

Pupil Premium 2012 - 2013

The Pupil Premium is funding given to schools by the Government which is additional to the main school funding. Schools use this additional funding to provide extra resources to support the education of children from low income families who are currently known to be eligible for free school meals (FSM) and by doing so aim to reduce any gaps in achievement.

It is for schools to decide how the Pupil Premium, allocated to schools per pupil eligible for free school meals, is spent, since they are best placed to assess what additional provision should be made for pupils within their responsibility.

How we used our Pupil Premium funding to raise attainment and achievement during the 2012 – 2013 academic year:

Using the Pupil Premium to Raise Attainment and Achievement

Current Situation / Critical Analysis

Analysis of the 2011 – 2012 pupil progress data provided by Durham University shows:

For children with moderate learning difficulties (MLD):

No pupils eligible for FSM made less than average progress in literacy numeracy or science (16% nationally), One pupil not eligible for FSM made less than average progress in literacy and one pupil not eligible for FSM made less than average progress in numeracy.

Most pupils eligible for FSM made average progress in literacy, numeracy and science over the year. This was in line with pupils who were not eligible for FSM.

The number of pupils making above average progress in literacy and numeracy was broadly the same for pupils eligible and not eligible for FSM. In literacy 20% of pupils eligible for FSM made above average progress compared with 16% nationally. More pupils not eligible for FSM made better than average progress in science than those eligible for FSM.

For children with severe learning difficulties (SLD):

No pupils in our SLD cohort made below average progress in literacy (16% nationally). Only one pupil in our SLD cohort made below average progress in numeracy (16% nationally), and that pupil was eligible for FSM. Only one pupil in our SLD cohort made below average progress in science (16% nationally), and that pupil was eligible for FSM.

In literacy there was a higher proportion of pupils eligible for FSM who made average progress and a lower proportion of pupils eligible for FSM who made above average progress. However 29% of our SLD cohort eligible for FSM made above average progress in literacy compared with 16% nationally.

In numeracy there was little difference between the proportion of pupils eligible for FSM and the proportion of pupils not eligible for FSM who scored in the average range for progress. A higher proportion of pupils not eligible for FSM made above average progress.

In science there was little difference in the proportion of pupils making average or above average progress between pupils eligible and pupils not eligible for FSM.

In relation to children looked after by the Local Authority (LAC), there are more LAC pupils whose attainment is above average than those whose attainment is below average. Whilst most LAC pupils make average progress, some make better than average progress (top 16%) and only one pupil scores in the bottom 16% for progress in one subject area.

External accreditation at Key Stage 4 (summer 2012):

Four Y11 pupils were eligible for FSM. Each of them gained external accreditation including at least one GCSE. Between them they gained 10 GCSE passes. They also, between them, achieved 22 passes at Entry level.

Pupil Premium allocation for 2012 – 2013 was £52,800.

41% of pupils (77) eligible for FSM.

Supporting Evidence

Analysis of the 2011 – 2012 pupil attainment and progress data provided by Durham University.

Outcomes from external accreditation.

Required Changes

Provide a range of curriculum enrichment activities to pupils eligible for free school meals to further develop functional literacy and numeracy, increase understanding, engagement and motivation, leading to a greater proportion making above average progress in core curriculum areas.

Provide additional support to pupils with emotional, social and communication difficulties to ensure that the negative impact of these difficulties is minimised.

Development Target

Increase the proportion of pupils eligible for FSM in the above average pupil progress categories (top 16%) for literacy, numeracy and science.

