

King Charles I School

Use of the Pupil Premium in 2013/14

During the 2013/14 academic year we had 281 students who were eligible for the Pupil Premium and were allocated £252,900.

Number of FSM students= 277

Number of LACs= 8

Number of service children= 3

We received this money in regular instalments and these funds were in addition to the main school budget. 155 of these 281 students are disabled or have special educational needs (55% of the cohort).

We were keen to narrow the achievement and attainment gaps between the students eligible for the pupil premium (FSM students and LACs). The following areas were identified as priorities for narrowing the gaps between the students eligible for the pupil premium (FSM students and LACs) and their peers:

Improving attainment and achievement

1. GCSE: percentage of students achieving 5+A*-Cs including English and maths.
2. GCSE: percentage of students making at least satisfactory progress in English and maths.
3. Years 7-11: percentage of students making at least satisfactory progress in English and maths.
4. Years 7-11: percentage of students making at least good progress in English and maths.

Improving attendance

5. Years 7-11: attendance
6. Years 7-11: persistent absenteeism

Improving behaviour

7. Years 7-11: exclusions

We chose to narrow the gaps in attendance and behaviour as these are a prerequisite for learning. Summary of the impact of the pupil premium on narrowing the gaps in the priority areas:

<i>Priority area</i>	<i>Are things improving for the students eligible for the pupil premium?</i>	<i>Are the gaps being narrowed?</i>
GCSE 2014: percentage of students achieving 5+A*-Cs including English and mathematics	yes	yes
GCSE 2014: percentage of students making at least satisfactory progress in English and mathematics from KS2	English - yes	English - yes
	Maths - no	Maths - yes
GCSE 2014: percentage of students making at least good	English - yes	English - yes
	Maths - no	Maths - yes

progress in English and mathematics since KS2		
GCSE 2014: percentage of students achieving an A*-C in English and mathematics	English - yes	English - yes
	Maths - yes	Maths - yes
GCSE 2014: APS in English and maths	English - yes	English - yes
	Maths - yes	Maths - yes
Years 7-10: percentage of students making at least satisfactory progress in English and maths since KS2	Year 7: English - no	Year 7: English - no
	Year 7: Maths - no	Year 7: Maths - no
	Year 8: English - no	Year 8: English - no
	Year 8: Maths-no	Year 8: Maths - no
	Year 9: English - yes	Year 9: English - yes
	Year 9: Maths - yes	Year 9: Maths - yes
	Year 10: English - yes	Year 10: English - yes
	Year 10: Maths - yes	Year 10: Maths - yes
Years 7-11: attendance	yes	yes
Years 7-11: persistent absenteeism	yes	yes
Years 7-11: exclusions	yes	yes

Further details can be found in appendices A (pages 3-8) and B (page 9).

Appendix A: Impact of the expenditure for 2013/14

Area of Spend	Total Budgeted Cost	Contribution from Pupil Premium	Description of Intervention	Impact
Attendance Officer	£19,861	£19,861	Attendance is a key factor in closing the gap	<p>2013/14 Non FSM attendance= 96.1% FSM Attendance= 93.9% Gap=2.2%</p> <p>Non FSM persistent absence=2.8% FSM persistent absence=9.3% Gap=+6.5%</p> <p>2012/13 Non FSM attendance=95.0% FSM attendance=92.5% Gap=2.5%</p> <p>Non FSM persistent absence=4.2% FSM persistent absence=13.2% Gap=+9.0%</p> <p>During 2014/15 there still needs to be a focus on the attendance of the PP students as there is still a gap.</p>
Academic mentors for English, mathematics and Science	£25,000 (mathematics) £6,203 (English) £18,827 (science)	£50,030	These mentors provided one to one and small group interventions to the PP students.	<p>English 2013/14: high impact 72% of PP students made expected progress. Non PP=80% Gap=-8%</p> <p>2012/13 68% of PP students made expected progress. Non PP=82% Gap=-14%</p> <p style="background-color: red; color: black;">Mathematics 2013/14: low impact.</p>

				<p>34% of PP students made expected progress. Non PP students=60% Gap=-26%</p> <p>2012/13 34% of PP students made expected progress. Non PP=77%. Gap=-43%</p> <p>During 2013/14 there needs to be a focus on the progress of the PP students in mathematics</p>
Additional English staff for PP students	£31,707	£31,707	Additional staff employed in the English department to support PP students.	<p>2013/14: high impact 72% of PP students made expected progress. Non PP=80% Gap=-8%</p> <p>2012/13 68% of PP students made expected progress. Non PP=82% Gap=-14%</p>
Feedback/Lesson Study Projects	£5,000	£5,000	<p>All staff were invited to embark upon projects focused on improving the way that feedback is given to students. This area is identified by Sutton Trust as being in number one most effective method to positively affect student achievement. A specific focus of each project has been how to close the gap between students eligible for FSM and their peers.</p> <ul style="list-style-type: none"> ▪ Calculators for mathematics project ▪ iPads for drama 	<p>Mathematics 2013/14: low impact. 34% of PP students made expected progress. Non PP students=60% Gap=-26%</p> <p>2012/13 34% of PP students made expected progress. Non PP=77%. Gap=-43%</p> <p>During 2013/14 there needs to be a focus on the progress of the PP students in mathematics Drama.</p>

