

Impact of Pupil Premium Grant

| Provision | Learning Impact |
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| Students Provision | |
| <p>The Learning Hub and its key role in supporting identified vulnerable learners</p> | <p>Last year the Learning Hub offered a range of support interventions to a variety of students needs including anxiety, low self-esteem, ASD, attendance, physical disability amongst others. This included a number of pupil premium students. The School Counsellor and ELSA also share the area so there is a good support network for students. Rufus the school dog also offers support and has been an amazing resource to encourage those with poor attendance, anxiety, ASD and anxiety to access school and feedback from students and families is very positive. Each student has tailored support in place to enable them to maximise their potential which is reviewed regularly. A tutor group of students attend each morning given a calm start to the day and an opportunity to discuss any concerns. Core staff are also weekly timetabled so that students have the opportunity to work with a subject specialist and this supports those with long or short term disabilities who might not be able to access the site. The Learning Hub this year has changed its focus to support students who are finding mainstream school a challenge in terms of behaviour. Students have support with their learning in core subjects and support with their chosen pathways. They also have access to activities that support their wellbeing and mental health.</p> |
| <p>Assistants and Interventions in Maths</p> | <p><u>CPA Support</u></p> <p>Took 25 year 11 students through the Entry Level Functional Maths qualifications to increase confidence through having some success in maths and also provide a qualification for them in case they were not successful in the GCSE. All of these students passed up to Entry Level 3 and all students went on to achieve a Grade at GCSE level.</p> <p>Supported two year 9 and two year 10 classes for the majority of their lessons across the year. Additionally supported year 11 class less regularly and when entry level qualifications had been completed. This consisted mainly of in class support, but also on occasion included working with students on a small group or one-to-one basis.</p> <p>Supported a group of 3 year 11 students once per week in the Genius Bar to help them with fundamental numeracy skills.</p> <p>Supported a single year 10 student once per week in the hub to provide support for a student who was not attending regular lessons.</p> <p>Delivered AM reg sessions to 10 year 7 and 12 year 8 low ability students once a week for the whole year focusing on improving their basic numeracy skills.</p> <p>Delivered AM reg sessions to 3 different groups of year 9 students, totalling 33 students across the year with each group having between 5 and 9 weekly sessions. The content of these sessions varied depending on the group of students to ensure that it focused on key topics for their ability and their areas of weakness.</p> <p>Delivered AM reg sessions to 3 different groups of year 11 students, totalling 35 students across the year with each group having between 2 and 8 weekly sessions. The content of these sessions varied depending on the group of students to ensure that it focused on key topics for their ability and their areas of weakness.</p> <p>Ran a weekly maths clinic after school for all students across the school, but in particular focusing on year 11 students when they were completing their practice papers. Attendance at these was of 200 students across all years who attended a total of 644 sessions (year 11 attributed 163 students attending 570 sessions).</p> <p>Assisted with the running of year 7 and 8 'Puzzle Club' providing a lunchtime activity for some of the more vulnerable students in these year groups.</p> <p><u>Additional Intervention</u></p> |

