

Pupil Premium Grant (PPG) for disadvantaged students:

Impact of spending/evidencing progress
2015/2016,

Strategies and planned interventions for 2016-7

Introduction

At Durrington we believe that every child should “go beyond their best”. Whatever their background, however many challenges they have already/continue to face in life, as a school we are wholeheartedly committed to doing all that we (reasonably) can to ensure that they leave us in year 11 as academically successful and well-rounded individuals.

What is the PPG?

The PPG is paid directly to Durrington High School by the DFE with the purpose of:

- raising the attainment of disadvantaged students (Pupil Premium students) and closing the gap with their peers,
- supporting children and young people with parents in the regular armed forces

For 2015/6 the allocated disadvantaged student grant was £258,060. Our estimated grant for 2016/7 is £304342

The PPG is used by the school to raise the attainment of all disadvantaged students and hence is not considered or used as a personal budget.

Context

Durrington High School is a large secondary academy situated in the town of Worthing on the south coast of England. We have a roll of 1688 students 343 of whom (c.20%) are identified as being disadvantaged. Students may be considered disadvantaged due to them:

- currently being in receipt of free school meals (FSM),
- them, at some point in the last 6 years, having been in receipt of FSM (Ever 5 funding)
- currently living in care: children looked after (CLA) or they have been previously looked after/adopted (pupil premium plus funding)
- being the child of a person(s) employed in the armed forces (service pupil premium)

Disadvantaged student profile as of Feb 2016

	Number of PP students out of the year group	PP Male/Female numbers
Year 11	71/351	36/35
Year 10	70/354	38/32
Year 9	58/330	31/27
Year 8	71/324	45/26
Year 7	73/329	27/46
Total	343	177/166

Evidencing our improved success in attainment and progress of disadvantaged students

The following data is taken from RAISE reports and demonstrates how we are rapidly improving the outcomes for disadvantaged students. The attainment gap is closing fast and progress (measured through value added scores) also improving quickly.

Attainment

Year	Number of disadvantaged in Y11	Basics (Disadvantaged students) Gap to National average	English A* - C (Disadvantaged students) and gap to National Average	Maths A* - C (Disadvantaged students) and gap to National average)
2014	75	38%	70% (+8%)	65% (+3%)
2015	71	44% (-12%)	63% (-2%)	51% (-12%)
2016	60	55% (tbc)	71% (+11%)	59% (-2%)

Progress

Year	Value Added KS2 L ability	Value Added KS2 M ability	Value Added KS2 H ability
2014	932	987	987
2015	991	1009	991
2016	980	1010	992

English

Year	Value Added KS2 L ability	Value Added KS2 M ability	Value Added KS2 H ability
2014	995	997	998
2015	997	1001	999
2016	1004	1003	1000

Maths

Year	Value Added KS2 L ability	Value Added KS2 M ability	Value Added KS2 H ability
2014	997	1003	1001
2015	1000	1001	1001
2016	1000	1001	1001

Specific success: English and Maths summer 2016 GCSE exams

We are extremely proud to highlight successes within the core subjects of our disadvantaged students.

Of our disadvantaged students in summer 2016:

English

- 70% achieved an A*-C in English Language. This means that the Pupil Premium at DHS were 10% above the National average for A* - C. 9% of disadvantaged students achieved an A*-A grade (within 5% of the overall national average for A*/A for all students).
- 81% of made Expected Progress (an increase of 5%) with 42% making better than Expected Progress in English Language (an increase of 12%)

Maths

- 58% of disadvantaged students made expected progress in maths with 20% making better than expected progress. (This remained the same from 2015)
- 54% achieved an A*-C in Mathematics this is a gap of 7% compared to the national average figure for all students.

Other notable successes in summer 2016

There were successes in many areas for the disadvantaged student cohort however those of particular significance were:

- The Sciences, 94% of students achieved the expected progress for Biology 87% Chemistry and 80% in Physics.
- Business Communication achieved 100% for expected progress and 30% for good or better progress
- In history 42.9% of all disadvantaged students who studied the subject achieved an A*-A grade.
- Another area that was highlighted as a huge success was Art and Textiles, in both subjects over 85% of pupil premium students made the expected levels of progress. Of these over half exceeded the expected progress.
- In 15/30 of the subjects offered the disadvantaged students achieved above the National Average for all students at A* - C

All these figures combined with a range of wider school successes with disadvantaged students demonstrate the rapid and sustained progress we continue to make. They are the results of our relentless drive to ensure that background will not impact on attainment/progress of the student.

