

Pupil Premium Spending | Digitech Studio School | Academic Year 2016-17 |

Intervention Category	Area of Expenditure	Contribution from Pupil Premium funding	Description of Intervention	Intended Outcomes	How impact is to be measured	Impact and value for money of intervention (to be assessed at the end of the academic year)
Person development behaviour and welfare	1 PP Rewards fund	£200	A fund of money to reward exceptional student participation or encourage raising aspirations for PP students	Ensure that specific rewards are available for PP students	Improved attitude to school due to rewards - increasing attendance and therefore better outcomes.	PP students were present on all rewards trips for the academic year and were also given educational resources using this fund.
	2.1 Educational Welfare Officer (EWO)	£2,700 (4 hrs per week, 38 weeks per year)	Role will involve home visits, liaising with parents, mentoring, and educating students on the importance of attending school. Transition support helping students from other schools.	Improved parental engagement. Improved student progress and attainment. Improved attendance in Year 10 and 12.	Measured by positive student behaviour, progress and attendance (96%+). Narrow positive/negative behaviour gap. Improved parental attendance at parent evenings. Parent voice/student voice. Behaviour case studies.	EWO involvement with KS4 ensured that attendance increased for PP students compared to the previous year. Extra sessions monitoring this group to ensure that 2017-18 attendance and support continue to improve figures.
Quality of Teaching and Learning/ Outcomes	2.2 Pupil Premium Co-ordinator	£5,400 (SLT salary Awarded)	Establishment of pupil premium coordinator within the SLT to manage interventions and monitor impact, liaising with the Head of Pathways to ensure appropriate outcomes.	Raise the profile of PP students across the school. Improved communication within school. Provide clearer line management of the area.	PP progress and attainment gap narrowed. Improved rates of attendance for PP students. Learning Walks. Standing agenda item for staff meetings with Pathway Leaders, staff and senior leaders actively talking to students about their learning.	All PP had access to completing additional qualifications to ensure that their destinations into Post 16 were fulfilled. 95%+ of all PP students achieved this additional qualification.
	3 Progress 8	£1,194	All staff to be aware of Progress 8 and the changing educational performance measures for 2016-17. Staff to receive CPD on the area and know the impact that this will have on PP and NON PP students. Staff to understand the use of SISRA to ensure appropriate progress is made with disadvantaged gap closing.	Raise the profile of PP students across the school. Improved communication within school. Provide clearer line management of the area with all staff being aware of their contribution to progress 8 and the outcomes for all pupils.	PP gap narrows - no gap within 2 years. PP students to have books marked first with scrutiny of the area occurring termly. All staff are focussed on decreasing the PP gap. Mock examinations and termly assessment (x6 a Year) show progress and the decrease of the gap.	PP students discussed during briefings and LM meetings. PP focus in teaching and learning resulting in better teaching to ensure consistency across the subjects.
	4 Music Tuition study	£980	Uptake of extra curricular musical instruments by PP students. Funding an outside music instructor to deliver lessons in school. Money allocated to subsidise this.	Playing an instrument has been proven to enhance learning across a range of subjects thus transferring skills where necessary.	Uptake on musical instruments will continue to rise.	Music tuition stopped in the third term with science revision and additional tutoring occurring in science, english and maths.
	5 Study packs and Equipment (Laptops)	£5,000 Pupils have been provided with extra access to laptops	Study packs and equipment for all PP students at the beginning of the year (all year groups). Students will also be able to access computers to help them with their homework and within lessons.	All PP students are fully equipped for all lessons. KS4 receive exam packs.	100% PP students receive equipment. Learning Walks highlight PP students organised and possessing correct equipment.	All PP students had access to laptops and were provided with equipment and revision books in all subjects.
