

The context for Pupil Premium allocations in 2017/18 (562 students)

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupil premium funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units. It is paid to schools according to the number of pupils who have been:

- Registered as eligible for free school meals at any point in the last 6 years
- Children who have been looked after continuously for more than six months or who are children who have parents in the armed services.

Priorities for 2017-18

Make sure the gap narrows between progress and attainment outcomes for all children entitled to Pupil Premium support compared to those not receiving such support.

Our rationale is that our use of any available Pupil Premium monies will cascade our investment to ensure we raise standards for all pupils, but particularly those children whose families are in receipt of Free School Meals

At Dyke House College the Pupil Premium enables us to, both directly and indirectly, provide a number of additional support and interventions for those pupils highlighted to needing it most.

Our Principles for the use of our Pupil Premium Allocation:

The Pupil Premium allows us to develop and invest in our pupils, in the four areas we feel to be key to their success:

1 Progress and Attainment

2 Inclusion

3 Behaviour for personal development and welfare

4 Aspirations

1 Additional funding directed through the Pupil Premium grant has strengthened our school's actions to ensure we demonstrate academic achievement and increase progress outcomes for all.

Expectations are high for all pupil groups and individuals. All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.

1 Promoting our ethos of inclusion and our dedication to providing pupils with equal opportunity to succeed, irrespective of their socio- economic circumstances. We do not equate deprivation and challenge with low ability. Not all pupils who qualify for the Pupil Premium are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for Free School Meal benefits. We therefore focus on the needs and levels of progress of all pupils. In providing support we will not socially isolate pupils. Therefore, it is likely that all groups receiving additional support will be a mix of pupils receiving the Pupil Premium allocation and those not entitled to this support.

1 The Pupil Premium will support children through investment in personal development. Strategies and interventions are implemented to ensure the personal and academic development of all pupils. This will improve attendance, maintain high standards of behaviour, and ensure the development of pupils attitudes and personal qualities.

1 In order for pupils to succeed they need to build resilience, through taking on new challenges and being open to new experiences. Through extra and additional challenges and incentives, pupils develop in a way that sees them relish challenge rather than fear failure. The quality of resilience is essential for success in life and work, as well as education. The concept of personal reward and gain, in addition to personal pride in success, is important to achieving this. As a college we are committed to ensuring pupils are given the opportunity to increase their cultural capital and experience new and exciting challenges. Alongside this we will continue with innovative programmes such as "Brilliant Club", "Shine" and "Future Scholars".

Roles and responsibilities:

Governing Body:

- The governing body approves the overall strategy for deploying pupil premium funding prepared by the Executive Principal and presented in the School Development Plan (SDP)
- The governing body will hold senior and middle leaders to account for implementing the school's strategy and for evaluating its impact on the achievement of targeted pupils
- The Chair of governors to ensure that the pupil premium grant is used to support eligible pupils within the context of this policy
- The Chair of the Achievement and Curriculum Committee is the governor designated to evaluate the impact of increased support on the achievement of targeted pupils
- At Dyke House College, the Executive Principal and Head of College retain overall responsibility for leading the pupil premium strategy.
- The Vice Principal will have overall responsibility for evaluating the impact of the school's chosen support programme.
- The Vice Principal (data) will produce trajectory targets for reducing gap between pupil premium pupils and their peers over three years matched to the SDP.
- The Vice Principal (data) will produce termly reports for the governing body, showing the progress made by pupils entitled to the Pupil Premium grant as well as produce projections for each academic year
- Subject leaders are responsible for the progress of all pupils within their subjects and will contribute to reports to the governing body through the Vice Principal (data)
- All staff are expected to have an in-depth knowledge of all pupils they teach and support, especially pupils with disabilities and special needs and those who qualify for additional funding through the pupil premium grant
- Class and subject teachers are responsible for the progress made by all pupils
- All staff will give pupils clear feedback that helps them to improve their work
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• Pupil premium strategy statement

