

## Coombe Dean School: Pupil Premium Review for 2015-16

### Introduction

Coombe Dean School is committed to ensuring that every individual student is given the best possible chance of achieving their full potential. As such we seek to do 'whatever is right for the individual' rather than labeling students according to externally-defined groups. However, Pupil Premium funding is allocated to every school based on numbers of students known to be eligible for free school meals, those who have been registered for free school meals at any point in the last six years, or who have been looked after in the care of the local authority continuously for more than six months.

In addition schools also receive funding, called the Year 7 literacy and numeracy catch-up premium grant, to support students who do not achieve KS2 age-related expectations in either English or Maths. Schools can decide how to allocate this additional funding to best ensure each student thrives and makes excellent progress in their learning.

### Planned and Actual Expenditure in 2015-16

In the academic year 2015-16 we expected to receive £209,115 in pupil premium funding. This was planned to be spent as outlined in the table below. Our actual spending will be confirmed in the end of year accounts).

Area of Focus	Rationale	Planned Expenditure
Bonus Maths setting	Provide smaller class sizes and extra intervention in Maths	£63,582
Bonus English setting	Provide smaller class sizes and extra intervention in English	£52,231
Personalised Academic Support	Provide leadership oversight of the progress of students across the school, including intervention programmes	£26,606
Higher Level Teaching Assistant	Provide extra intervention for students with learning needs	£22,443
Additional science Staffing	Provide extra intervention opportunities in science	£18,291
Curriculum intervention	Provide funds for a range of departmental specific support programmes	£9,306
Education Welfare Support	Improve attendance through the intervention of the EWO	£8,000
Individual student grants	Provide individual support opportunities for students, e.g. to attend extra curricular activities	£5,656
Data tracking software	Provide increased functionality for tracking the progress of students	£3,000

In the academic year 2015-16 we also expected to receive £19,500 in Year 7 catch-up funding. This fund, in accordance with EFA protocols, was carried forward into the 2016-17 academic year.

### Outline of Pupil Premium Strategies in 2015-16

During 2015-16 the new Headteacher and SLT, supported by a new Chair of Governors ensured that the progress of disadvantaged students was made a whole-school priority:

- All staff were introduced to the SISRA Analytics software and shown how to compare the attainment and progress of groups of students. This was made part of raising awareness about disadvantaged students, and the challenges they may face.
- Key staff meet formally, every half-term, to discuss the progress of disadvantaged students, identify any intervention that may be necessary, and evaluate the impact of interventions to date.
- The Assistant Headteacher with responsibility for student progress met frequently with key middle leaders, including the member of staff with responsibility for disadvantaged students, to ensure that whole-school policies were being implemented.

## Impact Review of Pupil Premium Funding

Changes to the national systems of accountability, as reported in the DfE performance tables, make direct comparisons of trend-data difficult. The following tables attempt to show some of the key indicators that are currently, or have previously been used to assess the progress of students eligible for Pupil Premium Funding.

- NB School All = all students in the Year 11 cohort at Coombe Dean School  
 School Dis = disadvantaged students (i.e. those eligible for Pupil Premium funding) in the Year 11 cohort at Coombe Dean School  
 National Other = all non-disadvantaged students (i.e. those not eligible for Pupil Premium funding) nationally  
 Numbers in Blue = calculated internally by SISRA rather than DfE Data  
 Grey shading indicates where data is not available from national data sets.

### a) Overall Attainment and Progress

	2015			2016*			Change 2015 to 2016		
	School All (174)	School Dis (41)	National Other	School All (151)	School Dis (38)	National Other	School All	School Dis	National Other
5A*-C including En & Ma	49%	41%	63%	54%	34.2%		+4%	-6.8%	
Basics Measure (L2 En & Ma)	56%	46%	65%	54%	34.2%	TBC	-2%	-11.8%	TBC
Best 8 inc. En & Ma	288.6	259.0	326.6	297.9	251.68		+9.3	-7.32	
Best 8 Value-Added									
Attainment 8				46.41	38.61	TBC			
Progress 8				-0.12	-0.61	TBC			
Progress 8 - English				-0.08	-0.47	TBC			
Progress 8 - Maths				0.05	-0.38	TBC			
Progress 8 - EBacc				0.03	-0.45	TBC			
Progress 8 - Open				-0.41	-1.03	TBC			

\* 2016 data has been taken from the DfE data checking exercise

Despite the difficulty in comparing year on year data it is clear that much remains to be done to improve the overall attainment and progress of disadvantaged students versus their non-disadvantaged peers nationally. This is the most significant school improvement point for the school in 2016-17.

