

Report on the use and impact of the Pupil Premium Grant

Purpose

The purpose of this report is to inform governors of:

- The interventions and other actions, funded by the Pupil Premium Grant, and their impact on the academic progress and personal development of disadvantaged students, and
- The plans for spending the Pupil Premium Grant for the academic year 2018-2019

This report is to help governors monitor our progress in closing the gap in outcomes between disadvantaged students and other students. Outcomes are included to demonstrate the effectiveness of our work in reducing the gap in attainment, progress and attendance.

The school receives a specific funding, the Pupil Premium grant, earmarked for tackling disadvantage. This paper provides an overview of the Pupil Premium funding received by the school and how this funding has been allocated to specific projects.

The analysis and attribution of impact continues to provide us with a challenge.

The role of the Governing Body

The governing body's role is to support and challenge the school's leaders to continue to improve the academic progress and other outcomes of disadvantaged students

The governing body will have a secure knowledge and understanding of the impact of the school's work in raising aspirations, developing learner attributes, improving student wellbeing and closing gaps. This is gained through regular reports from the school detailing the performance and attitudes of students, analysed by student group and sub-group; a well-informed, interested and committed governor nominated to monitor and inform the school's work in this area and a programme of governor visits which includes student focus groups.

Year 7 Catch-up funding

Incorporated into the report is the use of Year 7 catch up funding. The school received £500 per student who did not achieve at least level 4 in reading and/or mathematics at key stage 2. This is based upon 2015 KS2 data. The funding amounted to a payment of £4707 in March 2017 for the academic year 2016-17. Since 2016-17 catch-up funding has been based on this historical rate adjusted by size of Year 7 cohort.

The funding received for 2017-18 was £4,756 and we expect that funding for 2018-19 will be similar, we will find out in February 2019.

DISADVANTAGED STUDENTS

In terms of accountability measures disadvantaged students are defined as those students who have been eligible for free school meals at any point in the last 6 years or those who were looked after children (LAC) (children looked after by the local authority at any point during the year ending 31 March, who had been looked after continuously for 6 months). Disadvantaged students cannot be so neatly defined. We have students from low income households often with parents working long hours who are not eligible or do not claim free school meals – these families are both time poor and income poor but would not be classified as disadvantaged in the government definition.

Introductory statement for the simplified report for the school website:

William Ellis School aims to be a great school where all students, regardless of their background, develop the knowledge, skills and qualities necessary so that they are well prepared for their future success and wellbeing.

Historically across the country students from disadvantaged backgrounds have made less progress and have achieved lower outcomes than students from more advantaged backgrounds. The Government allocates specific funding to every school, called the Pupil Premium Grant, which is to be used with the specific aim of raising the attainment of disadvantaged students to close the attainment gap between them and their peers.

We believe that the primary tool for closing the gaps is high quality teaching and learning. We know that high quality teaching has a disproportionately positive impact on students from disadvantaged backgrounds. Along with high quality teaching whole-class teaching we understand that some young people will benefit from extra intervention in order to accelerate their progress and raise their attainment. We also know that strong pastoral care plays a major role in supporting effective learning.

William Ellis School Equality Objectives 2017 – 2020

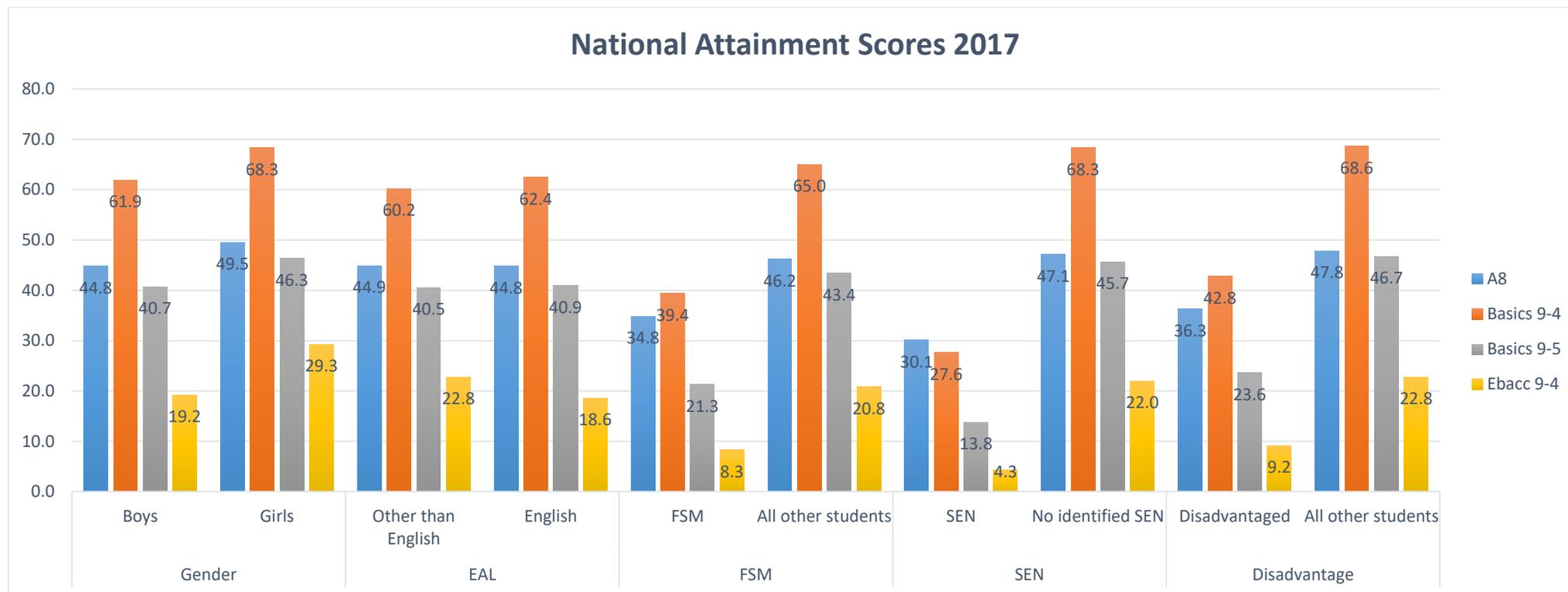
(Agreed by the School Improvement Committee on 14th September 2017)