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| 1. Summary information | | | | | |
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| School | Dyke House Sports and Technology College | | | | |
| Academic Year | 2016/17 | Total PP budget | 525,4070. | Date of most recent PP Review | October 2018 |
| Total number of pupils | 1257 (including ACE pupils) | Number of pupils eligible for PP | 562 (50%) | Date for next internal review of this strategy | December 2019. |

| 2. Current attainment | | | |
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| Based upon Y11 results June 2017 (93 pupils eligible for PP) All= Full year group= 194 pupils. | | Pupils eligible for PP (not including re-marks) | Pupils not eligible for PP (national average) |
| % 5+ in English and Maths | | 43% (all) 33% PP (31/93 pupils) | Data un-validated for National figures-due February. |
| %4+ in English | | 67.7% (63/93) | |
| %4+ Maths | | 66.6 (62/93) | |
| Progress 8 score average | | +0.4 (all) PP +0.21 | |
| Attainment 8 score average | | 49.2 (all) PP 45.3 | |

| 3. Planned expenditure | | | |
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| Academic year | | 2017/18 | |
| i. Targeted support | | | |
| Desired outcome | Chosen action / approach | Staff lead | When will you review implementation? |
| Improving attainment within English & Maths for PP pupils | 1 to 1 Mentoring (across NET-tutor works with targeted pupils in English & Maths) | HOC | Department internal test data/ Mock exams/ teacher data. Weekly/monthly/termly. |
| Improving attendance of PP pupils. | Targeted actions to improve any attendance gaps between pupil premium children and whole school | VP/ behaviour & Attendance | Weekly (Systems revised and evidence of impact seen in improved trend week on week). Attendance Officers - focus on targeted PP initiatives Total Commitment: £17258 |
| Narrowing the attainment gap between PP and Non PP pupils. | Targeted actions to improve any achievement gaps between pupil premium children and whole school | HOC/ All SLT | Weekly KS4 RAG meetings (Academic and pastoral) |
| Improving outcomes for high attaining PP pupils. | Developing shared strategies through Whole school CPD/tracking STEPS data across terms. | AH Pupil Premium | Weekly KS4 RAG meetings (Academic and pastoral) |

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| Increased parental engagement through targeted parents' evenings/contact with home. | Analysis of STEPS data and incentives to attend (parents and pupils) study sessions/Parents' evenings. | HOY | Weekly KS4 RAG meetings (Academic and pastoral) |
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| Improving reading skills and literacy skills across the curriculum to enable pupils to access exam texts in KS4. Promote wider reading and engage with a variety of texts. | <p>Significant changes have been made to the morning literacy programme in light of QA feedback last year:</p> <p>Introduction of a "Word of the Week" that is explored each Monday and shared across the College. All staff are expected to use the 'word of the week' as part of in-class discussions across subjects.</p> <p>Introduction of a weekly SPaG rule which is taught each Monday and tested each Friday. All staff are expected to use the SPaG rule as part of a starter activity across subjects.</p> <p>Shared reading now involves all students in the same year group working on the same novel/ text choice each term in order to facilitate sharing of good practice.</p> <p>Twice each half term, CH to deliver CPD to improve aspects of the morning literacy programme with learning guides to embed good practice.</p> | AH Literacy | <p>Termly/fortnightly meetings with Literacy lead.</p> <p>£47050 per term Total Commitment: £141150</p> <p>Lexia= Y7 - £9539 Y8 - £5367 Y9 - £5193 Y10 - £4398 Total Commitment: £24497</p> |
| For pupils to receive timely and targeted intervention to aid | Y10 & Y11 intervention sessions (AM &PM) | VP (Designate) Curriculum | <p>Weekly KS4 RAG meetings (Academic and pastoral)</p> <p>Total Commitment:</p> |

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| progression and understanding across subjects. | | | £30714 |
| TA support targeted to support SEN PP pupils | TA support | AH- SEN | Weekly KS4 RAG meetings (Academic and pastoral) Y7 - £35244 Y8 - £35493 Y9 - £28174 Y10 - £32735 Y11 - £17269 Total Commitment: £148915 |
| For 'below level' pupils to make accelerated progress and be able to access KS4 curriculum. | Special Projects | AH- Project | Weekly KS3 RAG meetings (Academic and pastoral) Teacher 1 – £27746 Teacher 2 – £17999 T&L resources £800 Total Commitment – £46545 |

