

Duchess's Community High School - Pupil Premium Grant: 2015-16 Expenditure (from April 15 to March 2016)							
Amount	New or continued cost	Pupil Premium used for	EEF summary of effects	Brief Outline of intervention, including details of year groups and pupils involved, and the timescale	Intended Impact on our Pupil Premium Pupils	R A G	Actual impact: what did this activity achieve?
Free School Meals / Looked After Children funding£136,600							
£8,000	C	Support for essential school trips, music tuition, learning materials	+ 3 Months Moderate impact for moderate cost, based on limited evidence. Arts participation + 2 Months Low impact for low cost, based on moderate evidence. School uniform-0 months. Very low impact for very low cost based on very limited evidence.	Support curriculum enrichment and residential visits examples could for children that are in receipt of FSM include funding music tuition, D&T materials, educational visits, support for funding aspects of school uniform. It is important that children feel a part of the community.	To promote access to a wide range of activities / enhancing personal, social development and providing opportunities otherwise not available. Facilitate inclusion and progress learning. Increase the confidence of the child which will improve the whole child's self-esteem/provide opportunities otherwise not available.		At least 38 clubs/activities in 13 different departments offering many opportunities. Increase in confidence, self-esteem and aspirations, expanded friendship groups. Increased knowledge and understanding which transferred into increased engagement in lessons and improved outcomes. Supplying materials allowed students to achieve at least EP or more in controlled assessments. Improved social and emotional and behavioural skills. Improved Attitude to learning
£35,000	C	Supporting the cost of key members of staff to allow extra time to support PP students and their families (attendance, learning, progress, and behaviour)	Behaviour interventions- + 4 Months moderate impact for a high cost. Attitudes to learning. +4 months moderate impact based on extensive evidence	Time allocated to:- Directors of Learning Staff member for Looked After Children Pastoral Mentors Manager of Internal Exclusion Unit Pupil Premium Champion	The confidence of individuals will be improved and engagement nurtured in this highly supportive environment. Interventions monitored. Shadowing/Learning walks completed and Pupil Voice activities completed with results given back to staff. Results for all PP pupils challenged in subject meetings to ensure that interventions are in place and appropriate evidenced by feedback and impact data. Within lessons, pupils demonstrate an increased desire to learn. Progress will be at least in line with their Expected Progress if not better.		External reviews provide evidence of impact. Work trawls and student voice evidence show continual improvement in effective marking and feedback. Students know their starting points and how to improve. (dept M&E, External reviews) Intervening early has allowed student to catch up and improve outcomes. Intervention records show persistent and varied strategies have supported students in the vast majority of cases. CPD sessions raising awareness with colleagues on the needs of DA and how to support them has expanded capacity to focus on this cohort. Improved ability to use data more effective. (Meeting minutes)
£15,000	C	Careers advice and guidance Working with independent advisor		External visit for yr11 to careers fair in Newcastle. 1:1 interviews with leadership mentor in yr11 to inform option choices, with follow up meetings once choices have been made.	Raise individual aspirations. Future pathways explored and outlined. Pupils supported to make informed decision on next steps.		Student voice indicates increased awareness of options at Post 16 and a rise in aspirations. Increased motivations in lessons. Improved attitudes to learning. (PC data) 48% yr11 have gone to study in 6 th form 43% in education/training elsewhere.

