

Pupil Premium 2014-2015 – report to Governors, November 2015

Rationale

Archbishop Tenison's School is committed to educating all pupils at the highest possible standard, regardless of their academic or social background. As a church school, we feel it is imperative that we strive to offer disadvantaged pupils the same, or even better, life chances as their peers. We endeavour to devote the appropriate strategies and educational interventions to enable to fulfil their academic and emotional potential during their time at this school.

The government has quite rightly put a focus on disadvantaged pupils and in doing so provide a 'premium' that is intended to allow schools, and other providers, the funds to close the gap in terms of academic attainment and learning progress. In 2015/16, this amounts to £935 per year for each child who has ever been identified as being disadvantaged. This is usually driven by the child receiving Free School Meals at primary school. If the child is adopted or in foster care, the 'premium' rises to £1900 per year. In 2014/15, the school received £105,800 – see attached summary for further details. We currently have 122 disadvantaged pupils on roll across years 7-13 and this should bring in £110,660 in funding.

PP (Pupil Premium) is spent in two ways at Archbishop Tenison's: first, through strategic decisions about staffing and curriculum (for example, the decision to add an extra Maths group in Year 10 or to provide study support instead of entering that child for French GCSE) and second, on an individual pupil basis (for example, paying for 1-to-1 tuition or purchasing ICT equipment). We have recently had an interesting staff development day on the effectiveness of interventions and are looking at the advice from the Sutton Trust (<http://www.suttontrust.com/>) as well as the Education Endowment Foundation (<https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/>) on ways to improve academic success and social mobility. This has benefits for our PP pupils as good teaching and learning affects all pupils, not just disadvantaged ones.

Impact Assessment

The Senior Leadership Team and the Governors of the school monitor the impact of PP funding through a range of methods:

- Data on levels of academic progress / learning scores (via termly Progress Checks) / exam performance
- Qualitative reports based on interviews and case studies with pupils / staff / parents and carers
- Reports by HODs on the progress of PP pupils in their subjects / impact of interventions
- Questionnaires completed by pupils.

A full report is to be compiled on the previous year's progress and impact and to prompt discussion about initial targets for the year ahead.

Disadvantaged pupils – the context so far

According to the Department of Education, in 2015 38% of disadvantaged pupils at Archbishop Tenison's achieved 5A*-C including English and Maths. This was just above the national average, but significantly lower than the overall performance of the Year 11 cohort.

We established at last year's governor's meetings that we would follow the advice of John Dunford, a former head teacher and General Secretary of ASCL, currently acting as the Government's Pupil Premium Champion. He lists five questions all governing bodies, senior leadership teams and teachers should be asking:

1. Do we know where the attainment gaps are in our school?

Yes. We have detailed progress data on levels of progress – see attached example for the current Year 11 pupils. Julia Benmati currently produces a range of data summary sheets for all year groups which are used by the SLT and Heads of Year to inform curriculum reviews and interventions.

2. Do we all know who our Pupil Premium pupils are? Have we accessed the Key to Success website?

<https://www.keytosuccess.education.gov.uk/schools/>

Yes. We have a much better knowledge of PP pupils although we still have to push parents and carers to supply us with the information. Note – there is a much lower number of PP in Year 7 (13) than in Year 8 (33) and we are currently writing to all Year 7 parents and carers to see if we have missed any through our normal admissions process.

3. Have we accessed the evidence of what works to accelerate disadvantaged pupil progress?

See the EEF teaching and learning toolkit at <http://educationendowmentfoundation.org.uk/toolkit/>

Yes. Through our staff development day, our staff performance targets and through our work with Anna Robinson and the SEN team.

4. How are we planning and targeting our activities for Pupil Premium pupils?

See <http://www.ofsted.gov.uk/resources/pupil-premium-analysis-and-challenge-tools-for-schools>

Working towards – for example, we are targeting Maths in Year 11 and looking at developing meta-cognitive programmes that can support a range of pupils, including disadvantaged pupils.

5. How do we know our activities are having an impact? What evidence are we gathering to share with Ofsted? See <http://educationendowmentfoundation.org.uk/library/diy-evaluation-guide>

Working towards – this document forms a starting point, but we aim to develop more qualitative evidence in order to support the comprehensive statistical data that we currently capture. We currently have summary documents for all of our Looked After Children (LAC means they are currently fostered or accommodated in another way by the local authority; adopted children do not come into this category), see attached example. We currently have 5 LAC. As well as this, we also have Summary of SEN Provision documents for our Special Educational Needs pupils, see attached example.

Overall, we are in a much better place to answer these questions than this time last year, but we have to do more work to see if our interventions are having a positive impact.

The aim for this academic year

This is to be decided at Governors and the next SLT meeting – but it might be that we set a figure of 60 to achieve 5A-C for the current Year 11 group. Other suggestions are: establish a working group of teachers who are interested in the pedagogical benefits of the recommendations of the Education Endowment Foundation and Professor Coe's work. Work with Anna Robinson to develop deliverable programmes on metacognition. We need to centralise the evidence that we already have and develop systems which can measure the impact of our interventions.*

Breakdown of Pupil Premium pupils by year groups 2015-2016

Year group	
Year 7	13
Year 8	33
Year 9	28
Year 10	18
Year 11	20
Year 12	6
Year 13	4