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| For pupils to receive the support and interventions they need in a timely way. | Pastoral Support/ Pastoral RAG Interventions with pupils to support their success in lessons and reduce behavior: Change of seating plan in lessons if you see a particular trend/Parental Meetings/Multiagency collaboration/Monitoring cards/Mentoring (Pastoral team, SLT) Positive phone calls home each day they succeed/Peer mentoring/Time out card/Support in lessons/Possible change of class/ Possible change in LG group | HOS/All SLT | Weekly KS3/KS4 RAG meetings (Academic and pastoral) Behaviour & Support mentors x 2 £67455 Progress Leaders £63402 Total Commitment – £130857 |
| To provide information, opportunities and support for pupils, parents and staff in order to raise aspiration and achievement throughout Dyke House College and cluster primary schools. | Aspirations | Aspirations co-ordinator | Teacher 1 - Aspirations lead £24750 per annum Total Commitment: £24750 |
| To support pupils in college/co-ordinate multi agency support. | Health mentoring and support | In- college Health Workers | Weekly KS4/KS3 RAG meetings (Academic and pastoral) Support staff x 2 Total Commitment: £28982 |
| Total budgeted cost | £593667 | | |

4. Review of expenditure

| Previous Academic Year | | Pupil Premium for 2016/17 - £504,725. 642 pupils | | |
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| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Accelerated progress in Reading attainment for all year groups | Early Intervention to support reading and literacy led by LG's during AM session each day | In Year 9, 75% of students have improved their RA from December to July. 51% of Year 9 students have improved by at least 6 months , and 23% of Year 9 students have improved by over 12 months in this period. In Year 8, 85% of students have improved their RA from December to July. 69% of Year 8 students have improved by at least 6 months , and 25% of Year 8 students have improved by over 12 months in this period. | Programme to be adapted (Sept 2017) | £47135 per term Total Commitment: £141405 |
| Accelerated progress in Reading and Literacy across KS3 | Lexia intervention - Led by TA's | Data is based on the academic year September 2016- to July 2017 Reading tests took place July 2016 and December 2016 (See Lexia progress made Data at the bottom of this sheet) | Programme to be adapted (Sept 2017) | Y7 - £11974 Y8 - £ 7185 Y9 - £4790 Total Commitment: £23948 |

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| Targeted support in lessons leading to improved outcomes and progress over time (measurable at AP's throughout the year) | TA support | Targetted Progress clubs for PP pupils. 1 to 1 interventions from RAG- PP first. Extra 4 lessons of English or Maths for example. | TA support timetable adapted due to move away from SWS structure. | Y7 - £34585 Y8 - £27129 Y9 - £46748 Y10 - £16907 Y11 - £52784 Total Commitment: £178154 |
| Pupil Progress meeting analysis to highlight the increased attainment of individual pupils as well as the attainment and progress of groups, including those entitled to Pupil Premium | Progress Clubs - Intervention groups | 2016/17 P8 score +0.4 (all) PP +0.21 | RAG meetings in Y10 & Y11 to provide targeted support. | Y7 - £14362 Y8 - £11423 Y9 - £24514 Y10 - £49662 Y11 - £55281 Total Commitment: £155242 |
| Accelerated progress and early intervention for low attaining students | Special Projects - Project based learning for students entering DHC with low KS2 levels (Y7,8&9) | Year 9 - 9/12 pupils met/ exceeded their end of year target 75% End of the academic year they were merged with E band as they were similar or exceeding the levels in E band. Year 8 - 8/13 met/ exceeded target 62% Year 7 - 9/14 met/ exceeded target 61% | Program to be adapted (ongoing) | Teacher 1 - £27188 Teacher 2 - £16332 T&L resources £1000 Total Commitment - £44520 |

