

Pupil Premium Impact Report 2016-2017

Overall outcomes for PP students 2017

From the data we can see that we need to keep PP a high priority to ensure all learners at King John get the same opportunities to leave with the best results possible.

PP students improved most in terms of their attainment 8 scores and progress 8 scores

	2014/15	2015/16	2016/17
Average point score	321.14	371.84	414.24
Average grade	D+	C-	C (Best 8C+)
Progress 8	-0.31	-0.04	+0.217
Value added	973.581	999.947	1000.475

18.9 % of PP students achieved the ebacc this is in line with national non- PP students

Against national Data

	PP 37 Students*	National average (Non PP students)	
English 9-4	73%	62%	+11
Maths 9-4	70%	59%	+11
English and Maths 9-4	65%	58.5%	+6.5%

Here our pupil premium student's attainment was well above the national whole cohort averages.

Within in school there is also a diminishing difference:

9-5 in English and maths is -5% between Pupil Premium and non-Pupil Premium students

9-4 in English and maths is -11% between Pupil Premium and non-Pupil Premium students

In 2015 it was -21%, 2016 -16% respectively.

Attendance has been a focus for the school to improve on and is still where we need to focus more effective interventions

	% WHOLE SCHOOL	%PP	%NON- PP
2014/15	95.38	93.04	95.54
2015/16	95.87	94.34	96.06
2016/17	95.96	93.99	96.19

The impact of intervention 2016-2017

In 2016/17 the school received £170,170 In Pupil Premium Grants

Proposed Expenditure/Action	Costing	Review
Curriculum		
We develop a curriculum model designed to meet the needs of all students, including chrysalis, alternative education programmes	22,500	Progress 8 score for PP students was +0.21. (we have seen a year on year improvement over the past 3 years) Attainment for PP students has been well above the national non- PP students Continue with this support
Curriculum Plus Center: Operate a provision for internal exclusion	25,000	0% permanent exclusions. It is a useful resource in allowing students to continue with their education and to work on their behavior. 33% of CPC attendees in 2016/17 were PP. This is something that will need to be focused on for 2018 to see how we are managing behavior both in and outside the classroom.
Alternative provision for the most vulnerable Pupil Premium students	10,000	Despite school support 2 PP students were supported in managed moves. Both made good starts in their alternative provisions. One of our students remains on dual role and KJS staff are involved in progress meetings. Continue with intervention
Teaching and Learning:		
Literacy and numeracy: provision of extra intervention groups for KS4 English and math	10,000	Improved out comes in both progress and attainment Maths KJS PP 9-4 70% National 59% English KJS PP 9-4 73% National 62% KS3 Continue with intervention
Teaching and learning: Providing high quality feedback	5,000	Focus of lesson observations and learning walks has put disadvantaged students at the forefront of how teachers are focusing on key groups. Outcomes are good focus to be more on Progress.
Academic intervention: 1:1 or small group tuition	12,000	Within in school there is also a diminishing difference: 9-5 in English and maths is -5% between Pupil Premium and non-Pupil Premium students 9-4 in English and maths is -11% between Pupil Premium and non-Pupil Premium students

		<p>In 2015 it was -21%, 2016 -16% respectively.</p> <p>Maths and English to use resource with KS3 and weaker KS4 students. They must direct the tutors rather than be add ons. Continue for this year but to be reviewed after each 10 week cycle</p>
KS4 intervention/Revision classes	2,500	<p>English and the Open GCSE's showed positive progress 8. More focussed work needs to be done in maths, in the ebacc subjects (Geo/Hist/MFL) and science to ensure +progress 8 scores.</p> <p>Ebacc for PP is 18.9%. Nationally for all students this is 19.5%</p>
Homework club/LRC extended opening times	15,000	<p>Progress of higher ability students' needs further development. Of the 8 girls in this cohort 50 % achieved a positive progress 8 score. For the boys out of 7 43% achieved a positive progress 8 score. This is compared to the whole PP cohort whereby 68% achieved a positive progress 8 score</p>
Accelerated Reader Programme	4,000	<p>To enable all students to make expected progress with their literacy skills during KS3</p> <p>The year 7 PP students made an average of 5.9 months of progress. <input type="text"/></p> <p>The year 8 PP students made an average of 8.6 months of progress. This data shows that whilst there is an improvement the impact doesn't reflect the Endowment Education Foundation data. We are reviewing who and how the programme is run and a coordinator has been appointed to oversee this for 2017/18.</p>
Social and emotional intervention:		
Counselling –different organisations provide a range of counselling services (including working with families)	25,000	<p>Our councilors have been fully utilized, allowing for students with more complex needs to be in school. Where support has gone to external agencies such as EWMHS We are liasing with them and ACES to get students back on track educationally speaking</p> <p>PP attendance remains at 94% where it has been hovering for the past 3 years.</p> <p>There are higher volumns of mental health issues that are being picked up by external agencies such as EWMHS</p>
Education Welfare Officer	12,000	<p>Aveage PP attendance across all years was 94% compared to national data which is 92.8%.</p> <p>A s a school this will remain a key focus for 2017/18</p>
Activities to widen horizons – e.g. Team Building, Duke of Edinburgh	1,000	<p>Enrichment activities have allowed students to excel in non- examined subjects. Again KJs does well in sports at both county and national levels. LAMDA classes have added an extra element of progress for our students and particular has given some of our PP students to achieve where they</p>

<p>Programme and Transition Group</p>		<p>might not have had so much success in the staff room. Approximately 33% of the LAMDA cohort was PP PP represents 14 % of the D of E Bronze cohort – ensuring that relatively speaking PP students are represented appropriately and given opportunities. Further development to increase these numbers and to encourage to do the silver and Gold awards. PP and other identified were invited in for an extra team building day in addition to the two day transition that takes place. This has helped students make a positive start to life at secondary school</p>
<p>A range of group activities have been set up for identified students to attend. These include Life Skills, Self Esteem Group, Craft Group, Hyperactive Group, Lunch Club, nurture group</p>	<p>5,000</p>	<p>PP students are relatively represented in these groups. At Open days all students reflecting our school community actively take part in helping out- for example our yr 7 and 8 learners (including PP and SEND) did a great job of being tour guides. As part of the yr 7 transition team in the summer term PP students took a leading role in going to other primary schools and to talk to the yr 6 students.</p>
<p>Raising Aspirations:</p>		
<p>Careers support and Guidance is provided through the Connexions Advisor</p>	<p>8,000</p>	<p>All pupil premium students had realistic college/sixth form offers for September 2017 and all attended at least one connexions interview. In yr 11 All students in yr 8 and 11 attended connexion interviews in 2016/17 as did all sixth formers. All pupils to have been given thorough, aspirational guidance for college/apprenticeship market. All yr 12 attended uni open day fayre and apprenticeship days.</p>
<p>Enrichment days: including motivational speakers/University visits</p>	<p>5,000</p>	<p>All students attended enrichment days across the whole school. All students accessed these events providing ideas and aspirations for going on to level 3 qualifications. Yr 10 high performing students attended an aspirational university day 12/22 were PP There has been an increase in the number of King John students remaining at the sixth form 2016- 146 2017- 155</p>

		Approximately 71 % of yr 13 leavers have gone to university with 28% obtaining apprenticeships or jobs
Disadvantage fund :related to the curriculum	10,000	Resources, trips, field trips, equipment, revision aids have been distributed to students where there has been a need.
TOTAL	172,000	