

## **Pupil Premium 2015-2016**

The Pupil Premium is grant funding and is in addition to the School's Delegated Budget. It is allocated to children from low-income families (who are registered for free school meals or have been within the last 6 years, E6), children who are Looked After (LAC) and Children who are adopted. Pupil Premium Funding is used to raise attainment, promote social skills, independent learning and positive behaviour in order to increase pupil progress.

The Service Premium also allows access to additional resources for children from Service families, recognising a need to address the emotional and social well-being of these pupils.

**If you think you may be eligible to receive Pupil Premium support, please check the information on the website or contact Mrs. Dalton, Assistant Headteacher or your Child's House Team.**

At Driffield School:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed
- In making provision for disadvantaged pupils, we recognise that not all pupils who are eligible for Pupil Premium will be socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. It is anticipated that not all children eligible will be in receipt of pupil premium interventions at one time.

### **Provision**

The Pupil Premium grant is used to fund a range of provision to improve access and engagement, provide targeted intervention and support enrichment activities. Provisions the school may consider includes:

- Providing individual or small group work with an experienced teacher focussed on overcoming gaps in learning
- 1:1 support
- Financial support for basic equipment that supports your child improve their progress, e.g. Specific kit for a subject, music lessons and school trips
- Access to technology
- Access to engagement programmes to improve self-esteem, motivation and attendance.
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- Acquisition of effective materials aimed at raising standards, particularly in reading and mathematics.

The school will publish information on how they have used their Pupil Premium Grant to address the issue of 'narrowing the gap', for disadvantaged pupils.

**Pupil Premium Grant (PPG) Allocation for 2015/16 was: £ 279 275**

(£266 475 eligible for deprivation funding, £9 000 Service Children, £3 800 post looked after children)

## Pupil Premium Impact 2015-2016

### Whole School Context

#### 2015-2016

Year	Disadvantaged	Total in Yr group	% disad	CLA	Service Personnel
7	64	274	23	1	4
8	67	292	23	4	6
9	68	295	23	1	5
10	53	282	19	3	6
11	70	315	22	3	6
<b>Total</b>	<b>322</b>	<b>1458</b>	<b>22</b>	<b>12</b>	<b>27</b>

The term disadvantaged is used to describe those students in receipt of Free School Meals (FSM) or ever have been within the last 6 years (E6) and Children in Care (CLA)

### Progress Data 2015-16

Year 11 GCSE exams July 2016

	Progress 8			Value Added		
	2014	2015	2016	2014	2015	2016
<b>Other</b>	-0.03	-0.11	<b>0 ↑</b>	990	994	<b>996 ↑</b>
<b>Disadvantaged</b>	-1.05	-0.6	<b>-0.18 ↑</b>	933	962	<b>984 ↑↑</b>
<b>Gap</b>	-1.02	-0.49	<b>-0.18 ↓</b>	57	32	<b>12 ↓</b>

**NB: Progress 8** aims to capture the **progress** a pupil makes from the end of primary school to the end of secondary school. It is a type of value added **measure**, which **means** that pupils' results are compared to the actual achievements of other pupils with the same prior attainment.

There is a 3 year trend of improving Progress 8 score, for all pupils in the school. However, disadvantaged students are improving slightly faster meaning the gap between our disadvantaged students and other pupils is closing.

The value added score is also showing improvement over a 3 year period. Again disadvantaged students are progressing more rapidly than others and therefore the gap is closing.

However, we are not complacent. The school is striving to close all gaps completely and ensure the P8 score for our disadvantaged is in line with the P8 score for other students Nationally (0.12).

The school will prioritise strategies to enable this to happen.

### Progress English GCSE

	English 3 LOP			English 4 LOP		
	2014	2015	2016	2014	2015	2016
<b>Other</b>	71.7	66.7	<b>78.9 ↑</b>	40.4	30.9	<b>32.7 ↑</b>
<b>Disadvantage</b>	61	58.6	<b>72.5 ↑</b>	26.8	21.4	<b>27.5 ↑</b>
<b>Gap</b>	10.7	8.1	<b>6.4 ↓</b>	13.6	9.5	<b>5.2 ↓</b>

Progress at both 3 and 4 levels has improved, closing the gap further. At 3 LOP it is only 3% below the progress of Others Nationally.

## Progress Maths GCSE

	Maths 3 LOP			Maths 4 LOP		
	2014	2015	2016	2014	2015	2016
<b>Other</b>	64.6	65.8	63.7 ↓	27.5	27.2	23.8 ↓
<b>Disadvantage</b>	41.5	34.4	43.1 ↑	12.2	11.4	13.7 ↑
<b>Gap</b>	23.1	31.4	20.6 ↓	15.3	15.8	10.1 ↓

- 3 LOP – 3 Levels of Progress, expected progress
- 4 LOP – 4 Levels of Progress, better than expected progress

Although the gap is narrowing for pupils in both 3 and 4 levels of progress, the improvement is not rapid enough. For 3 levels of progress disadvantaged students are 30% below Others Nationally.

