

Pupil Premium Impact Statement 2016-17



Total Spend - £73,054.34

In summary, spending can be broken down as follows:

Teaching staff - £47,602.87

Educational support staff - £ 11,219.26

External Services - £7110

Initiatives & Programmes including Curriculum Access, Enrichment, Facilitating Aspiration and Raising Attainment - £7122.21

The Impact of these areas of spend is outlined in the table below.

As outlined in our current Pupil Premium Policy, at Holcombe we use the grant relating to disadvantaged students to support structures and processes which remove barriers for learning and progress. Many of our students face circumstances that create barriers to them progressing in line with their non-disadvantaged peers. These barriers may be financial – a lack of the resources needed for their studies or to pay for visits, or they may be social, emotional or educational – challenges or stresses and that make it more difficult for them to access the learning opportunities provided.

As such, Pupil Premium funding was used to support projects and opportunities, enabling access for all, by eliminating the barriers created by financial difficulties. Funding was used to enable the employment of staff and establish projects and services that will help students tackle social, emotional and educational barriers to learning.

In addressing these barriers we have identified four priorities:

- i. Encouraging and Facilitating Aspiration.
- ii. Facilitating Progress and Academic Success for All
- iii. Addressing Student's Special Educational Needs.
- iv. Enabling Experiences beyond the Curriculum.

Attainment and Progress of Disadvantaged Students.

As reflected in a number of key indicators the academic year 2016-17 witnessed notable progress in the performance of disadvantaged students. Current data (4matrix) shows an overall Progress 8 figure for Pupil Premium students of -0.09. This represents a 0.79 improvement on the performance of the comparable grouping in 2015-16. Moreover, it is notable that the figure for disadvantaged students is heavily influenced by the performance of a group of three students whose progress was limited by long-term absence. The Progress 8 of disadvantaged students, excluding this small group, currently equates to 0.37 which, whilst 0.20 below cohort, is significantly above the national.

In English, disadvantaged students, including shadow students, outperformed cohort with a progress score 0.36 against 0.25. In addition, the same group achieved a positive score (0.04) for open subjects. When the outlying performance of the shadow group is taken into account the progress of Pupil Premium students improves significantly: In English they achieved 0.69; in Mathematics, 0.03; in other Ebacc subjects they achieved 0.2; and in open subjects, 0.54.

As outlined above significant progress was made during 2016-17. However, clear variations between subjects remain, as does an internal gap between the performance of disadvantaged students and cohort. Addressing these issues is a central focus for 2017-18.

Teaching Staff Salaries - £47602.87				
Area of Spend	Percentage/Amount	Priorities addressed	Impact of Spend	Outcome to be assessed Sept. 2017
Assistant Principal (SENCo) with Responsibility for Pupil Premium	30 percent	All	Responsible for PP across the academy, leading training on supporting PP students, monitoring progress of PP, working with middle leadership on strategies to support PP students' progress. To ensure that the needs of disadvantaged SEN students are identified and met.	Improved progress for disadvantaged students as outlined above, including positive P8 scores in English and Mathematics (shadow group removed). Provision of external Careers Information and Guidance to all Pupil Premium Year 11 students to maximise their post-16 opportunities.
Assistant Principal with Responsibility for Attainment.	5 percent	i, ii, iii	To foster high levels of attainment by disadvantaged students across the school and particularly during Key Stage 4. Identify and meet specific needs for disadvantaged students in relation to post-16 pathways, providing a foundation for continued progress.	
Senior Teacher (Associate Leader) Responsible for Behaviour	10 percent	i, ii	To foster positive behaviour for learning and maximise the impact of school time for disadvantaged students.	

Literacy Lead	10 percent	i, ii	To foster progress of disadvantaged students through the promotion of literacy across the school.	
Head of Mathematics	10 percent	All	To foster progress of disadvantaged students within the subject area.	
Support Staff Salaries - £11,219.26				
Area of Spend	Percentage	Priorities addressed	Impact of Spend	Outcome
SEN Department Staff (x2)	£12,753	i, ii, iii	To identify and support disadvantaged students with special educational needs.	Disadvantaged students with special educational needs provided with support enabling them to more fully access all aspects of the schools provision.
External Services - £7110				
Counselling and Tutoring	£7110	i, ii, iii	To provide disadvantaged students with support targeted at addressing social, emotional, medical and behavioural challenges which may be impacted upon their progress and capacity to gain fully from their time at Holcombe.	Disadvantaged students provided with support enabling them to more fully access provision.
Materials, Initiatives and Programmes - £7122.21				
Curriculum Materials.	£6175.21	All	To provide disadvantaged students with the material and support to fully access all aspects of Holcombe's provision and maximise their capacity to make progress.	Improved progress for group as outlined above.
Offsite Subscriptions	£140	iv	To provide disadvantaged students with support in accessing resources designed to foster cultural activities beyond the curriculum.	Disadvantaged students able to access extra-curricular sporting activity increasing self-esteem.
Trips	£807	iv.	To enable disadvantaged students to attend trip/enrichment activities to motivate and extend knowledge for the subject/related field of study.	Students able to attend key trips throughout year including those necessary for completion of GCSE coursework.