

Archway

Archway School Pupil Premium Report

2018 – 2019

Last updated 4/11/18

THINK

PUPIL PREMIUM 1st

First focus when lesson planning

First student to **speak to** during a task

First student to **support** during DIRT time

First student to **support** with **work missed**

First student to discuss with **Teaching Assistant**

Assessment of barriers to learning set out from the review of 2017/8 academic year. Similar areas as 2017/18 have been identified as areas to develop.

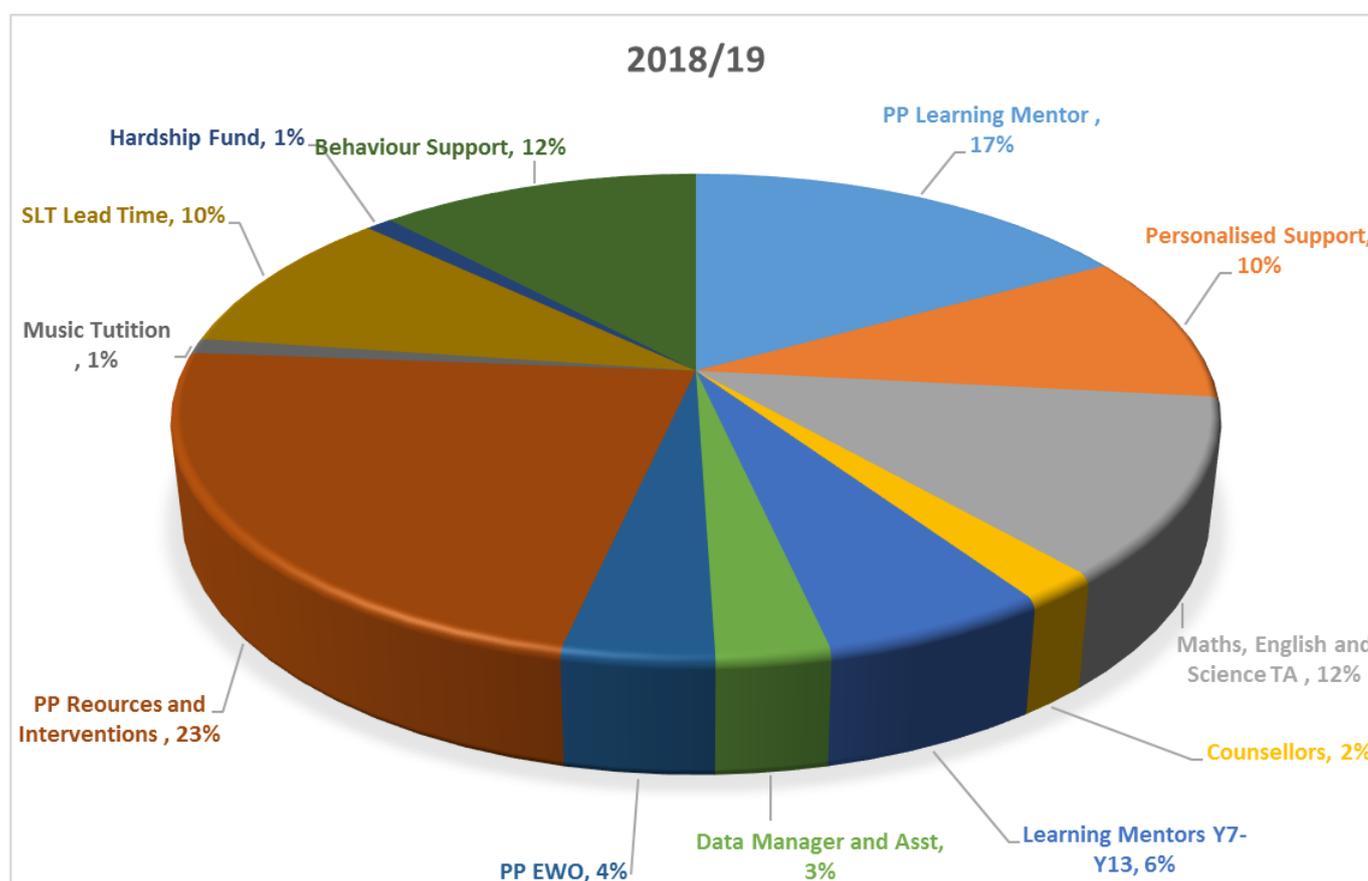
Barriers to future attainment		
In-school barriers		
A.	Demands of the new GCSEs – particularly centring around literacy and comprehension	
B.	Negative attitudes to learning, High percentage of behaviour referrals.	
C.	Weaknesses in core skills particularly Literacy leading to poor progress in English.	
D.	Identification of PP in the classroom and raise profile of PP individual needs	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Higher than normal absence and persistent absences, due to lack of engagement (incl homework)	
Desired outcomes for 2017-18 (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved progress of PP students to be above -0.25 (current predictions for current year 11 -0.65, large number of PP in year 11)	PP to be closer zero when compared to 2017/18. A target of -0.5 for PP would be a challenging target (currently predicted -0.7)
B.	Improved engagement of PP students in lessons. Reduce the % of PP being referred to BfL.	Lower number of behaviour referrals to be more in line with the percentage of PP in the cohort. 207/18 41% of all referrals were PP. A successful would be to get this below 35%
C.	KS3 students continue to catch up when weaker on entry. Monitoring of long term impact of initiatives that have run in the past.	Gaps diminish between PP and Non PP in years 9 and 10 compared to when students were in 7 and 8.
D.	PP students have a higher profile in the classroom and in department interventions	Lesson observations and work scrutinies show impact of raising the profile. PP students feel they are supported in surveys and pupil voice.
E.	Persistent absence by PP pupils drops by 1/3, improved average attendance from PP cohort	Improved attendance for PP students and the work they produce when not in school

