

Pupil Premium Spending | Digitech Studio School | Academic Year 2015-16 |

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)	
Quality of Teaching and Learning/ Outcomes	1 Educational Welfare Officer (EWO)	£1,500 (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.	Multiple home visits to PP students to ensure attendance is high. Key PP students have had 121 support from EWO. Students attendance has improved and PP parents for 2016-17 are engaging in the process already. PP girls attendance needs to be an area of focus for next academic year.	
	2 Pupil Premium Co-ordinator	£556 (SLT salary Awarded) Head of Advice and Guidance	Establishment of pupil premium coordinator within the SLT to manage interventions and monitor impact liaising with the Head of Pathways to ensure appropriate outcomes. Head of Advice and Guidance will also be mentoring PP students.	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 teachers able to identify PP students. 1:1 coaching set up with SLT. Clear dissemination of key students from cycle data. Presentations at staff meetings/CPD. PP intervention matched to T and L strategies. Regular meetings discussing their performance. PP students gap is small (0.03) if not positive for some performance measures.	
	3 Progress 8	£2,000 (SLT salary Awarded)	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 gap is small 3.7% BASICS. All staff are aware of the new reporting structure in school. SISRA CPD and regular use from all staff to track pupils progress. Attainment and progress gap has decreased from -2.56 to -1.09 (estimated at -0.4) improving every assessment cycle.	
	4 Enrichment/Supported Study	£3,000 (Head of Advice and Guidance 5hr per week. Reflecting likely proportion of PP accessing the	Year 10 and Year 12 Supported Study – highlighted PP students meet once a week to complete work – maths and English. Run for all year groups by Head of Pathways, targeted at core subjects.	Students change/improve their work ethos. Students complete home learning on time. Improvement to Maths and English levels of progress figures.	Impact measured by current grades 65% 5A*-C. Identified students making expected progress at key assessment points. Overall PP gaps narrowing compared to 2014/15 South Glos figures. Registers of attendance maintained	Students falling behind in core subjects have received 1hr intervention sessions during break times and during supported study at the end of the day. These sessions have enabled PP students to complete homework. Key focus on English, Maths and Science.	
	5 Study packs and Equipment (Laptops)	£124	Pupils have been provided with planners etc to support homework and	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.	Laptops have been available for PP students to access support. PP students have all been assessed by SENCO to enable Exam access in lessons when required. Support from TA and extra teaching staff in lessons has enabled students to secure better outcomes in a variety of lessons. Assessment cycle date looking positive with improvements at every point throughout the year.
	6 Additional English teaching provision.	£1,200 (12hrs per week) 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 starting points. Evidence of improved literacy seen in Learning Walks/book scrutinies	Students falling behind in English were identified and placed in extra English intervention sessions from an outstanding English teacher (UPS3). English grades have improved greatly throughout cycle 1-6	
	7 Additional Maths teaching provision	£1,200 Extra staffing to support GCSE intervention during supervised study. (Focusing on key PP groups)	Additional teaching staff for Maths – there will be a member from the Maths team completing intervention 3hrs per week with specific targeted groups. Ideally identified students will receive intervention based on starting levels and baseline data. This will be decided by the classroom teacher and head of department.	Maths Results in KS3 and KS4 to improve. PP gap narrowing	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 (HAP/MAP/LAP)	Progress gap is improving in this subject. Staff have completed extra homework groups in maths to secure good progress for all PP students. Regular contact home has also secured good buy in from parents. Homework catch up sessions offered at break times has enabled students to improve gaps in knowledge.	
	8 Holiday classes	£240 (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.	Students in Year 10 received extra sessions to improve progress in all bucket subjects. Head of pathways completed sessions to enhance progress of underperforming students.	
	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.	Letters have been sent home regularly regarding trips, inductions and open evenings. EWO has completed sessions with parents to improve the welfare of PP students. Regular meetings to improve attendance with PP students.	
		£200 (five days cover, venue, refreshments)	PP parents invited to discuss grades/career options (Head of Advice and Guidance).	Improvement in Parental engagement. Year 10 students engaging with Digitech staff during a transition period.	IEP Action plans where appropriate. 100% attendance. Parent voice.	Pastoral support plans have been implemented to improve parental engagement.	
Nil		Pupil survey for year 10s – students rate the support they have received – what could we do better? (Head of Advice and Guidance)	Current interventions analysed and failing actions identified.	Review interventions – amend 2015/16 plan. 100% completion.	Head of advice and Guidance has been speaking to PP students regularly creating a 'student council' group to analyse rewards, support. PP students have also been involved in staff interviews.		
Nil		Supporting the transition of PP students (Head of Advice and Guidance)	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 10's	Year 9 and 12 students for 2016-17 have been involved in 'transition' sessions in creative and high tech subjects. These sessions have helped with the transition ready for September.		
£3,400 (Cost for CATS/PASS/scrutiny) and Passport to employment created.		Students to be graded on the WEX placements completing a Employment passport showing the skills they have developed on WEX. Students attitudes to school to be assessed at the start in Year 10 and at the end of every year.	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.	CAT testing and employability skills has enabled identification of student skill gaps. Parents have been informed of students CREATE skills termly.		
Nil		Website to contain action plan and spending plan for PP data.	Parents are able to access PP information.	Website frequently updated	Updating and improving the website with PP plans, PP vision to enable parents to know the plan and data.		
# Independent learning – Supported study	£1,000	Study Supervisors made available for PP students at the end of the school day to support home learning tasks.	Students change/improve their work ethos. Students complete home learning on time.	Significant reduction in PP students receiving Negative Referrals for not completing Homework. Improved performance of PP students – narrower gap in progress and attainment.	Show my homework has been purchased and developed during term 6. Staff have been upskilled on this with parents for 2016-17 being upskilled in this before the end of the year.		

