

Analysis and challenge toolkit for school leaders: secondary

	2012-13	2013-14	2014-15
Students on roll	721	562	531
Number of Pupils eligible for Pupil Premium	275	226	220
Percentage of Pupils eligible for Pupil Premium	38.1%	40.2	41.4%
Pupil premium allocation per student	£600	£900	£935
Total pupil premium funding	£165,000	£202,950	£206,000

Financial year	Amount of Pupil Premium funding
2011-12	£ 86,960
2012-13	£ 165,000
2013-14	£ 202,950
2014-15	£ 206,000

	2012-13	2013-14	2014-15
Students on roll	721	562	531
Number of Pupils eligible for Pupil Premium	275	226	220
Percentage of Pupils eligible for Pupil Premium	38.1%	40.2	41.4%

Pupil premium allocation per student	£600	£900	£935
Total pupil premium funding	£165,000	£202,950	£206,000

Where are the gaps in Year 11?

2

Year 11:	2012 gap between FSM and non FSM	2013 gap between FSM and non FSM	2014 gap between FSM and non FSM	2015 gap between FSM and non FSM	2016 predicted outcome for FSM	2016 predicted outcome for non FSM	2016 Predicted gap	Comments/ contextual information
Attainment – 5+ A*-C passes including English and mathematics	FSM 11% N 404%	22% 51%	19% 44%	29% 45%				
Attainment – average points score in English	FSM 27.1 N 34.0	26.7 36.1	29.7 34.7	36.4 35.9				
Attainment – average points score in mathematics	FSM 26.9 N 34.6	26.3 34.1	26.3 34.1	35.6 35.3				
Attainment – average points score (best eight GCSEs)	FSM 280.2 N 341.5	280.8 334.7	222.9 279	237 274				
Attainment – average points score in mathematics	FSM 26.9 N 34.6	26.3 34.1	26.3 34.1	35.6 35.3				
Achievement – expected progress in English	FSM 29% N 54%	44% 72%	33% 55%	61% 62%				
Achievement – more than expected progress in English	FSM - N -		07% 12%	29% 26%				
Achievement – expected progress in mathematics	FSM 29% N 561%	33% 65%	44% 76%	58% 64%				
Achievement – more than expected progress in mathematics	FSM - N -		09% 24%	26% 30%				

Achievement – value-added score (best eight GCSEs)

Achievement – value-added score (best eight GCSEs including equivalents)

Attendance	FSM	7.8%	11.9	8.4	7.8
	N	6.2%	6.9	4.9	4.9
Persistent absence	FSM	12.9%	27%	8.8%	10%
	N	8%	7.6%	4.5%	3.6%
Fixed-term exclusions	FSM	7.2%	10.4%	10.4%	5.2%
	N	4.1%	6.0%	4.8%	2.7%

Where are the gaps (other year groups)?

Year group

Year 7

5+ FSM N 2015		5+ FSM Y 2015	
English	Maths	English	Maths
49%	53%	34%	36%

Based on KS2

What does your data analysis tell you about the relative attainment and achievement of FSM and non-FSM pupils for each year group? Are there any gaps? To what extent are gaps closing compared with previous years' data?

Noticeable gaps between FSM & non FSM, whilst FSM students make gains. Less than 3% gap in expected progress for both Maths and English. English improved at level 5 22% and Maths by 12% it is not accelerating faster than Non PP so the gap is not closing rapidly across Year 7.

Year 8

5+ FSM N		5+ FSM Y	
English	Maths	English	Maths
52%	60%	39%	46%

Gaps remain between FSM and NON FSM at level 5 but there is only a 2% gap in expected progress as many more students entered below Level 4 who were PPI. There remains a need to accelerate PPI more rapidly to close the achievement gain nonetheless.

Year 9

5+ FSM N		5+ FSM Y	
English	Maths	English	Maths
88%	48%	81%	45%

Very narrow gaps. Gaps reducing over time and significantly compared to year 1 and 8. Expected progress English for PP is 4% higher than for NON PP also so accelerating more quickly than Non PP and 1% higher in Maths.

Year 10

D+ FSM Y			D+ FSM N		
English	Maths	Science	English	Maths	Science
85%	55%	45%	88%	48%	61%

Noticeable gaps between FSM & non FSM, favouring non FSM in English (12%), Maths (15%) and Science (16%) compared to 2013 when the significant gap between FSM and non FSM was only in Maths, favouring the non FSM

Based on Year 9 T3 (Science is based on C+)

Reflective questions

To what extent are the strengths and priorities suggested by this data clearly evident in the school's self-evaluation and improvement plans? If any are missing, outline them below and add them to your improvement plan, or use the separate planning and evaluation outline on page 12.