The following information outlines the current context regarding Pupil Premium students at Archway School, and the targeted interventions that have taken place during the academic year 2018-19.

Archway School context regarding Pupil Premium students (correct on 4/10/18) 21% of all year groups (23% KS3/4):

Year Group	NOR	No. PP & % of yr	No. FSM	No. LAC	No. Forces	PP & BME	PP & SEND	PP & EAL
7	169	26% (44)	22	3	0	4	12	2
8	184	23% (42)	22	0	2	4	9	1
9	170	19% (33)	12	0	1	3	5	1
10	208	21% (43)	21	1	0	4	1	2
11	180	25% (45)	21	3	2	3	14	1
12	87	9% (8)	2	0	0	1	1	0
13	69	12% (8)	3	2	0	1	1	0

Total amount of PPG received	£174,365
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PP Learning Mentor provides support to individuals as well as providing support to the running of different programmes. The successes of some of the pupil premium resource projects are contributed in part to the learning mentor. e.g. The elite Commandos project is made stronger by the background information, behaviour reports and monitor completed by the learning mentor which helps tailor the programme to individual needs to increase impact. The learning mentor also supports with homework club and in class support, proactively acting on teachers comments on PP passports.

High Cost High Impact

Pupil Premium Hardship Fund is used to provide a contribution for students to be able to access curriculum enrichment activities, in addition to this the fund helps support with uniform.

Low Cost low impact

Music Tuition – currently 8 students have been supported with additional music lessons

Low Cost Low Impact

Personalised support – English and Maths support programmes focus on individual needs in English and Maths at all Key stages. Also see sound training for reading and Mathematics below.

High Cost Medium impact

PP EWO – Works closely with families where attendance is an issue. Currently working with 24 PP students.