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| <p>Analysis of wider school indicators, including class behavior data, attendance and punctuality data - with demonstrable improvements</p> | <p>Staff provision for pastoral support in each school (PL, AHOS, E. Williams, J. Greening)</p> | <p>Tracking sheets 2016/17 38% decrease from term 1(a) to term 3(b)</p> <p>Summary: Sept – Oct = 1827 Oct - Dec = 1684 (reduced) Jan - Feb = 1630 (reduced) Feb - Apr = 1651 (increased) Apri - May = 1371 (reduced) May - July = 1130 (reduced)</p> | <p>New behaviour system rolled out across all year groups.</p> | <p>Progress Leaders x 5 £60284 per annum</p> <p>Teacher 2&3- Behavior support and mentoring - 64766 per annum</p> <p>Total Commitment: £125050</p> |
| <p>Analysis of students accessing aspirational activities and tracking student destinations after leaving.</p> <p>Reduction in NEET figures</p> | <p>Aspirations program</p> | <p>Number of students involved in pre-16 Aspirations Programme 2016/17 965 (479 PP)</p> <p>Number of POLAR3 Quintile 1 pupils 613</p> <p>Number of pupils meeting high threshold widening participation criteria. 796</p> | <p>Changes to provision re: effects upon curriculum addressed.</p> | <p>Teacher 1 - Aspirations lead £33947 per annum Total Commitment: £33947</p> |
| <p>Analysis of the pupil attendance and punctuality data for those children entitled to receive the Pupil Premium grant</p> | <p>Targeted actions to improve any attendance gaps between pupil premium children and whole school</p> | <p>Weekly analysis to identify data with termly review between Lead Teacher and HOS to evaluate issues arising.</p> | <p>New RAG pastoral meetings/structures in place from Oct 2017.</p> | <p>Attendance Officers - focus on targeted PP initiatives Total Commitment: £22537</p> |

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| Holistic approach to pastoral and academic success. | Health mentoring and support | Reduction in poor behaviour/Joined up approach with Multi-agencies. | Attendance at weekly pastoral RAG meetings from Oct 2017. | Support staff x 2 Total Commitment: £ 28373 |
| Total Expenditure | £753176 | Ensuring the narrowing of the gap between attainment outcomes for all children entitled to Pupil Premium support compared to those not receiving such support - referred to as national attainment outcomes. | | |

5. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Lexia progress

Resolution - Current year 8

They attended Lexia 4 nights per week, sessions were 20 minutes long.

Group 1 – 24 pupils

0-6 months' increase in reading age 29.2%

7-12 months' increase 8.3%

12 months plus increase 62.5%

Group 2 - 22 pupils

0-6 months increase 18.2%

7-12 months' increase 27.3%

12 months plus increase 54.5%

Group 3 - 20 pupils

0-6 months' increase 20%

7-12 months' increase 15%

12 months plus increase 65%

Discovery – Current year 9

They attended either 2 or 3 sessions per week, depending on their reading ability/age. Their sessions were also 20 minutes long.

Progress made

Group 1 – 18 pupils

0-6 months' increase in reading age 16.7%

7-12 months' increase 38.9%

12 months plus increase 44.4%

Group 2 – 20 pupils

0-6 months' increase 25%

7-12 months' increase 30%

12 months plus increase 45%

Possible follow-up questions about disadvantaged pupils

- * How effectively has the school identified the main barriers faced by different disadvantaged pupils, in particular those with high prior attainment and those with low prior attainment who need to catch up?
- * How was the pupil premium funding spent to address the different barriers and how effective were the various approaches?
- * How might the progress and attainment of disadvantaged pupils in all current year groups compare with the 2017 progress and attainment?

