

# PUPIL PREMIUM IMPACT REPORT

2018/19

## Contents

Executive Summary	Page 2
Budget Breakdown	Page 3
Cohort Analysis 2018/19	Page 4
Evaluation of Criteria	Page 4
Impact of specific spending from 2018/19	Page 4
Clear and Responsive Leadership	Page 6
High Quality Teaching for All	Page 7
Addressing Behaviour and Attendance	Page 11
Meeting Individual Learning Needs	Page 13
Deploying Staff Effectively	Page 22
Overall Summary	Page 23

Document Control	Date	Version	Comments
	4/12/19	5	

## Executive Summary

The purpose of this report is to identify impacts of the PP spend 2018/19 and assess the effects it has had on the key areas set out in the strategy 2018/19\*. The DFE provides the following guidelines:

“For the previous academic year, we recommend you publish:

- How you spent your pupil premium funding
- The effect that the pupil premium had on pupils” DFE 2018.

*\*Kindly note all KS4 results are based on exams analysis in Sep 2019.*

Document Control	Date	Version	Comments
	4/12/19	5	

**Pupil Premium Spend 2018/19 - Table 1: Budget breakdown 2018/19**

Document Control	Date	Version	Comments
	4/12/19	5	

St Paul's Way Trust School						
Pupil Premium						
Budgeted Income & Expenditure 18-19						
	Sept-Nov 18	Dec-Feb 19	Mar-May 19	Jun-Aug 19	Total	17/18 Spend
Payment schedule 18-19	Q1	Q2	Q3	Q4		
Funds received	Oct-18	Jan-19	Apr-19	Jul-19		
	£	£	£	£	£	
<b>Income</b>						
Funding for Trust	204235.75	204235.75	204235.75	204235.75	816943.00	
Secondary School funding	181519.87	169586.00	169586.00	151732.06	672423.93	
<b>Total income</b>	<b>181519.87</b>	<b>169586.00</b>	<b>169586.00</b>	<b>151732.06</b>	<b>672423.93</b>	
<b>Expenditure (budgeted)</b>						
Salaries:						
SLT Pupil Premium Lead	18929.46	18929.46	18929.46	18929.46	75717.84	0.00
Student Achievement Coordinators	57043.52	57043.52	57043.52	57043.52	228174.08	211,626.61
Intervention and Curriculum Development	30196.89	30196.89	30196.89	30196.89	120787.56	140,000.00
Additional Educational Needs	9774.00	9774.00	9774.00	9774.00	39096.00	45,041.66
Attendance	9446.88	9446.88	9446.88	9446.88	37787.52	27,637.50
Pastoral and support for students and family	20565.87	20565.87	20565.87	20565.87	82263.48	138,984.50
<b>Total salaries</b>	<b>145956.62</b>	<b>145956.62</b>	<b>145956.62</b>	<b>145956.62</b>	<b>583826.48</b>	<b>563,290.27</b>
<b>Other expenditure</b>						
Training				8000.00	8000.00	8,000.00
Academic Intervention		7880.00	7880.00		15760.00	
Enrichment opportunities and rewards					5000.00	
First story		4292.00			4292.00	
Library				2000.00	2000.00	2,000.00
Music (Thames music (average £21k termly)	5726.08	5726.08	5726.08	5726.08	22904.31	22,904.31
Counselling	30640.83	0.00			30640.83	35,000.00
<b>Total expenditure</b>	<b>36366.91</b>	<b>17898.08</b>	<b>13606.08</b>	<b>15726.08</b>	<b>88597.14</b>	<b>67,904.31</b>
<b>Total Expenditure</b>	<b>182323.53</b>	<b>163854.70</b>	<b>159562.70</b>	<b>161682.70</b>	<b>672423.62</b>	<b>631,194.58</b>

Document Control	Date	Version	Comments
	4/12/19	5	

**Table 2: Pupil Premium Cohort Analysis 2018/19**

Year Group	PP	PP %	Girls	Boys	High Prior Attainers Girls	High Prior Attainers boys	Middle Prior Attainers Girls	Middle Prior Attainers boys	Low prior Attainers Girls	Low Prior Attainers boys	No KS2 Results (Blanks)									
	Cohor	%	Cohor	%	Cohor	%	Cohor	%	Cohor	%										
7	134	54.92	54	40.30	80	59.70	21	15.67	28	20.90	26	19.40	37	27.61	7	5.22	12	8.96	3	134
8	150	62.50	76	50.67	74	49.33	20	13.33	17	11.33	42	28.00	41	27.33	14	9.33	15	10.00	1	150
9	141	59.49	53	37.59	88	62.41	15	10.64	19	13.48	33	23.40	62	43.97	5	3.55	6	4.26	1	141
10	135	56.96	65	48.15	70	51.85	22	16.30	33	24.44	36	26.67	25	18.52	6	4.44	10	7.41	3	135
11	152	65.24	75	49.34	77	50.66	32	21.05	33	21.71	29	19.08	36	23.68	11	7.24	7	4.61	4	152
Total	712		323		389		110		130		166		201		43		50		12	712
											Total: 712									