Medium Cost Medium Impact

Counselling – Support PP students wellbeing, and support them in their personal development. Benefits at risk or more vulnerable pupils. Currently in 2017-2018 27 PP students have been seen or are being seen by the school counsellor, a further 7 are on the waiting list to be seen in the near future

Medium Cost Medium Impact

Maths, English and Science TA support – Specialist TA support is being used in these core areas. The use of the TA varies but most are used for small group intervention work with key groups, so the students are able to catch up.

Behaviour Support – To support the improving behaviour picture at Archway. Working closely with the learning mentor to have input on academic side and homework where appropriate.

High Cost High impact

SLT Lead – Deputy Head who focuses on ensuring that pupil premium students are given optimum support to make as much progress as possible. Running narrowing the gap meetings to discuss individuals, championing initiatives like 'Think Pupil Premium First' and liaising with the learning mentor, EWO and other groups of staff to evaluate impact of different intervention programmes.

Pupil Premium Resources and targeted support is allocated spend which enables directly funded interventions to be provided to help compliment work across all areas of school life.

The allocated funds for this cost centre for 2018/19 is £38,000 as of 9/11/18 the remaining balance is £21,934 remaining. Known upcoming expenditure (Brilliant club, commandos, and day of KS3 maths teacher, Elevate, revision guides, careers and alternative provision) means that an estimated £5,000 will be carried forward although this be used for additional intervention strategies that rise throughout the year based on students' progress.

The following information outlines the directly funded interventions along with the impact of each across the whole school, more programmes are planned and once they are confirmed this will be updated.

Intervention:

SAMlearning

Context:

An online learning platform that has a proven record of improving performance.

Impact:

Increase disadvantaged students' progress. This is being monitored via SAMlearning intervention package.

Low cost, Medium Impact

Intervention:

Sound Training for Reading (October 2018)

Context:

To help improve the literacy skills of students who enter Archway School below a Level 4. Students follow a six week programme and attend small group sessions on a weekly basis. Students are identified by English and in Narrowing the gap meetings.

Impact:

The current year 7s that have completed the programme have shown on average a three year increase in reading age. 27 year 7 student completed the programme in 2017-2018 and increased their reading age on average by 2.5 years.

Pupil Survey September 2018 – 82% have found the programme useful.

Medium cost, high impact

Continuing into 2018-2019? – Yes as the results remain positive

Intervention:

Year 7 Maths Intervention (September 2018)

Context:

This is a programme tailored to the needs of the groups. It is a 6 week programme and will focus on every PP student in year 7 throughout the year. The programme is run afterschool but any students not being able to attend receive 1:1 support with the Maths passport.

It is run by two Maths teachers and early evaluation of impact is showing an increase in students recall and application of the timetables against a control group. Further PP groups will be taking the programme throughout the year.

In addition to this a day of a Maths teacher is to be used for KS3 catch up in January 2019

Low cost, medium impact.

Continuing into 2018-2019 – not in the current format, having run it once the teachers are going to try a new strategy

Intervention:

The Brilliant Club (Next intake January 2019)

Context:

Having successfully delivered the programme last academic year to a group of year 10 students, it has been rolled out into other year groups in KS4. The Brilliant Club aims to provide opportunities for students from non-selective state schools to be proportionally represented at highly selective Universities. It aims to ensure that students are being challenged in their learning and that their aspirations remain high. Students undertake 6 University style tutorials, delivered by a PHD lecturer, and submit a final assignment. Small group tuition, independent homework and feedback have been proven to be effective tools following research undertaken by the EEF.

In 2016/17 of the 12 year 9 students 1 gained the equivalent of a 1st on their final assignment, 7 gained a 2:1; 3 gained a 2:2 and 1 gained a 3rd.

12 Year 10 students are currently on the programme with 12 Year 8 students going on the programme in March.

Impact:

During year 10 student voice and 1-2-1 interviews with SLT and the majority (10/12) of the students said it made them think about applying to university, something they would not have considered before the programme.