1. To close the progress gap between students in target groups and other students in all subjects
2. To increase the participation of students in target groups in school trips, camps and leadership positions in the school
3. To continue to develop our PSHCE, tutorial and assembly programmes so that we increasingly recognise and celebrate diversity in our community

In 2017-18 target groups are students with Special Educational Needs and Disabilities, **disadvantaged students** and **disadvantaged white British boys**

Our strategy to close the gap between disadvantaged and other students aligns with the strategic priorities of our **School Development Plan**.

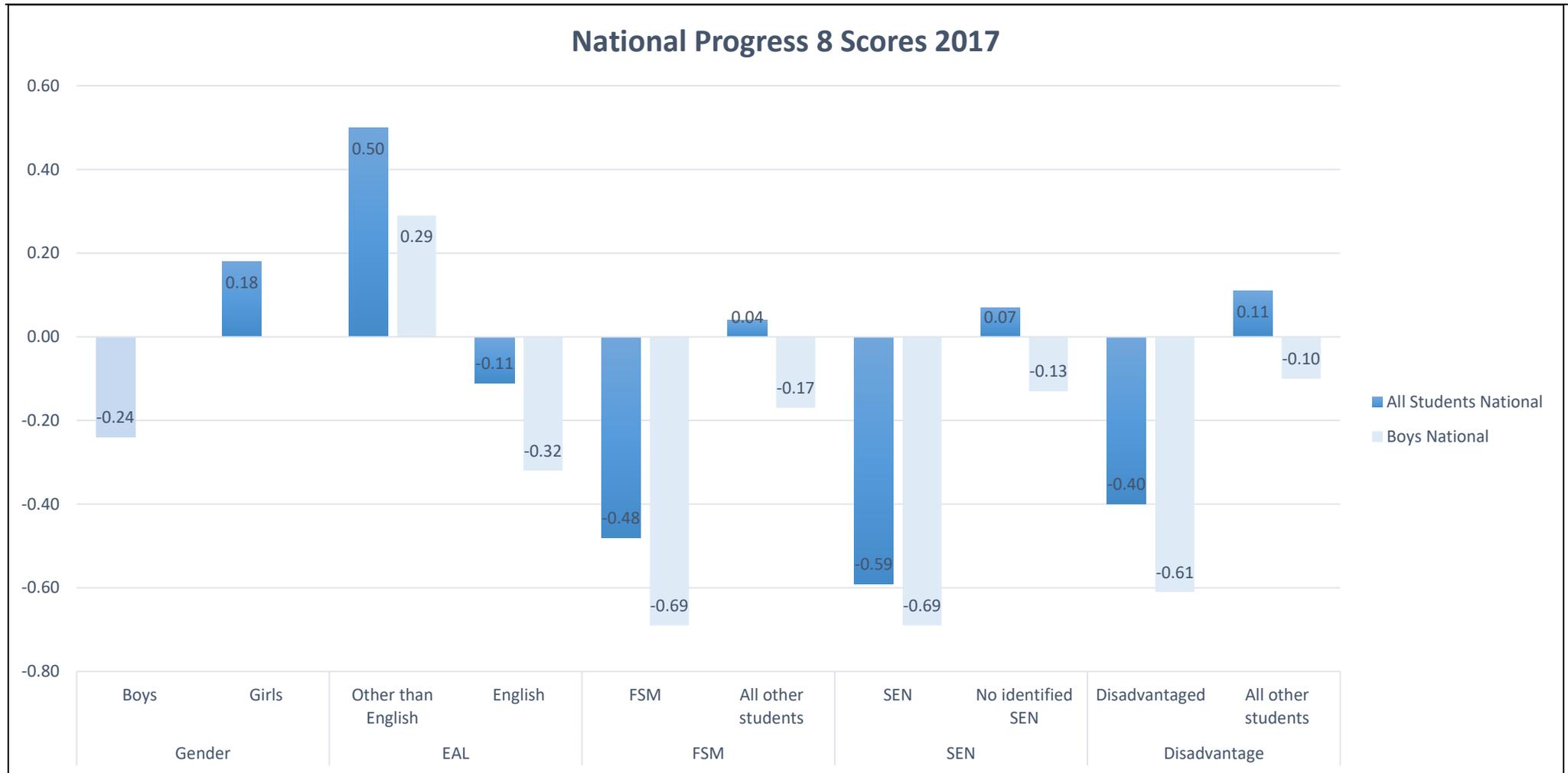
THE NATIONAL PICTURE – Attainment and Progress