Key findings from NFER report (https://www.nfer.ac.uk/publications/PUPP01/PUPP01_home.cfm) 'Supporting the attainment of disadvantaged pupils: Articulating success and good practice'

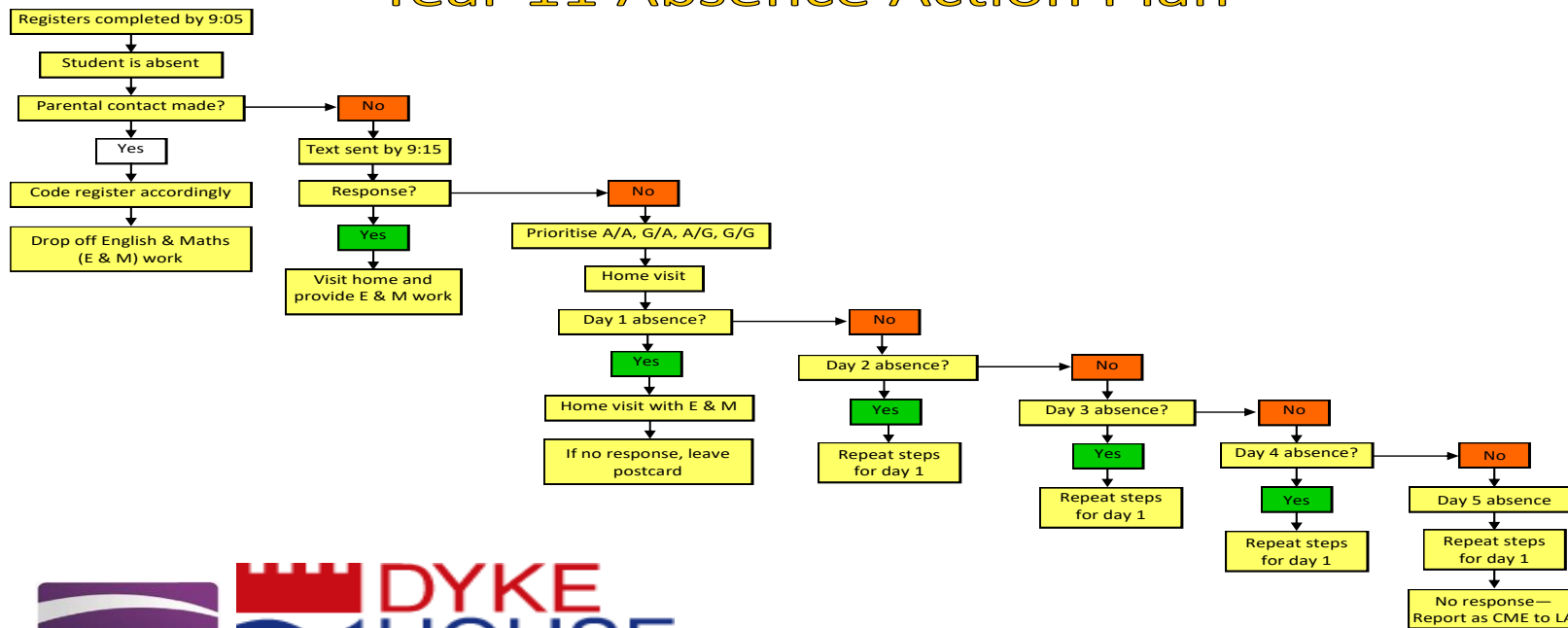
Schools have used an average of 18 strategies to support disadvantaged pupils since the Pupil Premium was introduced in 2011. Greater success for disadvantaged pupils was associated with schools using fewer strategies and a combination of metacognitive, collaborative and peer learning strategies

The way schools implement their strategies is important. The research identified seven distinct ‘building blocks of success’ including: an emphasis on achievement for all pupils, addressing the needs of individual pupils, using evidence in decision-making and responsive leadership

Schools’ typical pathways to improvement take around three to five years. Beginning with a focus on attendance and behaviour alongside quality teaching, schools can embed their support for disadvantaged pupils, and the most successful are able to contribute to system improvement

Certain school characteristics have a strong relationship with disadvantaged pupils’ performance. For example, lower performance was associated with higher absence levels and lower proportions of disadvantaged pupils. Schools in London and the North East had better results for disadvantaged pupils. However, these relationships do not entirely explain the variation in disadvantaged pupils’ performance, between otherwise similar schools, demonstrating that schools have meaningful scope to make a difference.