11 Year 8 students completed the programme in May 2018 and 4 achieved a 1st in their assignment.

Pupil Survey September 2018 – 100% have found the programme useful. Many going on to explain that it has helped them think about going to university and helped with their essay writing.

Low cost high impact

Continuing into 2018-2019 – Yes with the first cohort in January 2019

Intervention:

KS3 PP Narrowing the Gap Meetings (NTG) (next meeting November 2018)

Context:

These take place 4 times a year with the second in department for maths and English along with the Head of Key Stage 3. Interim grades are analysed with targeted actions for identified students. Actions could encompass additional one to one support or small group work intervention, mentoring, homework club, booster club sessions. In addition to this, information is fed back to the respective departments and any follow up actions monitored.

Impact:

In 2017/18 PP progress in

Year 7 89% of PP students have a positive progress 8 estimate in June 2018

Year 8 78% of PP students have a positive progress 8 estimate in June 2018

Low cost medium impact

Continuing in 2018-2019 – Yes, as this time is useful to ensure the students have the correct interventions in place.

Intervention:**Elevate education (Feb 2019)****Context:**

30 year 11 students took part in a half day workshop focusing on improving examination techniques. The sessions focused on Memory Mnemonics and Ace your Exams.

This programme is also run for the whole of year 10

Impact:

Feedback from students was positive highlighting improved self confidence in revision techniques and ideas.

Low cost, medium impact

Pupil Survey June 2018 – 100% have found it to increase their confidence in revision.

Intervention:**Young Entrepreneurs Competition – Dragons Den (March 2019)****Context:**

80 year 9 students, combination of all the pupil premium students and some non-pupil premium higher prior attainers, have been identified to participate in a first round competition to create an innovative business idea that could be promoted and developed to the business sector. Research indicates that the average recorded vocabulary for children from socially deprived background is significantly lower than those from professional families. The Young Entrepreneurs Competition was specifically targeted to improve self-confidence, teamwork, leadership and oracy skills as all groups had to lead presentations for their innovative business idea. This with take place in March 2018

Impact:

In 2016/7 1 group of 5 boys won the school round competition and progressed to the County Finals, held at GCHQ. These boys successfully beat competition from a number of private and grammar schools to win the overall event in the County.

In 2017/8 the group were again ranked highly in the county finals.

Low cost, medium impact.

Intervention:

Elite Commando Mentorship Programme (September 2018)

Context:

The programme is delivered by ex Royal Marines for 1 double lesson a week for a 10-12 week programme. Mentorship programme works on the social and emotional mindset of each individual.

Impact:

2017/8 the programme ran for Year 8 and Year 7 students, as 56% of all BfL referrals were attributed to PP students. After the programme there was a 5-10% drop in the number of referrals for the students involved.

Low cost high impact

Pupil Survey September 2018 – 82% found the programme useful. With comments like it ‘helped me through school’ coming from the students involved.

Intervention:

1-2-1 Careers interview

Context:

To ensure every year 10 and 11 student has a 1-2-1 careers interview.

Impact:

Increase aspiration and help students identify what they they to do in school to achieve their goals. Help with applications for college to lower chances of NEET.

Low cost high impact

Ongoing support:

- Additional intervention targeted through NTG KS4
- Open house training agreement – for students not able to attend Archway
- Mentoring from ‘the Door’
- Delivery of additional morning maths sessions by HoD
- Delivery of Easter revision sessions in maths and English and some additional subject areas
- Deployment of PP Learning Mentor to work with students placed on C4
- Revision packs provided for year 11 students in their respective subjects
- Use of MINTclass by staff to help with additional information regarding students

Review of progress takes place after each data cut. A new strategy will take place July and in confirmed September when the data and the new cohorts barriers have been assessed.

Yr 7 Catch UP Premium Expenditure – Archway received £13066. A majority of this money was spent on Sound training for reading intervention, please see above. The rest is funding a two Maths intervention programmes (also see above).