

PERRYFIELDS HIGH SCHOOL PUPIL PREMIUM REVIEW 2016 – 2017

(November 2017)

Introduction

Part 1: The first part of this review gives a background as to what Pupil Premium funding is and the four specified areas that the funding can support, as well as the school's context.

Part 2: The second part is a review of how the 2016-17 funding was invested and the impact that this investment had.

Part 3: The third part of this review briefly sets out our plans for investment in the academic year 2017-18, albeit in the context of new leadership being introduced at the midpoint of a financial year.

Please note that all figures and evaluations in this review are based on the financial year, not the academic one. For practical reasons this will change going forward and in future the tracking and monitoring of Pupil Premium interventions will be in terms of academic years.

Part 1: Background and Context

The Pupil Premium funding is a Government initiative that targets extra money at students from deprived backgrounds, which research shows underachieve compared to their non-deprived peers. The premium is provided to support these students in reaching their potential.

The Government has used the number of Year 7 to Year 11 students entitled to free school meals within the last six years, are in care or have a parent(s) in the armed forces as an indicator and have deployed a fixed amount of money to schools per student, based on the number of students who meet the criteria.

The Government is not prescribing how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their students to increase their attainment and 'narrow the gap'. Schools will be accountable for narrowing the gap and school performance tables include new measures that show the attainment of students who receive the student premium compared with their peers.

School Context 2016-17

Perryfields High School is a Local Authority maintained 11-18 comprehensive school in Sandwell, situated in Brandhall, Oldbury. Our school serves a densely populated area that is ethnically diverse. The number

of students eligible for Pupil Premium funding was 334. The amount received per Pupil Premium student was £935 totaling £312,290.

We have an ethos centered on excellence in our school and expect to see this demonstrated by all of our school community. We are very proud that our staff includes ex-students and teachers that have been nurtured from trainee and NQT status, through to middle and senior leadership roles.

It is important to recognise changes to key personnel and leadership within this review and that this review is being written retrospectively following the retirement of the Headteacher and the restructuring of SLT roles by the new Headteacher.

We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any student or groups of students the school has legitimately identified as being socially disadvantaged. In Perryfields 334 students meet the criteria.

Area 1 – Supporting Achievement/Attainment

When students enter the secondary phase at Perryfields we ensure we know and understand the starting points for their academic progress. We gain valuable information from their Primary Schools and additionally we carry out several important baseline assessments, for example their reading ages and Cognitive Ability Test, as well as baseline assessments in each subject area.

The pupil premium will be spent on ensuring that all students in both Key Stages are making progress in the key skills needed to succeed at Perryfields and ensure they are properly prepared for the next stage of their education.

The most important skills are:

- Reading
- Writing (including spelling)
- Use of Number

Without these skills students will not reach their potential.

For students who enter the secondary phase with reading ages well below their chronological age, we will deliver a personalised programme of “catch up” to help them improve on this vital skill. The catch-up

reading programme will be based on regular intensive small group sessions using either Inclusion support or accelerated reading.

Alongside this we want to encourage students of all ages to read for pleasure. Ensuring that both young people and their parents have access to high quality stimulating reading materials, it is a priority that a wide range of books is purchase for the school's Learning Resource Centre and used in PDM sessions weekly.

Within the curriculum we pay for additional staffing which can help us support learning which is personalised to the needs of the individual and to groups of learners. For example, in our core subjects of English, Maths and Science additional staffing is deployed throughout KS3 and 4 to enhance opportunities, increase student contact and provide lower student teacher ratios.

