

Pupil Premium Intervention at Preston School – 2015/16 Evaluation

2015-16 Pupil Premium Intervention

Intervention	Rationale	Evaluation of Impact	Next steps
Use of overstaffing in English & Maths to provide Teacher small group teaching aligned to personal learning checklists.	Ensuring intervention is personalised and aligned to need.	<ul style="list-style-type: none"> • The Ass HOS Maths and English manage the staffing of their departments • This additional resources has enabled a reduction in class sizes and aligns to recommendations from The Sutton Trust • Progress data for English & Maths: <ul style="list-style-type: none"> ✓ Best 'expected' and 'more than expected' data in English in the school's history ✓ Best ever 'more than expected' data in Maths in the school's history 	Continued
Maths, English and Science 1:1 or small group intervention at AM time, 4 days a week.	To support progress and outcomes	<p>The restructure of AM time and alignment of subject specialist to the Year 11 team has had positive feedback from both staff and students, with students finding the intensity and regularity of this useful.</p> <p>The previously under-performing students concerned made good progress in English & Maths:</p> <ul style="list-style-type: none"> • 58% made expected or better progress in English (7/12) • 61% made expected or better progress in Maths (20/33) • 21% made expected or better progress in Science (3/14) 	Continued
Maths and English intervention in PE times – small group and 1:1	Delivered by Maths staff and English staff in small groups as we recognised a need for both increased intervention time and ensuring it was	<p>70% of students made expected/better than expected progress in English</p> <p>Progress data within Maths indicates that students benefited from these sessions: 60% of students made expected/better than expected progress in Maths</p>	Continued

	delivered to a high quality.		
After school tutoring in Maths and English. 2 Maths and 2 English groups a week.	Self-evaluation indicated that we needed to provide personalised intervention at times which would ensure students could access it and engage in it.	4 students benefited from these sessions across the year and this supported their progress and outcomes: 50% of students made expected/better than expected progress in English 100% of students made expected/better than expected progress in Maths	Continued
Resource support	To facilitate the purchase of resources and equipment to support raising achievement of individual PP students.	This ensured they were not disadvantaged by resources at any time in their educational experience.	Continued
Educational experience support	To ensure students don't miss out on educational experiences due to financial implications	This ensured they were not disadvantaged by resources at any time in their educational experience.	Continued
External mentoring for FSM6 students at risk of underachieving and becoming NEETS.	Identified through results and student and parental feedback that this had been effective last year.	The RONIE list together with the students identified internally were discussed and key students identified for external mentoring to support engagement in school and preparations for post 16. Destination data for these students and behaviour data in school indicate this mentoring had a positive impact.	Continued
New middle management posts in Maths and English with focus on FSM6	The need was identified to have subject specialist middle leaders	These posts place responsibility and leadership of PP outcomes within the departments and gives them the autonomy to roll out subject based projects and initiatives to ensure better outcomes for these students.	Continued

and narrowing the Gap.	coordinating the FSM6 subject intervention.		
PP Passport project and 1:1 meetings with LM to personalise provision and allocation of funding	Linking provision and needs to impact on outcomes	Staff feedback was positive as these documents shared information about the young person with staff. Phases two will be to quality assure how these documents are being used and the impact they have on learning and outcomes.	Continued
The Brilliant Club	To further motivate and inspire more Most Able disadv. students into aspiring to attend university	The official Brilliant Club review showed the following outcomes for Year 10 students in 2015-16: <ul style="list-style-type: none"> • 83% of disadv. students reported that they were more likely to now aspire to go to University • 66% of disadv. students now aspired to attend a Russell Group University 	Continued
Links with Bournemouth University and external speaker presentations from the University to raise student's aspirations to attend University. External visitors have run assemblies to raise aspirations around employment and careers.	Self-evaluation and student voice input indicated low aspirations within some students and in particular awareness that nationally students who were FSM6 are less likely to consider going to university.	Raising students' awareness of post 16 and post 18 opportunities.	Continued
Year 10 and 11 revision packs.	Self-evaluation indicated students had access to these resources too late. In 2015	All Year 11 students received a Study pack before October half term, this ensured they were not disadvantaged by resources at any point with Year 11.	Continued

	students have received these resources in Year 10.		
Study Skills days – all years	Supporting the development of key skills.	Student feedback from these days highlighted that students felt they lacked “study and learning skills” and that these days facilitated them in by introducing these skills which were further developed through AM time in an AM programme.	Continued in Year 11 only. Study skills to be incorporated into Years 7-10 Am programme.
Additional independent careers advice and guidance appointments, with parents if requested.	Raising aspirations and ensuring students can plan the next stage in their learning journey.	All students who were identified as FSM6 were offered additional independent IAG appointments to ensure they have the personalised support they need. Destination data indicates these were successful.	Continued
Mindset session – 6 per year	To develop students Mindset and raise aspirations	Student feedback for these days were positive and gave the students new skills and approaches to address and overcome their own personal barriers.	Not continued
School Counsellor – FSM6 students prioritised for referral	Ensuring FSM6 students access the help at the earliest possible point.	All FSM6 Students who wanted and needed to see a school counsellor did so with a wait of less than 4 week. This is evidenced through waiting list records and student feedback.	Continued
PIXL and personal learning checklists.	Access to sharing good practice and resources and learning from others.	Used within some departments but not continued into 2016-17 across the board due to an introduction of diagnostic sheets.	Not continued