**Evaluation of Criteria Set Out in 2018/19 Document Against School Data 2018/19**

In order to assess whether the school’s strategy on pupil premium is effective, the criteria below were set out in the 2017/18 strategy. Next to each criteria are some examples of impact:

- 1) Increased rates of progress to be made in all subject areas, with gaps in attainment between PPG and non-PPG students being narrowed.
  - For the first time in 3 years, the Trust achieved an increase in progress for all students while having PP students out-perform non-PP. PP students 0.4 respectively and Non-PP 0.37.

**Table 3: Progress 8 Scores Last Three Years**

	2017	2018	2019
PP	0.6	0.24	0.4
non-PP	0.6	0.38	0.37

Document Control	Date	Version	Comments
	4/12/19	5	

- The Trust PP Progress 8 score of 0.4 is significantly better than national progress 8 score for PP in 2018 of -0.44.
  - English and Math continued to have excellent progress measures at KS4 for PP. English 0.8 and Maths 0.5.
  - Areas of school priority progress in the open bucket saw a significant shift from PP progress score of -0.13 in 2018 to 0.58 in 2019.
- 2) Improved rates of attendance for PPG students and narrowed gaps in attendance by year group between PPG and non-PPG students.
- PP attendance nationally was 92.4%. St. Pauls Way Trust PP attendance was 95% for 2018/19 significantly higher
  - Overall, the attendance gap between PP and non-PP has increased compared to 2018/19, from 0.81% to 1% in 2018/19
  - The national attendance data for 2017-2018 though also saw an increase in the gap and a general drop in attendance. National absence rates are higher for pupils who are known to be eligible for and claiming free school meals. The overall absence rate for these pupils was 7.6 per cent, compared to 4.3 for Non-FSM pupils.
- 3) Reduction in the number of students at risk of leaving school without any further education, employment or training opportunities, also known as becoming 'NEET'.
- To be updated with the January census.
- 4) Reduction in the number of Fixed Term and Permanent exclusions across all year groups and narrowed gaps in exclusions between PPG and non-PPG students.
- Fixed term exclusions remain below the national average
  - In Tower Hamlets 58.9% of exclusions were students entitled to Free School Meal pupils
  - At SPWT 70.9% of exclusions were PP. Exclusions though were significantly overrepresented in two cohorts Years 9 and 10. Only 32% of exclusions were from Years 7, 11 and 8.

Document Control	Date	Version	Comments
	4/12/19	5	

## Impact of Specific Spending From 2018/19 Strategy

### Clear and Responsive Leadership

Clear Responsive Leadership: SLT Pupil Premium Lead
<p><u>Action:</u> SLT lead for PP.</p> <p><u>Rationale:</u> DFE guidance 2015</p> <ul style="list-style-type: none"> <li>• <i>“A whole-school approach promoting learning which sets high aspirations for all pupils”</i></li> <li>• <i>“Leaders can adopt specific behaviours to improve outcomes for disadvantaged pupils in their school”</i></li> <li>• <i>“It’s not just what you do; it’s also the way that you do it. Schools can improve their effectiveness by focusing on the depth and quality of their support strategies”</i></li> <li>• <i>“Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils’ progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff.”</i></li> </ul> <p><u>Description of Intervention:</u></p> <ul style="list-style-type: none"> <li>• SLT lead appointed to drive PP progress</li> <li>• Develop and improve existing policy</li> <li>• Improve levels of accountability for PP progress</li> <li>• Improve student culture and standards to narrow the gap between PP and Non-Pupil Premium</li> <li>• Develop data systems for tracking pupil behaviour</li> <li>• Ensure behaviour policy review reflects a vision of high expectations and attainment for all</li> <li>• Embed for all relevant stakeholders behaviour systems based on the behaviour policy review.</li> </ul> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> <li>• Narrow gaps between PP and Non-PP students.</li> <li>• Develop and improve existing strategies and processes for PP students.</li> <li>• Develop strategy for narrowing the gap between high prior attainers PP and high prior attainers Non-PP</li> </ul>