Actions	Costs
Provide mentoring support for pupils experiencing emotional and social difficulties.	£2,915
Ensure a broad and exciting range of after-school activities is available to all our pupils.	£5,076
Enrich the curriculum at Key Stage 4 by extending the range of externally accredited options giving students greater opportunities to follow a course of study that engages their interest.	£17,502
Additional resources for cycling, horticulture and after-school clubs.	£6,147
Increase motivation for creative writing by bringing poets into school to present their own work and lead workshops as part of a Poetry Day.	£1,070
Develop social communication skills by giving pupils a structured opportunity for interaction planned and facilitated by a Speech and Language Therapist.	£20,090
Total Cost 2012 – 2013:	£52,800

Impact on Learning

In relation to pupils eligible for free school meals and children looked after by the Local Authority:

- Our students will maintain their motivation throughout KS4 enabling them to meet their targets for external accreditation at the end of KS4.
- Our students will meet challenging targets for external accreditation at KS4 by being able to choose a course of study that engages their interest from an expanded range of options.
- We will attain a high level of pupil engagement and motivation in school by enriching the curriculum through an exciting range of after school activities and a residential experience. This increased motivation and engagement will reflect positively on pupil attendance, attainment and achievement data.
- Pupils will demonstrate a measurable improvement in social skills development.

Procedures for monitoring impact

- Analysis of external accreditation gained by pupils in summer 2013.
- Analysis of pupil attainment and progress data (using the Durham University data) – autumn 2013.
- Speech & Language Therapist to evaluate the effectiveness of interventions.

Evaluation of impact

70 pupils eligible for FSM participated in the Poetry Day. They were able to experience (and participate in) the poets presenting their own work. They then participated in workshops, led by the poets, to produce their own poems in the style of the poets.

41 pupils eligible for FSM accessed after school provision. Activities included drama, music, and a wide variety of sports such as football, cycling and swimming. Many pupils accessed more than one activity each week.

We have trained two staff members of staff to be learning mentors. Pupils may be referred for mentoring by their parents, school staff or may even self-refer. The purpose of the mentoring is to provide intensive focused support to help overcome social and emotional obstacles to learning. Five pupils eligible for FSM have accessed mentoring support during the year.

29 pupils eligible for FSM received speech and language therapy from the therapist employed by the school. Parental feedback has been overwhelmingly positive with 92% agreeing or strongly agreeing with the statement: ***My child has made progress in their speech and language therapy targets this year.*** “[xxxx] speech has come on so much this year. Other people commenting on it too. Glad Lansbury got their own therapist who understands these children have different requirements.” (One parent’s view).

The appointment of a Curriculum Enrichment Co-ordinator enabled us to add a range of additional areas of learning to our curriculum. We were able to offer pupils access to horticulture, cycling and aromatherapy. We were therefore able to increase the range of options at KS 4 and also offer pupils across the school additional enriching experiences – particularly powerful for pupils following a sensory curriculum. 40 pupils eligible for FSM accessed horticulture; 59 pupils eligible for FSM accessed cycling; and 10 pupils accessed aromatherapy. At KS 4 we were able to offer external accreditation in each of the new subjects.

Analysis of the 2012 – 2013 pupil progress data provided by Durham University shows that for both literacy and science there was no significant difference in the performance of pupils eligible for free school meals and those not eligible. In literacy the proportion of pupils in the top 16%, middle 68% and bottom 16% was almost identical for pupils eligible for FSM and those not eligible. In science there was a slightly higher proportion of pupils not eligible for FSM in the bottom 16% and a slightly higher proportion of pupils not eligible for FSM in the top 16%. For numeracy there was a slightly higher proportion of pupils not eligible for FSM in the bottom 16% and a significantly higher proportion of pupils not eligible for FSM in the top 16% (7% FSM, and 20% non-FSM). For both numeracy and science no pupils eligible for FSM made less than average year on year progress - compared with 16% nationally.

For both numeracy and science we have increased the proportion of pupils eligible for FSM making above average progress when compared to 2011 – 2012. For literacy the proportion has reduced.

The attainment and pupil progress results for our Looked After Children (LAC) shows normal curves of distribution with slightly more scores in the upper quartile for attainment than the lower quartile and slightly more scores in the above average range for progress than the below average range.

External Accreditation at KS 4 (Summer 2013):

Eleven Y11 pupils were eligible for FSM. All gained recognition through external accreditation. Five pupils were in the MLD cohort and all but one pupil gained passes at GCSE level. Three of the pupils gained 4 passes at GCSE and one pupil gained three passes. All of the pupils in the SLD cohort gained external accreditation through ASDAN Awards, AQA Unit Awards or Entry Level Certification.