Throughout their time at Perryfields we will intervene to support students who fall behind in these core skills. This will be done through interventions such as:

- Enhanced student teacher ratios
- Small group interventions, eg reading support
- One to One Tuition, eg Maths Futures
- In class support, eg Maths ambassadors

Area 2 – Supporting Students Well-Being, Behaviour and Attendance

For many students, becoming a teenager is not the easiest of times. This can lead to emotional difficulties both at home and at school. We believe that employing high quality staff to help students overcome any potential barriers to learning is essential. There are many students who do rely on this to succeed at school and without this personal approach will become disengaged from school. This mentoring will mean supporting students, emotionally but also ensuring that they are challenged to work hard, succeed and overcome their barriers to learning. Some of this work involves helping students to raise their aspirations. Therefore, some funding will be targeted at helping students identify future opportunities. For example, opening their eyes to the possibilities of further and higher education and/or maintaining high standards of attendance/punctuality.

Area 3 – Ensuring Equality of Access to the Curriculum

A key aspect of our ethos at Perryfields is our belief in the need to develop memorable learning experiences. This includes curriculum trips and visits. We also believe that all students benefit greatly

from residential experiences which take place during curriculum time, enrichment days and residential experiences.

Similarly, whilst our residential trips have been designed to be very cost effective, we understand that for some students this still could be a barrier.

A key part of our focus is on developing the talents of the students. We believe that talents within areas such as sport, music, dance or drama will only develop into lifelong passions if an accessible extended curriculum is offered: therefore, enhancing opportunities for enrichment.

The pupil premium will also help **all** students access this curriculum and help students discover their talents.

Area 4 – Supporting Parents/Carers to engage in their child’s education

Bringing up children and teenagers is never any easy time. The additional stresses provided by financial worries will also impact on this. We believe that providing high quality support to parents of children who are finding it difficult to progress at school can impact greatly on their success at school. We want to provide regular structured meetings where parents can discuss their concerns and jointly identify strategies which can help students succeed at school and at home. We have used pupil premium to strengthen support for students’ social, emotional and general pastoral needs by increasing support staff for Inclusion, Attendance and Welfare, Learning Mentors and using an external mentoring support agency, Krunch.

Success Criteria

The evaluation of this policy is based on how quickly Perryfields can ‘narrow the gap’ between socially disadvantaged students and their peers.

The success criteria for the Pupil Premium Policy are:-

- Increased and improving reading levels
- Early intervention and support for socially disadvantaged children
- The majority of socially disadvantaged children will meet their individual targets and narrow the gap and Key Stage 4 outcomes

- Effective parental student support
- Create a positive atmosphere in which students' differences are recognised and valued as full members of the school community; developing confident and independent learners
- Providing opportunities to enrich students' curriculum through a wide range of school activities

Part 2: Investment summary and impact evaluation

Pupil Premium funding for the financial year 2016/17 was £935 per student x 334 students, totaling £312,290. There was a further £1300 per Looked After Child and £300 per service Pupil Premium, bringing the full allocation up to £317,990.

Staffing and curriculum support - Approximately 97.5% of the school's overall Pupil Premium funding was spent in this area.

Key – Area 1 (A1). Area 2 (A2). Area 3 (A3). Area 4 (A4).

i) Additional staffing in school to create (A1):

- Smaller class sizes to allow for targeted intervention
- Individualized timetables for students in their final term in year 11
- Targeted support for small groups of students
- “Withdrawal” groups for core and options subjects to support targeted students
- Cover support to free up specialist staff to teach interventions groups
- Additional academic support for students across year groups

ii) Accelerated Reading Programme (A1) – The school invested in the Accelerated Reading Programme and timetabled sessions for students in year 7 and 8 and targeted groups in year 9.

iii) SAM Learning Subscription (A1) – An online digital revision programme for all Key Stage 4 subjects to enhance outcomes. Students in year 11 had one PDM timetabled session of this from February half term.

iv) Revision materials (A1) – Revision materials were provided to year 11 student premium students – e.g. revision guides in core subjects, production of internal revision guides in History, Geography, MFL, Psychology and RS

v) Academic Coach (A1) – An Academic Coach was employed for the academic year to work with small groups of students in core subjects.

vi) Inclusion support staff and Learning Mentors (A1/A2) – A dedicated team of learning and behavior support professionals is employed by the school. They provide additional coaching and mentoring, as appropriate, to ensure identified students succeed.