Document Control	Date	Version	Comments
	4/12/19	5	

<u>Costs Incurred/Forecast: £75,717</u>			
<u>Dates</u> Sept 18 – July 19	<u>Lead Responsibility</u> Marc Cologne Joseph Lawlor	<u>Monitoring and Evaluation</u> PP Strategy review April 2019 PP end of year report 2018/19	<u>Number of Pupils Involved</u> Whole school Pupil Premium cohort
<p><u>Overall Impact Report:</u></p> <ul style="list-style-type: none"> <li>For the first time in 3 years, the Trust achieved an increase in progress for all students while having PP students out-perform non-PP. PP students 0.4 respectively and Non-PP 0.37</li> <li>The Trust PP Progress 8 score of 0.4 is significantly better than national progress 8 score for PP in 2018 of -0.44</li> <li>English and Math continued to have excellent progress measures at KS4 for PP. English 0.8 and Maths 0.5</li> <li>Areas of school priority progress in the open bucket saw a significant shift from PP progress score of -0.13 in 2018 to 0.58 in 2019</li> <li>Existing policies have clarity for all</li> <li>Staff feedback on new behaviour systems has been overwhelmingly positive according to staff surveys. 50% agreeing and 50% strongly agreeing that the behaviour policy is a positive step for the school</li> <li>SAC interventions for PP students have resulted in positive progress for targeted pupils.</li> </ul>			

### High Quality Teaching For All

#### High Quality Teaching For All: Ambition School Leadership CPD

Action:

- Train and develop a team of middle leaders from across the school through the *Ambition School Leadership* 'Teaching Leaders Secondary Programme', whose remit will be to lead whole school projects to directly address the gaps in attainment between disadvantaged and non-disadvantaged students.

Rationale: Ambition School Leadership on Teaching Leaders:

- The training offered through the Teaching Leaders programme specifically engages middle leaders in a range of strategies that are designed to ensure the best outcomes for all students

Document Control	Date	Version	Comments
	4/12/19	5	

- Through this training and through the compulsory ‘school impact projects’, there will be a marked focus on improving attainment across the school via the middle leadership of the school.

Description of Intervention:

- The Teaching Leaders programme is a two-year leadership development programme for middle leaders looking to improve pupil outcomes and maximise their impact as a leader
- The middle leaders that are involved in the programme for this year are a combination of subject and pastoral leaders from across the school to ensure that educational disadvantage is addressed from multiple areas of the school.

Costs Incurred/Forecast: £8000.000

Success Criteria

- Candidates Area Impact Study narrows gap between PP and Non-PP students.
- Candidates focus on High Prior Attainment PP students and narrowing the gap between their Non-PP counterparts.
- Effective dissemination of learning to middle leaders on good practice learnt from Ambition School Leadership.

Dates

- September 2017 – July 2019

Lead Responsibility

- FC

Monitoring and Evaluation

- Depending on relevance to AIS:
- SPR for each Year Group
- School impact project reviews for each middle leader
- Lesson observations
- Monitoring and evaluation of the quality of feedback in students’ exercise books.

Number of Students Involved

- PP cohorts relevant to AIS

**Overall Impact Report:**

Impact of Lead Practitioner RE and Literacy Coordinator

Document Control	Date	Version	Comments
	4/12/19	5	

- 1) RE results 7+ gap closed by 8% students compared with 2017/18. Overall 7+ attainment was 2% up on 2017/18.
- 2) Literacy impacts:
  - Y7- 90/130 students made improvements in their Lexile ranges:
  - The average Lexile improvement for pp students was 47.6L compared with an average expected lexile improvement of 45L for the age range
  - Y8 - 121/142 students made improvements in their Lexile ranges
  - The average Lexile improvement for pp students was 125.9 L compared with an average expected lexile improvement of 40L for the age range.

18 week Grammar Programme for Year 7 students (20 PP pupils targeted)

- 13/19 students made improvements between the two assessments (4 students were absent for the final assessment)
- 6/19 students improved by at least 20%.

Reading for Pleasure Year 8 Boys Intervention for One Term (14 boys)

- 11/14 students reading age improved by at least one year
- 2/ 14 students reading age improved by two years
- 2/14 students reading age improved by 3 years.

Impact of Head of Faculty Science - 2019KS4 Outcomes:

- 5% of FSM students achieved 5+ an increase of 11% compared to 2018
- 58 % of HAP FSM students achieved 5 + an increase of 14% compared to 2018.

Curriculum Design

- The project encompassed redesign of all long-term plans and medium term plans. All lessons 100-minute lesson plans have been designed with the following elements: retrieval from last lesson, retrieval from previous unit, hinge questions and more check points to make the curriculum more responsive.