**b) Gaps between Disadvantaged Students at Coombe Dean and Others Nationally in English and Maths**

	2015 (41 students)			2016 (38 students)			Change from 2015 to 2016		
	3LP	4LP	APS	3LP	4LP	APS	3LP	4LP	APS
English	-21	-9	-3.2	-9	-10	-7	12	-1	-3.8
Maths	-7	-17	-3.6	-22	-17	-9	-15	0	-5.4

This data indicates that some progress was made from 2015 to 2016 in addressing the gap between the expected progress of disadvantaged students in English compared to their non-disadvantaged peers nationally. However, we recognise that there continues to be an issue in English for disadvantaged students of middle prior attainment. This was flagged on the Ofsted Inspection dashboard as significant for 2015 and our internal analysis of unvalidated 2016 outcomes suggests that the gap has persisted. This internal analysis of English progress in 2016 suggests that the proportion of disadvantaged students making and exceeding expected progress in English was similar to that of other pupils nationally (2015 data) in 3 out of 6 starting points.

The data would suggest that we have been less successful in addressing the progress of disadvantaged students in Maths. Our internal analysis of 2016 outcomes suggest that the proportion of disadvantaged students making and exceeding expected progress in Maths was similar to that of other pupils nationally (2015 data) in only 1 out of 6 starting points.

School leaders have analysed the impact of intervention in English and Maths at an individual student level. This analysis shows that the slightly more positive impact on the overall English figures could well be the result of the greater extent to which interventions were put in place within English than in Maths. This occurred primarily due to the availability of specialist staffing, which could be more easily targeted where required in English than in Maths. This observation is something that will feed-forward into future planning.

**c) Gaps in Attendance, between School Disadvantaged and National Others**

	2015	2016	Change 2015 to 2016
Overall Gap in Attendance	-4	-3.4	+0.6
Persistent Absence (at 15%)	-10.1	-8	+2.1

Whilst the school has yet to achieve its ambition of there being no gap in attendance between those students eligible for the Pupil Premium and other students nationally there is evidence to suggest that the measures, introduced in 2015-16, taken to improve attendance across the school, and for disadvantaged students in particular, are starting to have a positive impact. The school commissioned a review of its attendance procedures by Justine Hocking, External Consultant, that concurred with this viewpoint. Further improve the attendance of disadvantaged students remains a key school improvement priority.

### How will this review change our approach to supporting disadvantaged students?

It is clear from the preceding analysis that we still have significant areas in which we can improve how the use of Pupil Premium funding can impact on the outcomes of disadvantaged students. School leaders also recognise that the Pupil Premium budget set for 2015-16 was based on historic spending decisions and an outdated KS4 curriculum model. This was validated by our external consultant, Justine Hocking during a Pupil Premium Review conducted in November 2015, and a monitoring visit conducted by the DfE in February 2016. Both parties also recognised the determination of school leaders to tackle this issue at its roots; a focus for school improvement that has seen the introduction of a new three-year KS4 curriculum from September 2016 alongside a more planned approach to the use of Pupil Premium funding.

At the point our 2016-17 budget was approved by governors (July 2016), we expected to receive £191,675 of Pupil Premium funding plus the carry forward of £19,500 from the Year 7 literacy and numeracy catch-up premium grant. We have planned to target this funding into areas of our practice for which it will be much easier to measure the impact of each type of support for disadvantaged students.

The table below outlines the planned expenditure at the start of the year. However, this plan will be monitored throughout the year, and is subject to change. At the next review point (October 2017, when provisional DfE data is released) there will be a more detailed analysis of how this year's money has been spent.

Area of Focus	Rationale	Planned Expenditure
Bonus Maths setting	Provide smaller class sizes and extra intervention in Maths	£53,200
Bonus English setting	Provide smaller class sizes and extra intervention in English	£53,200
Bonus Science setting	Provide smaller class sizes and extra intervention in Science	£42,000
Personalised Academic Support	Provide leadership oversight of the progress of students across the school, including intervention programmes	£10,000
Student and Parent Support Advisor	Provide a dedicated member of staff to work alongside disadvantaged students, and their parents, in Years 8-11.	£21,045
Pupil Premium Basics Champion*	Provide a dedicated member of staff to work alongside Year 7 students who did not meet KS2 age-related expectations in Maths and English	£19,500*
Pupil Premium Bursary Fund	Provide individual support opportunities for students, e.g. to attend extra curricular activities	£12,230

*\* this sum is the carry-forward from the Year 7 literacy and numeracy catch-up grant 2015-16*

For further detail on how we plan to use Pupil Premium funding to support disadvantaged students issue please refer to the separate document, "Coombe Dean School - Pupil Premium Plan for 2016-17".