Which strengths are not reflected in your self-evaluation?

The outcomes for 2015 shows that in 5 A to C with both English and Maths, there is a very narrowed gap and on basics a much narrower gap than national with FSM students attaining 44% A to C on basics compared to 39% for FSM nationally despite NON FSM students not performing as well as national on this measure. In expected progress a six per cent gap in Maths and 1% in English is very much reduced against previous years and narrower than nationally. The percentage of FSM students making expected progress in Maths was 56%, 7% in excess of national. The gap in achievement has narrowed very significantly across three years, for example the Basics gap in 2013 was -30 but in 2015 was -8, on English A to C it has narrowed from -37 in 2013 to -3 in 2015, on Maths A to C it has narrowed from -35 in 2013 to -8. Gaps in VA for English, Maths and Science in 2015 were insignificant. Attendance rates are broadly in line for both non FSM and FSM but FSM is overrepresented in Persistent absence figures. This is identified and outlined in the improvement plan and targeted spending is planned.

Which priorities are not reflected in your school improvement plans?

Most priorities are reflected in the School Improvement Plans under teaching & learning and outcomes. However, we will need to closely monitor the gap in persistent absence. Additional spending is tagged for a school counsellor and home tuition for FSM medical cases.

More able students at level 5 on entry did not achieve well and some PP money is now allocated to supporting them with a range of interventions including the Brilliant Club.

Additionally

In Years 7 and 8 there are wider gaps in attainment, although not in expected progress and this evaluation identifies the need to accelerate progress at a faster rate for FSM students narrowing gaps is already a strand in the Improvement Plan.

For students with both FSM and SEN the gap in attainment is unacceptably wide and this will inform decisions in relation to funded intervention which will be managed by DH.

Accelerated reader is delivering progress for Year 7 and 8 FSM students but is not delivering as much as could be expected, for example the Brunel Academy in Bristol is achieving far greater levels of progress with a much more comprehensive usage and better evaluation on an ongoing basis. The AR champion and AVP line managing this are visiting and will put in place a better programme of delivery across 2016 and routinely monitor impact more frequently.

Planning and evaluation outline

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
English KS4 Saturday and Easter school	£1348.	Continued	Small number of year 10 students, All Year 11 FSM students included 33 students	Eradicate achievement and progress gaps in English KS4 outcomes	Senior leader Middle leader leading on leading on progress, attendance, punctuality,	Data shows 1% GAP only in expected progress and less than 3% gap in A to C lower than previous years.
Maths KS4 Saturday and Easter schools Easter schools	£9,755.0	Continued but reduced as Year groups have less ground to make up than in previous year	Small number of year 10 students, All Year 11 FSM students included 33 students	Eradicate achievement and progress gaps in Maths KS4 outcomes	Senior leader leading on progress, attendance, punctuality, Leader Maths.	Data shows gap of 6% in expected progress significantly reduced on previous years and below national.
Science KS4 Saturday and Easter schools	£1758	Continued	All Year 11 FSM students included 33 students	Eradicate achievement and progress gaps in Science KS4 outcomes	Senior leader leading on progress, attendance, punctuality, Leader Science	Less than 9% gap. Of the 13 FSM students who did not achieve a level 2 pass at C or above in Science 3 were disapplied. Aspen 2 students and 2 were alternative curriculum placements. All had attendance below 95%

Additional staffing for inclusion and withdrawal student support	£18544.	continued	33 PP students received this support	Provision of both mentoring and learning support to improve, attendance, behavior and progress via in class support and withdrawal	Senior leader leading on progress, attendance, punctuality, Senior Leader PP	For 27 of the 33 there is either an improvement in behaviour, engagement attendance and or progress.
Learning support mentor and Home school support	£9124	Continued	(Provision for 36 students)	Provide home tuition to PP medical students and alternative provision plus mentoring in school to PP students at risk of exclusion or underachievement	Senior Leader PP Senior Leader progress, attendance and punctuality	Students in alternative provision in year 11 made 5 at c, one with EM. One Year 11 now progressed to Post16 Learning, one Year 10 now accessing some learning and tuition and no longer PA as in part-time education. 33 of the 36 have improved progress, attendance and behavior

