

Pupil Premium Impact Report 2017-18

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.

Over the past 3 years PP students improved most in terms of their attainment 8 scores and progress 8 scores

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

Pupil Premium data 2017/18

NB new measures in place so comparable data from previous years is different

	Summer PP ACTUAL	National data for non- PP	Essex data PP
Progress 8	-0.284		
Attainment 8	45.30	46.4	40.3
9-5 E and M	32%	43%	23
9-4 E and M	66%		44

Outcomes Against national Data

	PP 43Students*	National average (Non PP students)	
English 9-4	(73%) 77.3	(62%)	(+11)
Maths 9-4	(70%) 77.3	(59%)	(+11)
English and Maths 9-4	(65%) 66%	(58.5%)	(+6.5%)

*Current national PP data not yet available

Headlines

- ❖ Our PP students have made improvement on last years results English +4.3%, Maths+ 7.3%.
 - ❖ Against Essex and National data King John students do better.
 - ❖ 14% PP students achieved the ebacc this is in line with national non- PP students but an in school gap of 15%
 - ❖ Within the school the difference between PP and non PP students remained the same 9-4 in English and Maths is -11% .In 2015 it was -21%, 2016 -16% respectively.
 - ❖ However there was a big 9-5 gap which stands at -18%
9-5 English and Maths non PP 50.6%, 9-5 English and Maths PP 32% and king john students are 9% above the Essex data
 - ❖ Our data shows that middle and lower ability students make more progress and that literacy skills need further development

Attendance

This is showing small improvements and will remain a key focus for next year

	% 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
2017/18	96.6	94.61	96.78

Impact of Pupil Premium Spending for the academic year 2017-18

Expenditure/Action	Outcome/Impact
Achievement of PP pupils	
<p>to diminish the gap between PP and non-PP students in school and against national outcomes.</p> <p>To ensure that specific PP learners (high/Medium. Low) achieve positive progress 8 scores</p> <p>By monitoring data on regular basis to ensure appropriate interventions are reviewed and reflected on, on a continue basis to ensure positive progress outcomes in all subjects</p> <p>PP students have the same opportunities as their peers to develop 'cultural capital' and widen their aspirations</p>	<p>PP students are making progress in line with their ability cohort 80% of PP students in yr 11 make positive progress 8 scores Not achieved- 66% achieved in line with ability.23 Middle ability students gained positive Progress 8 scores</p> <p>Science positive progress score for top 0.399 and middle ability 0.297</p> <p>75-80% of PP students gain 9-4 in maths –Achieved 77.3% 75-80% of PP students gain 9-4 in English –Achieved 77.3%</p> <p>70-75% of PP students to make positive progress scores in all other subjects 66% achieved this. Partially achieved</p> <p>Attainment for PP students is in line or above the national data for non PP students National % 9-4 with English and Maths is 65% KJS PP 66%</p>
Curriculum Plus Center: Operate a provision for internal exclusion	Achieved-0% permanent exclusion PP students still account for 33% of CPC referrals.
Alternative provision for the most vulnerable Pupil Premium students	3 students received CSS mentoring keeping them in education and have reintegrated back into mainstream curriculum and avoided exclusion

Teaching and Learning:	
<p>Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills.</p> <p>Targeted intervention in maths and English to ensure that students have the opportunities to progress to their next academic level</p> <p>-PP students have access to good/outstanding teachers</p> <p>Targetted small group intervention programmes</p> <p>Ks3 students to participate in the accelerated reader programme</p>	<p>.Improvements in outcomes for both maths and English PP students Small improvements on last year In maths up to 77.3% 9-4 (+7.3%) In English up to 77.3% 9-4 (+4.3%)</p> <p>The majority of PP learners 24/44 middle learning gaining a positive Progress 8 score 0.034</p> <p>Maths and English intervention took place</p> <p>Low levels of literacy amongst some pupil premium students are identified as a cause of this group's underachievement. One of the ways to compensate for this is for students to read for pleasure and also to read challenging books that they may not have otherwise chosen</p> <p>New 9-1 exams in Ebacc subjects led to negative Progress scores in hums and Languages</p> <p>In the open bucket middle ability learners achieved positive scores.</p> <p>Accelerated reader for KS3 Yr 8 PP students made the most progress increasing their reading age by +0.38 whereas the whole school cohort +0.02</p>
Homework club/LRC extended opening times	LRC had extended opening 08.00 am until 16.30. It is a space where PP students can lean and do extra study

Behaviour and safety:																
<p>Counselling –different organisations provide a range of counselling services (including working with families)</p> <p>PP students attendance moves more in line with whole school attendance and remains above the national PP attendance figures - PP students are given more structured support through the pastoral system so they have access to knowledge and therefore can make informed choices.</p> <p>-</p>	<p>PPG helped fund 3 in school counselors, the tranquility garden and the student support services.</p> <p>Access to work with groups like children’s society, Open doors, YMCA also took place this year</p> <p>Achieved- small but further improvements made</p> <table border="1" data-bbox="505 877 878 1087"> <thead> <tr> <th></th> <th>Whole School</th> <th>pp</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>95.87</td> <td>94.34</td> </tr> <tr> <td>2016/17</td> <td>95.96</td> <td>93.99</td> </tr> <tr> <td>2017/18</td> <td>96.6</td> <td>94.61</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Whole School	pp	2015/16	95.87	94.34	2016/17	95.96	93.99	2017/18	96.6	94.61			
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<p>Activities to widen horizons – e.g. Team Building, Duke of Edinburgh Programme and Transition Group</p>	<p>Those highlighted by primary school did additional transition to ensure a smooth cross over into secondary phase.</p> <p>12% of D of E cohort is PP</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</p>	<p>For students to feel safe and supported so that they learn how to deal and cope with the school and wider environment and reduce barriers to learning in order to make progress in the classroom</p> <p>All PP students in yr7 were offered places on the day and residential team building weekend</p>															

<p>Group, Lunch Club, nurture group</p>	
<p>Raising Aspirations:</p>	
<p>Careers support and Guidance is provided through the Connexions Advisor</p>	<p>All PP students attended connexions interviews in yr11 and all had realistic places at college or sixth form for sept 2018</p> <p>All students in yr 8,11 and 12/13 attended connexions interviews and those that needed more advice had more sessions</p> <p>Yr 12 students attended University and Apprenticeship fairs</p> <p>Applications to university increased</p>
<p>Enrichment days: including motivational speakers/University visits</p>	<p>All PP students and non PP students took part in a variety of enrichment days across the whole school, ranging from business enterprise, to team building and careers preparation. All yr 10 students produce a CV and had an interview with outside employers</p> <p>Motivational speakers such as Action Jackson did a number of workshops throughout the year. This helped all students stay focused, completing their exams and going on to post 16 destinations.</p> <p>Increase in numbers in sixth form</p>
<p>Disadvantage fund :related to the curriculum</p>	<p>PP students were given specific revision materials and on line materials.</p> <p>In science this was monitored by teachers and led to improvements in Science PP outcomes moving into the top 40%</p>