



Pupil Premium Annual Strategy and Report **2016/17**

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Executive summary

The driving principle behind this report is that Patcham High is committed to removing any barriers a disadvantaged student may have to making progress. This means developing strategies and taking action to support: **A single student**; targeted to address a specific barrier or **groups of students**; who share similar barriers.

School Aims:

1. Quality teaching everywhere
2. Aspiration and collaboration
3. Excellent progress for all our students

School Context:

Patcham High School is an 11-16 Comprehensive Secondary School with 1042 students on role between Year 7 and 11. The breakdown of students who are considered 'Disadvantaged' are listed below. Throughout this document, the students who receive Pupil Premium funding will be referred to by the terms 'Disadvantaged' The DfE identifies these students as those having deprived backgrounds, and also those who had been looked after (by a local authority) for more than six months.

Year Group	Year 7	Year 7	Year 8	Year 8	Year 9	Year 9	Year 10	Year 10	Year 11	Year 11
Disadvantaged/Non-disadvantaged	Number of pupils	Percentage of yr group	Number of pupils	Percentage of yr group	Number of pupils	Percentage of yr group	Number of pupils	Percentage of yr group	Number of pupils	Percentage of yr group
Disadvantaged – Total	37	17.4%	61	28.1%	57	27.3%	54	26.3%	32	16.2%
Disadvantaged – girls	16	7.5%	32	14.7%	31	14.8%	24	11.7%	14	7.1%
Disadvantaged – boys	21	9.9%	29	13.4%	26	12.4%	30	14.6%	18	9.1%
Non-disadvantaged - Total	176	82.6%	156	71.9%	152	72.7%	151	73.7%	166	83.8%
Non-disadvantaged – girls	86	40.4%	69	31.8%	70	33.5%	78	38.0%	84	42.4%
Non-disadvantaged – boys	90	42.3%	87	40.1%	82	39.2%	73	35.6%	82	41.4%

The Pupil Premium:

The Pupil Premium (PP) is an additional funding provided by the government (from the Department for Education or DfE) to enhance the education of the most socio-economically deprived students as identified by those with an entitlement to free school meals (FSM) and those in care (LAC). Support for students whose parents who serve in the military is also provided through PP, however, at Patcham High School there are no students who fall into this category. Nationally 27.3% of students fall into this category of Disadvantaged (Dis) and therefore receive additional funding. At Patcham High School, **23%** of the total cohort are Disadvantaged.

Purpose of this document:

The following information will seek to ensure that the statutory requirements of the Pupil Premium are being met at PHS:

- *PHS pupil premium grant allocation amount*
- *A summary of the main barriers to educational achievement faced by eligible pupils at PHS*
- *How PHS spend the pupil premium to address those barriers and the reasons for that approach*
- *How PHS measure the impact of the pupil premium*
- *The date of the next review of the PHS's Pupil Premium Strategy*

Rationale

Our priority is to ensure the school aims are adequate in ensuring the progress of our Disadvantaged pupils. We seek to use the resource of the Pupil Premium fund to support these students and provide them with the means required to reach their full potential. Our targets are based on an aspirational 4 levels approach and tracking is used to ensure that these students do not fall behind their Non-Disadvantaged peers. It is a key aim to remain aspirational for all students at PHS and ensure that those who are at risk of underachieving due to being disadvantaged, are focussed on by teachers, ensuring support is discreet to eliminate stigma. Where possible, timetabling has been arranged to ensure students from disadvantaged backgrounds are taught by our highest quality teachers and extra support in the form of Teaching Assistants and Coaches ensures quality teaching everywhere. It is through this multifaceted approach that we seek to ensure excellent progress for all our students. We are ambitious to reduce the difference between the achievement of our disadvantaged pupils and those from more advantaged backgrounds nationally. We clearly recognise the imperative to learn from 2015-16 outcomes and we are committed to improving our practice to ensure significantly better progress and outcomes for our students. Informed by national research, we understand the key factors in achieving this are a relentless drive to improve the quality of learning and teaching in classrooms underpinned with strong pastoral support and an enrichment offer that ensures our disadvantaged students develop as confident learners, well placed to flourish beyond school.