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| | <p>AM reg sessions delivered to 3 different groups of year 10 students, totalling 36 students across the year with each group having between 4 and 8 weekly sessions. The content of these sessions varied depending on the group of students to ensure that it focused on key topics for their ability and in their area of weakness.</p> <p>1:1 Intervention delivered for 20 students in year 9 comprising of an intensive 10 session programme carried out over 5 weeks outside of maths lessons. The sessions are designed to target able students who have fallen behind their trajectory over the course of year 7 and/or 8.</p> <p>1:1 Intervention delivered for 15 students in year 8 and 14 students in year 7. These sessions target some of the students who missed the national standard at KS2 and are designed to cover some of the fundamental concepts from KS2 and KS3. Some of this intervention was finished at the start of the following school year due to the interruption caused by lockdown.</p> |
| <p>Assistants and Interventions in English</p> | <p>Core Progress Assistant: In class support - supported x2 low achieving boys groups in the department and another Year 11 group. X3 Year 9 groups added to CDP's timetable. Support was in class across the year. Focusing on students with PP provision and SEN. Small groups were taken out on the instruction of the class teacher to either catch up with missed work or to differentiate work. Evidence:</p> <p>Year 11 Breakfast club, every Thursday between 7.45-8.30,(breakfast provided) started in March 2018. The focus being exam questions in preparation for the GCSE's. An average of 8-10 students attended each week. This year, letters will be sent out to parents of PP students, inviting their son/daughter to attend breakfast club.</p> <p>Beyond the Book Year 8 in AM Registration -, split into two groups of lower ability, seen x3 a week, and higher ability, seen x2 a week, with an average of 9 -12 lessons. A total of 10 6 students were invited across the year. Focusing on skills for reading for fiction and non-fiction, looking at the implied meaning and writers' methods.</p> <p>Year 10/11 'academic mentoring' (1:1). Took place across the week during registration with four members of English staff seeing Y10/Y11 students on a 1:1 basis. 17 students were seen over the year with an average of 5- 10 sessions. This was a tailored intervention based around the feedback from their class teacher and the students' feedback. Each lesson was recorded and communicated to the class teacher using the academic mentoring log.</p> <p>KS4 after school study sessions. Between 3-4 on a Monday and Tuesday. Up to 15 students were directed by their class teacher to focus on specific areas of need. Students could sign up at the English office door. Parents of all students were contacted via letter with details of these sessions and given a timetable of what was on offer each week.</p> <p>KS3 lunch club every Friday lunchtime. Although promoted with posters, emails and by teachers the numbers attending were low. This year we have changed it to all year groups to encourage further uptake.</p> <p>Quotation club every Tuesday lunchtime. All students invited to Quotation club with an average of 15-20 attending each week with BGM and CJT. Students are given extra support with the analysis of key quotes from the literature texts.</p> <p>MAC Masterclasses: All students predicted a 7 and above were invited to a series of seminar style talks by a specialist member of staff. These were exceptionally popular and well attended and will run again this year.</p> <p>Low achieving boys masterclass: A one off evening session run by BGM/CJT to support low achieving boys with an area of identified need (creative writing). This session was not very well attended, possibly due to the huge amount of other interventions offered at a similar time in the year.</p> <p>Reading Buddies - every Thursday during AM registration. A group of Year 7 students with low reading ages were paired off with a Year 10 'buddy', to share reading/read to each other. A group of 13 Year seven students attended this group throughout the year.</p> |

