, predominantly for students in KS4 supporting examination success and re-engagement in education and addressing NEET issues;
- Independent careers advice (IAG) for all students raising aspirations, engagement and ensuring learners remain in education and training after school, including bursaries for trips eg. Universities;
- Personalised support from our Student Support Centre and other agencies together supporting students and their families, promoting health and well-being as well as directly affecting attendance and engagement;
- Further development of pastoral support and academic support through the Star Academy programme, which identifies and supports students for whom self-belief and confidence are barriers to success;
- Inclusion and leadership support, introduced during the year and supported by a personal tutor and transition leader, providing a nurture group to support the most vulnerable students;
- Hardship funding that supports payments and enables students to access learning through purchase of IT materials, other e devices to access Learning Zone and GCSE Pod;
- A residential team building opportunity for KS3 students to develop social skills and self-confidence, resulting in higher attendance, engagement and rates of progress.

The impacts of these initiatives are:

Year 11 results showed the % achieving A*-CEM was 63% overall, non-PP pupils attained 67.5% but PP pupils attained 33% so the gap for Basics was 34% There was a 23.6% gap between Pupil Premium students and non-Pupil Premium students in English 3LOP and 35% gap in mathematics.

Closing, and ultimately eliminating the gaps between PP and non-PP pupils has been a key focus for the school this year and the gap decreased by 13% from 47% gap in Basics in 2015 to a 34% gap.

GCSE exam results showed **the gap** between PP and non-PP students is closing on last year and therefore it is an improving picture, but there is work to do to eliminate this gap. It is approximately in line with National for white British -32% 2015 (which is 95% of our PP intake.)

YEAR	% 5A*-C (E&M)
2015/16	33%
2014/15	23%
2013/14	41%

YEAR	% 5A*- G (E&M)
2015/16	95%
2014/15	82%
2013/14	93%

The chart below shows the percentage of PP pupils making expected progress.

- **End of KS3 results** show rates of progress in KS3.

Year	% making Expected progress in English (gaps in brackets)	% making Expected progress in Maths (gaps in brackets)
2015/16	27% (20%)	30% (20%)
2014/15	46% (27%)	63% (10%)

Year	Average sublevels of progress made in English (gaps in brackets)	Average sublevels of progress made in Maths (gaps in brackets)
2015/16	4.1 (1.2)	4.0 (1.5)
2014/15	5.0 (1.6)	6.0 (0.8)

Year	Average points in English (gaps in brackets)	Average points in Maths (gaps in brackets)
2015/16	35.0 (4.7)	33.4 (6.6)
2014/15	36.2 (3.4)	38.1 (2.3)

- **Attendance** for PP students

YEAR	Attendance of PP students
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2015/16	89.5%
2014/15	90.0%
2013/14	88.1% [93.4% for Yr 8 cohort]

- **Attendance** figures show a **narrowing of the gap** between PP and Non-PP students.

YEAR	% Attendance gap between PP & Non-PP students
2015/16	4.8%
2014/15	4.67%
2013/14	6%

- **Fixed Term Exclusions** for PP students

YEAR	% of Fixed Term Exclusions as a percentage of the pupil group
2015/16	52%
2014/15	50%
2013/14	21%

We will update data when the RoL report is published in October 2016.