Spending plan 2016/17 to further accelerate disadvantaged student's progress and attainment:

Whilst recognising that disadvantaged students are all individuals and may have personal barriers to learning/engagement and therefore academic progress Durrington continues to take an evidenced based but personal approach to support.

PPG spending map and impact evaluation 2015/6

EEF Toolkit Strategy	Average Impact	Our Actions	Key stages	Selected examples of the impact of strategies	Spending 2015/16
Meta-cognition and self-regulation	+ 8 months	Commissioning of specialist meta-cognition trainer to: <ul style="list-style-type: none"> - Run workshop sessions for parents and students boosting confidence through teach memory strategies - Run a series of 6 session small group sessions with defined groups of Pupil Premium students. - Spend individual time with staff training them in memory techniques, revision skills and processes to then apply in their subjects 	4	<p>Qualitative</p> <ul style="list-style-type: none"> - clear increase in confident with those students worked with - Wide range of staff changed practice in their subject to improve subject recall and information retention (particular examples being history and geography) <p>Quantitative</p> <ul style="list-style-type: none"> - 50% of disadvantaged students achieved 4 or more levels progress in History, the figure being 42.9% in geography - Value added for disadvantaged students improved by more than the equivalent of 4 grades per disadvantaged students. School score of 2001.1 being SIG+. 	£5,450
Reading Comprehension Strategies	+ 5 months	Leadership post - Language and Literacy leader and part-payment of student support assistant salaries to: <ul style="list-style-type: none"> - Identify and work intensively with learners who were unable to read/access the curriculum due to very weak reading skills using a prolonged intensive reading program./ - Coordinate a whole school Drop Everything And Read engagement in reading approach. 	3 & 4	<p>Qualitative</p> <ul style="list-style-type: none"> - increased student confidence noticed due to developed word-attack skills allowed learners to better engage in the curriculum. <p>Quantitative</p> <ul style="list-style-type: none"> - Best ever whole school GCSE results (attainment and progress) - Best every GCSE English results reflecting our focus on the importance of literacy 	£30,000
One to One tuition	+ 5 months	CLA academic tutoring to provide personalized 1:1 support for the most needy students in areas where progress is a concern	3 & 4	<p>Qualitative</p> <p>Just one example....</p> <p><i>"I know that DHS have been very supportive of M through a variety of difficulties and challenges over the last 2 years plus. Also funding the counselling with Fiona for her which seems to have been of great benefit. Thank you all very much"</i> Social worker of a CLA student</p> <p>Quantitative</p> <ul style="list-style-type: none"> - 6 CLA students in year 11 achieved best ever CLA cohort results (VA 1024.3) - 5/6 CLA students made expected or better progress in 	£9,630

				both English and Maths - 5/6 of Yr 11 CLA students had attendance >98% for the year supporting their engagement/achievement and progress further.	
Social and Emotional Learning	+ 4 months	<p>Wellbeing provision including the proportional payment of the salaries of specialist support staff who have key foci</p> <p><i>Counsellor</i> – removing barriers to progress, emotional well-being and engagement support</p> <p><i>Senior Social Worker Practitioner</i> – creating and supporting a holistic approach to supporting the student, family and overall improvement in one/more aspects of their life so as to better access education/achieve academic progress</p> <p><i>Pastoral managers</i> – emotional well-being support of students to support them in better accessing and engaging in school.</p> <p><i>Primary mental health worker</i> – identifying, coordinating and ensuring the right specialist support is in place quickly for those PP students with mental health needs</p> <p><i>Deputy headteacher</i> – to lead/coordinate targeted support strategy for disadvantaged students.</p>	3 & 4	<p>Qualitative</p> <p>- numerous examples of students in both key stages overcoming personal barriers and self-reporting improvements in confidence.</p> <p>- Staff and parental comments of improved engagement in learning, effort and self-esteem as well.</p> <p>Case studies of how personalised intervention of the student and support of the family have improved engagement in learning/removed clear barriers that were present pre-intervention.</p> <p>In a number of specific cases diagnosis and/or onward referral meant significant barriers to learning were addressed within weeks (either through medical intervention or on-going emotional support)</p>	£98,000
Improving attendance	n/a	Pastoral managers and targeted attendance strategy has improved PP attendance	3 & 4	<p>Quantitative</p> <p>- Gap down to 3.3% vs Durrington non PP with purely PP attendance at 92.9% for 2014/15</p>	£14,000

