

PARKSTONE GRAMMAR SCHOOL



PUPIL PREMIUM IMPACT REVIEW 2016 – 2017

1. Review of expenditure				
Previous Academic Year		2016-2017)		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A Development of growth mind-set to KS3	Introduction of ESDC banding in subjects to focus students on 'what next' in learning rather than grade fixation	ESDC introduced and used across KS3 and Y9. All schemes of work now focus on this approach with students being given the next steps in learning in order to promote the growth mindset. The use of the approach was evidenced throughout subject monitoring and in discussion with departments. All stakeholders were presented with the information. Students now speak the language of ESDC and are asking the questions of their teachers to move towards the 'what next' culture. There is a greater resilience and tenacity towards learning which has moved away from a focus on the level awarded for the piece of work.	ESDC reporting to parents needed greater clarity and a review was held mid year which redeveloped the boundaries for reporting. This will be further refined in 2017-2018 through a review with parents. Students to also be included in this review as some feedback has indicated that a greater clarity of the levels would be welcome.	£2500
B Students able to employ appropriate strategies independently	Development of Personalised Learning curriculum for Y9-11. Literacy one to one support.	Personalised Learning curriculum has been developed further to include the consideration of learning styles and the appropriate application of these to personal study. Y11 personalised learning offers the chance for students to work supervised on independent study so that they can ask for assistance for the teacher on specific study skills or approaches as required.	Personalised system of revision/private study had a clearly supportive impact in Y11 (2016-2017) for all students and this will be maintained. Y10 approach has had success across all students and the individual nature of the support offered for our 14 students in current Y11 will be reviewed with bespoke intervention applied as a result of individual PP interviews and subsequent in-class recommendations.	£5000

		<p>GCSE results (unvalidated); Progress 8 PP: 0.61, All: 0.68</p> <p>Current Y11 (predicted from latest tracking point) Progress 8 PP: -0.155*/0.48**, All: 0.605</p> <p>* including student with long term medical needs ** excluding student with long term medical needs</p>		
<p>C Greater progress in learning in response marking.</p>	<p>Introduction of response time to lessons. Each student makes specific, measurable changes to aspects of their learning based on specific feedback and tasks given after marking of work</p>	<p>Response time introduced across the school. Students now given the task of focussed response to marking to improve work; For instance – re-writing a passage to improve vocabulary or focus the answer as suggested, answering an extension question. Impact on all students across subjects is seen in learning walks, book scrutiny and in discussion. Clear impact across the whole student body raising achievement for all.</p>	<p>We will continue to use to use Response time to build the skills further. This is a strategy which has demonstrated that a whole school approach, which raises achievement for all, impacts equally on the work of the disadvantaged students.</p>	<p>£2000</p>

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
D Full understanding of PP students context in order to inform teaching and increase progress	Individual interview and review of all PP students leading to completion of staff information sheet, to support teachers in differentiated planning.	Success criteria mostly met. Individual discussions with students in Y11 (the trial year group) were held and this information was discussed and used to inform teachers where particular strategies will help with barriers to learning. The process and subsequent discussions enabled intervention for Y11 students, contributing to their excellent performance in the GCSE exams.	Developing the questionnaire and working with students gave rise to the significant opportunity for bespoke intervention. We now need to tailor the questionnaire to all year groups and review how to apply these to the in class recommendations for all PP students. The process is now being rolled out across all year groups. Strategy to continue and be developed and reviewed throughout 2017-2018	£1500