	6 Head of English	£4,354 Extra staffing to support GCSE retakes for Yr12 and scheduled English intervention during Supported study	Additional teaching staff for English - there will be a focus on PP students and AEN students. Ideally identified students will receive intervention when they fall behind - this will be provisionally based on baseline results. This will be decided by the classroom teacher and Head of Pathway. Targeted Literacy support in small groups.	English results in KS4 and KS5 to improve. PP gap narrowing. Quality of literacy improves in all subject areas. Literacy Skills Gaps identified and interventions set up early. Profile of literacy raised. PP intervention groups established during supported study in the afternoons.	Impact of the intervention is to be monitored by the chosen SLT member of staff and the Head of Pathway at all assessment points (6 throughout the year). 80% make expected levels of progress. Gaps narrowed based on 2015/16 starting points. Evidence of improved literacy seen in learning walks/book scrutinies	HOD completed intervention sessions with all PP students both during and after school. This ensured that specific students secured their english language and literature where previously they had been not secure in these subjects. Extra resources were given to PP students to secure this on top of the additional teaching.
	7 Head of Science/Lead Practitioner in Maths	£8,708 Extra staffing to support GCSE intervention during project immersion weeks (Focusing on key PP groups)	Additional teaching to secure the teaching quality in English and Maths. Thus enabling greater progress of PP students regardless of ability.	Maths Results in KS3 and KS4 to improve. PP gap narrowing. Better levels of progress in core subjects	Impact of the intervention is to be monitored by the chosen member of staff and the head of department at all assessment points. 80% make expected levels of progress. Gaps narrowed based on 2014/15 analysis (WARRMILAD).	Additional staff in english and maths ensured that gaps were narrowed on PP students compared to data at the start of the year.
	8 Holiday classes/Easter revision	£2,000 (Cost of opening school and staffing).	Holiday classes - Easter and half term revision sessions for all subjects for KS4 and 5. Additional revision sessions will be subsidised by PP funding.	PP students with others supported to attend the school in holidays to revise and perform better in exams.	Impact measured by current grades and GCSE results. Improved HL habits & behaviour/organisation. Gap reduced to 50% of 2015 results.	Extra sessions in easter and during the May half term enabled students to complete revision close to their exams. Where PP students were not onsite this was chased by the admin team and DP.
	9 Raising the profile of PP (parental engagement)	£100 (admin)	Letter goes out to all PP students and parents informing them about PP and the school's aim of reducing the gap. EWO attendance at Induction, open evenings and assemblies.	Parents are aware of their child being Pupil Premium and the support they could receive (PP Charter). Parents aware of how to seek support.	Pupil and parent voice surveys show this awareness.	Not implemented
		£100 (five days cover, venue, refreshments)	PP parents invited to discuss grades/career options. Inviting the parents into the school to see the new building ensuring that PP student parental engagement is high.	Improvement in Parental engagement. Year 10 students engaging with Digitech staff during a transition period.	IEP Action plans where appropriate. 100% attendance. Parent voice.	Parental engagement across all platforms of communication has enabled PP parents to know the grades of students - and what areas they were struggling in.
Nil		Pupil survey for year 10s - students rate the support they have received - what could we do better?	Current interventions analysed and failing actions identified.	Review interventions - amend 2015/16 plan. 100% completion.	Online surveys ensured that feedback from PP students was regularly addressed. Any issues were sorted ASAP.	
Nil		Supporting the transition of PP students	PP students identified early. Links established with students/parents. Smooth transition established. Good understanding of PP students needs.	Transition plan in place. 'Drop in' visits take place. Year 9 students visit programme in place. Parent/Student voice. Aspiration interviews for Yr 10s	Regular contact home from the HOY and DP supported the transition of PP students from into Year 10 and Yr12.	
£1,728 (Cost for CATS/PASS/screening) and Passport to employment created.		Students to be graded on the WEX placements completing an Employment Passport showing the skills they have developed on WEX. Students attitude to school to be assessed at the start in Year 10 and at the end of every	WEX placements to provide a completed employment passport, with staff also grading students on their skill/CREATE development during the term.	Student to develop their skills and attitudes at school over the two years. WEX placements to be judged outstanding or good.	Baseline tests were used to ensure that all PP students had a starting point across every subject. These were used to ensure that exams access arrangements were made where necessary.	

		Nil	Website to contain action plan and spending plan for PP data.	Parents are able to access PP information.	Website frequently updated - new website launched Term 2 November 2016	The school website was updated to ensure that parents could easily access key information.		
