

Pupil Premium Impact Assessment 2015-16

Overview

The Pupil Premium was introduced in April 2011. The eligibility criteria and the sums allocated often change each year. In 2015-16 it was given to schools to support pupils from Year R to Year 11 who had been registered as eligible for free school meals (FSM) at any point in the last six years (Ever 6), who had been in care continuously for more than six months (LAC) or adopted within the last year – classified as Disadvantaged students. The Service Premium was also given for children with a parent who had served in the armed forces within the previous three years.

Provision/allocation of funding

Tomlinscote School's Pupil Premium allocation for 2015-2016 was approximately £141 000 – 12% of students on roll.

Impact of Pupil Premium Funding

At Tomlinscote, the attainment and progress of students eligible for Pupil Premium is above that found nationally across all measures, often significantly so. The Education Endowment Foundation ranks Tomlinscote School against a group of 50 very similar schools across the country and looks at the 3-year average (2013, 2014 & 2015). For many indicators Tomlinscote compares very favourably; 2nd (English Expected progress) and 18th (Maths Expected progress), 12th (Best 8 GCSE Points Score), 17th (%5 A*-C Grades) and 16th (%5 A*-A Grades). This will be updated when the 2016 data is made available.

The following data is taken from the school's 2016 unvalidated RAISE online report (the annual analysis of each school's performance produced by the government). This report considers 'Disadvantaged Students' and there were 23 students in the Year 11 Cohort. Two of those students were Looked After Children.

Value Added						
	2013		2014		2015	
	Cohort	School	Cohort	School	Cohort	School
Overall						
Disadvantaged pupils	16	973.5	17	978.2	23	995.6
Other pupils	246	995.5	250	1012.1	231	1016.4
English						
Disadvantaged pupils	16	1000.6	17	997.7	23	1002.2
Other pupils	246	1000.8	250	1000.9	231	1002.0
Mathematics						
Disadvantaged pupils	16	1000.4	17	1001.7	23	1000.4
Other pupils	246	1001.3	250	1001.7	231	1001.5

2016

Progress 8							Attainment 8									
Overall																
			All		Dis						All		Dis			
Cohort			256	23						266		23				
Score			0.1	-0.1						54.36		46.33				
CI +/-			0.1	0.4						49.34		52.56				
Rank											5.02		-6.23			
			Low		Middle		High				Low		Middle		High	
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	27	6	133	13	96	4			27	6	133	13	96	4		
Score	-0.10	0.37	0.11	-0.16	0.24	-0.37			32.00	34.92	50.80	47.92	65.89	58.25		
National	0.00	0.19	0.00	0.14	0.00	0.07			28.39	31.16	48.86	50.63	64.17	65.00		
Difference	-0.10	0.19	0.11	-0.30	0.24	-0.44			3.61	3.76	1.94	-2.71	1.72	-6.75		
CI +/-	0.40	0.85	0.18	0.58	0.21	1.04			0.4	0.4	0.2	-0.3	0.2	-0.7		
Rank																

All = Figure for national all students

National DIS = Figure for national other. This is the national figure for other pupils – non-disadvantaged students.

Maths

Progress 8

Attainment 8

Mathematics element						
	Cohort		All Dis			
	256 23		266 23			
	Score		0.2 0.2			
	CI +/-		0.2 0.5			
	Rank					
	Cohort		All Dis			
	27 6		133 13		96 4	
	Score		0.24 0.05		0.22 -0.25	
	National		0.00 0.12		0.00 0.06	
	Difference		0.24 -0.08		0.22 -0.31	
	CI +/-		0.21 0.67		0.25 1.22	
	Rank					
	Cohort		All Dis			
	27 6		133 13		96 4	
	Score		5.19 7.00		10.27 9.85	
	National		4.89 5.46		9.62 9.95	
	Difference		0.30 1.54		0.65 -0.10	
	Diff (grades)		0.1 0.8		0.1 -0.6	

In Maths, the Low ability group again out – performed the national other (non-disadvantaged) group by +0.66 and this is ranked in the top 9% in the country. There is only a slight negative difference with the Middle group at -0.08 and a larger negative difference at -0.31 for the High ability group. Overall, the Maths Progress 8 for Disadvantaged students was +0.21. This is higher than the Tomlinscote non-disadvantaged students for Maths by +0.04. The looked after children figure is +1.80.

For the Ebacc element the disadvantaged group gained a progress 8 score of -0.09. This is a gap of -0.47 against Tomlinscote other students. There was a positive value added for disadvantaged students for the Humanities Pillar of the Ebacc but negative for the Science & languages Pillars. The Open element showed a figure of -0.35. this is a gap of -0.24 against Tomlinscote other students. The open element is an area to analyse further.

grade C or above						
English and mathematics						
			All	Dis		
Cohort			266	23		
School %			79	74		
National %			62	69		
Difference %			17	5		
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	27	6	133	13	96	4
School %	15	50	78	77	99	100
National %	11	13	62	68	95	97
Difference %	4	37	16	9	3	3
Diff (no of pupils)	1	2	21	1	3	0

The % of students gaining a Grade C in both English and Maths is positive against national non – disadvantaged students. The difference is +5%. This positive gap is high at +37% for the low ability group, +9% Middle ability and +3% for High Ability.