Overview 2015-16

Areas that have improved

- The improved attainment of disadvantaged students has meant that they have better choices and options available to them than ever before.
- There has been an improvement in the attendance of disadvantaged students compared to non-disadvantaged students.
- There has been an improvement in the attainment of disadvantaged students in English compared to no-disadvantaged students.
- There has been an improvement in the attainment of disadvantaged students in Maths compared to no-disadvantaged students.
- The difference between the progress in Maths of disadvantaged students compared to non-disadvantaged students is reducing.

Areas for development

- Disadvantaged students need to achieve an improved Progress 8 score.
- Disadvantaged students need to make more progress in English and Maths.
- Disadvantaged students need to be encouraged to study EBacc subjects.
- Disadvantaged students need to make more progress in their 'open bucket' subjects.
- Disadvantaged need to continue to improve their attendance.

Key information

1. Summary information					
School	Patcham High School				
Academic Year	2016-17	Total PP budget	£234051	Date of most recent PP Review	November 16
Total number of pupils	1042	Number of pupils eligible for PP	241	Date for next internal review of this strategy	April 17
2. Current attainment					
			Dis Pupils (PHS)	Non-Dis Pupils (national average)	
% achieving 5A* - C incl. EM (2015-16 only)			44.2%	64.7%	
% achieving expected progress in English / Maths (2015-16 only)			59.2% / 51.9%	75.8% / 73.4%	
Progress 8 score average			-0.7	0.12	
Attainment 8 score average			4.3	52	
3. Some key barriers to future attainment identified at Patcham High for disadvantaged pupils					
Low starting points in literacy and numeracy					
Lack of opportunity for additional tutoring					
Low self-esteem and resilience					
Lack of structured support networks					
Lower aspirations & lower than average attendance					
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>			Success criteria		
<ul style="list-style-type: none"> ○ Quality teaching for all disadvantaged pupils to ensure high rates of progress. ○ Aspirational outcomes ○ Ensuring appropriate support for all disadvantaged pupils 			<ul style="list-style-type: none"> ○ Disadvantaged pupils make progress in line with or exceeding national trends for all pupils in 2017 and in line with non-disadvantaged by 2018. 		
<ul style="list-style-type: none"> ○ Disadvantaged students feel motivated to come to school ○ Barriers for attending school are removed ○ Regular contact with parents/carers 			<ul style="list-style-type: none"> ○ Disadvantaged pupils attend school in line with or exceeding national trends. 		
<ul style="list-style-type: none"> ○ Providing extra-curricular opportunities ○ Ensuring opportunities to gain cultural capital ○ Promoting a grit and resilience amongst disadvantaged students 			<ul style="list-style-type: none"> ○ Disadvantaged pupils engage in extra-curricular activities to motivate, and improve progress and attendance. 		

Planned expenditure 2016-17

Academic year	2016-17	
Strategy 1 – Planning for every pupil		Total budgeted cost: £200000
<p>Aspiration</p> <p>Quality teaching for all disadvantaged pupils to ensure high rates of progress. Ensuring appropriate support for all disadvantaged pupils The progress of disadvantaged pupils is accelerated throughout their time at PHS, particularly those that arrive to us at L5/ ARE+.</p>	<p>Success Criteria</p> <p>Disadvantaged pupils make progress in line with or exceeding national trends for all pupils in 2017 and in line with non-disadvantaged by 2018.</p>	
<ul style="list-style-type: none"> ○ Quality First Teaching addresses needs of disadvantaged ○ Accelerated Reading and literacy focus ○ CPD targeted to overcoming barriers ○ Appraisal targets linked to disadvantaged progress ○ HCA Action Plans ○ Use of seating plans (Classcharts) and observations ○ Coaches in Maths, English and Science. ○ Disadvantaged student <i>Advocates</i> and supporting additional Year 11 tutor groups to remove barrier to success. ○ Year 11 disadvantaged students to complete the EDCL (ICT GCSE equivalent qualification) to add to their overall progress 8 score. ○ Increased monitoring of disadvantaged students to support consistently high quality teaching across the school. 		
Strategy 2 – Reducing Absence (Intra-curricular support)		Total budgeted cost: £10000
<p>Aspiration</p> <p>Disadvantaged students feel motivated to come to school Barriers for attending school are removed Regular contact with parents/carers supports attendance</p>	<p>Success Criteria</p> <p>The Absence and Persistent Absence of disadvantaged pupils will continue to fall from 2014 baseline. Absence rates of disadvantaged students fall below the national average for all pupils. All resources needed to remove barriers to success are provided.</p>	
<ul style="list-style-type: none"> ○ Add in additional resource into attendance team. Provide CPD for tutors. ○ Attendance, Engagement and Behaviour focus. ○ GRIT focus group in Year 11 linked to external research. ○ Attendance focus groups in each year group. 		