viii) Breakfast Club (A2) – A support staff organised breakfast club to support identified students.

ix) Attendance support (A2) – Additional administrative and pastoral support to help the continuing development and improvement of attendance figures and attendance related issues.

x) Contribution to trips/activities (A3) – Pupil premium students are either fully or partially funded for curriculum based and extra-curricular trips.

xi) Music Tuition (A3) – Pupil Premium students are funded for music tuition
(Pupil Registers available upon request)

xii) Work Related Learning/Careers Support (A3) – Pupil Premium funds were used to

invest in the external Connexions service to help support them make the right decisions for their future pathways.

xiii) Transport (A3) – Bus passes/taxi services provided for targeted individuals.

xiv) Alternative Provision (A3) – offsite placements made available for identified students

xv) The Oaktree Centre (A3) – Perryfields High School's alternative provision

xvi) Ingestre Hall (A3) – Year 7 residential induction activity

xvii) Plas Gwynant (A3) – Year 9 residential engagement activity

xviii) Parental curriculum support evenings (A4) – Several calendared evenings to support parental involvement in; revision activities, the new curriculum requirements, the new 9-1 grading system, subject specific information and support.

xix) Krunch mentoring (A3/4) – Targeted students identified for external mentoring support to enhance engagement.

xx) Homework Club – An after school club that offers support and resources to targeted Key Stage 3 students.

xi) Transition support – A summer club for Student Premium children was offered in the first week of the summer holiday.

Evaluation of the impact of Pupil Premium Funding

The impact of the funding for Pupil Premium is based on a collective programme of all the initiatives/projects listed earlier in this section.

The table below shows the three year trend in outcomes for Pupil Premium Students. The figures are calculated based on the specific measure (see left hand column) and then Pupil Premium students' outcomes are compared with ALL students' outcomes within those measures.

Year 11 Academic Data

KEY

Gap Narrowed from previous year
Gap slightly increased from previous year
Gap significantly increased from previous year

