



## Report to Parents: Pupil premium grant funding 2017-2018

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	864
Total number of pupils eligible for PPG	427
Amount of PPG received per pupil	£935
<b>Total amount of PPG received</b>	<b>£399,245</b>

Barriers to learning and achievement for disadvantaged students
<p>Below average cohorts on entry, with low reading ages, verbal skills and EAL needs. New GCSE specification demands higher literacy. Social, emotional and welfare needs impacting on independence, confidence and resilience. Lack of engagement in the wider curriculum. Lack of cultural capital.</p>
Aims of support
<p>Actively promote equality and diversity and narrow any gaps in achievement</p> <p>Continue to provide opportunities for pupils to succeed and prepare them for the next stage of their education, employment or training.</p> <p>Raise aspirations and employability</p> <p>Continue to provide a focused curriculum with appropriate depth and challenge</p> <p>Continue to develop numeracy across the curriculum</p> <p>Raise attendance by working with families</p> <p>Introduce musical instrument tuition</p>



## Curriculum focus of PPG spending

Intervention	Amount
Additional resources including ICT	£25,925
Co-curricular Activities & trips	£13,759
Booster/Revision Classes	£10,000
Breakfast Club	£6,000
Nurture and transition projects	£10,000
Parental engagement	£3,000
Social/Cultural visits/trips	£6,500
Professional fees for social, emotional, medical and welfare support	£90,000
Staffing:	£270,000
(Academic Coaches, School Nurse, Family Liaison Officer, Learning Mentors, Pastoral Administrator, Breakfast Club staff, Midday supervisors.)	

## Measuring the impact of PPG spending

	2017	2018
% of students making above expected progress in English	77%	80%
% of students making above expected progress in Maths	61%	47%
% of students achieving the English Baccalaureate	17%	14%
Progress 8 in English	+0.26	+0.31
Progress 8 in Maths	+0.36	+0.16



## Measuring the impact of PPG spending

### Engagement

Students who have positive feelings about school tend to perform better academically. A notable success of the engagement strategies is that all Year 11 students are entered for GCSE examinations and that all students left with at least 1 A\* -G grade.

Interventions to address barriers to learning and support engagement have included funding for students to receive support from external specialists and trained in-house staff to deal with a range of social, emotional and well-being issues.

58 school visits took place from September 2017 to July 2018 with funded places or financial assistance available for disadvantaged students on all of them. This compares to 43 visits in 2016-2017. Pupil premium students were represented on all trips during the year including residential and international visits. The average participation rate of 38% was disproportionately low compared the number of pupil premium students in school (43%); Humanities, English and Art visits consistently included the majority of students from disadvantaged backgrounds.

Pupil premium students regularly accessing the services of the school nurse have increased this year and disadvantaged students have continued to access and benefit from the wide range of extra-curricular activities available. Although not exclusively run for disadvantaged students, almost all pupil premium students attended at least one extra-curricular activity during the school year. These clubs, ranging from fashion design to Judo, seek to promote personal and social skills that will help disadvantaged students engage with school life, learn new skills and build confidence. They also support students learning and there is an opportunity to expand friendship circles. Our extended careers events programme has also benefitted students by improving self-confidence and raising aspirations which has positively impacted in academic attainment across the curriculum and key stages. The breakfast club, run by the learning mentor team, has consistently attracted significant numbers of vulnerable and disadvantaged students who have benefitted from a morning meal and calm start to daily learning.

### Achievement

The pupil premium and catch-up funding for Year 7 students, of which 31.4% are pupil premium (June 2018), was used for various strategies to support learning in the classroom and can be linked to progress across the curriculum.

Across all year groups, tracking data reveals a narrow gap (less than 8%) in English with the exception of Year 9 (11%). In Maths, the gap is more diverse with narrow gaps in Year 7 and 9 increasing to 12% and 14 % in Year 8 and Year 10 respectively. Overall, the number of students (disadvantaged and non-disadvantaged) making progress in Maths is less than the number in English.

Reading interventions for Year 7 disadvantaged students were more successful than last year; 70% of disadvantaged students made progress in reading compared to only 56% of non PP students. Of the 35 disadvantaged students starting out with a reading age of less than 11 years, all but one made some progress; with some exceeding their chronological age.



KELMSCOTT SCHOOL