

Pupil Premium Policy – with Impact

Redruth School guarantees to use the funding from the Pupil Premium Grant (PPG) to support all vulnerable young people to achieve their full potential.

We offer an extensive package of universal support through our Year Teams and the Skills Development Centre as well as targeted support where needed to remove barriers to learning.

Pupil Premium 2014-2015

Overview of the school

In 2014 – 2015 Redruth School received £240,385 to support Pupil Premium students.

Free School Meals Ever 6 251 @ 935 £234,685

Looked After Children 3 @ 1900 £ 5,700

Service Children 0 @ 300 0

£240,385

In addition this year, any students who have been **adopted** from care on or after 30 December 2005, or left care under:

- o a **special guardianship order**
- o a **residence order**

qualify for the Pupil Premium Grant @£1,900 (please contact the school)

If you feel your child meets any of the above criteria and you are in need of some financial support for any activity within the school please do not hesitate to contact Mrs Alex Kettlewell, Assistant Headteacher on 01209 203721.

Pupil Premium Students - November 2014 – 15

	ALL		Year 7		Year 8		Year 9		Year 10		Year 11	
FSM	Total	123	Total	26	Total	25	Total	21	Total	30	Total	21
	Male	68	Male	15	Male	10	Male	13	Male	19	Male	11
	Female	55	Female	11	Female	15	Female	8	Female	11	Female	10
FSM E6	Total	122	Total	22	Total	22	Total	24	Total	35	Total	19
	Male	65	Male	11	Male	11	Male	13	Male	22	Male	8
	Female	57	Female	11	Female	11	Female	11	Female	13	Female	11
SER C	Total	11	Total		Total	4	Total	1	Total		Total	6
	Male	6	Male		Male	3	Male		Male		Male	3
	Female	5	Female		Female	1	Female	1	Female		Female	3
SER C E4	Total		Total		Total		Total		Total		Total	
	Male		Male		Male		Male		Male		Male	
	Female		Female		Female		Female		Female		Female	
CIC	Total	6	Total	2	Total	3	Total	1	Total		Total	2
	Male	5	Male	1	Male	3	Male	1	Male		Male	1
	Female	1	Female	1	Female		Female		Female		Female	1
Adopted	Total	2	Total		Total		Total		Total		Total	
	Male	1	Male		Male		Male		Male		Male	
	Female	1	Female		Female		Female		Female		Female	
TOTAL		264		50		54		47		65		48

Objectives when spending the Pupil Premium Grant

To narrow the disadvantage gap by addressing inequality and raising the attainment of children from low income families.

To improve the provision and opportunities for PPG students in every lesson as part of an Inclusive School where every child can and will succeed.

To provide extensive pastoral, social and emotional support for students who experience barriers to their learning.

To provide support required to improve attendance.

Table showing Pupil Premium Grant spending for 2014-2015.

Area of Spend	Cost	Description of intervention *where identified by Sutton Trust/Hattie	Intended outcomes	How impact is measured	Impact of the intervention
Teaching staff – Additional English/Maths Posts	£64,330	The number of English and Maths lessons for Year 7 and 8 have been increased to improve literacy and numeracy skills. <i>*reducing class sizes +3 months impact</i>	To secure greater levels of progress in English and Maths	Greater rates of progress in English and Maths. Improved grades achieved. Both achievement and progress of PP students should increase.	English Yr. 7- 74% of students made 2 sub-levels of progress across the year (target 76.5%), 44.2% achieved 3 S-LOP (45.9%) and 17.7% achieved 4+ S-LOP (10.9%) - These results mean that yr. 7 achieved their average target grade of 5b. PP students achieved 68.4% 2 S-LOP (69.4%), 45.8% (40.8%) 3 S-LOP and 18.8% (16.3%) 4 S-LOP- In yr. 7, the PP students actually achieved higher results comparatively than the non-PP students in all 3 levels- even exceeding their targets at 3 and 4 S-LOP. They achieved their 4a target Yr. 8- 78.7% (88.7%) achieved 3 S-LOP, 44% (60.9%) at 4 S-LOP and 16% (24.5%) with an overall average of 5a, again meeting the target (but at the lower end). The PP students did not do as well with 75% (88.7%) at 3 S-LOP, 39.6% (67.3%) at 4 S-LOP and 18.8% (28.6%) at 5 S-LOP, meaning they reached an overall average of 5c compared to the 5b target.

