

Pupil Premium Intervention Evaluation 2015-16

Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
1.1 ONE TO ONE/SMALL GROUP TUITION – JAN FERRIS					All progress judged over 1 data point
To identify students not making academic progress in core subjects (English and Maths). To identify those working below their target grade.	Disengaged in lessons. Students not meeting their current potential and falling behind in mainstream lessons. Students lacking the basic skills required in core subjects.	Improved engagement and attainment through offering tailored 1:1 support to suit individual needs.	Improvement in Current Grade in targeted subject area. (English or Maths)	Key Stage 3 – 1x 50 minute 1:1 tutoring session per week for 10-12 weeks.(during school hours)	225 Students across KS3 and KS4 accessed 1:1 tuition throughout academic year 2015-2016. 140 Made progress in their targeted subject area. (62.2%)
			Key Stage 3 -Students CG on report in chosen subject prior to intervention compared with CG on report in chosen subject after intervention (for example: Student identified from Autumn 2 data compared grades with Spring 2 data)	Contact made with home to discuss current level of progress so parents can support – advice on how to support students at home also given when home visits made.	Key Stage 3 77 students accessed 1:1 tuition in English 61% made progress in English (50.6 % by 1 or 2 sub levels and 10.4% by a whole level) 41 students accessed 1:1 tuition in Maths 71.9% made progress in Maths (52.6% by 1 or 2 sub levels and 19.3% by a whole level)
			Key Stage 4 – Students CG on report in chosen subject prior to intervention compared with CG on report in chosen subject after intervention (for example: Student identified from Autumn	Key Stage 4 – 1x 1 hour 1:1 tutoring session per week for 10-12 weeks. (after school hours)	Key Stage 4 46 students accessed 1:1 tuition in English 45.7% made progress in English (37 % by 1 sub level and 8.7% by 2 sub levels or more) 45 students accessed 1:1 tuition in Maths

			2 data compared grades with Spring 2 data)		62.2% made progress in Maths (48.9% by 1 sub level and 13.3% by 2 sub levels or more).
To identify students struggling with their reading and comprehension abilities.	Disengaged in lessons. Students not meeting their current potential and falling behind in mainstream lessons. Students lacking the basic skills required in core subjects.	Improved engagement and attainment through offering 1:1 time working on a specialist programme aimed and improving reading and comprehension.	Improvement in Reading age according to the Catch Up Literacy measurements.	2 x 15 minutes reading sessions per week for 10-12 weeks (during school hours)	19 students accessed 1:1 reading Intervention 100% students made progress in their Catch Up Literacy age. (42.1% by 1 level and 57.9% by 2 levels or more)
1.2 SIEVE MK –JAN FERRIS					All progress judged over 1 data point
To identify Black and Minority Ethnicity students not making academic progress in core subjects (English and Maths).	Students may be disengaged in lessons. Students not meeting their current potential.	Improved engagement and attainment through offering tailored support to suit individual needs.	Students CG on report in chosen subject prior to intervention compared with CG on report in chosen subject after intervention.	Students attended SIEVE MK project for 3 hours per week. This was small group English and Maths tuition throughout the academic year.	48 students accessed the support package 54.2% made progress in English (16.7% by 1 sub level and 37.5% by 2 sub levels or more) 29.2% made progress in Maths (20.9% by 1 sub level and 8.3% by 2 sub levels or more)
To identify those working below their target grade.	Students lacking the basic skills required in core subjects.				

1.3 READING PROGRAMMES – JULIE LINE

Year 8-9

<p>To increase average reading age for students who are PP.</p>	<p>PP students could be behind fellow students in reading age and this could inhibit their ability to engage fully in lessons.</p>	<p>To assist and improve reading knowledge/skills.</p>	<p>Students show improvement. Gap between PP students reading age against peers has narrowed.</p>	<p>Accelerated Reader Programme offered to students from Sept to June. Individual & independent work with fortnightly library sessions offering both individual and group support.</p>	<p>Pupil Premium Average increase in reading age 21%</p> <p>Of 82 students who took 2 or more STAR tests 65 students showed improvement or remained at the same level.</p> <p>Percentage of PP students showing improvement: 78%</p> <hr/> <p>Not Pupil Premium. Average increase in reading age: 19%</p> <p>Of 213 students who took 2 or more STAR tests 163 students showed improvement or remained at the same level.</p> <p>Percentage of students showing improvement: 76%</p>
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Year 7