Year 11 Absence Action Plan



Small group tuition

Moderate impact for moderate cost, based on limited evidence.

Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.

How effective is it?

Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.

However, although the above pattern is usually consistent, there is some variability in impact within the existing evidence. For example, in reading, small group teaching can sometimes be more effective than either one to one or paired tuition. It may be that in these cases reading practice can be efficiently organised so that all the group stay fully engaged as each take their turn, such as in Guided Reading. The variability in findings suggests two things. First, the quality of the teaching in small groups may be as or more important than the group size, and there is evidence of the benefits of professional development on pupil outcomes. Second, it is important to evaluate the effectiveness of different arrangements as the specific subject matter being taught and composition of the groups may influence outcomes.

Given this uncertainty and the lower cost of small group tuition, it may be sensible to trial small group tuition as an initial option, before moving to one to one tuition if small group tuition is ineffective.

How secure is the evidence?

The evidence is limited and mainly relates to low attaining pupils receiving additional support to catch up with their peers. More research has been undertaken into paired tuition than other kinds of small group tuition, so the evidence for small group teaching across varying sizes of groups and at different levels of intensity is not conclusive and mainly comes from single studies. There are very few studies where group size has been varied systematically to explore the effects beyond one-to-two and one-to-three, so more research would be useful in this area.

To date the majority of the evidence comes from the USA. However, in recent years a growing number of rigorous UK studies have been conducted. In a 2014 evaluation Year 6 and 7 pupils made an additional three months' progress from Switch-on Reading, a structured programme involving small group tuition. In addition, an intensive coaching programme that involved one to one and small group tuition has an average impact of five additional months' progress.

A 2011 evaluation of Every Child Counts also found that the programme had a positive impact when delivered on a one to one basis, or with groups of two or three, with all group sizes making similar amounts of progress.

What are the costs?

Overall, costs are estimated as moderate. Costs decrease with group size, as the majority of the costs are for teaching time. The cost of paired tuition is approximated as £350 per pupil per term (based on two pupils receiving 30 minutes tuition, five times a week for 12 weeks) plus any resource or equipment costs, with one to three cheaper still (£233 per pupil).

Teaching assistants

Teaching assistants (also known as TAs or classroom support assistants) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely from school to school, ranging from providing administrative and classroom support to providing targeted academic support to individual pupils or small groups.

How effective is it?

Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits. The headline figure of one additional month's progress lies between these figures.

Research that examines the impact of TAs providing general classroom support suggests that students in a class with a teaching assistant present do not, on average, outperform those in one where only a teacher is present. This average finding covers a range of impacts. In some cases teachers and TAs work together effectively, leading to increases in attainment. In other cases pupils, particularly those who are low attaining or identified as having special educational needs, can perform worse in classes with teaching assistants.

Where overall negative impacts have been recorded, it is likely that support from TAs has substituted rather than supplemented teaching from teachers. In the most positive examples, it is likely that support and training will have been provided for both teachers and TAs so that they understand how to work together effectively, e.g. by making time for discussion before and after lessons.

Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. Though comparisons with qualified teachers suggest that teaching assistants tend not to be as effective in terms of raising attainment (achieving, on average about half the gains), studies suggest that benefits are possible across subjects and at both primary and secondary level.

How secure is the evidence?

Overall, the level of evidence related to teaching assistants is limited. A number of systematic reviews of the impact of support staff in schools have been conducted in the UK and internationally. However, there are no meta-analyses specifically looking at the impact of teaching assistants on learning.

Correlational studies looking at the impact of TAs providing general classroom support have shown broadly similar effects. One of the most recent studies, conducted in England, suggests that on average low attaining pupils do less well in a class with a TA present, compared to a class where only a teacher is present. More recent intervention studies, including two randomised controlled trials conducted in England in 2013, provide a strong indication that TAs can improve learning if they are trained and deployed carefully. Given the limited amount of existing evidence, these studies made a substantial contribution to the overall evidence base, changing the overall average impact from zero to one additional months' progress.