Source – Key Stage 4 attainment data – the information for 2018 is not available yet – expected to be released February 2018

For all attainment figures – there is a significant difference nationally between disadvantaged and other students (boys)

Attainment Measure	National Difference
A8	-11.5
Basics 9-4 %	-25.8
Basics 9-5 %	-23.1
Ebacc 9-4 %	-13.6



In 2017 nationally there is a -0.51 difference between disadvantaged and all other students progress 8 score. The national figure for BOYS DISADVANTAGED is -0.61. Both of these figures show an increase in the progress gap from 2016. The graph above illustrates the national difference between figures for all students, and those for Boys only. **In all categories, boys progress is lower.**

Figures for 2018 disadvantaged students will be available in January 2019.

The gender gap nationally in 2018 is provisionally -0.44. In 2017 the gender gap was -0.42 (see above)

ATTAINMENT AND PROGRESS AT WILLIAM ELLIS SCHOOL**GCSE results 2018**

All results are provisional at this time (October 2018)

This is now the third year the progress 8 (P8) measure has been in use nationally. William Ellis School had seen an improvement in the P8 from 2016 in 2017 but in 2018 there has been a drop to -0.51. The English element and Open element are a particular focus for the school.

Outcome Measure	William Ellis	Camden Boys	England Boys	England Boys & Girls
Average Attainment 8 Score	43.5	41.9	41.3	44.3
English and maths – Pass 9-4 (%)	63	56%	55.1	59.1
English and maths – Pass 9-5 (%)	44	38%	36.4	39.9
Entered full EBacc (%)	69		29.7	35.1
Achieved strong EBacc (%)	24	13		
EBacc Average Point Score	4.19		3.57	3.83
Progress 8 Score	-0.51		-0.25	-0.02

- Attainment 8 score is 43.5 points**
 Average attainment in the 8 qualifications, which include English, Mathematics, 3 English Baccalaureate qualifications and 3 other additional qualifications. William Ellis Attainment 8 score is just above that for boys in England and boys in Camden.
- English Baccalaureate average point score is 4.19 points, above the figure for boys and girls in England.**
 The English Baccalaureate is a measure used to provide information about a particular range of qualifications, often called facilitating subjects, as they provide a solid academic core. Unfortunately, the measure does not contain Arts subjects which we consider equally valuable (e.g. Art, Music & Drama)
- Percentage of our eligible students who entered the EBacc is 69%.** This is significantly higher than England average for boys especially (29.7%)
- Headline figures for basics measure** (English and maths) is above national boys for both 5+ and 4+
- Attainment and progress in maths strong** – above national for both 4+ and 5+ compared with all students.

30% of disadvantaged boys achieved the EBacc qualification significantly higher than the 9% of disadvantaged boys nationally in 2017. National figures for 2018 will not be available until Feb 2019.

A much higher proportion of boys at WES take languages and history compared to boys nationally. Nationally 45% of all students are entered for a language GCSE – this is a decrease on the national figure in 2017. At WES 87% of the cohort complete a language qualification.

EBacc	William Ellis	England Boys & Girls
Taking full EBacc	69%	35.1%
Taking at least two sciences	52%	89.0%
Taking triple science	44%	26.1%
Taking History or Geography	77%	73.8%
Taking both History & Geography	15%	8.6%
Taking a language	87%	45.1%
Taking more than 1 language	16%	3.9%

Nationally in 2017 the Progress 8 score for disadvantaged boys is -0.53 compared to a score of -0.24 for all boys (girls is +0.18). Boys disadvantaged national P8 figure was -0.61 in 2017. The WES figure for 2018 is -0.67 – therefore lower than national 2017. There is also drop for the school compared to 2017 – although the drop for disadvantaged is slightly smaller than that seen for the whole cohort.