- Advocates to provide support and remove barriers attendance.

Strategy 3 – Providing opportunities that would otherwise be missed in order to raise cultural capital (Extra-curricular support)

Total budgeted cost: £24000

Aspiration

Disadvantaged pupils are better engaged with the school community through provision of extra-curricular opportunities and opportunities to gain cultural capital. Promote resilience and grit amongst disadvantaged students

Success Criteria

Disadvantaged pupils engage in extra-curricular activities to motivate, and improve progress and attendance
The mindset, character and aspirations of disadvantaged students’ are improved so the progress rates and attendance to extra-curricular events match those of non-disadvantaged pupils across all Year groups.

- Introduction of Advocates for disadvantaged pupils to ensure students are supported in all aspects of their schooling; barriers are removed and resources made available.
- Curriculum opportunities such as cooking and English trips linked to specification and examination needs.
- LAC and Young Carers interventions/targeted events.
- Engagement coordinator to target enrichment particularly for prior attainment L5/ ARE+ disadvantaged students.
- Supporting music lessons.
- Grit and resilience co-ordinator to promote extra-curricular engagement.
- Humanutopia Heroes programme.

Disadvantaged Pupil Intra and Extra Curricular plan for progression Year 11 2016-17

Aim:

- *To enhance the attainment of Y11 disadvantaged pupils.*
- *To use this research group as a microcosm of the wider school community; implementing successful strategies on a wider scale.*
- *The Year 11 disadvantaged group have comparable data with the previous year's disadvantaged group; last year these students under-achieved and this plan seeks to reverse this trend.*

*All 'Issues' are in reference to *some* cases - exceptions are acknowledged.

Area	Issue	Solution	Impact
Intra-Curricular Attendance	Attendance is a major barrier to attainment	<ul style="list-style-type: none"> • Attendance conversations with tutors • Rewards for attendance short term/ long term goals • Mentors to track catch-up work across the curriculum. • DR to pick up persistent non-attenders in mini bus • Booklet of exam papers • HoKS tracking of PP students 	<ul style="list-style-type: none"> • Improved attendance to lessons increases chances of reaching attainment goals
Intra-curricular consistency	Lack of consistency in the effort made by students across the curriculum. Subjects have been 'rejected' by students and a lack of GRIT/ determination is demonstrated	<ul style="list-style-type: none"> • 8 o'clock start to mirror coaching – prep for the day (3 days a week). • Timetabled P6 – 4 classrooms, 4 mentors, students' bring work from area of difficulty. • Fluid structure, students move to mentor who could best support particular subject. • Key subject workshops for PP students (E.g. History a popular subject for the cohort). • Small group 'Walking/ Talking exam'. • Book push – Comparisons between effort made in ex books, completed with the student. 	<ul style="list-style-type: none"> • Extension of the school day allows PHS to structure revision, foster engagement with mentors and check progress. • The checking of progress formative rather than punitive. • The mentor, student and class teacher work in conjunction to identify marginal gains and act upon them. In turn, this should raise attainment
Intra-curricular P8	Some students are not currently on a curriculum which could allow for a positive P8 score. Students who are not completing a full curriculum	<ul style="list-style-type: none"> • BSC ECDL course to run as additional P8 subject. • Revision of reduced timetables. • Independent study guided by PHS 	<ul style="list-style-type: none"> • As many students as possible will have the opportunity to gain positive P8 score

	have more unstructured time which could be structured by PHS		
Extra-curricular Experience	Students lack experiences which could encourage them to consider the full range of possibilities for their futures	<ul style="list-style-type: none"> • Targeted Trips to universities • Work experience as an extension of the school day. • Trade taster days in jobs which have potential for Apprenticeships. • New tutor groups with motivational tutors (Deputy Heads). • Involvement of careers team. 	<ul style="list-style-type: none"> • Provide motivation and connections for future roles. • Create concrete goals which students work towards
Extra-Curricular Advocate	Students lack an advocate to track progression and encourage possibilities for success	<ul style="list-style-type: none"> • Key workers (Lead Practitioners) • Availability for time with mentors. • Coaching • Mentors to check homework. • Forging Futures • Mike Chandler working with select group. • Regular meetings 	<ul style="list-style-type: none"> • The relationship formed with the mentor provides opportunities for motivational and academic support. • The Mentor becomes the students advocate and intervenes to support staff and students in order to enable progression