	10	Independent learning – Supported study	£2,280	Students to be able to access show my homework at home to ensure that all homework and extended learning outside the classroom is taking place.	Implementation of show my homework to ensure that all PP students have access at home. Increasing parental engagement with homework will increase outcomes.	Improved consistency of the completion of homework. Better outcomes at the end of every term.	Show my homework and GCSE POD were keyplatforms used to ensure that homework was being completed by PP students. MINT classroom was also used throughout the year to ensure that classroom teachers knew all PP students	
	11	Work experience coordinator	£4,741	To support students to realise aspirations and future careers. Secure student retention for post 16 reducing the number of NEETS.	Enable more PP students to realise the power of education and the impact on their future. Reduce the number of PP NEETS.	Number of NEETS over time. Expected and good progress of PP students. Greater future focus within the school.	WEX coordinator ensured that all PP students in Year 10 went out on WEX. Year 11 PP students who also wanted to go at the end of the year were also placed successfully.	
	12	Teaching support staff	£2,561	Appointment of a head of KS4 TLR	Head of KS4 to support students pastorally and to raise the profile of PP students around the school	Enable more PP support to students with difficulties from a pastoral perspective.	Decrease the number of behaviour incidents from PP students.	Head of KS4 had regular contact home with PP students to ensure behaviour, attendance and punctuality were improved throughout the year.
	13	Personal Coaching - Non teaching members of staff	£11,232	Appointments of the 2x learning coaches (1x0.6 and 1x full time post) and Guidance/SLT members of staff/Staff	Learning coaches – mentoring underachieving students in allocated sessions. Focus on PP students in year 11 and 10. External mentoring from UWE providers used for targeted students	Students change/improve their work ethos. Raise aspirations/support and track progress. Improved current grades.	Learning coaches to liaise with staff to ensure that all needs are being met. Students feel less anxious and therefore are more prepared for their examinations in the summer.	Personal coaching ensured that all PP students had a destination for Post 16. Students received individual and group sessions to enable them to prepare for this transition.
	14	Alternative provision/breakthrough mentoring	£900	Outside breakthrough mentoring support	PP students to have breakthrough mentoring where previously completed before. We have a wide range of outside agencies and provision that we use. A proportion of which are used by PP students to enable them to have more appropriate provision for their needs.	Targeted provision offered following the identification of students that are struggling. Students regularly attend and we see some transfer across the school.	Improvements in achievement and attitude/individual. Reduction in NEETS over time. School progress reports and attendance rates.	Breakthrough mentoring occurred for PP students where additional support was required. This boosted confidence and improved attendance of specific students who received this support.
	15	Year 10/12 Curriculum Changes	£500	Timetabler (Outside agency)	Establishment of new CREATE curriculum structure. PP students grouped appropriately to ensure needs are more effectively met by targeting most effective teachers	Students make better progress. PP gap narrows.	Progress figures throughout the year compared to non PP. Narrowing gaps from 2014/15 figures.	CREATE curriculum was implemented during the personal coaching sessions. Extra staff in maths and english enabled specific focus on basics for the year. PP students were the main focus group receiving this intervention.
			Nil	Parent's evenings – PP parents contacted before, to encourage their attendance. (DBI/SLT/Admin)	PP (Parental) attendance improved and gap with non-PP narrowed.	Gap in Parental attendance between PP and non PP students narrowed compared to each parents evening prior.	Improved attendance at parents evening compared to last year.	
	16	Non-teaching pastoral support and TA involvement in all subjects	£11,232	(Funding required to fund high level of Pastoral support – high impact on PP)	The School ensures that Pastoral support staff are non teaching or reduced in teaching so that PP and all students can make the best choices and deliver the best outcomes at school.(ERO SLT teaching load/DBI). These members of staff make a wide and deep impact of students, particularly our PP students. HAG focus not just on removing barriers to learning, but on tracking and enhancing the achievement of students. Deep involvement with families and ensuring any disadvantage for PP students is reduced.	Ensure all students are supported to attend and achieve. PP students are supported to make greater levels of progress and that they do not have any barriers to learning or attendance caused by deprivation.	Evidence of PP gap narrower in individual year groups both for progress, attainment and attendance	Extra support pastorally ensured that students had staff to talk to regarding aspirations and careers. Gaps continue to decrease year on year.