This has resulted in a slight narrowing of the gap – to -0.36 compared with -0.50 in 2017. This progress gap is lower than that seen nationally in 2017. The national figure for 2018 will not be known until Feb 2018. This shows a continued improvement since 2016 when the progress gap was -0.67. See table below –

Year	WES Progress Gap	National Boys progress gap
2016	-0.67	-0.50
2017	-0.50	-0.45
2018	-0.36	Not known

Table on the next page gives the main headlines figures for William Ellis School, Disadvantaged and other students for the 4 main headline measures – Attainment 8, Progress 8, Percentage achieving Ebacc and Basics (Maths and English 9-4).

Group / Descriptor	WES -boys 2018	National Boys 2018	WES -boys 2017	National – boys 2017
Attainment 8 score for ALL (state maintained schools)	43.5	44.8	47.6	44.8
Attainment 8 score for disadvantaged students	39.2	Not available	42.1	36.3
Attainment 8 score for other students	49.5	Not available	55.0	47.8
Attainment Gap	-10.3	Not available	-12.9	-11.5
There has been a drop in the attainment 8 score for both disadvantaged and other students since 2017. This needs to be put into context – change in grading and curriculum. The attainment gap has narrowed slightly.				
Progress 8 score for ALL (state maintained schools)	-0.51	-0.21	-0.25	-0.24
Progress 8 score for disadvantaged students	-0.67	Not available	-0.48	-0.53
Progress 8 score for other students	-0.31	Not available	+0.08	-0.08
Progress Gap	-0.36	Not available	-0.50	-0.45
There has been a drop in the progress 8 score for both disadvantaged and other students since 2017. The progress gap has narrowed and I anticipate it to be lower than that seen nationally for 2018.				
% EBacc for ALL (state maintained schools)	35	Not available	37.6	19.2
% EBacc for disadvantaged students	30	Not available	29.6	9.2
% EBacc for other students	61	Not available	48.0	22.8
Attainment Gap	-31	Not available	-18.4	-13.6
Figures for Ebacc % is consistently above that seen nationally for each group. The attainment gap is larger than seen nationally.				
% students achieving 9-4 in English and mathematics (basics) (state maintained schools)	63	61.9	70.9	61.9
% Disadvantaged students achieving 9-4 in English and mathematics (basics)	49	Not available	59.7	42.8
% Other students achieving 9-4 in English and mathematics (basics)	79	Not available	86.0	68.6
Attainment Gap	-30	Not available	-26.3	-25.8
Figures for Basics % is consistently above that seen nationally for each group. The attainment gap is larger than seen nationally.				

Data source – Statistical First Release (DfE) for National Figures and Data Checking exercise for GCSE results

National data for boys, all state maintained schools

2.2 ATTENDANCE – YEAR 7 to YEAR 11 (autumn and spring term)

	2015 – 2016			2016 – 2017			2017-18		
	All	Dis	Non Dis	All	Dis	Non Dis	All	Dis	Non Dis
Absence	5.7	6.3	5.0	6.3	7.0	5.4	6.5	7.6	5.1
Persistent absence (20%)	18.0	19.1	16.6	17.0	21.0	12.0	18.8	23.6	12.7

Link between attendance and progress

		No. included in progress measure				Progress 8 (overall)						
		2016		2017		2018		2016	2017		2018	
		School	School	School	Camden	School	School	Camden	School	Camden		
All pupils		114	109	110	1426	-0.37	-0.25	0.05	-0.54	0.06		
Attendance banding	99-100%	41	32	28	466	-0.26	0.06	0.53	0.09	0.57		
	95-98%	27	30	39	432	-0.17	0.00	0.35	-0.28	0.30		
	90-94%	23	25	18	315	-0.34	-0.34	-0.06	-0.52	-0.25		
	80-89%	16	16	15	137	-0.46	-0.27	-0.75	-1.33	-0.78		
	<80%	3	5	10	71	-2.71	-2.50	-2.08	-2.16	-1.68		
No absence data		0	1	0	5	-	-4.10	-1.30	-	-1.01		

Initial analysis shows the clear correlation between school attendance and headline progress measures for the different elements. The screen shot above shows the big drop in progress scores seen once a students attendance is below 95%. Clearly this is not just about being in school but also about students' attitudes to school. For attendance 95% and above the school progress measures are generally good. In line with or above that seen nationally – certainly for boys nationally. Once attendance is below 95% progress measures are generally below national boys. With attendance of 90% and below progress is significantly below national.