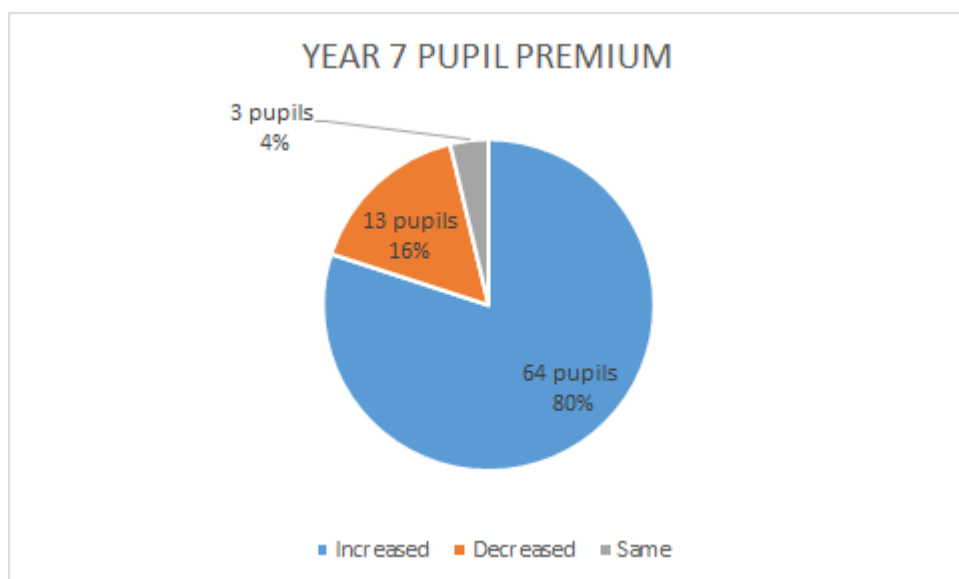
Cohort Summary	Cohort	14/15 Total	14/15 %	15/16 Total	15/16 %	16/17 Total	16/17 %
Cohort	ALL	241	100	236	100	230	100
	Disadvantaged	54	22.4	65	27.5	62	27
Average Grade Per Student	ALL	C-		C-		C-	
	Disadvantaged	D-		D		D	
Average Core KS2 APS per Student	ALL	27.75		27.34		28.84	
	Disadvantaged	25.73		26.13		27.65	
	Gap	-2.02		-1.21		-1.19	
Basic Measures	Cohort	14/15 Total	14/15 %	15/16 Total	15/16 %	16/17 Total	16/17 %
Students with at least 1 qualification	ALL	239	99.2	234	99.2	229	99.6
	Disadvantaged	53	98.1	64	98.5	59	98.3
	Gap		-1.1		-0.7		-1.3
Students Achieving 9-5 in English and Maths	ALL	N/A	N/A	N/A	N/A	98	42.6
	Disadvantaged	N/A	N/A	N/A	N/A	19	31.7
	Gap	N/A	N/A	N/A	N/A		-10.9
Students Achieving 9-5 in English	ALL	N/A	N/A	N/A	N/A	150	65.2
	Disadvantaged	N/A	N/A	N/A	N/A	32	53.3
	Gap	N/A	N/A	N/A	N/A		-11.9
Students Achieving 9-5 in Maths	ALL	N/A	N/A	N/A	N/A	105	45.7
	Disadvantaged	N/A	N/A	N/A	N/A	22	36.7
	Gap	N/A	N/A	N/A	N/A		-9
Students Achieving 9-4 in English and Maths 16/17 and A* - C 14/15 to 15/16	ALL	147	61	117	49.6	159	69.1
	Disadvantaged	21	38.9	25	38.5	34	56.7
	Gap		-22.1		-11.1		-12.4
Students Achieving 9-4 in English Lan or Lit 16/17 and A* - C English Lan 14/15 to 15/16	ALL	168	70.6	116	49.6	189	82.2
	Disadvantaged	27	50.9	23	35.9	41	68.3
	Gap		-19.7		-13.7		-13.9

