

St John's School and Sixth Form College Premium Plan September 2013 – August 2014 Evaluation

A range of interventions were put in place throughout the academic year September 2013 to July 2014 to raise the achievement of disadvantaged students in the school. The main Focus was to as far as possible ensure that disadvantaged students sitting public examinations achieved well. However, many of the interventions also supported the raising of achievement at KS3.

Pupil premium Funding was used to support students in three main ways:

1. Academically by providing tuition in various forms.
2. Through student welfare guidance and support programmes including: mentoring, counselling and motivational support. This was especially important for more vulnerable students and those in danger of losing motivation.
3. Through material support.

GCSE Impact:

The within school gap between the percentage of Y11 GCSE students eligible to receive Pupil Premium funding, (disadvantaged students), and non- Pupil Premium students gaining 5A*-C including English and Maths was -27% 2014. The gap between the percentage of disadvantaged Y11 students and the national average of other students was -20%.

47% of Y11 GCSE students in 2014 eligible to receive Pupil Premium funding achieved 5A*-C including English and Maths at GCSE, against 74% of non-Pupil Premium.

70% of disadvantaged students made at least expected progress in English. The within school gap was -11% and the “national other” gap was -4%.

70% of disadvantaged students made at least expected progress in Maths. The within school gap was -30% and the “national other” gap was -22%.

Of note, the gap between the progress made by our disadvantaged students with very low prior attainment and “national other” students with similar prior attainment was significantly positive in English. This is a similar picture for low prior attaining disadvantaged students in Maths.

A higher proportion of Maths and English Pupil Premium students made expected progress compared to the average of all disadvantaged students nationally.

Below, you will find details of the academic, welfare and material support put in place for the academic year 2013-14 that contributed to the support of disadvantaged students in all Year groups.

Academic Support

Heads of Upper School and Lower School were appointed with specific responsibility for monitoring and supporting the academic progress of disadvantaged students Y7-11. This also included their input into addressing attendance issues, lateness and their efforts into providing alternatives to exclusion. **£27,000, a portion of their two salaries**, was attributed to this work. As a result attendance rates remained high, exclusions very low, progress levels of disadvantaged students in Maths and English (Y7 to Y11) are comparable to other students (in the same year).

Intervention Groups at Key Stage 3 & 4 in Maths and English proved to be a targeted and valuable strategy across the year groups. Disadvantaged students benefitted from the small group tuition that they brought. Additional staffing was brought into facilitate this through the appointment of a Maths teacher and an English teacher (**£52,000**). We're confident that the approach paid dividends in Year 11 particularly in English.

Carefully coordinated **Key Stage 2 to 3 Transition** meant that disadvantaged students were happy, confident and eager to continue their studies at St John's in September. This was achieved through the implementation of 'Challenge Days', 'Induction days' and the 'Summer School', designed specifically to support our most vulnerable students. Alongside this, our transition coordinator worked closely with the primary schools to establish the specific needs and issues associated with our most vulnerable and disadvantaged students. **£9,000** was attributed to the costs and salaries associated with this. As a result our disadvantaged students in Year 7 have settled well and are making similar progress to other students in the year.

Our **comprehensive Reading Programme for all of Years 7 & 8** continues to be a cornerstone of our literacy support for disadvantaged students. **£10,000** was attributed to the effective coordination and resourcing of this. Reading ages are improving for the majority of students and this includes those who are disadvantaged. On average Yr8 disadvantaged students made 7 months progress in their reading age compared to 5 months progress made by other students.

Throughout the year, funding (**18,000**) was used to support **Enrichment Activities** to ensure that the financial implications of these visits and events was not a barrier to disadvantaged students. As a consequence a high proportion of disadvantaged students were given access to these activities over the course of the year.

Welfare Support

Student Welfare Team consisting of a Counsellor/Coordinator, two Learning Mentors and a Family Worker continues to be a vital element in our on-going support of disadvantaged students. Support from this team to ensure targeted students have the best possible learning opportunities by helping to remove barriers to learning caused by attendance, behaviour, emotional and family issues. Last

year their work had a very large impact on ensuring that disadvantaged and vulnerable students stayed engaged in their learning. This is reflected in the zero permanent exclusion rate, low fixed term exclusion rate and high attendance figures for last year.

For those students at risk of permanent exclusion, The **Capernaum Centre** opened in September 2013 in order to provide on-site support for these students and bespoke support for individual students in other 'at risk' groups. **£35,000** was attributed to the establishment, staffing and running of the centre in this first year. 55% of referrals, in this first year, were disadvantaged students. All of which remain on St John's student rolls.

With reference to **Careers Advice and Guidance**, the funding (**£18,000**) of two progression officers to offer advice and guidance to targeted students, particularly those in danger of becoming NEETs (not in employment, education or training) has resulted in positive destinations for all of our disadvantaged students moving on to the next stage in education, employment or training.

Material Support

£10,000 was earmarked to support disadvantaged students ensuring that they had the correct uniform and adequate equipment. Heads of Year coordinated the distribution of funds to assist with the funding of uniform, equipment and other costs to remove barriers to learning for individual students in their care.