

EVALUATION OF IMPACT

PP funding has a tangible impact on students at Dyke House. Key aspects of the intervention and impact are outlined below:

ASPIRATIONS PROGRAMME: £25,000

Year Group	No. Pupils	Aspirations Programme Engagement	Percentage
7	251	246/251	99%
8	251	105/150	42%
9	229	115/229	50%
10	207	77/207	38%
11	200	N/A	N/A
12	39	39/39	100%
13	50	50/50	100%
Lower School (7-11)	1138	543/938*	58%
Sixth Form	89	89/89	100%
Total*	1227	632/1027	62%

Data Explained: This year the Aspirations Programme has engaged with 62% of pupils in Years 7, 8, 9, 10, 12 and 13 (Year 11 data has not been included). Engagement with the Aspirations Programme constitutes involvement in a targeted strand including the Universities Programme, external or internal widening participation schemes (Brilliant Club, Shine, Future Scholars, Aspire to Be...), or a subject based visit or other opportunity meeting the Raising Aspirations Criteria. This does not include the Learning Guide Programme, which involves every child across each year group.

SPECIAL PROJECTS GROUP Yr 7 & 8 - £40,000

Name	Context PP	Reading Age (SEP)	Reading Age (Jul)	Progress Reading	English Dec	English July
	Y	8 years 1 month	11 years 10 month	3/ 9	3c	4c
	Y	8 years 3 month	9 years 1 month	10mths	2b	3a
	Y	9 years 11 month	10 years 7 month	8mths	3a	4b
	Y	8 years 1 month	9 years 5 month	1/ 4	3c	4c
	Y	7 years 3 month	7 years 8 month	5 mths	2b	3a
	Y	6 years 8 month	8 years 3 month	2/ 7	2b	3a
	Y	8 years 5 month	7 years 10 month	-7mths	3c	4c
	Y	6 years 11 month	8 years 6 month	1/ 7	2a	3a
	Y	6 years 3 month	7 years 6 month	1/ 3	2b	3b
	Y	7 years 9 month	9 years 5 month	1/ 8	3c	3a
	Y	8 years 8 month	9 years 0 month	4 mths	3b	4b
	Y	6 years 11month	8 years 8 month	1/9	2b	3c
	Y	6 years 10 month	8 years 6 month	1/8	2a	3c
	Y	9 years 10 month	9 years 11 month	1 mths	3b	4b
	Y	7 years 10 month	8.years 3 month	4mths	3b	4c
	Y	9 years 8 month	9 years 10 month	2mths	3a	4c
	Y	8 years 0 month	8 years 5 month	5mths	3b	4c
	Y	8 years 8 month	9 years 9 month	1/1	3a	4b

Data Explained: This year the pupils that are identified as PP within the project groups for year 7 & 8 made good progress in relation to their academic progress. The anonymised table above illustrates the progress made in both groups for reading age and English levels

HEALTH MENTORING AND SUPPORT: £14,500

Health Worker PP support 2015/16
21 safer referrals.
17 CAF common assessment frameworks.
6 LGBT pupils.
15 young people completed a 6 weeks specific counselling sessions
4 Disclosures and concerns.
8 CAMHS referrals.
10 Child protection conferences.
6 Initial child protection meetings.
27 Operation Encompass incidents.
14 young people CIN meetings.
All year groups apart from Year 11 6 sessions on PHSE.
34 year 11 pupils have accessed one to one sessions.
30 year 10 pupils have accessed one to one sessions.
38 year 9 pupils have accessed one to one sessions.
48 year 8 pupils have accessed one to one sessions.
22 year 7 pupils have accessed one to one sessions.

Data Explained: The table above indicates that the school health worker has worked with a large group of pupils across the school identified as PP for a wide variety of reasons. The work contributes to ensuring that the pupils feel safe and happy in school. The PASS audit and recent Ofsted findings support this. *(Arrangements for safeguarding children are effective and the overwhelming majority say they enjoy attending the academy and feel safe - Ofsted 2015).*

LEXIA SUPPORT: £53,170

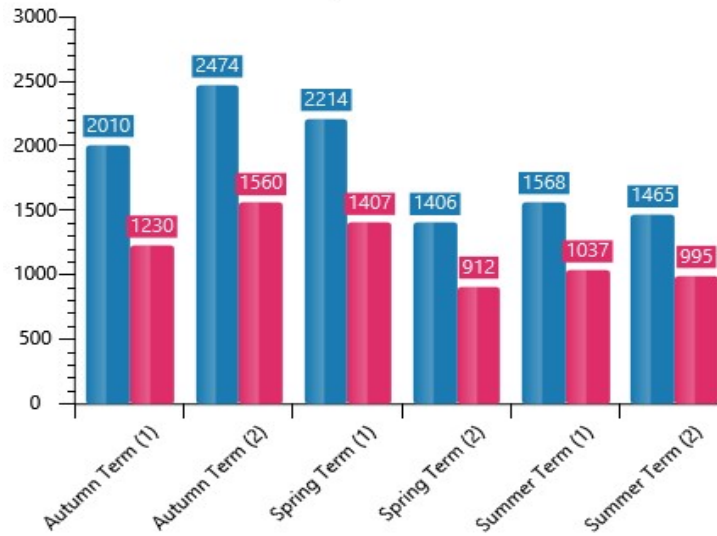
	Year 7	Year 8	Year 9
12+ MONTHS INCREASE IN RA			31%
9 MONTHS + INCREASE IN RA	72.5%	47%	13%
3-9 MONTHS INCREASE IN RA	20%	20%	21%
0-3 MONTHS INCREASE IN RA	7.5%	33%	35%

Data Explained: The table above identifies how our Lexia programme has accelerated the reading age for PP pupils in the year groups identified. This is an extra literacy intervention that identified groups receive in addition to the morning literacy programme.

STAFF PROVISION FOR PASTORAL SUPPORT IN EACH SCHOOL: £26,000

Behaviour incidents by Half Term [Last Year]

The count of students behaviour incidents by Half Term



Data Explained: The chart above indicates the amount of behavior for learning incidents from TS homework through to TS 5. The two colours indicate the total amount of incidents (blue) against the incidents for PP pupils (red). As you can see from the illustration above there is clear indication that the amount of behaviour incidents that occurred throughout the academic year decreased in both measures due to the tailored support from the pastoral support team.

ACADEMIC IMPACT WILL BE REPORTED FROM JANUARY 2017 WHEN ALL RESULTS ARE VALIDATED