Disadvantaged Pupil Intra and Extra Curricular plan for progression Year 7 –Year 10 2016-17

Aim:

- *To enhance the attainment of Y7-Y10 disadvantaged pupils.*
- *To act on the knowledge gained from the Y11 research group, using their experiences to implement successful strategies in Years 7-10.*
- *To ensure disadvantaged students in Year 7-10 reverse the trend of the Y11 2015/16.*

Area	Issue	Solution	Impact
Intra-Curricular Progress	Ensuring high quality and learning for Disadvantaged Pupils	<ul style="list-style-type: none"> • CPD • IRIS lesson observations (self-assessment) • Book scrutinies • 15 Minute Forums • Focus on disadvantaged pupils in department meetings • CPD on Inset Days • JPDD to focus on sharing best practice for disadvantaged students across the city and in department areas. • Use of annotated seating plans to ensure staff are aware of and supporting disadvantaged students. 	<ul style="list-style-type: none"> • Close monitoring of disadvantaged pupils' progress. • Accurate use of assessment and progress checks. • Improved standards in the classroom • Reflective practitioners • Clear sense of where staff can seek out support.
Intra-curricular consistency	Ensuring high quality learning amongst students	<ul style="list-style-type: none"> • Core subject coaching – English/ Maths/ Science in KS3 and Y10 classes. • Extra support offered in core subjects to disadvantaged pupils. • Accurate use of TAs in a satellite approach to ensure all disadvantaged pupils are being supported. • Focus on presentation of books to raise aspirations. • Close marking of disadvantaged pupils books first to ensure high quality feedback. • Feedforward to ensure pupils are acting in response to feedback. • Della Lawson (GRIT co-ordinator) linking intra and extra-curricular learning. 	<ul style="list-style-type: none"> • High aspirations will raise the pupils' desire to continue to create high quality work. • Feedback is the best way to improve disadvantaged pupil attainment (low cost/ high impact). • Disadvantaged first means high quality feedback for feedforward from students.

<p>Extra-curricular Targeted opportunities</p>	<p>Disadvantaged pupils are not engaging in extra-curricular opportunities.</p>	<ul style="list-style-type: none"> • Rugby training sessions with Harlequins coach. • Albion in the community football coaching • High attainer Disadvantaged pupils attending sessions at Brighton College Y7 camp 	<ul style="list-style-type: none"> • Opportunities for success outside of the formal classroom environment. • Concrete goals created by aspirational leaders. • External support provided by non-teaching staff. • Positive relationship building in the community.
<p>Extra-curricular Experience across whole cohort</p>	<p>Access to who school opportunities were limited for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Humanutopia • Breakfast club • Financial help with trips • Providing bus passes for students when needed. 	<ul style="list-style-type: none"> • Creating an aspirational peer group. • Ensuring students are prepared for hard work by providing food. • Bus passes support attendance to intra and extra-curricular learning. • Encourage attendance at trips to gain cultural capital experiences.