<p>E Improved attendance</p>	<p>Assistant HOY to monitor PP attendance on a weekly basis. School Attendance Worker to intervene with students with low attendance/punctuality.</p>	<p>Monitoring developed as arranged. Impact on attendance;</p> <table border="1" data-bbox="660 268 1167 730"> <thead> <tr> <th>Year Group</th> <th>Attendance</th> <th>PP Student Numbers</th> <th>PP Attendance</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>97.4%</td> <td>14</td> <td>96.8%</td> </tr> <tr> <td>8</td> <td>96.4%</td> <td>15</td> <td>92.8%*</td> </tr> <tr> <td>9</td> <td>96.4%</td> <td>9</td> <td>96.1%</td> </tr> <tr> <td>10</td> <td>95.0%</td> <td>16</td> <td>92.6%**</td> </tr> <tr> <td>11</td> <td>96.6%</td> <td>10</td> <td>96.6%</td> </tr> <tr> <td>TOTAL (Y7-11)</td> <td>96.3%</td> <td>64</td> <td>94.98</td> </tr> </tbody> </table> <p>*One student with anxiety and personal difficulties attendance 68.6% **One student absent for much of the year, CAMHS involvement, anxiety attendance 11.5%</p> <p>Impact on attendance has been positive and with some individual difficulties has been in line with whole school</p>	Year Group	Attendance	PP Student Numbers	PP Attendance	7	97.4%	14	96.8%	8	96.4%	15	92.8%*	9	96.4%	9	96.1%	10	95.0%	16	92.6%**	11	96.6%	10	96.6%	TOTAL (Y7-11)	96.3%	64	94.98	<p>Strategy to continue and to be further developed with re-focussed attendance procedures across the whole school in 2017-2018</p>	<p>£1000</p>
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iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Equality of opportunity for PP students in the wider curriculum	Funding for individual projects as appropriate (eg music lessons, art equipment)	All student requests for additional support met. Examples - school materials, study/revision guides, transport expenses, school trips, instrumental lessons.	This is essential work to allow equality of opportunity where disadvantage exists.	£9,068.23

OUTCOMES

Summer 2017 GCSE – 14 students (there had been 15 but 1 student moved area and left the school) within a cohort of 172. 10 were FSM / FSM ever with no CLA students.

All information provided from SISRA based on results.

Cohort Summary	FSM Ever 6	Total
Cohort	ALL	172
	FSM	10
Average Total Points	ALL	502.39
	FSM	492.2
Average Total Capped8	ALL	414.35
	FSM	409.3
Average Total Capped8 inc EM	ALL	517.54
	FSM	512.1
Average Grade Per Student	ALL	A-
	FSM	A-
2016 Measures	FSM Ever 6	Total
Students taking more than 1 Language (GCSE only)	ALL	13
	FSM	0
Students taking 3 Single Sciences (GCSE only)	ALL	167
	FSM	10
Progress/Attainment 8	FSM Ever 6	Total
Average Total Attainment 8	ALL	70.93
	FSM	68.96
Average Attainment 8 Grade	ALL	7.09
	FSM	6.9
Average Total Progress 8	ALL	0.68
	FSM	0.61
	NATIONAL OTHER	TBA
5 A*-C Measures	FSM Ever 6	Total
Students with 5 x A*-C	ALL	167
	FSM	10
Students with 5 x A*-C GCSE ONLY	ALL	167
	FSM	10
Students with 5 x A*-C inc English & Maths	ALL	164
	FSM	10
Students with 5 x A*-C inc English & Maths GCSE ONLY	ALL	164

	FSM	10
Students with 5 x A*-C inc English, Maths & Science	ALL	163
	FSM	10
Students with 5 x A*-C inc Science	ALL	165
	FSM	10
E-Bacc Total Measure	FSM Ever 6	Total
Students Entered For the E-BACC	ALL	117
	FSM	7
Students in COHORT Achieving the E-BACC	ALL	112
	FSM	5
Progress Measures	FSM Ever 6	Total
Students making 3+ LOP in English	ALL	160
	FSM	10
Students making 4+ LOP in English	ALL	124
	FSM	6
Students making 3+ LOP in Maths	ALL	153
	FSM	9
Students making 4+ LOP in Maths	ALL	119
	FSM	7

Destinations

10 PP students (disadvantaged)
8 remain at Parkstone Grammar School
2 Colleges of Further Education