<p>Literacy and Numeracy HLTAs</p>	<p>£98,034</p>	<p>Literacy HLTAs deliver small group/ 1-1 interventions in reading, spelling, handwriting, keyboard skills, comprehension, paired reading and speech and language.</p> <p>They also support Homework Club after school from 3-4 after school Mon to Thurs.</p> <p>Numeracy HLTAs support in Maths lessons but also deliver small group/ 1-1 intervention.</p> <p><i>*peer tutoring +6months</i></p> <p><i>*small group tuition +4months impact</i></p> <p><i>*parental involvement(paired reading) +3months impact</i></p> <p><i>1-1tuition +5 months impact</i></p>	<p>To improve basic literacy and numeracy skills for students</p>	<p>Greater rates of progress in English and Maths. Improved grades achieved. Both achievement and progress of PP students should increase.</p>	<p>English</p> <p>There were 17 PP students in these groups. 100% of the students made at least 1 level of progress. 8 students made 1.1 levels of progress, 2 students made 1.2 levels of progress, 2 students made 2 full levels of progress, 2 students made 2.1 levels of progress and 1 student made 3 full levels of progress. 6 of these students were moved up to mainstream English.</p> <p>Maths</p> <p>For all lower ability students only three students failed to achieve a grade in maths at GCSE. High ability students performed in line with national averages and improved the schools performance on the previous year.</p>
<p>Effective Learning Centre (ELC)</p>	<p>£20,650</p>	<p>The Effective Learning Centre (ELC) provides behaviour support and intervention for some of our most vulnerable/ difficult students. Those students based in the ELC benefit from small group support to remove barriers and allow students to more successfully access their learning. High proportion of PP students.</p> <p><i>*Behaviour interventions +4 months impact</i></p>	<p>To improve individual students behaviour and support successful reintegration back into mainstream lessons during a 12 week process.</p>	<p>Behaviour points, detentions and isolations are measured before and after ELC intervention.</p>	<p>Isolation/ detentions decreased by 34% for students in the ELC over the year.</p> <p>Behaviour points decreased by 36% over the year.</p>

Forest School and Animal Care	£11,379	Member of staff employed to work with students to deliver Forest School to identified Pupil Premium students in Year 8 and to deliver Animal care to students in 9, 10 and 11 as part of the options programme <i>*Outdoor adventure learning +3months</i> <i>*social and emotional learning +4months impact</i>	To boost self-esteem and confidence in identified Pupil Premium students	Before and after student questionnaire. Staff feedback Results in Animal Care.	Animal Care results. Qualification does not count for school statistics - 100% A* to C equivalent. 100% of students made 3 levels of progress. 80% 4 levels and 60% made 5+ levels of progress.
Education Off Site	£1,327	Pupil Premium funding used to support activities at Cornwall College, and the Pupil Referral Unit or anything additional these students required to remove barriers to learning. <i>*Behaviour interventions +4 months impact</i>	To allow students with behaviour difficulties to remain in education and prevent them becoming NEET.	Students remain in the education system.	In year 11 1 student was placed at the local PRU and completed his GCSEs.
Maths Tutors	£7,200	Maths specialist tutors work with Pupil Premium students after school. <i>*small group tuition +4months impact</i> <i>*1-1tuition +5 months impact</i>	To improve students progress and attainment in Maths	Improved grades at AP points and faculty tests.	Targeted high ability pp students – impact % 4+LOP = 25% (20% 2014) %5+LOP = 9.1% (4% 2014) now in line with NA Also targeted CIC 1 student made 4LOP achieving a Grade B We are going to use staff our students know well next year and not buy in tutors our students have not worked with before. Our students feel they perform better for staff they have good relationships with.