<p>To increase average reading age for students who are PP.</p>	<p>PP students could be behind fellow students in reading age and this could inhibit their ability to engage fully in lessons.</p>	<p>To assist and improve reading knowledge/skills.</p>	<p>Students show improvement. Gap between PP students reading age against peers has narrowed.</p>	<p>Accelerated Reader Programme offered to students from Sept to June. Individual & independent work with fortnightly library sessions offering both individual and group support.</p>	<p>All students (including PP Students) 300 students took 2 or more STAR tests.</p> <p>Average increase in reading age: 41% Pupil Premium Students.</p>
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					131 Pupil Premium students took 2 or more STAR tests. Average increase in Reading age: 35%
1.4 COUNSELLING SERVICES – AMANDA HORLICK/LUCY MCGROARTY					
Improving a young person's attainment and engagement in education by allowing them separate space and time to work through their personal difficulties.	Inability to engage fully due to emotional turbulence in their lives or poor mental health.	The aim of the intervention is to increase emotional resilience to improve engagement in learning and in turn attainment levels.	The Core Young Persons form and Outcome Star are used to measure wellbeing of young people engaging in the services offered. These are measured pre and post intervention.	Students undergo a comprehensive initial assessment, looking at difficulties they are facing that present themselves as barriers to education. Students are then offered the option to engage in 6-8 weeks of 1:1 counselling. As an alternative, students can also access a 6 week group programme looking at self-esteem and assertiveness.	165 assessments have been carried out by a qualified counsellor; 102 of these young people went on to access internal 1:1 counselling support, 6 accessed group support (self-esteem or assertiveness workshops), 14 were supported in accessing services outside of school, whilst 17 chose at the time of assessment they were not ready to engage in support.
				Students can also be referred on to outside agencies, including Brook, Compass, Service six and Stop Smoking Clinic. Those with moderate to severe mental health concerns can also be referred to Child and Adolescent Mental Health Service.	40 young people and their parents accessed the confidential e-mail support and counselling drop in service offered in the Progress Centre.
					26 students were supported in a referral to the Child and Adolescent Mental Health Service. Without the comprehensive assessment service at Stantonbury these young people and their families may not have been

					successfully directed into the service or even know about its existence.
					8.4% of young people in assessments were currently self-harming. This is followed up with the designated Child Protection Officer at the school and a mental health screening with CAMHS.
					The Core YP's form showed a 68% increase in the young person's wellbeing and our Outcomes Star showed a 91% increase in their outlook and ability to handle difficulties in their lives.

Footnote : The drop in numbers, and/or % seen, reflects the fact that there was a gap in new appointment to post of Therapeutic Coordinator following early maternity leave. The new post is also part time and pro-rata. Additional time has also been spent overseeing new Counsellors. Due to the confidentiality of the service there were also some students that required reassessment when the position was filled.

1.5 OUTREACH ACADEMIC SUPPORT – JAN FERRIS

To offer outreach support for parents/ families regarding students' Academic achievement.	Students unable to access mainstream curriculum due to individual circumstances (Example: medical needs)	Students to access some level of education in the home whilst awaiting long term support through another support service (Example: Medical	Students will engage in education in their core English and Maths.	1:1 home Tuition where needed. Between 2-6 hours per week depending on need.	Students are now accessing education until they are able to access a long term provision such as Medical PEC/PEC. All students identified to progress centre as in need were offered and accessed support on weekly basis (when possible).
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		PEC/CAMHS/PEC) Parents up to date with information on how they can support students at home using online resources (Example: my maths)			
1.6 ATTENDANCE – CHRISTOPHER TYLER/DERRICK HARRIETT					
To improve overall School attendance	Low attendance Parental disengagement. Poor timekeeping. Students disengaged with learning. Medical needs effecting ability to attend school.	To Improve attendance to achieve national average. (94.8%)	An increase in overall student attendance.	Issuing of Medical Evidence letters	315 medical evidence letters were sent out for 15/16 This time last year 535 students had been off ill with 2451 sessions missed. So far this year 493 students have been off ill with a total of 1967 sessions missed
		Parents will take responsibility for ensuring their child attends school.	To ensure parents encourage and support their child in attending school.	Issuing of Fixed Penalty Warning Notice	232 warning letters were sent out for 15/16 Up to this time last year 162 students had O's missing a total of 969 sessions. So far this year 160 students with O's missing 982 sessions
		To reduce unauthorised absences	To stop attendance falling	Issuing of Fixed Penalty Notice	40 FPN's issued
		To engage parents about concerns	Parents will support their child to attend	Parent meeting	75 parent meetings