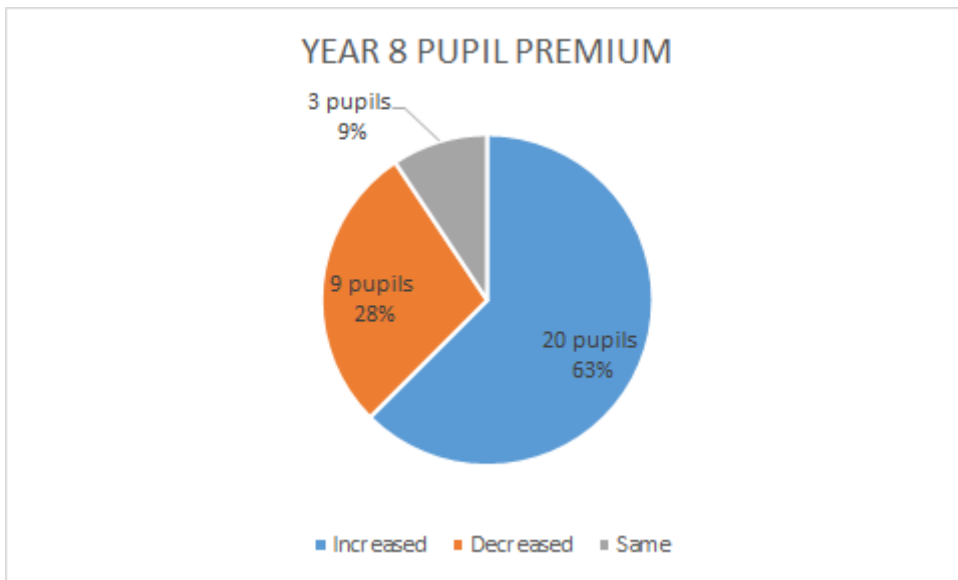
Students Achieving 9-4 in Maths 16/17 and A* - C 14/15 to 15/16	ALL	117	75.3	150	64.4	169	73.5
	Disadvantaged	30	58.8	39	60.9	37	61.7
	Gap		-16.5		-3.5		-11.8
Progress/Attainment 8	Cohort	14/15 Total	14/15 %	15/16 Total	15/16 %	16/17 Total	16/17 %
Average Total Attainment 8	ALL	N/A		46.11		46.07	
	Disadvantaged	N/A		40.84		39.34	
	Gap	N/A		-5.27		-6.73	
Average Total Progress 8	ALL	N/A		-0.36		-0.15	
	Disadvantaged	N/A		-0.54		-0.69	
	Gap	N/A		-0.18		-0.54	
English P8	ALL	N/A		-0.6		0.06	
	Disadvantaged	N/A		-0.73		-0.52	
	Gap	N/A		-0.13		-0.58	
Maths P8	ALL	N/A		-0.06		-0.18	
	Disadvantaged	N/A		-0.17		-0.49	
	Gap	N/A		-0.11		-0.31	
Ebacc P8	All	N/A		-0.2		-0.25	
	Disadvantaged	N/A		-0.24		-0.92	
	Gap	N/A		-0.04		-0.67	
Open P8	ALL	N/A		-0.53		-0.16	
	Disadvantaged	N/A		-0.82		-0.71	
	Gap	N/A		-0.29		-0.55	
E-Bacc Total Measure	Cohort	14/15 Total	14/15 %	15/16 Total	15/16 %	16/17 Total	16/17 %
Students in COHORT Achieving the E-BACC	ALL	57	23.7	51	21.6	39	17
	Disadvantaged	7	13	11	16.9	5	8.3
	Gap		-10.7		-4.7		-8.7

For further information on these figures, please contact Mr. S. Gibson at the school.

Attendance data available upon request.

Reading Age Data





Part 3: 2017-18 Investment

Pupil Premium funding for 2017 is £935 per student totaling £320,130. The vast majority of this funding has already been allocated by the previous Headteacher in the budget for the financial year 2017-18, prior to the changes made to the structure by the current Headteacher for the academic year 2017-18. These allocations will be honoured, but the small amount of funding (£4339) that has not been allotted will be distributed to projects based on a bidding system (see attached guidance) and will only be ratified by the Pupil Premium Lead or the Headteacher. All decisions about projects and allocation of funding will be based on the principles of; improving academic outcomes, enriching students' lives through new opportunities via an extended and creative curriculum, the encouragement of excellence and the removal of obstacles due to hardship. Students and staff will also complete an evaluation of the projects they have been involved in. This will ensure a clear tracking and monitoring system of; the projects that have been funded, the students who will be accessing the initiatives and the impact that they have had.

The Pupil Premium Lead and the Headteacher will be meeting with the finance manager prior to the financial year 2018-19 (in February or March) to discuss future funding allocations.

FAQs

Where can I get more information?

For information on how we plan provision and track progress, please contact the Senior Leadership Strategic Lead for Pupil Premium, Mr. Chris Newman. The school's Governor who is linked to Pupil Premium can be contacted via the Clerk to the Governors, Mrs. Katrina Wainwright (katrina.wainwright@perrys.org.uk)

Where can I get more information about whether my child is eligible for Student Premium?

Free school meals can only be awarded if you or your partner are claiming;

- Income support
- Job Seekers Allowance – Income based
- Employment and Support Allowance – Income related
- Support under Part VI of the Immigration and Asylum Act 1999
- Guarantee element of State Pension Credit
- Universal Credit (paper proof will be required)
- Child Tax Credit, provided you are not entitled to Working Tax Credit and have an annual income that does not exceed £16,190

Further information can be found on the DfE website

www.gov.uk/government/organisations/department-for-education