Expected progress and More than Expected progress in English and Maths – compared to Key Stage 2 Scores

	Expected Progress in English			More than Expected Progress in English		
	Disadvantaged Students	Tomlinscote Other Students (non-disadvantaged)	National Other Students (non-disadvantaged)	Disadvantaged Students	Tomlinscote Other Students (non-disadvantaged)	National Other Students (non-disadvantaged)
2016	91%	92%	Not available	30%	44%	Not available
2015	78%	80%	74%	48%	36%	34%
2014	59%	82%	75%	18%	35%	35%
2013	88%	85%	74%	31%	42%	34%

The performance of disadvantaged students was excellent in English and only a very small difference of -1% compared to Tomlinscote non-disadvantaged students for expected progress.

Expected Progress in Maths			More than Expected Progress in Maths			
	Disadvantaged Students	Tomlinscote Other Students (non-disadvantaged)	National Other Students (non-disadvantaged)	Disadvantaged Students	Tomlinscote Other Students (non-disadvantaged)	National Other Students (non-disadvantaged)
2016	65%	78%	Not available	35%	39%	Not available
2015	52%	79%	72%	22%	45%	35%
2014	71%	83%	71%	18%	40%	33%
2013	69%	84%	76%	31%	50%	37%

The performance of disadvantaged students in Maths is 13% lower compared to Tomlinscote non-disadvantaged students for expected progress.

Specific Activities 2015-16

AREA OF SCHOOL LIFE	FUNDED ACTIVITIES	IMPACT
The Introduction of Student Support Officers	Permanent employment of 2 members of staff (1 KS3 & 1 KS4)	<p>Working closely with all students but in particular with Pupil premium students. In 2015-2016 58 disadvantaged students had contact with either member of staff in order to discuss pastoral issues and a number of those had regular contact. Close contact with outside agencies on a number of occasions and with parents/carers in all cases. This was particularly the situation with a number of vulnerable Year 11 students and the Student support officers minimised the amount of disruption they caused. One Year 11 student had not attended school since Year 8, another since the end of Year 9 and another student gained qualifications whilst at hospital school. All three students are included in our school data.</p> <p>Raise online 2016 data shows that at Tomlinscote the % of Year 11 students who gain a Fixed Term Exclusion is 1.78% against a National average of 7.60%. For FSM students the school % was 6.25% (18.77% national) against 4.58% national non-disadvantaged students. Student</p>

		<p>Support Officers have helped keep this % as low as possible and a significant number of interventions occurred with disadvantaged students. There were no permanent exclusions for FSM students during this period.</p> <p>Case study information gathered on each Pupil premium student. Individual interviews held with each student, questionnaires completed and results recorded on a spreadsheet.</p>
Additional Staffing in Maths	<p>Employment of an Ex-member of staff who worked with disadvantaged students. Targeted intervention with small groups of students withdrawn from lessons at KS3 & KS4.</p>	<p>Refer to excellent Maths Disadvantaged results in the table above. Targeted intervention with the member of staff in very small groups – twice a week.</p> <p>Saturday workshops every other week in 2016 & period 7 Revision sessions – disadvantaged students identified with other Year 11 students and attended these sessions.</p>
Literacy	<p>Development of the Accelerated Reader programme in its second Year</p>	<p>The Accelerated Reader programme was piloted during this time with all Year 7 and Year 8 students involved in the scheme. There was a +7 month reading age improvement during the 9-month period with Year 7 Pupil Premium students. This compared against a +11-month improvement across the whole year group. In Year 8 there was a +6-month improvement for Year 8 pupil Premium students compared to a +6-month improvement for the whole year group. Some Year 7 & 8 students joined a targeted group with a member of staff and their progress was +6 progress. AR reading ages will go down if reading is not regularly maintained during the period between testing.</p> <p>Year 9 PP project – average RA increase of +1.02 between Dec 2015 and May 2016</p> <p>High ability disadvantaged students in Year 7 had an increase 5 months during this period and 1 year 7 months in Year 8.</p> <p>Implementation of Sixth form mentoring support in Accelerated reader in order to encourage reluctant students to read.</p>