				Careers interviews with independent advisor for yrs 10 & 11.		
£ 30,765	C	Literacy programme in Year 9 and follow up activities in yr10. Increase in English staffing to generate smaller teaching groups and increase intervention opportunities at GCSE.	Small group tuition + 4 Months Moderate impact for moderate cost, based on limited evidence.	To facilitate delivery of a range of additional targeted 1:1 and small group intervention strategies to accelerate learning. Facilitate smaller teaching groups and extend opportunities for increased intervention and support with	Pupils improve in confidence with their literacy skills; their reading ages of targeted individuals increase. Pupils progress from starting points improves and therefore attainment at GCSE	Early identification. Improved confidence and competence in reading. 70% Of students improved reading score, and ability to access curriculum materials. (literacy data KD analysis) Yr11 Results/outcomes Eng lan or lit DA 79% v non DA 82%
£5,000	C	Appointment of Attendance Support Officer (50% of salary) + liaison with EWO and wider LIST team to improve attendance and 'readiness for learning'	Parental involvement.	This officer will assist the school in helping to raise the attendance of targeted pupils-Liaise with parents, pupils and staff to maximise attendance and support with work missed during absence. Home visits and mentoring in school.	Attendance % will increase Reduce PA. Support individual pupils and raise engagement with parents. Pupils and parents feel supported with attendance issues / are clear about the impact of low attendance and how they can best support their child. Attendance is an area of focus and raised awareness for all stakeholders.	Majority of PA students in Year 9 and 10 showing improvements in attendance but as yet no major change to overall PA stats for DA students. Remains a key focus for the school. Supporting your child evenings and assemblies raise awareness of the importance of attendance Attendance officer records evidence interventions and support given to students and parents. EWO meeting highlight DA PA for early action. 10% PA for DA = 34.66 non DA = 12.46 Overall abs: DA 10.43 non DA5.21 (NCC analysis) case studies available.
£5,000	C	Maths intervention programme in order to raise achievement and progress– includes liaison with KS3 programmes in Middle Schools.		Time allocated for focused liaison with middle school colleagues, allowing continuity and progression across KS3. Increased staffing allows for smaller teaching groups in yr11.	Links with middle schools enables pupils to experience a seamless transition to high school. Personalised maths provision. Students gained confidence in their mathematic ability. Positive increase in GCSE Maths outcomes	Yr11 results DA Expected progress =45% v non Da EP =78% Actions for improvement to be identified.
£1,000	C	Improve transition information and tracking of PP students – to make sure there is no loss of learning or motivation	Behaviour interventions- + 4 Months moderate impact for a high cost.	We want to ensure that all pupils transfer to us as seamlessly as possible. Our visiting teacher finds out if any child is at risk of slow progress. This facilitates timely support. Designated staff support vulnerable students integration to high school through day visits. Relevant information collated by DOL	Pupils arrive at DCHS ready to start learning as they are comfortable with their environment. Survey children and parents. Visits to the High School will build early social/friendship links and provide these pupils with advance information of their new school - build up confidence. Survey pupils	Induction day in July very successful (student and parent voice) Transfer of data and info between phases ensured needs were communicated and actions put in place for Sept. (DOL) Parent feedback from support your child evening in Oct indicate smooth transition for students. Where concerns arise DOL and pastoral mentor are in close contact with parents/guardians. Evidence indicates students health and well-being needs are being met (Student &Parent voice) <i>Will expand &remain a focus into 2016/17 with 3 year groups moving up at once.</i>