Small Group Tuition	+ 4 months	Part time employment of Science Teacher, Maths Teacher, 3 x English Tutors and HLTA to allow for small group extractions and catch-up for Pupil Premium students.	3 & 4	<p>Qualitative</p> <ul style="list-style-type: none"> - Students more confident in their approach to the subjects <p>Quantitative</p> <ul style="list-style-type: none"> - English controlled assessments for Yr 11 IGCSE through significant in-class support and additional 1:1/small group work in addition to lessons secured CA marks & speaking and listening scores for this group that were above the average for non-PP students. 	£45,000
Small Group Tuition	+ 4 months	Offsite small group maths extraction for between 1-2.5hour sessions over 8 weeks. Three separate groups with tailored intervention packages	4	<p>Qualitative</p> <ul style="list-style-type: none"> - significant increase in confidence with nearly all students actively engaging in groups regularly, arriving early to pick up point. <p>Quantitative</p> <ul style="list-style-type: none"> - 7/8 students in the middle ability group attained a grade B; much lower starting points so minimum of +1 grade gain each across 8 weeks of sessions 	£2500
Behaviour Interventions	+ 4 months	Employment of Behaviour Specialist Teaching Assistants to attend lessons as necessary and deal with negative behaviour of specific students. Anger management courses are available to required students referred by company teams.	3 & 4	<p>Qualitative</p> <p>Evaluation from WSCC lead on inclusion and provision in relation to KS3 behaviour and engagement program "Durrington NtSP has shown itself to be an example of best practice within the County. Full use is made of its data-collection processes so providing both a clear means of tracking students' progress through the programmes as well as a guide to the setting's overall impact. Students and their families are extremely well supported in a manner that brings the school into the heart of the community. We can only repeat the previous report's conclusion that the provision demonstrates value for money in every respect. LA Lead. Mark Wilson. July 2015.</p> <p>Quantitative</p> <ul style="list-style-type: none"> - only one permanent exclusion in KS3 each year for the last two years due to improved engagement and support of students - KS3 External exclusions numbers have halved in 2013/4 and 14/5 compared to previous two years. 	£37,000
Parental Involvement	+ 3 months	Progress coaches keep regular contact with parents, reminding of revision sessions, parents evenings etc.	3 & 4	<p>Qualitative</p> <ul style="list-style-type: none"> - Parents noted to be more directly supportive of the school. 	£1500

		Parent meta-cognition evening Parenting group run by experienced pastoral manager		- Parents attended parents evening to engage with progress coach and see teachers	
<p>In Addition</p> <p>Spending as proportion of salary on specialist Pupil Premium staff who lead, “live track” and analyze data on student progress as well as well-being in order to ensure that our support is targeted to the right students at the right time.</p> <p>The staff team is led by the deputy headteacher who is overall in charge of developing the bespoke support packages for students, engage new sources of support and evaluate the impact to secure value for money.</p> <p>PP money also supports those students/families in financial needs in areas such as:</p> <ul style="list-style-type: none"> - travel to/from school - travel to/from college placements - part/full payment of places on school enrichment trips - payment for uniform/equipment when students/families can't afford this <p>We also use PP funds to selectively support students in attending college placements leading to FE progression 1day a week in KS4</p>					c.£5000

Case study of an effective intervention strategy: Starbucks for maths

A particularly effective intervention which was implemented for targeted disadvantaged students was carried out offsite in a local Starbucks coffee stop. 20 students took part in three distinct coaching groups.