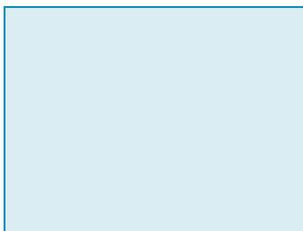
<p>KS3 Intensive literacy support and supported exam access testing and arrangements Phonics included</p>	<p>£11310.0</p>	<p>Continued but with close scrutiny</p>	<p>Aimed at students with PP performing below level 4 in English in year 7 and below 4b in year 8 24 students</p>	<p>To drive up standards of literacy to enable better access to the curriculum</p>	<p>Leader English and KS3 Leader</p>	<p>15 or 62% made adequate progress .7 made 1 sub level progress and 2 have been transferred to alternative curriculum.</p>
<p>Renaissance Learning digital reading and comprehension intervention program</p>	<p>£1129</p>	<p>Continued but close analysis of non-progress makers and more targeted additional sessions dedicated to these students required for the academic year ahead</p>	<p>119 students, all FSM in Years 7 , 8 and 9</p>	<p>To support reading and reading comprehension progress</p>	<p>Leader KS 3</p>	<p>In year 7 43% of FSM students made 2 or more sub levels progress in reading Another8 % made 1 sub level progress I. This is against a backdrop of previous lack of progress Of NON FSM participants 29% made two or more sub levels progress. In Year 8 40% of FSM students made 2 or more sub levels progress.15% of Non FSM students made 2 or more sub level progress. More opportunities for out of class reading may well produce greater gains. The team has been asked to look at those students who did not make progress to identify barriers.</p>

Learning and support mentors	£33964.00	Continued	Available to all FSM students for tutorial support	Support pastorally or with learning mentoring to improve engagement and progress.	Analysis of progress at middle and SLT level via challenge and review process	Gaps in attainment and progress significantly narrowing across all year groups, particularly evident in KS4 outcomes as noted FSM students exceeded Non FSM on 5 A to C EM. Additionally the gap in Persistent absence is now narrowing by 5 per cent.
Share of pastoral support team staffing cost Assistant heads of Year, Heads of Year ,On call etc	£108,967.00	Continued	Available support to all FSM students	To support engagement, provide, emotional and behavioral support and academic tracking to maximize progress.	VP Behaviour and Attendance Officer	In KS4 the gaps in achievement for FSM and Non FSM have on most measures been narrowed to less than 5% and in the case of the headline measure eradicated. In terms of behavior 31% of FTE were FSM so well below half of the student population. They are certainly not over represented The gap at 2.78% between FSM and Non on FTE is well below the national gap at 6% KS3 we need to look more closely at the impact of this support as, whilst gaps are narrow in expected progress attainment gaps do not narrow significantly. In year 7 and 8 more Additionally Whilst PA gaps are narrowing there is still an unacceptable gap in the

Summer School for rising 6s	£2530.00	Continued	Available to all FSM Year 6 entrants	To support successful transition in to the Academy and sustained attendance and engagement and thus good progress	Summer School coordinator and AVP SENDCO PP	Of the 17 FSM students that attended summer school 83% transitioned successfully and currently have attendance above 95% and positive behaviour/ reward logs. We need to maximize the number of FSM students who take up this opportunity so that more FSM students across the board are as well engaged58 students in total are in receipt of FSM in Year 7.
-----------------------------	----------	-----------	--------------------------------------	---	---	--

Additional Teaching Assistant cost	£37513.00	Continued		Support smaller group work and in class support with TAs to enable better progress and attainment	AVP SENDCO	<p>All Year 11 main Academy students progressed to college so no NEETs and all attained at least ECDL at a B grade or above along with three other level 2 qualifications.</p> <p>All Year 10 SEN FSM had Year 9 FSM SEN students less than 50% made expected progress in English and Maths, this needs to be examined and targeted support monitored for impact. This pattern is repeated across Years 7 and 8. The impact of this support is not felt until KS4 and this needs further scrutiny across KS3</p>
------------------------------------	-----------	-----------	--	---	---------------	--

Alternative curriculum provision	£27,650.00	Continued	8 FSM students receiving alternative curriculum provision	Students either medically unfit or at risk of exclusion receive educational provision	VP Behaviour and safety	Two year 11 students achieved 5 A to C including one in a secure unit and neither is now NEET The remaining students have high attendance in their placements which are ongoing. NO student permanently excluded
Subsidized uniform packs	£2530.00	Continued	Creation of equal opportunity for FSM students and prevent risk of lack of engagement and poor attendance	Attendance for FSM students and behavior logs	VP Behaviour and Attendance officer	No FSM student placed in seclusion or excluded in relation to non-uniform issues. FSM attendance on an improving trajectory across three years. Improved by 5%
Challenger Troop	£10980.0	Not continued with the exception of Aspen 2	Support self esteem, resilience and emotional well being development for identified student	Attendance should have sustained improvement along with engagement and behaviour	Year Leaders and Assistant year leaders	For the 8 Non Aspen students who were FSM the impact was neither substantial nor sustained in any of behavior, attendance or engagement. Discontinued apart from Aspen 2 for whom the