£20,000	C	Delivery of a wider curriculum (enrichment) to support and motivate pupils who need access to a wider choice – eg Choysez, GUST, Land Based Studies, Public Services, Hair and Beauty Buying in of external staff to run some courses		Land Based Studies, Public Services, Hair and Beauty buying in of external staff to run some courses. Engage and enrich learning for pupils who choose to study these courses at KS4. Explore and engage opportunities for External Provision for a small number of pupils.	Results outcomes for Public services and Hair and Beauty. Monitoring and Evaluation of External providers and pupils progress on these courses.		Alternative education continues to be an avenue for a small cohort of students with very complex needs – case studies available. It is an area that we are constantly reviewing to improve the outcomes of students. Sept 16 Alt Ed currently under review with new providers and opportunities to improve outcomes for students. Work experience, alternative qualifications and as well as GCSEs in core subjects build the learning package for those students who struggle with the current provision Student voice shows that these subjects remain important in engaging students across school.
£4,000	C	Development of software and admin support to support evidence gathering of intervention for PP students and its effectiveness.		Pupil Passport systems established and analysed by DoLs and Pastoral / Learning mentors to identify further individual intervention where necessary. Develop a system of recording interventions from all stakeholders to streamline and focus interventions for targeted individuals.	Interventions personalised to pupils needs. Pupil concerns identified early and targeted intervention employed to support pupil's health and well-being as well as learning and progress. Key roles:- tutors, class teacher, keyworkers, DOLs, data manager, SLT		Introduction and training with 4 matrix allows all stakeholders quick access and analysis to data. Some staff would benefit from further training in this area. 4 matrix produced specific reports for DA tracking. Streamlining of some processes has allowed easier access to information by a wide range of relevant colleagues. Allowing a student's needs to be met quicker. These systems continue to evolve with the introduction of key worker, journeys of expectations and passports being developed.
£12,835	N	T&L CPL Training sessions on Feedback and Magenta Principles		Devote significant time to extending the practice of teachers in providing feedback that supports learning gains. Feedback: Continuing to identify best practice, particularly with student involvement to ensure consistency across the school. Introduction of the magenta principles –exploring engagement in learning and differentiations. Focus: What are students doing with the information	Focused feedback to improve learning and ability of student to move forward. Increased engagement in lessons, therefore increased attitude to learning and achievement.		Feedback:*/EBI/DIT evident in work scrutinies (dept. and external reviews) Student feedback is positive in respect of marking and feedback (external and internal reviews) Impact from Lesson obs shows increased interaction and engagement of students in their learning. <i>Magenta Principles beginning second year of development as focus for whole school CPL sessions.</i>

Services Children funding received £14,100						
£ 7,147	C	Appointment made of Pastoral/Learning Mentor specifically for Services Children (job spec available)	Behaviour interventions- + 4 Months moderate impact for a high cost. Attitudes to learning. +4 months moderate impact based on extensive evidence.	Support services students through the pastoral system e.g. mentoring	To help confidence, developing coping strategies. Building friendship groups.	Mentor regularly meets with students 1:1, setting targets and plans in place to meet individual needs e.g. progress and attendance. Where needs can't be met in school mentor liaises with external agencies. Impact is that the vast majority are quickly brought back on track to meet at least expected progress.
£ 18,000	C	School bid in (Sept 15) with the Ministry of Defence for funding across all four schools		See bid application re how funding has been spent + impact analysis sent to MoD	Supportive dialogue so learning is not negatively impacted on Pupils make good progress made across Years 9 to 13	See bid analysis for impacts
	£1,000	Clear links with RAF Boulmer – proactive conversations. Meeting times / Cover etc		Clear coherent communication to support families	Supportive dialogue so learning is not negatively impacted on Pupils make good progress made across Years 9 to 13	The direct links with RAF Boulmer are limited however links with services in the community are growing for example Youth group and CYPB. Impact f these yet to be measured
	£1,000	Data systems established and analysed by pastoral mentor to identify service children's needs re progress, achievement, behaviour and attendance.		Real time analysis to improve support and intervention Immediate intervention for key students struggling to cope	Supportive dialogue so learning is not negatively impacted on Pupils make good progress made across Years 9 to 13	Systems are in place e.g. SIMs and 4matrix which make accessing and analysing data easier, quicker and more effective allowing early identification of concerns and therefore early intervention opportunities.

The Plan for use of Pupil Premium funding in 2016 to 2017 include:

- Continue to focus on developing outstanding classroom practice that raises attainment and progress for all students, especially those identified through Disadvantaged funding (as relevant items mentioned above)
- Ensure that all disadvantaged students receive independent high quality information, advice and guidance at key transition points
- Develop a program in each year group to raise aspirations
- Continue to focus on attendance of disadvantaged students and bespoke interventions to reduce barriers and improve where necessary.
- Transition of students from middle schools will be key this year with 3 year groups moving up so there will be a specific Disadvantaged focus to ensuring this runs as smoothly as possible.
- Development of the key worker approach supporting student all round experience in school through the journey of expectation.
- Early identification of students who may be liable to under-achieve and support plans implemented quickly.
- Target Disadvantaged boys in particular to diminish the gap between DA boys and non DA boys by 50%
- Target More Able Disadvantaged to ensure stretch and challenge to raise aspirations and achievements.