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| Science Intervention | We provided all Pupil Premium students with a revision guide and workbook. |
| Senior Leaders of Learning revision seminars | All year 11 students had the opportunity to attend a number of revision workshops led by the schools Senior Leaders for Learning – during these two hour workshops all students practiced revision skills, time management and exam preparation. These were cut short by the lockdown period. |
| Use of the Learning Resource centre | One of the key areas of concern was the need for many students to have access to a workspace after school, which was well resourced with materials to aid their studies. The opening hours of the Learning Resource centre were extended to 5 pm and accessed by students. |
| | Identified PP students received direct 1:1 Odyssey mentoring during. Pupil Premium students were placed on the programme and were mentored by a specific member of staff throughout Year 11. The Odyssey mentor was able to liaise with teachers on a regular basis and identify short term targets which could be monitored and reviewed every 2 weeks. 5+ Standard pass for the 42 Odyssey Students was 57% (63.3%) for all students with Male students 51% (53.4%) Female students 69% (76.62%) Students achieving 5+ passes 99% (98.89%) 99% (98.06%) Male 99% (100%) Female |
| Additional Transition for year 6 students | 30 children accessed the Extra Transition, of which 19 were our Pupil Premium Students. They received either parental support visits or visits as individuals by appointment with teh DOPA and ADOPA. These were obviously under restrictions but allowed for a physical visit to the school in addition to the additional virtual transition. themselves with the school. Pupils who attended felt less anxious about the move to Wildern. Those who still showed signs of anxiety were added to the Nurture Group (Apollo) where they were able to raise any issues in a confident environment and worked through a Friends Programme to help improve life skills and learn strategies to cope in difficult situations. |
| Young Carer Support Group | Approximately 60 students have self-identified as young carers across the school. A group (of between 10-15 students) met on a regular basis for an informal breakfast where issues at home can be discussed in an informal setting along with managing pressures with school. The group has also had the opportunity to attend a number of events outside of school including theatre trips, visits to ice cream restaurants and outward bound activity days. They have also worked closely with Hedge End young carers group. |
| ELSA Support | 22 Pupil Premium Students accessed ELSA sessions this includes our Looked After Students and others for a variety of issues. The impact from their ELSA Sessions was noted in improved self-esteem, improved social skills, which all impact on the student being able to access their learning much more confidently. Pupils were able to show a better understanding of their own and others emotions, enabling them to sustain friendships easier. |
| School Counsellor | The focus of the counselling sessions with these pupils was around Anxiety and Anger Management. The outcome of the work on completion of the counselling sessions was that these pupils were better able to manage intense feelings in a safer, more productive way and their levels of anxiety was reduced. |
| Inclusion provision | Targeted students were seen for 1-1 mentoring last year by the inclusion officer; the majority of these were for challenging behaviour and the reasons behind it. Lesson observations took place to identify triggers and successful strategies across all subjects which was then shared with the individual students teachers. This led to a reduction in the number of EREF's and as a result, if required, timetable changes were made to support the engagement and learning of the students. Of the students seen for behaviour the majority (Particularly key stage 4) saw an improvement in their behaviour in school and a reduction in the number of red/purple EREFs. All 10 increased in confidence and their ability to verbalise their emotions. They also began to make more appropriate use of support, rather than trying to resolve issues negatively through arguments or violence. The expertise of the inclusion officer has meant that individual learning needs that are impacted upon by behaviour have been quickly identified. Support has then been adapted accordingly. |
| Curriculum Provision: | |

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| <p>Apollo group for Year 7 students</p> | <p><u>Number of students:10</u></p> <p>This group was sent into mainstream lessons after Easter due to staffing constraints. Therefore, it is not possible to judge progress in English over the course of the academic year. However, these students, through the support given in the integrated lessons, made an average ratio gain of 2.17 in reading and .73 in spelling. The reading score is particularly pleasing. Although the spelling seems like only slight progress, we should take into consideration the fact that these students have a variety of significant barriers to learning.</p> |
| <p>Wave 3 Intervention programmes to support reading and spelling</p> | <p><u>Intervention Review Summer - Year 7</u> <u>Spelling Specific intervention</u> <u>Number of students: 8</u> <u>Average Ratio Gain Spelling: 5.54</u> Summary: Students have made good progress with 4 having made sufficient progress to cease intervention. Only one student failed to make progress. <u>Rapid Plus</u> <u>Number of students accessing intervention: 13</u> <u>Average ratio gain reading: 7.72</u> Summary: As always, we have seen remarkable progress with students receiving this intervention. 8 students no longer require support.</p> <p><u>Intervention Review Summer - Year 8</u> <u>Spelling Specific Intervention</u> <u>Number of students receiving intervention: 12</u> <u>Average Ratio gain: 3.19</u> Summary: students have made good progress with 6 students no longer requiring support. Only one student didn't make progress. <u>Rapid Plus group and Read On intervention</u> Number of students: 5 Read on students Average ratio gain: 1.7 Summary: Most students made excellent progress. One student has made sufficient progress to cease intervention. Two students went backwards, these are both under CAMHS for investigation into attention difficulties which would impact performance. <u>One to One specialist Dyslexia interventions</u> This is an intervention delivered by J. Fleeman and the Specialist Literacy TA. This intervention did not run during GCSE exams and the STA has now moved department. The intervention is designed for students with Specific Learning difficulties. It was developed following a visit to Crestwood School's Dyslexia Base. <u>Year 8</u> Number of students: 2</p> <p>Summary: Both students are now competent readers and will move to group intervention in September for spelling.</p> <p><u>Intervention Review Spring – Year 9</u> <u>Spelling Specific Intervention</u> <u>Number of students receiving intervention:</u> <u>Average Ratio gain: 5.32</u> Summary: All but one student has made progress. 3 students have made sufficient progress to cease the intervention. <u>Read On intervention</u> We predominantly run Read On in year 9 as students have usually accessed and failed to progress with Rapid Reading. <u>Number of students: 9</u> <u>Ratio gain reading: 3.58</u> Summary: All but two students made progress (one of these students made little, if any effort in the test- finishing in 5 minutes rather than 30). Two students made enough progress to cease intervention.</p> <p>- <u>Intervention Review Spring – Year 10</u> <u>Spelling Specific Intervention</u> This did not run due to staffing changes <u>Number of students receiving intervention:</u> <u>Average Ratio gain:</u></p> |