Review of expenditure 2015-16

1. Quality teaching everywhere				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Coaching opportunities for disadvantaged pupils in core subjects	Coaches in English, Maths, Science Monitored by HCA English, Maths and Science.	The attainment of disadvantaged students rose in English and Maths against a national declining trend. English Average progress 0.09 of a Grade DISA disadvantaged with coach 0.47. Without -0.12. The progress of disadvantaged students fell in 2016 whilst other students remained static. The difference in expected progress between PHS disadvantaged and other students nationally is -10%. Maths Average progress 0.33 of a grade, disadvantaged with coach 0.59. Disadvantaged attainment in Maths rose to 59% compared to 50% in 2015. The difference in expected progress between PHS disadvantaged and other students nationally is -18%, down from -34% in 2014. Science disadvantaged students outperformed other students in Further Additional Science with 100% making 4 levels of progress. Progress Gap in Core science fell to 9.7%. Progress increased in Core and Further Additional Science but fell in Additional Science.	Maths – culture around coaching has improved with more in-class support being given to disadvantaged students. All disadvantaged students offered coaching but some didn't access as not willing to engage. 2016/17 all disadvantaged students to be offered coaching and advocates to ensure this is well attended. English: 84% of disadvantaged students offered caching either in small groups or in class. All disadvantaged to be offered coaching in 2016/ 17. Science Focus on higher attaining boys. Build more capacity. Support offered by coach in classes which have high proportion of disadvantaged students.	£105,523
Improved literacy and numeracy	Catch up support for students below L3. Monitored by RS HCA Maths and DR Asst Hd. Primary trained teacher to extract students in Y7 and	The catch-up coach works with all students who come to PHS below level 3. Out of the disadvantaged students that received intervention: an average of 2.8 sub levels of progress were made over the year.	Focus exclusively on Year 7 in 2016/17 below Level 4. SuccessMaker programme to be used to track student progress 2016/17. Rotation to ensure students not making sufficient progress are given more small group time.	£11,000

	improve core literacy and numeracy skills.			
Improved literacy	Reading Support Including Premiership reading Stars	Average reading age improvement for disadvantaged students 6 months compared to 4 for non-disadvantaged. Year 7: 10 month improvement for disadvantaged, 6 month non- disadvantaged Year 8: 10 month improvement for disadvantaged, 6 months for non- disadvantaged Year 9: 8 month improvement for disadvantaged, 4 months for non- disadvantaged Year 10: 2 month improvement for disadvantaged, 7 months for non- disadvantaged Year 11: 2 month improvement for disadvantaged, no change for non- disadvantaged Premiership Reading – increase in attendance and improvement in overall behaviour. 70% of students showed a significant increase in reading age with one student experiencing a 4 year jump.	Continue to support reading intervention and Stage 2 interventions. 2016/17 more time given to utilise Accelerated Reading programme. Trial of Library lessons with librarians in Y7 with a view to timetabling these in 2017/18. Tutor groups to visit the library on rotation to ensure regular exchange of books and tracking of reading. Opportunities for Star Reading Tests in library sessions. Regular release of data to tutors to track reading age.	£2,337 £300
Disadvantage Plus students supported	50% Deputy Child Protection Officer	Post holder has been acting as the champion for disadvantaged Plus students (LAC and Post-LAC) ensuring provision and organising bespoke interventions. The disadvantaged Plus student achieved target grades in all but two subjects, accessing coaching. LAC students left with a P8 of +1.21 and +0.97.	Continue to provide early intervention for disadvantaged Plus students. The majority of safeguarding incidents involve disadvantaged students. Work closely with Virtual School. To have regular tutorials with Disadvantage Plus students to ensure extra funding is applied for in relation to specific need in 2016/17. All possible funding to be applied for in 2016/17.	£10,905
Teacher ownership of disadvantaged pupil need	Voluntary intervention programme with staff who have positive relationships with disadvantaged individuals.	Small scale interventions driven by staff. Individually tracked interventions E.g. Attendance intervention in KS4 has reduced the Attendance Gap by 1.5% on average, 3% in Year 11.	Expectation is that individual staff members are accountable for the impact – allowing us to be more responsive.	£2,000