This data is found in the Camden absence 2018 booklet (SIC Nov 2018)

3. PUPIL PREMIUM FUNDING**3.1 PUPIL PREMIUM FUNDING OVER TIME**

Financial Year	Funding per student meeting FSM6 criteria	Percentage of FSM6 Students	Number of students eligible for Pupil Premium	Amount of Pupil Premium Funding
2011 - 2012	£488	35% (Different criteria)	218	£106,384
2012 - 2013	£623	56%	374	£216,181
2013 - 2014	£900	60%	372	£334,800
2014 - 2015	£935	58%	362	£338,470
2015 - 2016	£935	57%	350	£330,145
2016 - 2017	£935	59%	357	£328,215
2017-2018	£935	56%	342	£318,865
2018-19	£935	53%	323	£314,590 (Estimate)

For 2018-19 there are 4 students within the looked after category (One in Years 7, 8, 9 and 10)

Pupil Premium funding follows the financial year rather than the academic year

3.2 PUPIL PREMIUM FUNDING 2017 - 2018 ALLOCATION TO ACTIONS AND INTERVENTIONS

Actions for Equality of Opportunity

Intervention/ activity	Amount allocated	Brief summary	Year group					Students impacted	Intended outcomes	Evaluation	SLT lead
			7	8	9	10	11				
Music Lessons	££	Peripatetic teaching for musical instruments, provided free for students eligible for pupil premium	X	X	X	X	X		Ensure equity of opportunity for all students. Increase proportion of disadvantaged students learning musical instrument.	41% of students receiving music tuition at the school are PP students (up from 34% in 2017-18). A total of 102 students are receiving music tuition, 42 are PP. PP students get a 90% discount on the music lesson costs. They have access to a range of instruments and the opportunity of playing in many of the groups and orchestras organised by the school and in collaboration with other La Swap schools. This has also allowed PP students to make up 37% of the GCSE music cohort at the school. SIGNIFICANT IMPACT To be continued into 2018-19	MSC
School Trips	££	The school has a strong commitment to ensuring that all students have equal access to school trips and in the past year we have subsidised student travel to venues such as the Mill In 2017-18 we spent £9,478.96 of PP funding to support disadvantaged students participate in school trips.	X	X	X	X	X		Personal development – development of cultural capital	William Ellis School provides the broadest and most comprehensive programme of educational trips and visits of all Camden schools. This includes a bespoke outdoor education programme. (see below) Many trips are curriculum focused to support learning in 14 different subjects. Other trips provide a broad range of opportunities for personal development including debating, the arts, PSHE, careers and leadership programmes. The trips are an important part of the school offer for the taught curriculum and extra curricula activities. Students benefit from the opportunity to develop their skills and character in line with the school's learner attributes. We believe all students benefit from the opportunity to expand social and cultural capital through visits to museums, galleries, theatres and other places of interest, in London and further afield including foreign countries.	BLA

										<p>We believe all students benefit from this programme but it is especially important for disadvantaged students to have opportunities they might not otherwise get.</p> <p>In 2017-18 a total of 2197 visits were made by students, 56% were by PP students, which is in line with their proportion in the school.</p> <p>SIGNIFICANT IMPACT</p> <p>To be continued into 2018-19</p>		
Outdoor Education programme	££	Outdoor education camp for all students in year 7,8,9. Duke of Edinburgh Award Scheme, Bronze, Silver and Gold.	X	X	X					<p>Ensure equity of opportunity for all students. Development of learner attributes</p>	<p>Outdoor education programme is now established for all students in key stage 3. Camps provide excellent opportunities for personal development and team building. This year we achieved 95% participation in the camps for each year group.</p> <p>There has been an increase in the take up of students entering the Duke of Edinburgh Award scheme this academic year. Students from William Ellis successfully completed Bronze, Silver and Gold awards. This included students eligible for pupil premium. Year 9 camp now qualifies as a training expedition for the Bronze DofE, giving the students a gateway into the scheme.</p> <p>SIGNIFICANT IMPACT</p> <p>To be continued into 2018-19</p>	IJO

Actions for Equality of Progress

Intervention/ activity	Amount allocated	Brief summary	Year Group					Students impacted	Intended outcomes	Evaluation	SLT lead
			7	8	9	10	11				
Home School Link Workers	££	<p>2 part-time link workers working with Somali and Bengali community and students to increase family understanding and engagement with school and to improve student progress</p> <p>Work of the White British link worker (Camden)</p> <p>2 Language Assistants - Equivalent to 20 hours per week – French and German – increased progress in MFL</p>	X	X	X	X	X		<p>Improve attendance and punctuality of identified groups of students at school</p> <p>Increase engagement of parents with child's education</p>	<p>Parental engagement has increased and attendance at Parent-Teacher meetings is above the school average of 86% for Bengali (90%) and Somali (94%) parents and increasing for Congolese (78%).</p> <p>SOME IMPACT</p> <p>Since 2016-17 – continued improvement seen in terms of engagement, BUT attendance still concern for some ethnic groups especially WBr. School link worker for White British disadvantaged one day per week. Review required following 2017-18 about WBr project.</p> <p>Congolese link worker not replaced</p> <p>Going forward - 2018-19</p> <p>WBr remain key focus group – approx. 10-12 students per year group.</p> <p>New group set up by Camden with this focus –</p> <ul style="list-style-type: none"> • Meet on a half termly basis to share practice, data, and consider creative ways forward – similar to a hub • At these meetings, schools will take turns to lead a brief presentation – a successful intervention, a concern or challenge etc. • From this, there will be a commitment to develop a 'toolkit' of ideas, strategies and 'best' practice to be shared more widely across Camden schools • Camden Learning to commit funds and explore the appointment of a 'Project Manager', with a small financial commitment from schools, to ensure direction and rigour 	MSC