		regarding attendance and punctuality.	school regularly and on time.		
		To improve attendance.	School attendance increases and parents/students reengage with school.	Prosecution meetings with Senior Intervention Officer	20 prosecution meetings
		Challenge students to improve overall tutor group attendance.	An increase in overall year group attendance.	Attendance Challenge. Tutor groups are challenged to achieve the highest level of attendance amongst their year group, with the winning tutor group being awarded with pizza lunch.	This was an intervention that worked well last year for students that have good attendance. Students and staff enjoyed the competition in each year. As a result we have increased this to every half term.
		To increase individual attendance to above 90%	Attendance increased above 90% for individual students.	Staff speaking with students	Last year when we ran an intervention where individual students were spoken to by staff there was an average increase of 1.2 over a 3 month period.
		To support medical students whilst they are not able to access school.	Students engage with the online programme and maintain access to core subjects.	Edclass	So far this year 4 students have been using Edclass with 142 sessions marked as B
<p>Having reviewed our work last year it was clear that sending out fixed penalty warning notices did not work as well as we had hoped. Because of this we liaised with the Senior Intervention Officer and managed to get the FPN letter and the prosecution letter combined. Speaking with parents last year had an average increase of 1.16%. As a result of the combined letter and FPN letters having limited impact we have increased the amount of meetings held with the Senior Intervention Officer so we are getting parents in at a much earlier stage. So far this term we have had 33 meetings booked in with the legal Intervention Officer.</p>					
2015-2016			2016-2017		
W/B 7/9/15	94.49%			W/B 5/9/16	94.71%

W/B 14/9/15	93.89%	W/B12/9/16	94.61%
W/B 21/9/15	92.73%	W/B19/9/16	94.43%
W/B 28/9/15	92.72%	W/B 26/9/16	94.25%
W/B 5/10/15	92.83%	W/B 03/10/16	94.02%

1.7 CLA SUPPORT – JAN FERRIS

<p>To identify CLA students and ensure they are supported and achieving their full potential.</p>	<p>Students could require additional support due to their emotional wellbeing, which may be more impacted by a CLA than a student living in the family home. Their emotional wellbeing may have a negative impact on their behaviour and ability to focus and engage in lesson to their full capacity. This could impact on their overall level of progress or personal aspirations.</p>	<p>CLA students to be achieving in line with their peers by raising aspirations and providing bespoke 1:1 support to ensure they are making progress.</p>	<p>CLA Students to be engaged in lessons as well as attending school each day. It is hopeful that increased engagement leads to an increase in their target levels.</p>	<p>Students to be offered a range of support depending on individual needs. Support package to include (as desired)</p> <ul style="list-style-type: none"> • 1:1 tuition in core subjects • Regular meetings with CLA Worker • Ride High • Access to other support services within school. • Principal meetings with CLA students after each report. 	<p>Where there are no additional learning needs present, CLA students are working in line with their peers with additional support in place. Where learning needs are present students are working at a lower level but extensive support is given to these students and they are making some progress. Staff feedback indicates students are engaged in lessons, making progress in line with their needs and are focused to achieve. All CLA students requesting Therapeutic support were given the opportunity to engage – all students did so successfully. All CLA students successfully engaged in 1:1 tuition for a set period of time as requested in PEP's. All PEP's up to date and support packages in place. Overall attendance for CLA students 90.1%</p>
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1.8 MK DONS – MARK O'CALLAGHAN

MK Dons 1 day workshop	Students at risk of not achieving a C grade in English.	75 % of students to achieve at least a C grade.	Majority of students achieving at or above a C grade. 10 students achieving A/B grades.	Offsite intensive English revision with 2 specialist teachers.	13 students achieved above projected grade including 10 achieving A*/ A/ B grades. 9 students achieved projected grade (including 5 who had been borderline) 3 students achieved below projected grade (all 3 had been borderline) Impact very positive = 88%
	Students at risk of not achieving a C grade in Maths.	75% of students to achieve at least a C grade.	Majority of students achieving at or above a C grade.	Offsite intensive Maths revision with 2 specialist teachers.	20 students achieved a C grade including 1 who achieved above projected grade. 6 students achieved below a C grade (including 5 who had been borderline) Impact positive = 77%

