

Spending and Impact Report of Pupil Premium 2015/2016

Allocation; £141,035.00

LAC and Catch Up; £34,523.72

Brine Leas School for the year 2015-16 was allocated £141,035 for our disadvantaged (Pupil Premium) students. This report outlines how the money was spent and the impact it had. At the centre of our approach is "Quality First Teaching;" we believe that the most effective support for disadvantaged students is provided by high quality teaching in the classroom. In addition to this we sought to maximise the progress and attainment of the students by means of specific intervention programmes, bespoke pastoral support and removing the barriers impeding students from benefitting fully from our wide range of curriculum enrichment opportunities. Following Maslow's Hierarchy of Need, we feel strongly that our students need to be provided with basic support that other students receive readily. Part of the funding is used to make sure students can attend school, have the correct equipment and uniform or work in a suitable environment. These areas are discussed and analysed in this impact statement.

Curriculum Support

Extra English and Maths Staff - £26,022.00

We have employed additional hours in both Maths and English to specifically target and work with disadvantaged students to help them meet their potential in the subject. As both member of staff are part time their hours are limited and focused initially with small groups of KS4 students.

Overall Impact

We had many success stories from students who benefitted directly with this support.

66% of Y11 English students achieved 3 LOP

58.3% of Y11 Maths students achieved 3 LOP

There were some key disadvantaged students that had very difficult stories in the final year at school and these members of staff helped those student's complete coursework and achieve a grade towards continuing their education.

We feel this intervention is worth using again, but look to target their session more efficiently and place support in with students earlier in KS4.

Resources Budget - £11,318.09

We support our disadvantaged students by providing them with resources they require to complete the course. This included study guides, set texts, calculators, revision packs etc... Other students would pay for these themselves, but we know this is not as easy for this group of students. This policy of providing resources runs across all year groups and subjects.

Overall Impact

It is difficult to measure the impact of this support, but we feel it goes back to giving students the basics to be successful and will continue to do so in future years.

Curriculum Plus - £7,574.00

We had an in-year admission of a student from South Africa who had large gaps in her learning. She had no prior attainment to compare against, but took the decision to allocated some hours to give her additional Maths and English as a replacement for an option block.

Overall Impact

She achieved a C in both Maths and English. Although this cannot be compared to prior attainment it did give her a qualification to continue with education at KS5.

We have no intention to run Curriculum Plus next year as the demand is not great enough within this cohort, but would consider in future spending.

TUTE/NISAI packages - £5,500.00

We explored a range of packages for students to access learning 1:1 over the internet. We tried them in Science and Maths during lunchtimes and after school. We also looked at supporting our students with poor attendance by using these programmes.

Overall Impact

Maths (CBR)

Student	Starting point predicted grade	April predicted grade	4 th Feb (assessment)	11 th Feb Substitution	25 th Feb FDPs	3 rd March Angles in polygons	10 th March Equations of lines	17 th March Transformations	14 th April Translation	21 st April Volume
A	E	E								
B	D	D		X		X		Art	X	
C	D	D	X	X	X	X	X	X	X	X
D	D	D		X	X		X		X	X
E	C	C		X	X	X	X	X	X	X
F	D	D	X	X	X	X	X	X	X	X
G	C	C	X	X			(Sam)	(Sam)		
H	E	E	X							
I	E	E	X	X	X	X	X	X	X	
J	C	C	X	X	X	X	X	X	X	X
K	D	D			X					
L	D	D	X	X	X	X		X		

Student	Starting point /pred. grade	April pred. grade	4 th Feb assmnt	11 th Feb Substitution	25 th Feb Percentages	3 rd March Pythagoras	10 th March Bearings	17 th March Volume – lots missing due to business exam	14 th April Similarity and scale factors	21 st April
M	C	C	X	X		X			X	X
N	C	C		X	X		X	(Billy)		
O	D	D		X						
P	D	D	X	X	X			X	X	
Q	D	D	X	X	(Amy C)				X	
R	C	C	X		X	X	X	X	X	X
S	E	E	X	X	X					
T	D	D	X	X	X			X	X	
U	D	D	X	X	X	X	X		X	
V	D	D		X	(Molly)	X	X		X	X
W	C	C	X	X			(Joe H)			
X	D	D	X	X	X		X		X	

- Pupil voice is largely negative: a lot of students have voted with their feet and even the ones who are still attending regularly tell me that they don't feel that the sessions are helping them especially.
- I think if we were to run it again for maths we would need to target it at a different audience.
- Perhaps to use it as intervention at the end of KS3 to try to get them ready to start the GCSE.
- Even the conscientious members of the group have struggled to attend each session because they've clashed with art exams or business studies exams etc so I think aiming it lower down at school would help to get the attendance up.