			<ul style="list-style-type: none"> ▪ iPads and dictaphones for PE ▪ Dictionaries for MFL ▪ Visualisers for English ▪ Social sciences mentoring team ▪ 6th Form mentoring team ▪ Science breakfast club 	<p>100% of PP students made at least 4 levels of progress. 50% made 5 levels.</p> <p>Dictaphones in PE. 50% of PP students made at least 3 levels of progress.</p> <p>MFL. 40% of PP students made 3 levels of progress in French 14% of PP students made 3 levels in German.</p> <p>English 72% of PP students made expected progress. Non PP=80% Gap=-8%</p> <p>2012/13 68% of PP students made expected progress. Non PP=82% Gap=-14%</p> <p>Social Sciences 45% of PP students made 3 levels of progress in Psychology as opposed to 67% of non PP students.</p>
Easter School and Saturday classes	£4,425	£4,425	Additional classes put on during weekends and holidays for PP students	Positive impact for English but not for mathematics .
Alternative Curriculum	£16,046	£16,046	Alternative Provision (eg childcare, motor vehicle maintenance, construction-animal Care) has significant impact on outcomes for some vulnerable students.	All students who completed the course achieved at least expected progress.
SEND support	£3,500	£3,500	Write on line software: a one off purchase for permanent license for unlimited users. Currently all our access group students (KS3) and set 5 students (KS4) use the software, as do our dyslexic students.	69% of students who have access to Write Online software are now proficient and skilled users of Write Online. The software enables the students to access all areas of the curriculum. The other 31% are

			Almost all of the Catch Up literacy group in Year 7 are in the Access group and use their licences. A significant number of these students are PP – 11 in Year 7; 9 in Year 8; 10 in Year 9; 2 in Year 10; 10 in Year 11.	working towards gaining the 'STAR' award.
SISRA	£2,495	£2,495	Software that draws from SIMs and allows the school to create tracking and intervention templates for PP students.	There is some improved monitoring and analysis the achievement of the PP cohort by the subject leaders. However, it is inconsistent.
IAG/Career advice/Get Ahead Project	£8,600	£8,600	Careers/Get Ahead advisors support students with choices throughout school and works not only with Year 11 leavers but with students in KS3 who are finding choices for the future difficult. Expert IAG means that students are better able to set their own goals and plan for the future, understanding how to make their education work for them.	All school leavers in 2014 with a 'Risk of Neet Indicator' (RONI) are in full time education and training.
ASC (advice support centre) mentor team	£94,760	£94,760	A team of staff employed to ensure that attendance, behaviour, emotional issues etc do not inhibit learning. These staff members are not timetabled but work in and out of classrooms supporting all students where necessary. This team meets regularly with curriculum and SLT members to monitor attainment of Key Stage 3/4 students at progress meetings, plan interventions and focus on vulnerable groups.	Exclusion data for FSM students: <ul style="list-style-type: none"> ▪ 2011/12 = 15.2% ▪ 2012/13 = 12.5% ▪ 2013/14 = 11.8% National average = 16.3% (2013) <p>School data shows a decrease in the percentage of exclusions for FSM students over the last 3 years. There must be a continued emphasis on ensuring this trend continues, without compromising our high standards of behaviour.</p>
Focus on More Able students/Brilliant Club	£1,600	£1,600	A teaching and learning professional with responsibility	5 of the 12 students in Brilliant Club are PP. Year 11 PP

			for more able students (formerly known as gifted and talented). This role will be key in ensuring that aspirations are high for all students and those students from less wealthy backgrounds have the opportunity to excel. The Brilliant Club has received specific endorsement from the Department for Education that schools should feel confident allocating Pupil Premium funding to support this programme, which will more than cover the full cost of the programme as long as 25% of pupils enrolled are eligible for 'Ever 6 FSM'.	students averaging 4.2 LoP across all their subjects.
Independent learning club for Years 9-11	£400	£400	Students have access each morning to support with learning and access to resources.	Low attendance and so will not continue
Breakfast Club for Years 7 and 8	£700	£700	Core group of students able to 'touch base' with a member of student support every morning. Not only do they get a healthy breakfast but also support to organise homework and revision for assessments.	Average attendance of PP students who attend breakfast club in: <ul style="list-style-type: none"> ▪ Year 7 = 96.3% ▪ Year 8 = 93.0% Whole school PP attendance = 93.9%
Levelling Fund	£3,000	£3,000	PP students entitled to help with uniform-a key factor in ensuring that all students feel equal and part of school. This is supported by outside agencies such as Survive who recommend that we take every opportunity to make students from poorer backgrounds feel a part of the school.	Average attendance of PP students 2013/14 who accessed the hardship fund: 98.3% Whole school PP attendance = 93.9%
Mentor Link	£6,000	£6,000	Emotional support identified by Hattie as adding the equivalent of four months learning to a young person. The counselling	Very positive feedback from student questionnaires based upon their 'mentee review'-eg 91% of students felt their

			service is provided by a professional who is employed as an outside member of staff. Students are referred to the service when they are unable to access learning because of social or emotional barriers.	confidence had improved since their mentee sessions had started. 78% felt their work had improved as a result.
Extra-Curricular	£6,500	£6,500	Students should be able to take part in all parts of school life – some of the PP is spent ensuring that all students can take part in extra-curricular trips that will significantly enhance their learning, such as MFL exchange programmes	Narrowing of the gap for attendance of the PP students compared to their peers.
Total costings	£254,624			

Appendix B: Outcomes and predictions for 2013 and 2014

	Actual Year 11 2013	Actual Year 11 2014
Context (number of students)	50	47
% 5+ A*-Cs including English and maths	31 Gap=-36	38 Gap=-20
% making satisfactory or better in English	68 Gap=-14	72 Gap=-8
% making good progress or better in English	10 Gap=-16	38 Gap=-6
% making satisfactory or better progress in maths	34 Gap=-43	34 Gap=-26
% making good progress or better in maths	11 Gap=-17	9 Gap=-14
Capped APS	300.0 Gap=-51.4	281.2 Gap=-26.5
Value added	989.3 Gap=-22.1	980.4 Gap=-28.7