

2014/15 Impact and Spend Analysis for Pupil Premium

Spend Area	Details	Approximate Cost (£)	Specific Actions	Impact
Staffing	Access to counsellor	7000	Students access 1:1 support identified as need arises	Students' confidence and resilience is boosted through counselling sessions. This results in their quality of learning and attainment being strengthened. Counselling is particularly effective in supporting students to access examinations, where they might otherwise fail to attend.
	Gateway staffing	45900	12 Disadvantaged students supported in/by Gateway in 2014-15. They completed a range of activities to support their learning and progress including- behaviour improvement programmes, facilitating on-line learning, reintegration into mainstream schooling, developing and monitoring alternative curriculum programmes, 1:1 and small group tuition, access to work experience, access to guidance on progression opportunities, access to transport, support for moving up to College and apprenticeship	Students are helped to resolve personal issues and to develop confidence and resilience. In 2015, the Progress 8 score for disadvantaged overall was -0.82, yet one of the two disadvantaged Gateway students had a Progress 8 score of -0.32, showing the support and guidance offered was highly effective. the two disadvantaged Gateway students had a P8 score of -0.32, thanks to the support and guidance offered and taken up.
	Student Support Officers	14720	Work with students and families to resolve behavioural and attendance issues, and to facilitate better access to curriculum and thus improved outcomes	Having these non-teaching support staff on-hand offers immediate support for students' well-being. The SSOs provide information and advice for families and can make referrals to access additional support outside school. They are trained to offer support for emotional needs and this enables students to make better progress than would otherwise be the case. They work alongside the Head of Year and with the tutors.
	Dedicated core team discussions	3800	Core Team meets regularly to focus on attainment of groups and individuals in year 11	This dedicated team of Heads of key departments, Heads of Year and a number of other staff, focus on progress and make sure that interventions are timely, well targeted and effective. They provide a co-ordinating role.
	Numeracy and Literacy coordinator support/interventions	1080	Numeracy and Literacy activities developed for tutor time. Bespoke support for students across all year groups.	Expected Progress for disadvantaged students in English rose from 38% in 2014 to 60% in 2015, and is set to rise again to 81% in 2016. In Maths, the 2015 figure was 37% (down 4% from 2014) however this figure is predicted to reach 64% in 2016.

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	Dedicated SENCO support	10650	22.4% of disadvantaged students had a registered SEN in 2014-15.	Students with SEND benefit from bespoke, personalised learning programs. Key staff liaise with external agencies and parents/carers in ensuring a holistic joined up approach to support student progress academically, pastorally and in transitions to the next key stage. 2014-15 exam results for lower ability students highlight the significant progress and value added performance at GCSE; following on from a 3 year pattern of continued improvement. The same 3 year progress in value added at GCSE is evident for those students with a statement / EHCP. Whilst those previously at School Action and School Action Plus, now SEND Support have a value added performance at GCSE in 2014-15 better than any results over the past previous two years.
	Direct SLT intervention	2000	Interviews and other individual support and guidance. Provision of 'Night Club' for identified Y11 disadvantaged students to revise in the run-up to and during the 2015 exam season.	Students benefit from the 1:1 advice and challenge - the disadvantaged students who attended the 'Night Club' revision had significantly better Value Added than the overall disadvantaged figure.
	Mentoring	1000	Personal guidance and support in a range of subjects (in particular 1:1 Peer Mentoring in Maths and ISA mentoring in Science for Year 11).	Students attending either or both of these interventions made significant improvement between their mock results and their actual outcome in maths or Science.
Testing	CAT testing	1000	All students have a CAT test at the start of KS3 and KS4. Information is shared with teaching staff.	Staff have access to a much wider range of indicators of student potential. This information is used in planning differentiated lessons.
	PASS tests	250	All students have a PASS test in Y7. Information is shared with teaching staff.	Staff have access to a much wider range of indicators of student attitudes to learning and their readiness for it. This information is used in planning differentiated lessons. We have a more holistic view of student attitude and potential when looking at CAT and PASS scores together.

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	Arti testing	369	All students in Years 7-10 had an ARTi test in 2014-15, and will take the test again in 2015-16. Information is shared with teaching staff, to enable monitoring of progress in reading comprehension and potential barriers to accessing the curriculum to be identified.	Staff have external data on comprehension ability and reading age for each student and can use this in their planning.
Interventions	Access to HRC curriculum pathway	8300	3 different vocational qualifications are offered in conjunction with Huntingdon Regional College. Students on these qualifications have personalised support at College and in school during the programme.	Each student on this programme has found an appropriate apprenticeship or college course. One has moved onto a Level 2 qualification in the same sector as their HRC Level 1 14-16 programme.
	Team-up	1010	Trained undergraduates from Cambridge University provide small group tuition, advice and support for Year 11 pupils who are aiming for A/A* grades in English, Maths and Science. The aim is to increase the students potential to achieve the highest grades and to inspire and motivate them to apply for top universities.	The programme has been discontinued, as due to administrative issues and non-attendance of tutors, the provision was too patchy. Those students who attended all the sessions, did achieve A grades in English and Maths, and have moved onto further study in these subjects.
	Provision of exam breakfasts for Y11	260	Students are given the opportunity to attend school early on exam days and breakfast is provided for them (along with last minute support and guidance).	A purposeful and supportive start to exam days for those students attending.
	Supporting educational visits	5100	Students can access aspects of the curriculum off-site, and there are no financial barriers to this for disadvantaged students.	Students have access to national and international cultural and educational experiences which otherwise would not be available to them and this broadens their personal and educational aspiration and interest.
	Provision of equipment for students	200	Students are given materials and study guides which will help them succeed in exams and in lessons	Students are able to access a broader range of support in school and at home to contribute to their success.
	Provision of revision guides and materials	1700	Students are given materials and study guides which will help them succeed in exams and in lessons	Students are able to access a broader range of support in school and at home to contribute to their success.

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	Exam resit fees	500	Students who need to resit, in our professional opinion, are enabled to do so.	Improved attainment in most cases.
	Motivational workshops	400	An external company delivers workshops for students and parents to help with preparation for examinations	Feedback from parents and students indicates that they find the provision of resources and ideas for revision extremely useful.
	Breakfast club	5000	Provide safe and secure environment and breakfast for vulnerable students at the start of the day.	Attendance for the more vulnerable students matched that of the main school, improved engagement.
	Alternative Provision (AP) support	52500	Bespoke programme of lesson and pastoral support for about 40 students with SEBD. Small groups for lessons in purpose built classrooms accompanied with individual therapeutic guidance and counselling.	Students benefit from individual care that is both recognised by staff, parent/carers and the students themselves in reducing poor behaviour and exclusions, improve attendance and mental wellbeing and to allow students to continue to access education and to at least pass functional skills in maths and English and for the vast majority a significant number of GCSEs that ensures NEETs remain below 1%, and for some groups 0%.
	Music lessons and music therapy	457	Music therapy was for 2 students who came to sessions each week. They worked mainly on group performance - developing skills in communication, working with others, rhythm and pitch. Funding for instrumental lessons supported 1 student.	Increased confidence and success for students in Music.
Training	Directly related PP/Disadvantaged training	5200	Bespoke training for Student Support Staff for managing Disadvantaged students.	Staff better able to understand the needs and requirements pf
Uniform	Provision of school uniform	1300	Provide uniform for those families unable to afford them.	Increased compliance of the new uniform, disadvantaged students had access to the same uniform as their peers.
Carried forwards		4704		
TOTAL SPEND		174400		