										<ul style="list-style-type: none"> Additional schools to be invited to join and commit to working with this group Particular areas of focus, but not exclusively: attendance, transition, tracking/visibility, parental engagement, effective T&L (including Oracy) strategies for this cohort 	
IPAC	£££	Providing alternative education provision and behaviour support for a target group of students. Co-ordinating the work of the City Year team.	X	X	X	X	X		Provide mentor support for identified students leading to improve educational and personal development outcomes	Lead mentor provides direct support for most vulnerable students. Case studies show success in supporting boys engagement in school, emotional wellbeing and welfare. Without this support some students would be at increased risk of dropping out of education. SOME IMPACT	BLA
Counselling	£££	High-level intervention for students and their families who have significant social, emotional and mental health needs which are impacting on educational outcomes and/or well-being.	X	X	X	X	X		Provide high level support to individuals and families	Nearly all boys who were offered counselling used the service well and were able to benefit from much needed emotional support that they otherwise would not have accessed. In some cases, the counsellor was able to support access to external mental health support that they would not have been able to access themselves. SIGNIFICANT IMPACT To be continued into 2018-19	BLA
Raising Aspirations	£	Engagement and motivational workshops typically for the more able concerning university and for less engaged students One-to one careers interviews with careers advisor for all Y11 and vulnerable students in Y10.		X	X	X	X		Raise aspirations for students from disadvantaged backgrounds	At the time of writing, the Y11 cohort who left in 2018 had 94% of students in education, employment or training. SIGNIFICANT IMPACT	OWH

		Includes work of Future First									
Additional holiday revision sessions (Easter, Half term and Saturday sessions)	££	Targeted revision programme of lessons over the Easter holiday for year 11 students, funded by school funds at no cost to students					X		Improve GCSE outcomes for targeted students	<p>Easter revision delivered to students at no additional cost. Nearly all subjects provided a day's session. Staff feedback positive. For those attending – good impact Attendance for PP students - variable.</p> <p>SOME IMPACT</p> <p>Saturday Maths – 30 students initially invited to attend – started from February half term – all at risk of not achieving predicted grade. Numbers grow significantly as examinations approach. P8 for maths element positive</p> <p>Saturday Art - 2 sessions held in academic year 2017-18. Without the sessions the portfolio aspect of the course would not have been completed. Issues around student independence. Progress in art still concern.</p> <p>SIGNIFICANT IMPACT - 2018-19 – Art sessions have already taken place. 39 of the 42 students attended. Positive feedback received. To be continued.</p>	MSC
City Year	££££ £	Programme with young adult volunteers working as role models, tutors and mentors.	X	X	X	X	X		Increase student engagement and to provide development opportunities	<p>In the previous 5 years of this programme there has been evidence of positive impact on the participation and engagement of young people in their learning. However, this last year there was little evidence of this impact. The school took the decision to stop this programme which was funded directly through pupil premium funds. These resources are reallocated to support other interventions cited in this report.</p> <p>LITTLE IMPACT This has now been discontinued</p>	BLA

Action tutoring	£	Business mentors working with targeted Y11 student at risk of under achieving				X	X	 	Improve engagement and progress of targeted students English and maths focus	<p>2016-17</p> <p>Action tutoring was expanded in 2016-17 with the group identified being more “fixed” throughout the year – leading to greater impact for those students. Outcomes for Action Tutoring students positive – students selected all working at a grade 4 and at risk of not meeting grade at end of course. 29 of the 32 grades supported by Action Tutoring in English or maths were a grade 4 or above. Good outcomes for those students.</p> <p>School trialled action tutoring helping with morning peer mentoring system – attendance and punctuality was an issue. This has not been continued into 2017-18</p> <p>2017-18</p> <p>Action tutoring was continued. There are now 2 separate groups – an English and maths group on separate days. Attendance in Autumn 1 is up on last year. There has been “competition for places” This was maintained through the year. Outcomes for both the English and maths cohort good. Action Tutoring report positive – good impact</p> <p>To be continued into 2018-19</p>	MSC
Parental engagement	£££	Employment of Parent Support Advisor to work with hard to reach families and increase engagement with school	X	X	X	X	X	 	Increase parental engagement with school reduced permanent and fixed term exclusions from targeted families. Increase attendance. Inform Parents about key issues.	<p>Parent Support Advisor worked with 18 families last year including advising on parenting strategies; advocacy work; linking families with external support agencies and building positive working relationships between the school and hard to reach parents. Case studies demonstrate success in maintaining students in education, increasing engagement in school and improving wellbeing and personal development of students.</p> <p>SIGNIFICANT IMPACT</p> <p>To be continued into 2018-19</p>	BLA