**High Quality Teaching For All: Lead Practitioners and Pupil Premium Champions**

Action:

Document Control	Date	Version	Comments
	4/12/19	5	

To establish a programme of intervention and curriculum development to address gaps in attainment in English and Maths for students eligible for pupil premium.

Rationale:

Sutton Trust – EFF Toolkit, 2015

- *“Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps”*
- *“The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality of feedback pupils receive” (+3 months)*
- *“Greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains the impact...that smaller tuition is effective” (+4 months).*

Description of Intervention:

- An additional member of staff for the English and Maths teams, they will have the designated responsibility to develop the provision in Key Stage 3 English and Maths ensure that gaps in attainment are narrowed.

Costs Incurred/Forecast: £120,787.00

Success Criteria:

- Increased attainment for PP students in English and Maths
- Reduced gap between PP and Non-PP students in English and Maths
- Reduced gap between high prior attainment PP students and high prior attainment Non-PP students
- Dissemination of best practice models and evidence of implementation in relevant departments.

Dates

- September 2018 – July 2019

Lead Responsibility

- Lucy Marsh– Head of English
- Humayun Mirza – Head of Maths

Monitoring and Evaluation

- SPR for each Year Group
- ISL reviews for each middle leader
- Lesson observations

Number of Students Involved

- PP cohorts in each year group

Document Control	Date	Version	Comments
	4/12/19	5	

- MER on books

### Overall Impact Report Autumn 1

1) English and Math continued to have excellent progress measures at KS4 for PP. English 0.8 and Maths 0.5.

#### Maths:

Although the gap widened this could be a reflection of the scaling back of the intervention provided rather than the intervention having less impact.

- 60 students were selected for the Saturday intervention programme. Grade 4+ improved from 2% to 76%
- 36 out of the 60 student's taking part were from the set 3 classes. 11yMa3 and 11xMa3 achieved better residual scores than our set 2 classes this year
- 11xMa4 achieved 57% grade 4+ in comparison to approximately 30% within set 4 in previous years.

#### English:

- English Literature saw FSM students outperform non-FSM
- FSM students for English Language narrowly underperformed compared to non-FSM.

### Addressing Behaviour and Attendance:

#### Addressing Behaviour and Attendance: Attendance Officer

##### Action:

To ensure that there is a clear programme of intervention for students eligible for PP with low attendance.

##### Rationale:

In-school and national trends show that students eligible for PP tend to have lower attendance than students not eligible for PPG. By ensuring that there is a member of staff responsible for attendance, they will have the responsibility and accountability for improving attendance outcomes for students.

Document Control	Date	Version	Comments
	4/12/19	5	

Sutton Trust – EFF Toolkit, 2015

- “SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, on average around 3 to 4 months’ additional progress”
- “evidence suggests that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours” (+4 months).

Description of Intervention:

- Employ a member of staff within the attendance team whose remit will be to ensure that there is support available for students eligible for pupil premium to ensure that they attend school regularly and that their attendance is kept above 96%.

Costs Incurred/Forecast: **£37,787.52**

Success Criteria

- Maintain or decrease attendance gap between PP and Non-PP.

Dates

September 2018 – July 2019

Lead Responsibility

JL

Monitoring and Evaluation

Half Termly Attendance Analysis for the senior leadership team (SLT) and Governors’ Report

Number of Students Involved

PP cohorts in each year group

Overall Impact report

- PP attendance nationally was 92.4%. ST. Pauls Way Trust PP attendance was 95% for 2018/19 significantly higher
- Overall, the attendance gap between PP and non-PP has increased compared to 2018/19, from 0.81% to 1% in 2018/19
- The national attendance data for 2017-2018 though also saw an increase in the gap and a general drop in attendance. National absence rates are higher for pupils who are known to be eligible for and claiming free school meals. The overall absence rate for these pupils was 7.6 per cent, compared to 4.3 for Non-FSM pupils.

**Addressing Behaviour and Attendance: Enrichment Opportunities and Rewards**

Document Control	Date	Version	Comments
	4/12/19	5	

Action:

Develop a programme of personal development that allows pupils to develop the holistic soft skills needed to progress in life.

Rationale:

SPWT is committed to ensuring that students leave school with the skills needed to respond to the opportunities and demands of the adult world and become global citizens. With this in mind, it is essential that we draw on resources from the wider community and external agencies to ensure that our students receive a rich curriculum that empowers them by offering a full programme of external trips and visits both in and out of London.