	# Personal Coaching	£1,200	Head Of advice and Guidance /SLT members of staff/	DBI non tutor – mentoring underachieving students in tutor time and PS. (JS). External mentoring from UWE providers used for targeted students	Students change/improve their work ethos. Raise aspirations/support and track progress. Improved current grades.	Intervention plans in place – 4 week reviews of individuals by SLT/HAG. PP students make 4 LoP's in core lessons. DSSB KS4/5 progress inline with national figures for PP and Non PP.	Personal coaching has improved work ethos and raise aspirations for PP students.
	# Alternative provision			Yr 10/Yr 12 students where appropriate offered access to alternative provision. 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 for whom the present curriculum is not appropriate. Students regularly attend and we see some transfer across the school.	Number of successful alternative placements successfully completed. Improvements in achievement and attitude/individual. Reduction in NEETs over time. School progress reports and attendance rates.	All PP students went on at least 2 weeks of WEX placement sourced by the school. Engagement and progress have increased in all subjects. Some students have been awarded summer jobs from this placement. 100% positive response when visited
	# Small Business Challenge	£1,230	Outside Employer's engaging with the school to support WEX and links to businesses	The planned expenditure is based on directed time during supported study sessions at the end of the school day. One whole day will be collapsed so that students can take part in this. (Improvement in Employability skills).	To address the CREATE skills framework to improve students employability skills in preparation for their WEX.	Improved % of students accessing WEX and opportunities outside of school. Reducing the risk of becoming a NEET.	All PP students on WEX placements raising aspirations for the future. CREATE skills development has improved behaviour of these students in lessons. Young enterprise has also given students a background in the difficulty of starting a business in the future. 100% of PP students have been given careers advice.
	# Year 10/12 Curriculum Changes	£150	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.	PP students that are at risk of not securing grades have been placed in subjects that can be more easily accessed. CREATE tokens and rewards have increased engagement.
Personal Development, Behaviour and Welfare	# Attendance	£1,500	EWO and AHT to work to ensure PP students are in school.	Target setting for identified students using previous year's/schools data. Rewards and sanctions. HAG and ERO meet once a week to discuss attendance issues. (Admin/SLT/HOP/staff)	PP attendance in all year groups improved and the gap with non-PP narrowed.	Target of 96% or above for all students reviewed every half term. Attendance gap narrows from 2014/15	Multiple home visits to PP students to ensure attendance is high. Key PP students have had 121 support from EWO
		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.	Attendance gap is reduced between PP and non PP. Attendance has been positive with PP students. New attendance policy has been implemented for September 2016.
	# Non-teaching pastoral support and TA involvement in all subjects	£2,000	(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 staff have been placed in CORE subjects to secure better outcomes. TA have been taking small groups in extra english and maths with PP students to improve progress and attainment. Skill gaps have been identified with these being focussed on during these sessions.
Management / Leadership / Training	# PP lead and SLT support	£5,300		SLT Costs and specifically AHT (Achievement).Circa 10% of AHT time devoted to pupil premium interventions. Extended SLT role (DBI) 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.	All teachers able to identify PP students. 1:1 coaching set up with SLT. Clear dissemination of key students from cycle data. Presentations at staff meetings/CPD. PP intervention matched to T and L strategies. Regular meetings discussing their performance. PP students gap is small if not positive for some performance measures.All PP students went on at least 2 weeks of WEX placement sourced by the school. Engagement and progress have increased in all subjects. Some students have been awarded summer jobs from this placement.PP gap is small 3.7% BASICS. All staff are aware of the new reporting structure in school. SISRA CPD and regular use from all staff to track pupils progress. Attainment and progress gap has decreased from -2.56 to -1.09 (estimated at -0.4) improving every assessment cycle.
	# Administrative support for PP programme	£300		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.	
	# 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	All staff have attended FNN nights to ensure correct understanding with how to improve progress for PP students within their subject area.
	# 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. Learning walks reflect high profile of PP	Regular weekly sessions with staff reviewing the strategies they use to enhance PP students.
		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/LW's	All information is shared with staff regarding PP students. Deputy Principal has attended many sessions on improving PP. She also attends the South Glos PP network meetings every term to disseminate information to staff. PP is a standing agenda at all meetings.
		£100 (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 Gap's to have narrowed over the year.	All staff have a PP/vulnerable group target and ensure that all students are making good progress in lessons. Where slow progress has been identified - strategies have been identified and recorded on SIMS.
		Nil		Pupil premium weekly focus – Once a term a week 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 co ordinator in learning walks.	PP strategies have been reviewed by all staff at the start of term 5 and end of term 6. These have provided students with regular positive intervention in all subjects.
	NIL		Quality First Teaching - through the use of SLE/FNN/CLF Inset CPD ensures that staff are supported to deliver high quality good-outstanding lessons. Key priority on the Pupil Premium staff group – discuss PP each half term and feeds back to middle leaders.	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	Staff are more educated in the strategies used for PP students. Through FNN staff have identified strategies that work for them and place these on MINT classroom for all to see.	
	£120 (1No. cover teachers once per term)			Intervention is more coordinated and problems and solutions are identified quicker.	Evidence of Gaps narrowing across both key stages from 2014/15	Gaps continue to narrow - all PP students have made good progress this year.	
Total spend plan:		£18,576					