Management / Leadership / Training	17	PP lead and SLT support	£3,000	SLT Costs and specifically DP (Achievement). Circa 10% of DP time devoted to pupil premium interventions. Teaching staff to support acute cases of behaviour that requires alternative provision. This role also seeks to improve behaviour management within classrooms. Manages all negotiated transfers in and out of the School. Ensures consistency of sanction and rebuild is applied.	To ensure that where PP students struggle to make appropriate progress and show the right attitude to learning within the School, that appropriate interventions or alternative provision is found.	PP gap narrows - no gap within 2 years.	PP gaps continue to decrease with results improving yearly. More work still needs to take place to reduce the gap within english, maths and open bucket subjects.	
	18	Administrative support for PP programme	£100	Administrative support to track PP students, PP spend and value for money of interventions. Support from Business Manager/Admin etc	All PP money can be accounted for and its effectiveness can be assessed.	Better tracking and more accurate data on all interventions and strategies applied.	Tracking of PP students has enabled staff to ensure that these students are regularly questioned in lessons. Targetted intervention took place after careful analysis of this data.	
	19	Collaboration	NIL	FNN nights and "Hub teaching/SLE intervention)	Good practice visits to other schools. Attendance at school partnership network group.	New actions identified. Good practice shared. New strategies lead to improved progress of PP students	All network meetings attended. Interventions show impact in narrowing the gap	Collaboration across the CLF with a specific focus on PP students enabled identification of specific interventions for PP students. Staff then used these where necessary in lessons to improve attainment.
	20	Staff training & awareness	Nil	PP data shared with all staff, highlighting the gap, after each current grade. ERO and TWA to monitor intervention	Staff aware of whole school aim and the current position in achieving that target.	Evidence of 5A*-C gap narrowing at the end of every report. Middle leaders evidencing this in SEF. HOP show appropriate intervention. Lessons, walks, reflect, high profile of RB	All staff had access to PP students data on MINT and SISRA enabling better tracking of individuals across the subjects.	
			Nil	PP target shared with all staff at the beginning of the year in in-service days	Staff aware of whole school aim.	Evidencing in lesson observations/ learning walks/ seating plans. Folders seen in all obs/LWs	Targets all shared using SISRA as the platform	
			(T&L strategies training)	Appraisal target for all teaching staff for one of their exam groups. PP funding to go to T&L strategies. Most of the improvements are to be gained in the classroom.	Gap between PP students and non-PP narrowed in each class group.	Evaluated at performance review meetings. Individual staff show Gaps to have narrowed over the year.	All teaching staff have a PP focus on their appraisals.	
			Nil	Pupil premium weekly focus – Once a term to be dedicated to focusing on PP students looking at books etc (tasks set daily). Built into SEF – planning for middle leaders.	Staff to carry out whole school T&L strategies for PP students.	Monitored and evaluated by SLT/PP coordinator in learning walks.	Weekly briefing sessions focussed on PP students who were behind. Interventions were discussed at a whole school level.	

	NIL	Quality First Teaching - through the use of SLE/FNNCLF Inset CPD ensures that staff are supported to deliver high quality good-outstanding lessons. Key priority on the	Staff to ensure that they collaborate with other schools to ensure recent and up to date teaching. This will also ensure moderation occurs for all mock examinations.	Mock examinations will improve over time Staff will be more consistent when marking. SIP will ensure key focuses in teaching and learning	SLE involvement from the CLF enabled a critical friend to analyse the interventions occurring for PP students. Mock analysis had a PP focus.
	£1,350 (1No. cover teachers once per term)	Pupil Premium staff group - discuss PP each half term and feed back to middle leaders.	Intervention is more coordinated and problems and solutions are identified quicker.	Evidence of Gaps narrowing across both key stages from 2014/15.	Not implemented
Total Income from PP:		£26,180	Total Expenditure on PP	£70,360	