Sutton Trust – EFF Toolkit, 2015

- *“Parental involvement is consistently associated with pupils’ success at school. The impact of parents’ aspirations is also important.” (+3 months)*
- *“SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, on average around 3 to 4 months’ additional progress”*
- *“evidence suggests that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours” (+4 months).*

Description of Intervention:

- Full programme of trips and visits for Key Stage 3 and 4
- Trips are linked to explicit parts of the curriculum where possible
- Trips are also used as part of the Information and Guidance (IAG) programme to raise aspirations and provide information and guidance on post 16 and post 18 progression.

Success Criteria

- Increased progress of PP pupils
- Increased attendance of PP pupils.

Costs Incurred/Forecast: £4292.00 reserved for KS3 and KS4 enrichment activities for 2018-2019

<u>Dates</u> September 2018 – July 2019	<u>Lead Responsibility</u> Phil Akerman Fatima Johura	<u>Monitoring and Evaluation</u>	<u>Number of Students Involved</u> Whole cohort
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Document Control	Date	Version	Comments
	4/12/19	5	

	Marc Cologne	Half Termly Attendance Analysis for the senior leadership team (SLT) and Governors' Report. Data entry points	
<p><u>Overall Impact report</u></p> <p><u>KS3</u></p> <ol style="list-style-type: none"> <li>1) Rewards were used for attendance, most improved progress and reduced behaviour points. This was met with positive feedback by the student council and the relevant cohorts.</li> <li>2) A KS3 Year 7 cultural capital trip to the theatre was delivered for the cohort that all PP students in Year 7 accessed. Parental feedback was very positive and concepts re: performance and drama were highlighted as being further embedded after the trip by the HOF for English and HOF for CAT. English progress scores for Year 7 were positive.</li> <li>3) Breakfast club was provided over the course of the year for PP students. This provided a safe environment for vulnerable students and a positive start to the day. Improving attendance and punctuality at KS3 and strengthening connections with families. Parental feedback was positive.</li> </ol> <p><u>KS4</u></p> <p>Additional funding from this area was used towards academic coaches and intervention please see the relevant strategy.</p>			

Meeting Individual Needs:

**Meeting Individual Needs: Student Achievement Coordinators**

Action:

Establish a team of Student Achievement Coordinators (SACs) who monitor the progress and attendance of students in each year group, identifying students for small group based interventions.

Rationale:

By deploying a team of Student Achievement Co-ordinators, students will receive focused support and intervention.  
 Sutton Trust – Education Endowment Fund (EEF) Toolkit 2015

- *“Social and Emotional Learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, on average around 3 to 4 months’ additional progress”*

Document Control	Date	Version	Comments
	4/12/19	5	

- “Evidence suggests that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours” (+4 months).

Description of Intervention:

- One Student Achievement Coordinator in each year group to work closely with the Year Team Leader to ensure that priority high prior attainment PP students identified as being at risk of exclusion and/or making less than expected progress receive relevant and impactful pastoral support programmes to reduce the risk of exclusion and improve progress.

Costs Incurred/Forecast: £228,174.08 (collective salaries for all 5 Student Achievement Coordinators).

Success Criteria

- Increased progress for priority high prior attainment PP students across their subjects
- Increased attendance for priority high prior attainment PP students
- Reduced exclusions for priority high prior attainment PP students.

<u>Dates</u> September 2018 – July 2019	<u>Lead Responsibility</u> Joseph Lawlor Year Team Leaders	<u>Monitoring and Evaluation</u> Termly Student Progress Review (SPR) for each Year Group Termly exclusions data. Half termly attendance analysis	<u>Number of Students Involved</u> PP Priority groups in each cohort.
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Overall Impact

- 1) The data for the SAC intervention group is positive.
  - Year 7 on average made 0.64 progress over the course of the academic year
  - Year 8 on average made 0.32 progress over the course of the academic year
  - Year 9 on average made 0.29 progress over the course of the academic year.

Document Control	Date	Version	Comments
	4/12/19	5	

**Meeting Individual Learning Needs: AEN Additional Support.**

Action:

Expand the Additional Educational Needs (AEN) Team to ensure they have the capacity to address the needs of K students who are eligible for PP.

Rationale:

By expanding the capacity in the AEN team, there will be an increased focus on ensuring that SEN students eligible for PP receive the targeted support that they need in order to succeed at school.

Sutton Trust – EFF Toolkit, 2015

- *“The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality of feedback pupils receive” (+3 months)*
- *“Social and Emotional Learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, on average around 3 to 4 months’ additional progress.”*

Description of Intervention:

- Employ an additional member of staff within the AEN Team whose remit will be to ensure that the necessary support for SEN students eligible for pupil premium is put in place.