		E.G. Funding for Sports kit in PE. Before intervention 65 incidents of No-kit spread against 33 individual disadvantaged students. Spring term, 35 incidents spread amongst 19 students	2016/17 To ensure staff regularly update log with information which could best help support disadvantaged pupil. Going forward, role of Advocate to work in each year group and track disadvantage pupil data.	
Improved awareness and planning for disadvantaged pupils	Classcharts CPD	Staff are more aware of who disadvantaged students are. Attainment of disadvantaged students increased. 15 minute forums focussed on how best to support disadvantaged students.	Attendance to CPD sessions tracked. Classcharts an expectation of all teachers and to be annotated to include disadvantage student information and strategies to remove barriers to learning.	£1,200
2. Improved attendance				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for disadvantaged, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved outcomes and attendance of most disaffected	TA Upgrades x2. One in KS3 and one in KS4 working with a targeted disadvantaged caseload of low attenders.	KS4 working with most disaffected students. 60% improved on their Mock examination result and attendance improved. KS3: whilst no obvious trend in improvement or progress and attainment, these students were more likely to attend school post intervention.	KS4 top up still in place and add in support to Homework club for disadvantaged students. Mon-Thurs 1 hour in partnership with SEND. KS3 doesn't have desired impact on progress. 2016/17 Advocates to address KS4 attendance issues and remove barriers for attendance.	£2,280
Improved attendance	Breakfast Club	80% of students engaged with the Breakfast club have improved their attendance	Supplement morning provision with 'get ready for school' and sport sessions. Continue this successful intervention in 2016/17.	£3,800
Improved attendance	Attendance including bus passes, reward events and Christmas cards. Including studybugs – online monitoring system for parents.	The attendance gap between disadvantaged and others fell to 5.3% Persistent absence for disadvantaged students at 90% fell to 7%. The proportion of disadvantaged students with attendance below 85% fell from 22.9% in 2015 to 4% in 2016	Provide more disadvantaged funding to support attendance initiatives. In 2016/17 To ensure access to bus passes for disadvantaged students unable to gain easy access to school.	£3,500

		The students targeted under the diary intervention has attendance of at least 1% above their starting point in the autumn term. Those students in possession of bus passes were more likely to attend school.	In 2016/17 Taxi's provided for KS4 students wanting to attend extra revision classes, who live outside immediate catchment.	
3. Pastoral care & extra-curricular support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for disadvantaged, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved aspirations	Work Related Learning 50%	27 Year 8 disadvantaged IntoUniveristy 18 Year 9 disadvantaged IntoUniversity 18 Year 10 disadvantaged IntoUniversity 17 Year 11 disadvantaged IntoUniversity 100% of disadvantaged students in Year8-11 are engaged in at least one WRL project.	Year 7 IntoUniversity Project to be identified soon. Add in Brilliant Club to further raise aspirations amongst Year 9 students. 2016/17 Disadvantaged students in Y10 to be given greater access to professionals on WRL days.	£5,120
Improved aspirations	Careers - 25%	All disadvantaged students in Year 8 had an options interview, resulting in better choices on more suitable and challenging courses. EBACC numbers are increasing. Works with all disadvantaged students around post-16 options Disadvantaged students in education or employment: 83% an increase from baseline of 81%. Proportion of disadvantaged students in employment or training is 4% above national for all students.	Work with Year 8 to talk through options choices. Destinations DATA from RAISE will show improvement. 2016/17 Early intervention with disadvantaged students in Y10 and Y11 to ensure suitable choice are made for post-16 education.	£2,025
Improved parental engagement & extra-curricular provision	Disadvantaged Research Bursaries x2	Building research culture in the school. Focused on extra-curricular provision and parental engagement.	Refocus on attendance initiatives to support EWO extra hours. These initiatives, whilst establishing a research culture and raising profile of	£3,000

		Published findings shared with staff and both focused on attendance. Extracurricular project found that students are more likely to attend if provision is in place. Led to improved attendance	disadvantaged students, made a small impact. 2016/17 to implement findings on reading into curriculum plans for Y7 and 8 reluctant readers who are disadvantaged.	
Summer School	Summer School 2015	34 students attended a two week Summer School, including a residential visit. From this group, there is 98% attendance compared with the Year 7 average for other students of 96%. This group has an average behaviour point score of 0.5 compared with 3.86 for all disadvantaged students.	Funding secured from LA will not meet the shortfall, invest in Year 7 Grit Camp. 2016/17 To ensure disadvantaged students are encouraged to access Y7 camp with financial support where required.	£14,500
Improved parental engagement	Parental engagement	Over 100 parents engaged in the programme, targeted from disadvantaged and attendance issues. Many have not engaged with the school before. 67% of parents found the offering extremely useful.	Continue to support. 2016/17 To continue successful intervention with parents supported by findings from research bursary case studies.	£500

The Pupil Premium Additional Year 7 Catch-up Fund

The following information will outline the statutory requirements of the Year 7 catch-up premium which are:

- Our funding allocation for the current academic year
- Details of how we intend to spend our allocation
- Details of how we spent our previous year's allocation
- How last year's allocation made a difference to the attainment of the pupils who benefit from the funding

What is it?