1.9 – EDCL – MARK O’CALLAGHAN					
ECDL level 2 /GCSE equivalent exam	36 students at risk of not achieving Progress 8 qualifications	All students to achieve at least a pass	Progress 8 /Levels of Progress improved and adding to school’s figures	Holiday and training day sessions with identified cohorts	100 % pass including: <ul style="list-style-type: none"> • 3 LoP=97% • 4 LoP=70% • 5 LoP=31% • 25% *A/A/B equivalent • Average grade = B Extremely positive impact.
2.0 NARROWING THE GAPS – GARETH MASSEY					
Improve the overall attainment and progress of 16, Year 10 HPA White British Boys	De-motivated, disengaged and poor attainment progress	Improve students attainment, progress, motivation and aspiration.	All students to improve progress and attainment across all subjects. Students to be more motivated and raising aspiration through the mentoring programme.	Mentoring programme with VWFS	Average grade per student increased over the year from C- to a C. Average points per grade per student increased from 23.87 to 29.63. Through student feedback via a questionnaire all 16 students felt that the program improved their confidence, motivation, organisation and career aspirations.
2.1 PERSONALISED LEARNING – SIMON GLANVILL					
11PLe	Attendance (only 2/14 students above 95% whole school attendance)	To increase attendance in lessons and improve whole school %	Students will improve attendance in the learning hub and actively take part in the curriculum provided. Support for exam subjects such as	Reward system in lessons for positive and active participation and attendance.	The whole school attendance figures for this class for 2015-16 was 60% (well below the required amount). The attendance of this class in Learning Hub lessons was 19.6% higher at 79.6%. It is also interesting to note that in each student’s

			English & Maths alongside ECDL and other core life skills delivered in a fun and engaging way.		individual case their attendance % was higher for the days when they attended lessons in the Learning Hub.
11PLe 9/10 ASPIRE	Disengagement	To play a positive and active part in the courses offered.	Students take part in a number of activities with external providers. First Aid, art therapy, self-defence and life skills.	External provision organised on a rotation basis with certificates issued every 6 weeks.	Numbers of students who successfully passed: First Aid 1 Year Cert = 27 First Aid 3 Year Cert = 16 Art Therapy = 37 Self Defence cert = 35 Mk Dons Cert = 35
9/10 ASPIRE	Accessible Curriculum Qualifications	Offer the COPE Bronze award	Students with SEN/EAL & other needs will be entered for the COPE Bronze award. Some will then continue to the next level Silver.	Delivered as part of the Aspire Award and also using evidence from external provision for student folders.	The 19 selected students successfully completed the COPE Bronze certificate.
11PLe	Disengagement & Attendance – linked to lack of Aspiration	Improved engagement and attainment	Students will improve attendance and engagement through participation in extended Work Experience	Extended placements arranged with a variety of employers and linked to student aspirations and career choices.	For 6 of our students the reduced timetable and extended work placements allowed them to complete the school year successfully. They each then took exams in core subjects and made expected progress.
11PLe 9/10 Aspire	Handwriting and speed of writing and basic skills in English & Maths.	To improve the basic function of writing, grip and control of pen.	To improve the quality and speed of his written work. To undergo functional	SEN handwriting course delivered in the Learning Hub. For skills online resources	10 students required & completed the handwriting course. Each student improved the quality and speed of written work.

		Speed for exams. Provide support for English and Maths GCSE.	skills preparation for Maths, English.	for Functional English, Maths and ICT.	50 students completed materials to support English and Maths using For skills at levels Entry3-L2.
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2.2 – THE OUTDOORS PROJECT – MICHELLE COLE/ANDREW SIMMONDS

To identify students who are disengaged from PE lessons.	Students struggling to enjoy and engage with PE lessons due to their lack of confidence and low self-esteem. Students are often reluctant to work within a team due to these barriers which has an impact on their success in PE.	Students will complete their Sports Leaders level 1 qualification. They will work successfully within a team to try new activities, build their confidence and self-belief which ultimately ensures they engage better with PE lessons.	Students will successfully achieve their Sports Leaders Level 1 qualification. Students will have improved enjoyment levels in PE after the Intervention. Students will also have increased levels of confidence both in PE and other lessons across the curriculum.	Practical sessions which do not follow traditional sports covered in PE. A week long residential which enables students to develop their personal skills away from the Campus.	All students successfully completed Sports Leader Level 1 award. 21 students took part in the residential aspect of the project. Every student that attended the residential experienced improved levels of enjoyment in PE as a result of the programme. 95% of students that took part in the outdoors project stated that their confidence in other curriculum lessons had also improved as a result of the intervention. (80% stating it had an impact on all other lessons). All students felt that they had developed new skills as a result of participating in the outdoors project. (inc. Teambuilding, resilience, conquering fears, communication and self-esteem)
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