Costs Incurred/Forecast: £39,096.00

**Success Criteria**

- Increased attainment and progress for students eligible for pupil premium in each year group
- Increased attendance for K students eligible for pupil premium in each year group.

<u>Dates</u>	<u>Lead Responsibility</u>	<u>Monitoring and Evaluation</u>	<u>Number of Students Involved</u>
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Document Control	Date	Version	Comments
	4/12/19	5	

September 2018 – July 2019	John Bradley	AEN Joint Faculty Evaluation (JFE) SPR for each year group	SEN students who are eligible for pupil premium.
<p><u>Evidence of Impact Student Outcomes</u></p> <ul style="list-style-type: none"> <li>When comparing SEN PP and SEN Non-PP, all SEN PP students have made more progress than there Non-PP peers.</li> <li>EHCP students Results continues to be a gap between PP and Non-PP, however the Non-PP cohort was one student.</li> <li>Comparing 2018 to 2019 cohort the gap between PP and Non-PP K support students has narrowed.</li> </ul>			

<b>Meeting Individual Learning Needs: Literacy Programme</b>			
<p><u>Action:</u> To have a programme of events hosted by the Library team to encourage reading for pleasure.</p> <p><u>Rationale:</u> By having a programme of events in the library, students are invited to experience the benefit of reading for pleasure and gain access to a wider range of literature that will help in their overall literacy.</p> <p>Sutton Trust – EFF Toolkit, 2015</p> <ul style="list-style-type: none"> <li><i>“On average reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress” (+5 months.)</i></li> </ul> <p><u>Description of Intervention:</u></p> <ul style="list-style-type: none"> <li>Author Visits to be hosted by the library team.</li> </ul> <p><u>Costs Incurred/Forecast:</u> £2000</p>			
<p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Increased reading ages for pupil premium students in Key Stage 3</li> <li>Increased attainment in English for pupil premium students in Key Stage 3.</li> </ul>			
<u>Dates</u> September 2018 – July 2019	<u>Lead Responsibility</u> Fariyah Chantler	<u>Monitoring and Evaluation</u> Reading Age Data Analysis	<u>Number of Students Involved</u> PP cohorts in Year 7 and Year 8

Document Control	Date	Version	Comments
	4/12/19	5	

	Chantelle Pine		
<p><u>Overall Impact report Autumn 1</u></p>			
<p><b>Meeting Individual Learning Needs: Academic Intervention</b></p>			
<p><u>Action:</u> To have a programme of Academic intervention for underachieving PP students.</p> <p><u>Rationale:</u> PP students face significant barriers to progress than non –pp counterparts this includes:</p> <ul style="list-style-type: none"> <li>● Low levels of literacy</li> <li>● Homework and independent learning</li> <li>● Revision.</li> </ul> <p>Academic intervention provides opportunities for students to access personalised programmes of intervention to improve progress in relevant subjects in which targeted student’s are underachieving.</p> <p><u>Description of Intervention:</u></p> <ul style="list-style-type: none"> <li>● Additional intervention sessions for PP students at risk of underachieving at KS4 and KS3</li> <li>● Tailored LSA in 1:1 setting or small class sizes</li> <li>● Easter and half term interventions</li> <li>● Exam masterclasses</li> <li>● Academic coaches</li> <li>● All year access arrangement</li> <li>● External expert providers.</li> </ul> <p><u>Costs Incurred/Forecast:</u> £15,760.00</p>			

Document Control	Date	Version	Comments
	4/12/19	5	

<u>Success Criteria</u> <ul style="list-style-type: none"> <li>Improved PP student outcomes in KS3 and KS4</li> <li>Narrowed gap between PP students and non-PP students at KS3 and KS4.</li> </ul>			
<u>Dates</u> September 2018 – July 2019	<u>Lead Responsibility</u> Phil Akerman Marc Cologne Fatima Johura	<u>Monitoring and Evaluation</u> KS4 outcomes 2018/19 KS3 outcomes 2018/19	<u>Number of Students Involved</u> PP cohort KS3 PP Cohort KS4
<u>Overall Impact report Autumn 1</u>  <u>Science Intervention KS4 Summary of Impact</u> A total of 33 pupil premium students. The students that took part in the tuition were students who were underperforming/underachieving by two or more grades.  The average attendance was 91% and towards the end it was 75% due to other school intervention. Over 66% of PP students have passed in Science. Over 12% of PP students achieved a grade 6+.  <u>Academic Coaches Impact Summary</u> 21 students to work with focusing primarily on the core subjects. These students had the lowest progress 8 score in the cohort. 66% of the students allocated were pupil premium students.  There is clear evidence showing that academic coaches had a positive effect on GCSE outcomes. This is shown by the caseload of students who improved their progress 8 score by 0.74 in comparison to the whole cohort improvement of 0.36. A comparable group of students from the previous cohort only improved by 0.32 reaffirming the impact of academic coaches on the 2019 cohort. There is also evidence that academic coaches have a greater positive impact on pupil premium students (0.74) in comparison to non-pupil premium students (0.16). Finally, progress scores across subjects were broken down as follows Maths (0.2) then in English (1.56) and Science (1.3).  <u>Maths</u> Although the gap widened this could be a reflection of the scaling back of the intervention provided rather than the intervention having less impact. <ul style="list-style-type: none"> <li>60 students were selected for the Saturday intervention programme. Grade 4+ improved from 2% to 76%</li> </ul>			