- I also think the students lower down in school would be a bit more forgiving (some of the year 11s were really annoyed in one session when the teacher loaded up last week's slides and tried to teach them the same lesson).

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Science (SGY)

Student	Target Grade Science	DC4 predicted grade (before TUTE)	Current predicted grade
A	C	C	D
B	B	D	E
C	B	B	C
D	B	C	D
E	A	B	B
F	A	C	C
G	B	C	D
H	B	C	B
I	B	C	D
J	B	C	D
K	B	C	D

	Session 1 Biology unit 2 exam skills	Session 2 Chemistry unit 2 exam skills	Session 3 Physics unit 2 exam skills	Session 4 Biology unit 2 exam skills	Session 5 Chemistry unit 2 exam skills
A	N	✓	N	✓	N
B	✓	✓	N	N	N
C	✓	N	N	N	N
D	✓	N	✓	✓	N
E	✓	N	✓	N	N
F	✓	✓	N	N	N
G	✓	✓	N	✓	✓
H	✓	N	✓	N	✓
I	N	N	N	N	N
J	N	N	N	✓	N
K	N	✓	N	N	N

Comments from SGY:

- The 'current predicted grade' data I asked for off teachers this week.
- Obviously, the data doesn't look brilliant but there have only been 5 TUTE sessions and as you will see, despite sending letters home, emails to progress tutors and reminders in briefing, getting the pupils there has not been easy.
- I asked child 'E' (out of all pupils she probably engaged the most during the sessions) for some feedback and she said – the sessions were helpful and she liked the focus on exam skills and practice but in the end, she didn't feel that they were any more helpful than 1 to 1 or small group tutoring sessions with a science teacher.

Conclusion (EFH)

- There are logistical problems in delivering this intervention: effectively only one room and delivered in lunchtime and after school
- For some of the pupils, who are hard to engage, this was problematic
- Pupils are used to high quality teaching and they seemed to have spotted a difference in quality
- They like the personal attention that we always give them and in this instance, this seems to have worked against us

- This method of intervention works well for lots of schools, but it is not something I would recommend going forward for KS4. This is especially considering the practical problems surrounding delivery
- Maths have suggested it might be something to be considered for KS3

Learning Support Provision

LEC - £5,956.00

As a school, we provide all students with our Learning Enhancement Centre. This is a space where students who have injuries, reduced timetable, need re-integration or have additional 1:1 or small group tuition, can learn. The space is supplied with resources and technology to support that learning and is manned by a full-time teaching assistant. The space is also used for homework clubs before school, lunchtime and after school. We estimate that disadvantaged students use this space for 30% of time and have budgeted based on this.

Overall Impact

This space is well managed and the amount of learning taking place is evident daily. Pupil feedback on the LEC is positive and for some key Y11 students there would have been a low attendance and poor outcomes without it. We will continue all Brine Leas students with this space in the future.

KS3, KS4 and PP Coordinator - £27,300.00

These members of staff have been employed to support our disadvantaged students with their learning and to build a strong relationship to overcome barriers to learning. This involves in small group learning sessions, 1:1 meetings, communication with home, support with parent's evenings, attendance support etc...

Overall Impact

Although difficult to evidence, this has been our most successful intervention. We have seen an increase in disadvantaged students attending the prom, parent's engagement, improved motivation and new barriers identified. We will take this model and develop it further with new focus next year.

Mentoring - £14,909.00

We offer our students a variety of mentoring to support them through their time at Brine Leas and to help them make progress. We have a student support (Pastoral) coordinator who mentors students with behavioural issues to help them remain focused in lessons, not distracted and to achieve. We also pay two counsellors as trained professionals to help students cope with pressure in education and all aspects of life. This goes a long way to support growing mental health concerns both in education and Brine Leas School. We finally have a selection of mentors from the local rotary club and Methodist church. They work with our students for no charge and we cover the costs of their DBS checks.