The sessions involved intensive maths coaching for between 1 and 2.5 hours (dependent on ability) with an experienced specialist teacher supported by the disadvantaged students performance coach (member of staff non-teaching).

The sessions not only improved exam outcomes (data below) but they also made maths revision a positive experience, students looked forward to attending, gained more confidence and developed social skills all via an inclusive group mentality.

Impact of this strategy:

- Before the intervention began, the class teachers projected what they thought the students would achieve in their final exams. Following the intervention 44% of these students exceeded these projections by an additional grade.
- Remaining mindful that the group were selected due to concerns of underachievement or slow progress, following the intervention 56% made good or expected progress.
- 63% of the students improved over the 8 weeks by a whole grade.
- As a result, of the 6 students whose 3LP target was a C grade, 5 achieved a grade B.
- The selected student's willingness to attend maths revision was significantly increased.
- The students expressed that they felt vastly more confident and prepared to take their GCSE Maths exam.
- Personal satisfaction and enjoyment was gained from the sessions as well as academic outcomes due to the sociable yet structured format of the sessions.

Improving our 2016/17 provision to create even more impact

Our strategy this year will be based on a refined model of the most successful qualitative and quantitative interventions i.e. those that work best with our students in our context based on 2014-5.

Key elements of our staffing provision to support disadvantaged students:

- Appointment of a specialist PP performance coach with a wide ranging skill set linked to breaking down barriers to learning and motivating students
- Appointment of further specialist support staff to do 1:1 and small group in English, Maths and Science. These include
 - o 4 x ex teachers – one in each core subject working part time on intervention with most vulnerable students/small groups and CLA
 - o 0.2 English primary specialist with a focus on KS3 slow progress students
 - o a 0.6fte Ex English teacher
 - o a 0.4fte mathematics specialist TA working with KS4 students

Examples of how we are using the staff to improve rates of progress/attainment 2015/6

Targeted literacy intervention work

KS3

- Restructuring and timetabling of specialist support/intervention groups in literacy – 3 groups in year 7, year 8 and two in year 9. The key aim here is that no student enters KS4 without the ability to read, write, and punctuate effectively massively enhancing their ability to be successful at the end of KS3.
- Focus group of toe-to-toe reading to ensure all students can read/access text material.

KS4

- In addition to main timetable specialist teacher doing additional working with vulnerable students on completion of English CAs and development of speaking and listening skills. (small group and 1:1 as need dictates)
- Targeted registration extraction group aimed at improving reading skills/passage attack skills in KS4
- Slow progress college students extra English once a week

Targeted numeracy intervention work

- Refined model for “Starbucks for maths” with a clearer focus and new staff working on key weaknesses of group of 20 disadvantaged students + 10 others.
- Slow progress college students extra maths once a week with a qualified maths specialist

Targeted SEMH work

- Use of recently appointed specialist in assessment and intervention to assess, plan and intervene with the small minority of PP students with the most complex needs (attendance, mental health, social/emotional and/or behavioural) to ensure they engage better in learning and the wider school and revised curriculum packages are in place to support their progress and attainment.
- Continue to make targeted improvements with individual students who have less than expected rates of attendance
- Coaching for success program with specialist staff in school who work 1:1 with students to ensure their positive engagement/motivation and commitment to learning is maintained in KS4 (currently 19 KS4 students)
- Resilience training project to start March 2016; 10 disadvantaged students in KS4 with the aim of using physical activity as a tool to improve academic outcomes/engagement.
- Designated lead CLA staff to personalise support packages/arrange and engage students in extra core-subject academic support and closely track progress.

Profile of ability of disadvantaged students and further sub group breakdown of student by year group 2016/7

	Number of disadvantaged student	% L ability	% M ability	% H ability	Current numbers of CLA students within disadvantaged cohort
Yr 11	71	14.1	46.48	35.21	6
Yr 10	70	25.71	51.43	21.43	2
Year 9	58	18.97	58.62	22.41	2
Year 8	71	19.72	43.66	35.21	4
Year 7	73	20.55	52.05	26.03	5
Total:	343				19