Document Control	Date	Version	Comments
	4/12/19	5	

- 36 out of the 60 student's taking part were from the set 3 classes. 11yMa3 and 11xMa3 achieved better residual scores than our set 2 classes this year
- 11xMa4 achieved 57% grade 4+ in comparison to approximately 30% within set 4 in previous years.

**Meeting Individual Learning Needs: First Story**

Action:  
To have a creative writing programme to improve literacy and foster a love of creative writing with PP students.

Rationale:  
PP students face significant barriers to progress compared to than non –pp counterparts this includes:

- Low levels of literacy
- Low aspirations
- First story provides exposure to inspirational writers and the opportunity to visit a top university as well as year long support from a published writer.

Description of Intervention:  
Students are given the opportunity to:

- Attend University of Cambridge's Young Writers' Festival
- Year-long support from a professional writer
- Publish creative writing work.

Costs Incurred/Forecast: £4000.00

Success Criteria

- Improved PP student outcomes in KS3 and KS4.
- Narrowed gap between PP students and non-PP students at KS3 and KS4.

Document Control	Date	Version	Comments
	4/12/19	5	

<u>Dates</u> September 2018 – July 2019	<u>Lead Responsibility</u> Lucy Marsh	<u>Monitoring and Evaluation</u> Attendance Progress in English Language Progress in literacy based subjects Destinations post 16.	<u>Number of Students Involved</u> 21 PP KS4
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<u>Overall Impact Report</u> <ol style="list-style-type: none"> <li>1) Based on the English Language mock papers the most explicitly focused exams on writing style - between the start of the programme (Autumn) and its end (Summer). The regular attendees (approximately 11 students) made, on average, two solid grades worth of progress between these two points.</li> <li>2) Students had the opportunity to work alongside a published order as well as other cultural capital enriching activities.</li> <li>3) Student voice was overwhelmingly positive regarding their experience of the programme.</li> </ol>
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<b>Meeting Individual Learners Needs: Counselling and Wellbeing Support</b>
<u>Action:</u> Deployment of a targeted counselling service and small group interventions for the duration of the academic year.
<u>Rationale:</u> There is a strong body of research to support the idea that emotional stress and anxiety are limiting factors on learning and attendance at school. The aim of the counselling service is to address and ultimately remove these barrier Sutton Trust – EFF Toolkit, 2015 <ul style="list-style-type: none"> <li>● <i>“Parental involvement is consistently associated with pupils’ success at school. The impact of parents’ aspirations is also important.” (+3 months)</i></li> <li>● <i>“SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, on average around 3 to 4 months’ additional progress”</i></li> <li>● <i>“evidence suggests that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours” (+4 months).</i></li> </ul>
<u>Description of Intervention:</u> <ul style="list-style-type: none"> <li>● There is a counsellor on site at SPWT to support students.</li> <li>● The counsellor sees pupils from across Key Stage 3 and Key Stage 4.</li> </ul>

Document Control	Date	Version	Comments
	4/12/19	5	

<u>Success Criteria:</u> <ul style="list-style-type: none"> <li>● Increased rates of attendance for PP students</li> <li>● Narrowed gaps in attendance between PP and non-PP students.</li> </ul>			
<u>Costs Incurred/Forecast:</u> £ 30,640.83			
<u>Dates</u> Sept 2018 – July 2019	<u>Lead Responsibility</u> Jubair Ahmed	<u>Monitoring and Evaluation</u> Attendance analysis PP analysis Case studies – qualitative data	<u>Number of Pupils Involved</u> 16 students access counselling at any one time – this cohort changes on an ad hoc basis
<u>Overall Impact report</u> <ul style="list-style-type: none"> <li>● Counselling CORE assessment sheets show improved responses from a number of PP students engaging in the service.</li> <li>● Parental feedback was also positive re: the service and the impact it has.</li> <li>● Individual case studies are available detailing impact of counselling sessions.</li> </ul>			

Meeting Individual Learning Needs – Music Lessons			
<u>Action:</u> To provide music lessons for students eligible for pupil premium.			
<u>Rationale:</u> Sutton Trust – EFF Toolkit, 2015 <ul style="list-style-type: none"> <li>● “Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners” (2 months).</li> </ul>			
<u>Description of Intervention:</u>			

Document Control	Date	Version	Comments
	4/12/19	5	

THAMES music Service Level Agreement providing music lessons for students.