	LRC reading book audit and purchase	A focus upon investing in new reading materials for key Stage 3. This is particularly the case with books that are accessible for students who have a lower reading age and providing for a greater range of fictional books. 562 books were purchased through pupil premium funding during this period.
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Information Technology	Laptops and iPad for Learning scheme On-site technician support for troubleshooting, repair, replacement & upgrades	All Pupil Premium students in Year 7 were part of the iPad scheme. Students benefitted with provision of an iPad, apps, insurance, warranty and accessories for use at home as well as at school. This was extended to all Year 10 with iPad provision. This iPad scheme ensures that all Pupil premium students have the opportunity to have access to a device and not to be disadvantaged. Access to a digital device has promoted individualised learning, increased motivation through engagement and enabled different forms of learning. All Pupil Premium students in Years 8 & 9 had the same benefits through the laptop scheme. All Pupil premium students have their mobile device provided through the funding.
Educational Visits	Financial assistance for visits which support personal development and enhance academic study	International week in France/Germany – Year 7: Opportunity to go, travel with the rest of the students, find out about France/Germany and French/German culture, food, history, immerse themselves in a different environment, be with their peers for a longer period of time, learn skills to cope with issues as and when if arisen. This boosts their confidence as individuals but also as learners of French/German. It is also an opportunity to experience the culture with their peers on an equal footing as well as learning to live with others, joint meals and social skills. There were 9 students in Year 7 last year who benefitted from Pupil Premium funds to finance part of their trips to Germany and France.

		<p>There were also 2 Pupil Premium students who benefited from these funds to finance part of their participation in the German Exchange 2016.</p> <p>There were 2 students who got Pupil Premium funds to finance their fees for the Fit in Deutsch Qualification in June 2016.</p> <p>Tomlinscote offers an array of other educational visits both within the UK and abroad. Older students were able to undertake study trips to places such as Krakow (History), Berlin (History), Kew Gardens (Geography), Art & Photography Trips in the UK & to Barcelona and subsidised places on the Music and Language exchanges this year.</p>
Essentials	<p>Uniform</p> <p>Transport</p> <p>Attendance</p>	<p>Items of uniform and resources for curriculum subjects continued to be provided for eligible students.</p> <p>Transport costs were met for students who required assistance with getting to and from school. This was justified with students accessing examinations and lessons on a regular basis. Also funding for some students who need transport support to and from home.</p> <p>7.7% of sessions missed due to absence. There was a small gap between FSM and non-FSM of 3.6%. The % was higher than FSM Nationally. The % of Persistent absences slightly higher than the National Average (23.0% School compared with 21.6% National). There are specific reasons for this higher % but it will be a target for the school to reduce persistent absences next year with coordination with the Attendance officer.</p>
Extra-curricular involvement	<p>Musical instrument and tuition costs</p> <p>Duke of Edinburgh Award Scheme</p>	<p>Significant investment in supporting students to play an instrument or other music activity. Pupil Premium had extra - curricular tuition paid for with Flute, Singing, Saxophone, bassoon and others lessons.</p> <p>Students eligible for the Service Premium undertook DofE Bronze Award training and development.</p>

Training and learning resources	<p>Staff training</p> <p>Department bids for funds in order to improve outcomes for eligible students in specific subject areas</p>	<p>Capita Conference on Pupil Premium was attended by the Pupil Premium Co-ordinator. Up-to-date INSET & use of staff meetings in order to train the whole staff.</p> <p>Pupil Premium funding is now sought by departments through a bid system in order to acquire resources and develop materials specifically aimed at improving educational outcomes for eligible students e.g. controlled assessment materials in Design Technology, catering materials, photography materials. A great deal of support provided for students undertaking photography GCSE with funding directed towards a camera for the students and materials required for the course.</p>
Teaching and Learning	<p>KS 3</p>	<p>The school's tracking of data shows that by the end of KS3 52% of students gained 5 sub levels of progress in English from KS2 and 21% 6 sub levels of progress in English. The Tomlinscote other non-disadvantaged students was 53% (5 Sub LOP) and 29% (6 sub LOP). In Maths, 70% of students gained 5 sub levels of progress from KS2 and 46% 6 sub levels of progress. The Tomlinscote other non-disadvantaged students was 80% (5 Sub LOP) and 62% (6 sub LOP).</p> <p>Provision of Private Tuition to supplement learning for 1 GCSE student.</p>
Revision materials	<p>Homework clubs</p> <p>Provision of Online resources for students not attending school & those at school</p> <p>Revision Guides</p>	<p>Implementation of Sixth form mentoring support in Maths. This was introduced and will be continued next year.</p> <p>Educational provision through Academy 21 online courses for 2 students. All KS4 Pupil Premium students had access to GCSE Pod for revision purposes.</p> <p>All Pupil premium students had revision guides bought for them in Year 11 and for science in Year 10.</p>
Health and well-being. Developing Aspiration	<p>Family Support Worker</p>	<p>Family Support Worker provided through collaboration with the Surrey confederation (Surrey Heath Learning Partnership) and developed links with students in need.</p>

	<ul style="list-style-type: none">- Listening Ear counsellor- Self-esteem and social skills training	<p>'Listening Ear' counsellor available to support all students in school with a range of social and emotional difficulties.</p> <p>In-house provision provided aimed at aiding transition between junior schools and Tomlinscote for around 20 disadvantaged/SEND students. The focus of this was on building social skills for Year 7 & 7 students and developing personal confidence. Well-being sessions with all Year 7 students in school.</p>
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