Overall Impact

The direct impact of this support is difficult to measure, but in the case of our student support coordinator, he was able to make sure three of our students sat their examinations and did not have a permanent exclusion for concerning behaviours. In today's climate, a counsellor in education is essential to ensure that our disadvantaged students feel they are listened to and supported. Finally, our mentors came into school of the morning of each exam to give last minute words of encouragement, food and drink. We will be continuing with this level of support moving forward.

Motivational Placements - £7000

We have two motivational placements running in school to help students to remain motivated about their education, to see the end goal, to have career opportunities in the future and to approach learning from a different angle. 5 Disadvantaged students in KS4 took part in the weekly work

experience placements set up by 'Changing Education'. Their placements ranged from working with Butchers to Mechanics and Bentley. 10 Disadvantaged students took part in the RESPECT programme in Y8 and 9 delivered by the fire service. This was about boundaries, discipline and respect. We finally supported a student to get some basic trade qualifications by working with Trade Skills for the final term of his time at Brine Leas School.

Overall Impact

Student A - -1.89

Student B - -1.506

Student C – 0.045

Student D - -0.08

Student E – 0.11

Although the Progress 8 schools are negative for some of these students, the motivational placement was essential to keep these students in school and have been referred to throughout for the extreme circumstances that they lived with. We feel this is an important intervention for future use.

Welfare Support

Visits and International Trips - £16,447.50

At Brine Leas School, we believe some of the best quality education is provided outside the classroom via trips to venues such Hampton Court, London for History or Media City, Salford for Media students. We run these trips at a cost to parents who are happy to cover those costs, but for our disadvantaged students this is not always possible. We then use funding to make sure they are given these same opportunities.

Some of these trips can be residential like our Year Seven Transition visit to Anglesey which is essential for all students, especially the disadvantaged for settling in and joining the school community. Some trips can be further afield and we run a policy of giving these students an opportunity each year and offering to cover a percentage of the cost. These life experiences are priceless and act as an excellent motivational tool.

Duke of Edinburgh - £658.00

The value of Duke of Edinburgh for all our students is clear in the skills they achieve around team work, communication and life skills. The qualification also acts as a great addition to CV's of students as well. For our disadvantaged students, we felt that this would be an excellent opportunity for development of independent skills and a motivational tool for the future.

School food, Uniform, Transport - £13,673.55

At Brine Leas School, we feel that disadvantaged students need to feel comfortable in school and have the basic elements to make sure they have the opportunity to flourish and achieve. We spent a lot of funding on taxi transport for two extreme cases through social care who felt that our school was the one positive and consistent element to their lives. We also make sure that students can walk the corridors with the correct uniform without feeling like they stand out. Unfortunately, we also experience students who do not eat before school or have a poor diet which is negative towards their abilities to learn. We provide healthy options for students to make sure they are fuelled for education.

Extra-Curricular Opportunities - £5547.00

There is evidence to show that students who can show the learning abilities and skills to play an instrument or to commit to a sport club, they can apply this to their learning. We offer students to take part in trampolining, free-running, dance and musical tuition. These also help to make the school experience enjoyable for disadvantaged students.

Breakfast Club - £447.91

We provided the opportunity for some of our disadvantaged students to come to school early and revise, complete homework. We provided breakfast and the support of a TA. This benefitted some of our students who struggled to work in the home environment of an evening.

Prom Trip - £1,214.75

Our student voice told us that for nearly 100% of our students, the prom at the end of Year Eleven can be the most effective motivation. Through the PP Coordinator, disadvantaged students agreed but felt the cost completely restricted them, so we set aside funding to cover tickets, photos and outfits for the event.

Overall Impact

Each of these interventions are influenced by the demand of each cohort and individual student. We will continue to identify barriers to learning and provide the appropriate support need for students to achieve. We will build on the success of the Duke of Edinburgh award and the prom. We will assess the need for a breakfast club in the new year.

LAC and Catch Up Spending - £34,523.72

All Brine Leas LAC students are supported by Virtual Schools. We lead PEP meetings for all students and working with the student, careers and social workers set targets and discuss the spending of Pupil Premium Plus funding. The interventions vary depending on the barriers to learning each LAC student displays. Each term the impact is evaluated and new targets are set. The funding is controlled by the Virtual Schools and we will continue to work with them to spend efficiently.