Costs Incurred/Forecast: £22,904.31

Success Criteria

- Increased attainment in music for students eligible for pupil premium
- Attendance and participation to performances and events throughout the year by PP students.

Dates

September 2018 – July 2019

Lead Responsibility

Fariyah Chantler  
Debra Brown

Monitoring and Evaluation

Attainment data for Music

Number of Students Involved

TBC

Overall Impact report Autumn 1

- 2018-19 – 50% of students' involved in THAMES instrumental tuition are PP. Students are able to access tuition and provision at no personal cost; therefore, provision is not limited or exclusive
- KS4 uptake has increased over 100% and student ability in unit 1 has vastly improved in the past two years. The difficulty level is higher than ever in this area. Full marks are ABRSM grade 4 equivalent
- The SPWTS orchestra and choir have added huge cultural capital to the extended curriculum; Ancient Academy of Music, LSO, The Barbican and featuring on the BBC London news
- We are the only school within the borough to have a symphony orchestra
- ABRSM exams are extremely successful with students taking grade 1-6 exams with 100% pass rate and over 80% of these students achieving a distinction, the highest mark available. ABRSM links directly to UCAS from grade 5 upwards and grade 3+ links directly to success in unit 1 at GCSE and 5+ the same for AS and A2.

**Deploying Staff Effectively**

**Deploying Staff Effectively: Community Liaison and Safeguarding Team**

Action:

To improve parental links and support for families of vulnerable PP students

Rationale:

Document Control	Date	Version	Comments
	4/12/19	5	

Students and families will receive the support they need to ensure that children who are presenting difficult behaviours are given the support both in school and at home in order to prevent exclusion from school. The research (EEF Toolkit – 3+ Months) shows that active engagement of parents in supporting their children’s learning at school, when coupled with other interventions, can have a positive impact on outcomes.

Sutton Trust – EFF Toolkit, 2015

- *“Parental involvement is consistently associated with pupils’ success at school. The impact of parents’ aspirations is also important.” (+3 months)*
- *“SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, on average around 3 to 4 months’ additional progress”*
- *“evidence suggests that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours” (+4 months)*

Description of Intervention:

Staff will liaise with parents, external agencies and various members of staff across the school to support students who are at risk of exclusion. They will organise parent meetings, design interventions and ensure that students who are considered to be at risk are given the bespoke support that they need to reintegrate into school life.

Costs Incurred/Forecast: £82,263.48

Success Criteria

- Reduced gap in exclusions between students eligible for pupil premium and those not
- Maintain or improve outstanding attendance for PP students.

<u>Dates</u>	<u>Lead Responsibility</u>	<u>Monitoring and Evaluation</u>	<u>Number of Students Involved</u>
September 2018 – July 2019	Phil Akerman Masud Rana Gloria Lynch	Exclusions Analysis for Governors’ Report	PP cohorts in each year group

Overall Impact report

- Fixed term exclusions remain below the national average.
- In Tower Hamlets 58.9% of exclusions were students entitled to Free School Meal pupils.

Document Control	Date	Version	Comments
	4/12/19	5	

- At SPWT 70.9% of exclusions were PP. Exclusions though were significantly overrepresented in two cohorts Years 9 and 10. Only 32% of exclusions were from Years 7, 11 and 8.

**Overall Summary**

The PP impact report for 2018/19 shows positive steps forward for meeting the overall success criteria outlined in the 2018/19. The English and Maths PP progress scores remain well above the national average. The progress in the open bucket for PP students 2019 shows significant impact and swing compared to 2018 results. Holistically PP funding has been used to ensure that, despite a change in behaviour policy, PP exclusions remain below the national average. Attendance continues to be a strength of the Trust, PP national attendance was 92.4% whereas our PP attendance was at 95% for 2018/19. PP students were given a wide range of extracurricular activities that provided cultural capital. Based on the analysis from 2018/19 planning for 2019/20 needs to consider key areas for development such as:

- Improving attendance
- Reducing the gap for PP vs Non-PP progress measures at KS4
- Reducing exclusion rates for vulnerable PP students.

Document Control	Date	Version	Comments
	4/12/19	5	