Part time Maths Teachers	£7,852	Provide maths intervention to Pupil Premium students during the school day. <i>*small group tuition +4months impact</i> <i>*1-1tuition +5 months impact</i>	To improve students progress and attainment in Maths	Target grades hit at AP points, GCSE results.	Targeted specific lower ability pp students - impact 3 students made 4LOP and 7 students made 3LOP
Cognitive Ability Tests (CAT)	£3,827	Year 7 and 9 student's cognitive ability tested.	Results used to inform intervention	Students making maximum progress.	Cognitive Ability tests are used to inform appropriate intervention and further testing which may be required through discussions with the Key Stage 3 team. Along with guiding learning styles used within mainstream classrooms – informs teachers planning.
Pirate FM	£6,000	10 Pupil Premium students working with Pirate FM <i>*social and emotional learning</i> <i>+4months impact</i>	To boost self-esteem and confidence in identified Pupil Premium students	Before and after student questionnaire. Staff feedback	This 10 week project resulted in students presenting a slide show on the impact this course had on their self-esteem and confidence. Students were able to plan, prepare and present this to senior members of staff at school. They would not have previously been able to do that. However, we have decided not to use this intervention again as we found students were unable to transfer the skills they had learnt.
Parent Support Advisor (PSA)	£4,606	Employed to work with families where students are vulnerable to becoming NEET, have a disability, difficulty or are vulnerable to underachievement and to remove any barriers to learning. <i>*parental involvement +3months impact</i>	To support families with their needs and remove any barriers to learning.	Before and after questionnaires. School data.	Due to changes in the pastoral system this post was only funded for the Summer Term 2014.

<p>General</p>	<p>£15,180</p>	<p>Financial support for Pupil Premium students: Uniform, trips, revision books, equipment, prom. <i>*social and emotional learning +4months impact</i></p>	<p>Financial support is given to those who request it to remove any barriers to learning.</p>	<p>Students making maximum progress. Attendance data.</p>	<p>Attendance data</p> <table border="1"> <thead> <tr> <th></th> <th>Non PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>94.07</td> <td>92.59</td> </tr> <tr> <td>Year 7</td> <td>95.40</td> <td>94.99</td> </tr> <tr> <td>Year 8</td> <td>95.24</td> <td>93.54</td> </tr> <tr> <td>Year 9</td> <td>94.41</td> <td>91.18</td> </tr> <tr> <td>Year 10</td> <td>93.67</td> <td>91.65</td> </tr> <tr> <td>Year 11</td> <td>93.53</td> <td>95.25</td> </tr> </tbody> </table> <p>Due to the gaps in attendance the school has decided to spend half the cost of buying in an EWO using Pupil Premium funding.</p>		Non PP	PP	Overall	94.07	92.59	Year 7	95.40	94.99	Year 8	95.24	93.54	Year 9	94.41	91.18	Year 10	93.67	91.65	Year 11	93.53	95.25
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Year 11 Results 2014/2015

Progress Measures Value Added

FSM – 1002.5 above national average

CLA – 973.0 above national average

Disadvantaged students – 1000.9 above national average

Gaps between PP and Non PP Year 11 students:

English - results were above national average

FSM – 17%

CLA – 19%

Disadvantaged- 20%

Maths

FSM – 29%

CLA – 19%

Disadvantaged –31%

In addition there are a number of other provisions funded by the school or SEN budget which our disadvantaged students benefit from including:

- TA Support
- 2 Learning Mentors operate from the Oasis. This is a room available to students throughout the school day who may face barriers to learning. They work with students carrying Timeout cards including students with Asperger's and Autistic Spectrum Disorder. They are trained to work with students suffering bereavement. They run social and life skills groups and anger management. They support our Year 10 Pyramid Club Leaders to run Pyramid Club for selected Year 7 students. They also support students with their learning in the classroom. Students can make themselves breakfast before school in the Oasis kitchen as required.
- Dyslexia testing and access arrangements
- Use of Netbooks, iPads and computer programmes, headphones e.g. Clicker 5, Texthelp
- Accelerated Reading programme in Year 7 and 8
- Multi Agency Support.
- Curriculum courses such as Hair and Beauty and Construction to improve our inclusive provision.
- The funding of non-teaching pastoral Heads of Year, who are available at all times to support students and their families. They take the Lead Professional role in TAC meetings if appropriate and attend any meetings regarding students in their Year groups. Their specific role is to remove any barriers to learning.

Summer School was provided for Year 7 students to support with transition.

Pupil Premium Spend 2014/15

Teaching Staff	Literacy and Numeracy HLTAs	Effective Learning Centre	Forest School and Animal Care	Education Off Site	Maths Tutors	Part Time Maths	Cognitive Ability Tests	Pirate FM	Parent Support Advisor	General	Total Spend
£64,330	£98,034	£20,650	£11,379	£1,327	£7,200	£7,852	£3,827	£6,000	£4,606	£15,180	£240,385