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2).

How much is it?

Year	Funding
2015-16	£12000
2016-17	£11729

How has it been spent?

Over the past two academic years we have focussed our entire Year 7 Catch-up fund on the appointment of a Primary qualified teacher to work as a coach across Maths and English. Students who entered the school on a level 3 or below have extra sessions with Andy Montford. Based on research and the Teacher Tool Kit, PHS identified two areas to focus on: Feedback and Metacognition, which are delivered in a small group environment.

What has been the impact?

The table below indicates the number of students engaging in this support, the programme of study delivered and the impact that this has on pupil progress for our Y7 Disadvantaged Pupils.

Subject	No. of pupils	Programme of Study	Impact on Pupil Progress
English	21	Identifying areas of literacy weakness. Focus on reviewing KS2 progress and carrying over knowledge from primary school. Working on core literacy skills in reading/ writing. Small groups work with a focus on feedback structured by SuccessMaker.	As identified in the Teacher toolkit, feedback has been a key area of focus. Small group work allows for interaction with Primary trained teacher who links skills across the curriculum. Skills of metacognition and teaching students to be able to seek help and formulate their ideas in a small groups in order to support whole class learning.

		<p>Working on metacognition and a holistic awareness of how to improve.</p> <p>Building confidence in skills needed for new specification in English Language through SuccessMaker.</p>	<p>Progress has been measured through Star Reading tests with base line data gained from the first Y7 test of the year in Autumn 1. SuccessMaker also provides success criteria and a percentage pass rate.</p> <p>Each half term testing measures progress.</p>
Maths	29	<p>Core skills completed in Y7 extra Maths books.</p> <p>Coaching style sessions allow for practical skill based training which links to core skills of new specification.</p> <p>Ability groupings allows students below level 4 (pre 16/17) to build confidence.</p> <p>Links to KS2 curriculum and building on previous learning.</p> <p>Small groups work with a focus on feedback.</p> <p>Working on metacognition and a holistic awareness of how to improve.</p>	<p>As identified in the Teacher toolkit, feedback has been a key area of focus. Small group work allows for interaction with Primary trained teacher who links skills across the curriculum (Maths specialist).</p> <p>Skills of metacognition and teaching students to be able to seek help and formulate their ideas in a small groups in order to support whole class learning.</p> <p>Progress has been measured with close marking of student work and in comparison with base line assessments in Autumn 1.</p> <p>Teachers of whole classes measure progress of disadvantaged students who entered PHS below L4 with regular assessment which is fed back to AM.</p>

Appendix 1

Key terminology used in this document

DfE	Department for Education
Disadvantaged pupil (Dis)	Any student who is: <ul style="list-style-type: none">○ Entitled to FSM.○ On the school's Ever 6 register.○ A child whose parents serve in the armed forces.
Ever 6	A student who has been entitled to free school meals in any of the preceding six years.
FSM	Free School Meals. This terms means both <ul style="list-style-type: none">○ the meal itself at any point during the school day.○ And as an indicator for a student at primary or secondary school age whose household's total income is less than £16,190, entitling the student to receive a free school meal.
Humanutopia	Company who run inspirational child centred workshops.
LAC	Looked after children
LOP	Levels of Progress
PHS	Patcham High School
Pupil Premium (PP)	The funding provided by the government, based on the number of pupils attending the school from a disadvantaged backgrounds. This is targeted at 'Ever 6' students, not just those who receive Free School Meals.

Appendix 2

Bibliography

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<https://www.gov.uk/apply-free-school-meals>

<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

<https://www.gov.uk/guidance/pupil-premium-reviews>

<https://www.tscouncil.org.uk/resources/guide-to-effective-pupil-premium-review/>

Appendix 3

Advice on, and where to apply for, FSM

Your child might be able to get free school meals if you get any of the following:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit

Children who get paid these benefits directly, instead of through a parent or guardian, can also get free school meals.

Your child might also get free school meals if you get any of these benefits and your child is both:

- in full-time education

Please find the link below to see if you qualify for extra funding for your child.

<https://www.gov.uk/apply-free-school-meals>