

	A8	P8
Dis	33.34	-1.03
All	59	0.33

Pupil Premium Grant Impact Review Form 2017-18						
Budget: 2017- 2018						
£215,555+ April – August 2018 addition PPG Numbers: 110 Total Projected Spend: £230,594						
School: Fortismere						
School Contact: Jo Davey/Zoe Judge						
Barriers to Learning	Focus	Desired Outcomes	Success Criteria	Strategy used	Evaluation (September 2018)	Cost
Transition	<ul style="list-style-type: none"> Social support Social integration 	PPG Y7 are fully integrated into the cohort	To ensure that Y7 PPG make a successful transition to Y7	<ul style="list-style-type: none"> Y7 common Room Y7 Camp including subsidy and cover 	14 FSM 1 PP 6FSM remained behind (Total 223)	£2,000
Lack of understanding of how to improve	Personalised learning	PP Students receive the individual feedback necessary for rapid progress	PP students make accelerated progress from starting points	Small Group Sizes MEB year 10/11 and Increased Staffing in English and Mathematics 2 full time salaries	Eng A8 Dis 66.7% 4+ Non Dis 94.6% Ma A8 Dis 57% 4+ Non Dis 87.3%	£ 86,280
PP below age expected on entry or who make less than expected progress in KS3	Tailored interventions matched to need Y7-11	PP make same progress as non PP peers	No differences in attainment between PP and non-PP from starting points	Use of Linc & Maths and Eng interventions	Linc exam analysis	£4000
Lack of supporting study skills	Specific skills training	PP students develop the skills to support successful learning	PP students are able to access the curriculum leading to more rapid progress and the development of academic confidence	Academic coach 50% salary	Eng 4+ 79% MA 4+ 58%	£16,629
Revision skills	Acquiring effective revision strategies	PP Students require less support in exams (levels of anxiety and inability to complete exams)	PP students report a positive exam experience which is reflected in exam results	Revision materials	AW/FF	£1,500

PP Attendance	% attendance PP c/w non-PP	No difference between non-pp and PP and 96%+ in line with BSC	PP student attendance supports progress	Home School Liaison Officer 10% salary	All 94.7% Dis 87.4%	£4,435
Lack of academic confidence	Improve learner self-esteem	PP students match the learning confidence of their non-PP peers	PP students expectations of their own performance increase, driving aspiration	1. Learning Mentor 2. Mentoring: 3. Small group work shops	12/30 met mentor targets (some due to staffing)	(£34,400 £2,100) £36,500
Literacy	Close the literacy gap between PP and non-PP and give PP the literacy needed to access learning	PP reading, writing and speaking supports academic progress	PP students can access all aspects of the curriculum independently	Renaissance Reading	End of KS3: 61% Dis below reading age 30% without SEN 34% Non Dis below reading age (incl SEN)	£8,000
Lack of aspiration	Raising aspiration	PP students have access to a information about a range of post-16/18 and careers options	PP students are as ambitious as non-PP when choosing post-16 pathways	Careers Guidance Trips and visits	NP	£6,000 £3000
Poor behaviour for learning	Behaviour that supports learning and progress	PP students have their behaviour needs supported	PP are not over-represented in the behaviour data (matching proportions)	Behaviour mentor	Y11: 67% Dis = sig negative 50 % non Dis = sig negative	£5,000
Using behaviour to mask lack of academic confidence	Identifying underlying problem and addressing it	Access learning confidently	Accelerated progress	Behaviour mentor	Go4S No PPG students permanently excluded. Over represented on fixed term exclusions	£10,000
Individual need incl. most able disadvantaged	Flexible approach for individual students	All PP students have their needs identified and met	PP students are confident learners	HOC individual projects/support	College Focus Days	£3,000 (£500 per college)
Academic curriculum	Ensuring that all students have access to a curriculum that enables them to succeed	PP students remain engaged with education and attend school or college	PP students receive qualifications in a range of different areas	Alternative provision	AP JJ CAP	£40,000
Individualised activities	Contingency for unforeseen difficulties	Fortismere is able to respond flexibly to	Needs are met and progress is strong	As and when	CAP Taxi TBAP	£3,000

		issues as they arise				
Increased staffing costs	Maintaining current levels of support	Any increase in staffing cost is met	PP students experience remains consistent	Staffing costs	2% pay rise	£5,000
Poor exam preparation (Eng/Ma/Sci)	Exam preparation immediately before the exam	PPG students enter the exam in the most positive frame of mind	Exam success	Exam Breakfast Club		£1,000
Late for public exams	Getting students to their exam on time	Students aren't disadvantaged by late arrival	Exam success	Use of school transport to collect targeted students	N/A	£250

Commentary

Three year trend:

	Number	P8	A8
2015-16	28	0.01 (0.4)	53
2016-17	43 (A8)	-0.7 (0.42)	47
2017-18	21 (A8)	-1.03 (unverified)	33.34

The progress and attainment of PPG/Dis students has declined during the last three years.

Actual Grade: Progress 8 score	Actual Grade: Attainment 8 score
-4.343	0
-0.923	3.1
-0.101	6.6
	2.1
0.395	3.35
0.197	2.275
-3.703	1.5
-0.761	3.15
-1.378	4.1
0.693	4.45
-0.778	4.7
0.947	6.15
-3.723	0.3
-0.029	3.55
-3.187	3.9
0.421	4
-1.411	4.7
-0.243	4.1
-0.643	3.7
	1.8
	4.55

The small numbers this year have a disproportionate impact on the overall achievement and progress of PPG students. In addition, a number of the students have additional educational needs, particularly social and emotional and have provided case studies.

However, the overall picture is concerning. Despite the significant sums of money involved, lots of the strategies used to seem to have made little difference. The most successful are:

- Academic coach
- Alternative provision for 2 students
- Reading schemes
- Exam breakfast

Enrichment activities, such as Year 7 Camp, support the qualitative data that students who access extra-curricular/enrichment activities are happier at school which has a positive impact on learning.

Next steps:

The Inclusion Team led by Karen Allaway and Kat Jackson will lead on the PPG. There will be a sharper focus on the extent to which Disadvantaged students access the interventions and opportunities subsidised by the grant, such as Maths and English booster lessons. All trips and visits will have the number of Disadvantaged students invited to participate as part of the criteria for permission to run the trip or visit. Every Disadvantaged student will have an annual reading intervention regardless of reading age. This will support vocabulary and concept building. This will be linked to the explicit teaching of academic writing. The Parent and Student Engagement Officer will work with the most vulnerable families to support engagement and will also work with the DoL for Vulnerable Groups (Kat Jackson) on parental engagement events that will be targeted at the disadvantaged group.

The Learning Hubs which form part of whole school CPD are focused on improving teaching and learning which will support this group.

Work experience will be offered to students who study vocational and technical qualifications in KS4. Many of these students are Disadvantaged.

The new behaviour system being introduced from January 2019 is designed to work with the research on Disadvantaged students, such as the importance of positive relationships.

Fortismere will also continue to engage with the national research on raising the attainment of Disadvantaged students and seek out schools with similar demographics and smaller gaps in order to learn from other models.

This will be an explicit focus on the 2018-19 SIP