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| | <p>Summary: Read On- Number of Students: 2 Ratio gain 2.62 Summary: These students have made good progress with their reading. They will have access arrangements to support reading in GCSE examinations</p> |
| Parental Provision: | |
| Parent Information Evening | <p>Parent Information events enabled parents to develop their understanding of the support offered to their child in school.</p> <p>These information evenings, such as the revision focus evening and Understanding your teen workshops were really well attended this year with 100 parents accessing the workshops and developing their knowledge of what their son/daughter should be revising and how and the sorts of strategies that may help us understand our youngsters. Our Welcome To evenings at the end of the summer were very well attended helping parents set up for the next academic year.</p> |
| Student Services | <p>A number of Pupil Premium parents attend the Dealing with Teenagers Parents Information evening and all reported an improvement in behaviour at home of their teenager and improved parent/child relationship.</p> <p>Over the course of last year the Head of Student Services and her team have worked intensively with a number of Pupil Premium families. Parents and students were supported with attendance, emotional wellbeing, housing, finances, relationships, substance abuse, domestic violence, parenting, to name a few. Where required families were signposted to appropriate agencies that could provide more intensive specialist support.</p> <p>Interventions based around external support from KCC and the Police were introduced last year. We also had St Giles' Trust in to work across the school and with targeted students at risk of exposure to crime.</p> <p>Engagement of a number of Pupil Premium parents has improved as they have a face and a name of people they can contact rather than having to go through the usual channels. This has helped break down barriers to education and reduced anxiety. The parents now actively support the school and are continuing to engage well. Communication and relationships have improved significantly.</p> |
| Resources: | |
| Revision materials in all subjects | Revision materials and study packs were provided free of charge to all Pupil Premium students in Year8 &10 where appropriate and to support learning over lockdown. Year 8 students received guides as they embarked upon their GCSE pathways work in the summer term. |
| Dance and Drama enrichment and support | Students received full GCSE Dance exam kit to ensure they can partake in lessons fully and feel confident in having the correct kit and fitting in. Students were funded to participate in Dance Live developing friendships, confidence and partaking in a positive extracurricular activity. The same number of students went to the theatre to see professional dance works raising the expectations they have for dance and for themselves and experiencing a professional theatre environment and understanding theatre etiquette. |
| Music enrichment and support | <p>25 students were given support through the year.</p> <p>GCSE students able to prepare for exams through use of revision guides- reduced anxiety and good preparation. Trips exposed to type of music students have ne Instrumental lessons increased self-confidence, knock on effects for academic achievement and musical achievement. Greater engagement in school- involvement in clubs and extracurricular.</p> |
| Curriculum visits and trips to support controlled assessment | <p>Up until lockdown Pupil Premium students had the opportunity to participate on a number of day trips throughout the school year including, theatre performances, history and geography field trips, places of interest for science and art. Students were also supported in Year 11 in their core PE lessons so they could participate in some of the external courses on offer including golf and bowling.</p> <p>Additional resources were provided to Pupil Premium students at KS4 in the form of revision guides for many subjects, practice exam papers, materials for art and technology.</p> |

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| Art, Technology and PE support materials | All Pupil Premium students received materials as required both in Key Stage 3 and 4 |
| Student stationery allowance from the LRC | All Pupil Premium students were aware that they had a £1.50 grant which they could use to purchase general stationery from the LRC when required. |