Mentors	£124,293	Continued	Mentoring has included one-to-one support for individual students and small group support for students with a range of issues, at both KS3 & KS4. Mentors also liaise and worked effectively with external agencies who	The desired impact of this provision is to maximise student achievement, reduce exclusions, and provide excellent support for Children who are Looked After or vulnerable.	Head of Inclusion department	Reduction in persistent absences, fixed term exclusion and commendable progress made by LAC students
Nurture	£26,220	Continued	Aimed at those learners who are experiencing far greater than average difficulty accessing a mainstream curriculum. Their attainment is significantly below average for their age and, typically, cannot be measured in terms of National Curriculum levels.	To prepare for mainstream education/eventual (re)integration to mainstream education. To develop basic literacy and life skills.	Head of Inclusion department	September 2014, three students were in the nurture group and by October 2014 one student had made sufficient progress to return to mainstream

Renaissance Reading TA - in-class support	£59,225 n/a	Continued Continued	Aimed at increasing the Aimed at Students on the AEN Register	Students reading To facilitate access to the curriculum, to raise attainment, to facilitate achievement for all, to 'close the gap' in achievement	Renaissance AEN team, SLT Inclusion lead	Progress is evident in from 10.04-11.03.
Spiritual, Moral, Cultural & Social (SMCS)	£7,600	Continued	Providing students with a range of opportunities both curricular and extra-curricular to develop a greater understanding and awareness of the issues facing modern society. These experiences involve working with a range of external providers including Oxfam, Diversity Role Models, Stonewall, Sex FM, Eco-Schools and others.	For Woodside students to become fully rounded 21st century global citizens with a broad range of experiences. For students to develop an understanding of the importance of respect for all people regardless of ethnicity, religion, sexuality or gender.	SLT, PRS department, Extended Schools staffing, External Agencies, Student Voice, PASS Attitudinal Surveys, Kirkland Rowell, Feedback from external agencies and partner organisations	Students participation in fund raising activities for different courses, reduction in bullying and homophobic incidents and outcomes of attitudinal and Kirkland Rowell surveys, are indicators of the positive impact of these various programmes.
Student Support Centre	n/a	Continued	Targeted vulnerable students in KS3 & KS4 The programme is aimed at students with low self-esteem, low confidence levels, specific difficulties such as ADHD, anxiety or shyness, friendlessness, and behavioural or emotional problems.	Students feeling able to contribute and participate fully in their lessons as they become more confident and emotionally resilient	AEN team, Referral Panel, SLT Inclusion lead	Approximately 68 students accessed provision in the SSC during this period. Of these 12 had ongoing access to provision in SSC. Of these 68 students 22 were referred on for further intervention – Behaviour intervention, HEWS or counselling.

ne to one	£3,800	Continued	The D/C borderline line students in Science & Maths are paired with an academically able student for a 20 minute revision session twice weekly in the run up to the external GCSE exams.	To maintain an improvement in the high percentage pass rate at GCSE and enable more students to achieve their predicted grades. their	Heads of Science & Maths	Data from last year shows that this provision had a major impact on the results in 2014. The GCSE results will be used again to evaluate the effectiveness of this provision in 2015.
Peer mentoring	£2,160	Continued	Students who are on target for A/A* mentor students whose target is C, in Science & Maths Sessions run for 6 weeks before an exam	To raise students' Science & Maths grades to above a C To allow more able students valuable mentoring experience	Heads of Science & Maths	In science 22 students (grade G – D) were involved in the peer mentoring group. 86% of this group gained or surpassed their target grade in the summer exams.

Self-review questions for Governing Bodies

Governors' knowledge and awareness

1. Have leaders and governors considered research and reports about what works to inform their decisions about how to spend the Pupil Premium?
2. Do governors know how much money is allocated to the school for the Pupil Premium? Is this identified in the school's budget planning? *This information is shared and discussed at Finance & Curriculum sub-committee meetings as well as at full governing body meeting*
3. Is there a clearly understood and shared rationale for how this money is spent and what it should achieve? Is this communicated to all stakeholders including parents? *This information is displayed on the School's website, to which parents have access.*
4. Do governors know how the school spends this money? What improvements has the allocation brought about? How is this measured and reported to governors and parents via the school's website (a new requirement)? *This information is shared with governors at Governing Body meetings with specific reference to the direct impact of the funding as is evident in the employment of extra staff to facilitate one-to-one and small class sizes.*
5. If this funding is combined with other resources, can governors isolate and check on the impact of the funding and ascertain the difference it is making? *The documentation governors receive provides the detailed financial commitment for each strategy employed and measureable or identifiable expected outcome.*
6. Do governors know whether leaders and managers are checking that the actions are working and are of suitable quality? *Governors receive feedback on the progress and impact of the various programmes at governing body meetings.*