Improving attendance	£££	Day one calling for absentees, monitoring student attendance and punctuality	X	X	X	X	X		Improve attendance of all students and close gap between disadvantaged and other students. Reduce persistent absentees. Reduce risk of habitual poor attendance.	<p>Previous year on year trend showed improving attendance to above national average for boys however in the last two years there has been a sig dip in attendance. We have made structural changes to the procedures to follow up absence from school in the second half of last year with a significant improvement.</p> <p>Attendance for 2017-18 was low – see attendance report (SIC Nov 2018)</p> <p>Looking forward - 2018-19 Attendance in the first half term of this year has seen a significant reduction in the number of absences (20%) and a 55% reduction in the number of students in the persistent absence category.</p> <p>LIMITED IMPACT</p> <p>To be continued into 2018-19 – with changes</p>	BLA
Alternative curriculum provision at KS4	££	Alternative and specific curriculum provision for students for whom the normal curriculum offer is not suitable. To prevent disengagement with curriculum and/or permanent exclusion.				X	X		Improve progression for students on this pathway and improved outcomes through greater engagement on tailored programmes	<p>In 2016-17 Two students attended the Boxing academy and stayed in education until the end of Y11. 2 students attended Westminster Kingsway College.</p> <p>All four were very high need students; all students achieved some GCSE grades – varying progress. One student did not achieve due to going on holiday during the GCSE exam period. All 4 students completed KS4 – they were at risk of not finishing. 3 of the 4 students continued in education. 2 students returned to WES for level 1 Sports Leadership Course (based at Talacre Sports Centre).</p> <p>SOME IMPACT</p> <p>For 2017-18 there were no students on alternative education provision but the school does have access to off-site provision if required. We are evaluating potential needs in current Year 10.</p> <p>To be continued into 2018-19</p> <p>There are currently 3 students across Years 10 and 11 on an alternative education programme.</p>	MSC/B LA

<p>Additional staffing in English</p>	<p>££££</p>	<p>Small group intervention work provided through increasing staffing in the English dept.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p></p>	<p>Accelerate progress of students identified as making insufficient progress</p>	<p>Majority of intervention work done at KS4 –but did cover KS3 as well. For Year 11 students received 1-1 tuition – significant progress seen. Some of this was delivered by Alison Pyle (Camden) on Mondays. Worked with students on a grade 2 or 3 who were at risk of not achieving this grade.</p> <p>Additionally worked with small group working at a higher grade.</p> <p>Friday sessions – between WES staff and Alison Pyle – working at a slightly higher grade of 4/5 but were at risk. All students that attended sessions achieved grades 5 and above</p> <p>Other English staff used intervention time to work with students across the year groups – individually on specific pieces of work or in smaller reading groups. Groups changed over the year.</p> <p>Academic year 2017-18 -</p> <p><i>Introduction of nurture group in Yeas 7 and 8 for academic year 2017-18 – see below</i></p> <p>Reduce staff availability for intervention within the normal timetable – the additional staffing has reduced significantly. During the academic year there are 20 periods of intervention available – this is working with a higher teacher allocation compared with 2016-17. This represents a decrease in intervention available in 2017-18 compared with 2016-17.</p> <p>There was an additional English class during the academic year – 6 classes compared to 5 classes in other subjects. This reduced the average class size.</p> <p>For academic Year 2018-19 – additional class maintained</p> <table border="1" data-bbox="1391 1257 1924 1431"> <tr> <td>English 1</td> <td>19</td> </tr> <tr> <td>English 2</td> <td>17</td> </tr> <tr> <td>English 3</td> <td>16</td> </tr> <tr> <td>English 4</td> <td>19</td> </tr> </table>	English 1	19	English 2	17	English 3	16	English 4	19	
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Maths 5	17																												
Mean Class Size	22.6																												
Catch-up Literacy	££	Additional literacy lessons in Years 8 and 9 – linked to students not doing double languages		X	X			   	Accelerate progress for students. Group to make sufficient or better progress.	<p>Students not doing double languages in Years 8 and 9 had additional English style lessons. Some delivered through Drama and some via English teachers. Classes had different focus from accelerating reading, improving written work or oracy.</p> <p>SOME IMPACT</p> <p>Changes for upcoming academic year 2017-18</p> <p><i>Introduction of nurture group in Years 7 and 8 for academic year 2017-18 – see below</i></p> <p><i>Additional English classes running in Year 8 and 9. Need to look at timetabling of these classes and student selection for academic year 2018-19. Review required</i></p>																			
Increased staffing in maths	£££	Additional teacher provision to enable personalised and small group through an additional teaching group			X	X	X	  	Accelerate progress of students identified as making insufficient progress	<p>Additional staffing allowed for the creation of an additional class. This enabled slightly smaller classes for those with low prior attainment. Progress 8 maths element for low prior attainment greater than whole cohort – and above national.</p> <p>Maths teacher supported sets 4 and 5 to do some one to one intervention (in fact it was usually a 3:1 ratio) throughout the year. The students were mostly PP. Other</p>	MSC																		