See the Catch Up analysis below –

27 Students across KS3 were identified due to their low reading score for Catch Up in English. This involved coming out of timetabled lessons to work in smaller groups with a focus on reading and comprehension. Of those 27 students through intense intervention, 7 Year 7 students made progress and came in line with expected reading in mainstream, 7 Year 8 students made progress and came in line with expected reading in mainstream and 7 Year 9 students made progress and came in line with expected reading in mainstream.

INTERVENTION

- Small group intervention in LEC for all English lessons using RWI .
- 1;1 sessions in LEC
- Individualised reading work.
- Access to Lexia

14 Students across KS3 were identified as being below 95 and requiring support to catch Up with Mathematics. Through a selection of interventions including small group work, Kerwhizz maths programme, Sum buddies morning sessions, Collins Maths Frameworking intervention Booklets and others, all students met the required level for their age group and returned to lessons.

Overall Impact

A dramatic improvement in reading ages and maths abilities for 35 of 41 identified students. The small group support and Learning programmes aided students to access learning with the rest of their year group.

Below is an analysis of some of the students who unfortunately did not meet their expected levels of progress due to extreme home life and mental health situations and through our support were able to produce grades to not become NEET.

Student A

Maths	-	D	target	-	A
English	-	D		-	B
Science	-	D/U		-	B

Student A did not attend school at all in Y11. This was due to suffering heavily with anxiety and depression. CAMHS were in full support of education being second to mental health. We worked closely with medical needs tutors, led a CAF and organised examinations at home with staff invigilating. We supported her with our own careers advisor and set her up to begin an apprenticeship after her GCSE's.

Student B

Maths	-	D
English	-	C/D
Science	-	D/D
MFL	-	E
Music	-	D
IT	-	E
D&T	-	U

Student B joined us during Y10 as an in-year admission. He was struggling at his previous high school with behaviour. He was a young carer for his mother and his father was in and out of his life as an alcoholic. Sadly, in the Christmas of Y11 Student B's mother died and he lived alone for several weeks before being privately fostered by a family friend. Student B's response was to give up on

many aspects of life and we had to work very closely with him to get him to attend the examinations. He now attends South Cheshire College and continues his education. **There is no prior data for target setting due to the in-year admission.**

Student C

Maths	-	F
English	-	F/F
Science	-	E
Catering	-	E
Textiles	-	E

We took Student F at the beginning of Y10 through the Fair Access Protocol as a student who has changed school three times during her secondary school period. She suffered greatly with depression and was under CAMHS. She also had a lot of difficulties at home and was classed as a CIN by social care. **There is no prior data for target setting due to the in-year admission.**

Student D

Maths	-	G	target	-	D
English	-	F		-	D
Science BTEC	-	Pass		-	Pass
Graphics	-	E		-	D
Music	-	E		-	D

Student D was a student from adoptive parents who had a variety of attachment issues throughout his school life. As he got older the challenges with his behaviour increased and he pushed support away including his own parents. Through the adoptive team he became a CIN as his risk-taking behaviour escalated outside of school. At Christmas of Y11 he left the family home and went into emergency foster care 45 miles away from school. Student D was taxied daily for 60% of the school day until his examinations that summer. Through our careers advisor we helped Student D to start a KS5 course at South Cheshire College.

Student E

Maths	-	D	target	-	A
English	-	B/B		-	A
History	-	C		-	A
Science	-	C/C		-	A/A

Student E is an extremely bright, Autistic student who suffered greatly with anxiety and depression. He has been heavily under CAMHS for most of his school life and struggled to attend school consistently. He is also a young carer for his mother who was very unwell and suffered with depression. As a school, we worked with the family and social care as a CIN. Student E now attends our Sixth Form.

Student F

Maths	-	D	target	-	A
English	-	C/U		-	B/B
MFL	-	B		-	B
Science	-	D/E		-	B/B
PE	-	B		-	B
Catering	-	C			

Student F suffered with severe depression for the entire Y11. She overdosed on paracetamols weekly and more than 30 tablets each time. The pressure of life, family and education over loaded her. She is bright, but missed a lot of attendance at school. CAMH's were involved throughout and she continuously worked with Tier 4 CAMHS. Health was the priority.