## Students Accessing One to One Tuition in Maths and/or English

### English

- 25 Y11 disadvantaged students received one to one tuition in English during 2015-16
- 52% achieved 3 or more LOP
- 40% achieved a grade C or above

### Maths

- 26 disadvantaged students received one to one tuition in Maths during 2015-16
- 38% achieved 3 or more LOP
- 31% achieved a grade C or above

One to One tuition is an expensive resource with limited impact. For 2016-17 the school will consider alternative methods to ensure students who are underachieving are provided with the support they require.

## Attendance

% absence	2013	2014	2015
<b>National all pupils</b>	5.9	5.1	5.2
<b>Driffield all pupils</b>	5.8	4.5	4.7
<b>Disadvantaged</b>	9.5	7.0	6.9

Three year trend of reducing absence rates for disadvantaged students between 2013-2015.

% PA	2013	2014	2015
<b>National all pupils</b>	6.6	5.8	5.6
<b>Driffield all pupils</b>	6.6	4.8	4.2
<b>Disadvantaged</b>	14.9	11.1	9.7

Three year trend of reducing persistent absence for disadvantaged students between 2013-2015 (persistence absence is defined as below 85% here)

### **Key Performance Indicators for 2016**

<b>Indicator</b>		<b>Feb 2016</b>	<b>June 2016</b>
Overall	All (%)	4.8	5.8
Absence	PP (%)	7.25	9.7
Persistent	All (%)	12.8	19.3
Absence	PP (%)	23.5	27.9

In 2015-16 the definition of persistence absence changed to 90%.

Between Feb and July attendance was adversely affected by significant staff absence. For 2016-17 the school has created two new posts, Attendance Assistant and Attendance Officer to ensure this does not happen again.

### **Financial summary 2015-16**

Staffing costs	£155, 837
One to One tuition	£ 63,000
IT Provision	£ 26, 266
General Resources	£ 3,665
Music Tuition	£ 6, 517
Breakfast provision	£ 1,584
Ingredients for food tech	£ 2,812
Transport	£ 2,942
Infrastructure Costs	£ 16, 933
Counsellor	£ 3, 100
Trips and Access to Spiers	£ 6, 400
Resources for subject areas, e.g. revision guides, language dictionaries	£ 2, 609
Uniform	£ 540
Foundation Learning activities	£ 194
<b>Total</b>	<b>£ 288 882 (incl roll over)</b>

Staff costs include:

- Management (£16 607, contribution DAL for oversight, BNR for behaviour/pastoral, BKS for T&L)
- Teachers, including asp HOH top up, additional English teacher and part of funding for specialist primary teachers (£54 347)
- Teacher assistants (£33, 939, 25% of high need SEN are disadvantaged, HLTA maths post)
- Support staff (£50 944 to include 20% of HT and 50% of vulnerable student HT role, counsellor for one day per week, 5hrs of DT technician time to manage purchase and organisation of resources for disadvantaged students, Community Liaison Officer to develop engagement activities for disadvantaged at Driffield, transition and summer school oversight)
- Community Liaison Officer (part of role to develop engagement activities for students both at our school and in Y6, Oversight of Summer School, transport issues)

## Pupil Premium 2016-17

The allocation for the present school year is £297,640 (£347,184.00 with rollover)

### Broad Outcomes 2016-17

	<b>Desired Outcome and they will be measured</b>	<b>Success criteria</b>
<b>A.</b>	Progress and attainment gap between disadvantaged students and others to close through swift and accurate identification and intervention for disadvantaged student underperformance. Effective inter-departmental moderation of assessment and tracking of impact of intervention.	Improved accuracy of in year data leading to early identification and intervention for underperforming students leading to improved progress and attainment particularly in maths and English. Teacher estimates will match actual exam results with a tolerance of 5% The progress and attainment gap between disadvantaged students and others will narrow. <b>(5A*-C en/ma 64.7, 3LOP ma/en 75.8/73.4, P8 0.12, Attain 8 52)</b>
<b>B.</b>	Improved rates of progress for disadvantaged KS4 students across all subjects, but particularly in Maths	Improved progress, particularly in maths and improved P8 scores for disadvantaged students. The progress and attainment gap between disadvantaged students and others will narrow. <b>(3LOP ma/en 75.8/73.4, P8 0.12)</b> <b>Target - average grade C+ or equivalent</b>
<b>C.</b>	Improved attendance rates for disadvantaged students	Reduce the number of PA among disadvantaged students in line with Others in school. Overall attendance of disadvantaged student to improve to close the gap between disadvantaged attendance and national others. <b>Disadvantaged absence target 5% and PA target 5.5%</b>
<b>D.</b>	Reduction in number of occasions disadvantaged students miss lessons due to serious sanction by ensuring access to quality first teaching and individual barriers to learning for disadvantaged students are addressed through the appropriate level of pastoral support (IBPs/PSPs) and clear thresholds for intervention.	Fewer behaviour sanctions applied to disadvantaged students Isolation and exclusion data to reflect the % of disadvantaged students within the school, i.e. to ensure disadvantaged students are no more likely than others to receive a serious sanction.

**If you require further information with respect to the allocation of the PPG or the 2016-17 action plan, please contact Deborah Dalton, Assistant Headteacher.**