										<p>maths teachers were also involved in one to one intervention with students who were not doing language GCSE. Overall the P8 maths element was positive – for ALL prior attainment groups – including the disadvantaged students. This is a marked improvement upon 2016 GCSE outcomes. (Although the P8 is positive – there is still a progress gap in terms of non-disadvantaged making better progress)</p> <p>SIGNIFICANT IMPACT (in conjunction with Action Tutoring)</p> <p>Academic Year 2017-18</p> <p><i>Introduction of nurture group in Yeas 7 and 8 for academic year 2017-18 – see below</i></p> <p>Reduce staff availability for intervention within the normal timetable – the additional staffing has reduced slightly this year from 2016/17. For 2017-18 there were only 12 periods of intervention available – this is working with a higher teacher allocation compared with 2016-17. This represents a decrease in intervention available in 2017-18 compared with 2016-17. The intervention time will be used to support Year 11 students primarily.</p> <p>Outcomes in maths 2018 remain strong – positive P8 element despite a drop in number of 8’s and 9’s achieved.</p> <p>SIGNIFICANT IMPACT (in conjunction with Action Tutoring and after school maths club / Saturday maths)</p> <p>To be continued into 2018-19, maintained at 2017-18 levels</p>
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New for academic year 2017-18**YEARS 7 AND 8 – NURTURE GROUP (IJO/RDE)**

An additional group has been established for the teaching of maths, English and the humanities subjects. Students for the Year 8 group were selected based upon progress in Year 7 – this will be the baseline used to measure group progress. The Year 7 group will start in December and will use school subject baseline assessment data collected in first half of autumn term. This is small group intervention. This is linked to the increased staffing in maths and English plus the effective use of the literacy catch up funding. The group of 11 students all ALL on the SEN register – 3 students are SEN e, the remainder are SEN K. Out of the 11 students, 7 are Pupil Premium - 64% of the cohort . Therefore cost as been calculated at 64% of the overall cost of this intervention.

Year Group	Student Number		Lessons			Cost (Based upon average cost per period)
	Pupil Premium	Non Pupil Premium	English	Maths	Humanities	
7	Students to be identified Autumn 2017		7	7	7	£££ £63,000@64% = £40,320
8	7 = 64%	4 =36%	7	6	7	£££ £60,000@64% = £38,400

Progress will be monitored in line with the whole school – 3 assessment collections per year. Success criteria for the intervention will be for the students to make accelerated progress compared to the remainder of the year group.

Feedback following 2017-18

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- Teachers were able to address the specific needs of the students: their literacy difficulties and conceptual understanding, and the ways in which it made this difficult for them to retain information in a meaningful framework
- Many students were positive about being in a group that could specifically cater for them, with content at an appropriate level and where they could receive more individual attention than in a larger class. This was particularly true in Year 7.
- Teachers of English and Maths reported that they were able to effectively adapt the content of lessons for other classes to the needs of this group so that they could follow a similar curriculum that would support them to succeed in mainstream classes in Year 9.
- The differentiated planning in History and Geography prompted the Heads of those subjects to think more carefully about engaging and differentiating for lower attainers and SEND students.
- The progress data at the end of the Year showed that in almost all cases the students were making sufficient progress in these subjects, and in some cases good progress. This had not been the case for these students before they were in this group.

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- A small number of students reported negative feelings about being in a smaller group and that they were “singled out” for special teaching. This applied mainly to Year 8 students. The Year 8 class also had a dynamic that made it trickier for teachers to manage because of a few boys whose behaviour could negatively dominate.
 - The non-specialists who were delivering the RE, Geography and History curriculums found it harder to adapt these to the needs of the students, possibly because they were not as familiar with the curriculum. This required a significant amount of time invested from these teachers and work with the Heads of History and Geography.
 - There were a number of students in years 7 and 8 who were not placed in this group because their needs were SEMH rather than SLCN. Adequate provision for one pupil in Year 8 in particular was a continued challenge

To be continued into 2018-19

CPD DEVELOPMENT – TEACHER DISCIPLINED ENQUIRES

An important development for the academic year 2017-18 was the introduction of a teacher lead disciplined enquiry – to be done by all staff. The enquiry will focus on a key group, identified by the school. 65% of all disciplined enquires focused on disadvantaged students – really raising the profile of the group within school. The remain 35% of enquiries predominantly looked at other key groups for the school – Middle Prior Attainment, White British and SEND students.