Leaders and managers' actions

1. Do the school's improvement/action plans identify whether there are any issues in the performance of pupils who are eligible for the Pupil Premium?
Data is analysed termly for each year group, individual departments and classes. The analysis looks at both attainment and progress. Interventions and evaluated and further intervention is put in place where necessary to support these vulnerable groups.
 2. Do the actions noted for improving outcomes for Pupil Premium pupils:
 - give details of how the resources are to be allocated?
 - give an overview of the actions to be taken?
 - give a summary of the expected outcomes?
 - identify ways of monitoring the effectiveness of these actions as they are ongoing and note who will be responsible for ensuring that this information is passed to governors?
 - explain what will be evaluated at the end of the action and what measures of success will be applied?*This is in a detailed evaluation document and summarised in this document.*
 3. Is the leader responsible for this area of the school's work identified?
Yes, this is the Head teacher.
 4. How do governors keep an ongoing check on these actions and ask pertinent questions about progress ahead of any summary evaluations?
Document presented at Governors meeting.
 5. Are the progress and outcomes of eligible pupils identified and analysed by the school's tracking systems? Is this information reported to governors in a way that enables them to see clearly whether the gap in the performance of eligible pupils and other pupils is closing?
 6. *Detailed analysis of all groups of students is done three times per year and presented at leadership meetings. A detailed exam analysis for Year 11 is given to governors twice annually.*
-

Pupils' progress and attainment

1. Does the summary report of RAISEonline show that there are any gaps in performance between pupils who are eligible for free school meals and those who are not at the end of key stages? (Look at the tables on the previous pages of this document for some indicators to consider)
Raise indicate that the school is in the top 1% for Progress 8 measures.
2. Do the school's systems enable governors to have a clear picture of the progress and attainment of pupils who are eligible for the Pupil Premium **in all year groups across the school**, not just those at the end of key stages?
Yes
3. If there are gaps in the attainment of pupils who are eligible for the Pupil Premium and those who are not, are eligible pupils making accelerated progress – are they progressing faster than the expected rate – in order to allow the gaps to close? Even if all pupils make expected progress this will not necessarily make up for previous underperformance.
The school identifies any child who is underperforming and intervenes swiftly and effectively as highlighted in overall progress of our students.
4. Is the school tracking the attendance, punctuality and behaviour (particularly exclusions) of this group and taking action to address any differences?
The school does this for all groups of students.

Overall, will governors know and be able to intervene quickly if outcomes are not improving in the way that they want them to?

Appendix A - Cost Analysis

Subject	Cost	Notes
Achievement for All	£20,457	
Additional Maths Staff	£38,750	
AEN Consultancy	£30,540	See Inclusion
Aspirational Days	£2400	
BBC School News Report	£507.86	
Black & Minority Ethnic Programme (BAME)	£925	
Boosters	£60,900	
Boxing Clever	£2,016	
Brilliant Club	£1,041	
Chrysalis Partnership	£1,442	
Drama & Glee Club	£8,400	
Duke of Edinburgh	£4,600	
EAL ASDAN	£9,136	
EAL Withdrawal KS3	£18,500	
Education London	£12,600	
Extended Schools: Film Club	£2,280	
Extended Schools: Glee Club	£3,040	
Extended Schools: Music	£13,902	
Extended Schools: Radio Station	£800	
Extended Schools: School Trips	£80,025	
Extended Schools: Sports	£9,120	
Extended Schools: Travel Project	£100	
Family Forum	£1,730	
First Story	£8,583	
Holiday Revision sessions	£14,425	
Hooked on Books		
Inclusion – Working with agencies	£63,460	
LAC	£11,400	
Maths Watch VLE	£500	
Mentors	£124,293	
Music - extended schools clubs	£13,902	
Nurture	£26,220	
One to one	£3,800	
Peer mentoring	£2,160	
Renaissance Reading	£59,225	
School Trips	£80,025	
Spiritual, Moral, Cultural & Social (SMCS)	£7,600	
Student Support Centre	n/a	
TA - in-class support	n/a	Cost not previously incl.
Urban Futures	£0	Funded by DWP
Total Cost	£658,780	Total Cost
Total number of pupils to benefit:	810	
Average spend per pupil 2013/14	£813.31	
Pupil premium Income 2014/15	£488,070	