

PUPIL PREMIUM AT CHORLTON HIGH SCHOOL

2013-2014

The **Pupil Premium** is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

CHS Objectives in Spending the Pupil Premium Grant:

- Raising the attainment and achievement of students
 - Improved levels of expected / better than expected progress in English and Maths
 - Increased number of students leaving with 5A*-C including English & Maths (5A*CEM)
- Raising literacy and numeracy levels
- Providing social and emotional support to improve student attendance and engagement
- Raising aspirations in school and for future destinations



SUMMARY INFORMATION

Number of pupils and Pupil Premium Grant received			
	2011-12 <small>(04/11-03/12)</small>	2012-13 <small>(04/12-08/13)</small>	2013-14 <small>(09/13-08/14)</small>
Total number of pupils on roll	1,497	1,479	1,496
Total number of PPG	438	697	707 (FSM) 10(LAC)
Percentage of students who are PPG	46%*	47%	47%
Amount of PPG received per student	488	600	924
Total amount of PPG received	£220,129	£726,437	£734,910

Performance of Pupil Premium (PP) students				
	2011	2012	2013	2014
Average Point Score in English	33.4	35.9	36.9	38.4
% making expected progress in English	54	59	67	72
Average Point Score in Maths	34.3	36.0	36.2	36.4
% making Expected progress in maths	52	59	63	62
% of all pupils achieving 5A*CEM	55	64	66	68
% of PPG achieving 5A*CEM	40	49	52	54

* Re-categorisation of Ever6 reflected in RAISE ONLINE

INFORM:

Background:

The Pupil Premium is additional to main school funding and aims to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. The level of premium for 2013-14 was £924.

A child is eligible for Pupil Premium funding if they qualify for FSM or if they have been in continuous care for more than six months (or have met either of these criteria at any point in the last six years). There are currently 1.3 million children who qualify for the funding. (Funding methodology for children in care will change during the 13-14 Academic year).

Knowing the Gaps:

The '4Is' (INFORM, IDENTIFY, INTERVENE, IMPACT) process is a whole school system which enables assessment tracking, identification and intervention mapping across the school. We use it to ensure that **all students** at CHS are on track for success and that no one gets 'left behind'.

This ensures that every half term student progress and other student data is monitored and reported to key staff. Students are monitored each half term and have access to a 'pick and mix' selection of intervention/support programmes to meet their needs and close the attainment gap.

Curriculum Leaders use their half termly monitoring to track progress of students. The Access and Achievement (AAA) Team and Student Support leaders then identify and facilitate appropriate intervention to meet the needs of students.

Every half term a year based progress meeting 'Joining the Dots' allows all significant staff with leadership responsibilities to meet and discuss the academic progress of students. Further information is shared which helps plan strategies for success.

Disadvantaged students:

The overall progress of Pupil Premium students is also monitored by the Director of Aspiration who works closely with the Achievement Team to identify where gaps are present and to develop strategies to target these.

The Director of Achievement works to focus Curriculum Leaders on the effective tracking and development of strategies to raise attainment.

In addition to the PP indicator the school has developed a risk factor system that focuses on early identification of students who may be statistically vulnerable. This system can then be used to front load support and to identify students who may not have claimed FSM – but show other 'risk' indicators.

Responsibilities:

Director of Aspiration:

To raise the attainment levels of students entitled to Pupil Premium to reach their CHS target grades, ensuring that they make rapid and sustained progress in most subjects over time given their starting points. Where the performance of groups of students falls below that of all students nationally, the gap is closed rapidly by ensuring effective strategies are implemented and student progress is closely monitored. To raise the aspirations of students, inspiring them to aspire and ensure they are exceptionally well prepared for the next stage in their education, training or employment.

Director of Access and Achievement:

To ensure intervention processes and basic skill development impacts significantly on student outcomes. To further refine and embed the school's basic skills and intervention strategies (4Is) ensuring that there are improved outcomes for all targeted (groups of) students.

Curriculum Leaders:

To promptly complete half termly progress monitoring to ensure effective tracking of student progress and appropriate intervention is in place to close the attainment gaps of key cohorts. To use quality control measures to effectively track the progress of students entitled to PP and ensure that timely and appropriate strategies are in place raise attainment.

Teachers:

To regularly use SISRA to inform lesson planning to maximise progress for all individuals. To ensure that effective lesson planning is completed, including the completion of the 'half termly overview' to track progress of individuals and 'who's in my class' proforma. To ensure that feedback loops are consistently used to raise students' attainment/effort in lessons.

IDENTIFY:

Aspiration for All

- We believe in aspiration for all. The school underpins this through its shared core purpose – SUCCESSFUL, CREATIVE, HAPPY.
- The Director of Aspiration and the Achievement Team are involved in promoting aspiration for all through their work with students, parents and staff.
- The work ethic is also promoted through the Future Foundations programme at KS3 and the Qualities of Success at KS4

Personalised Intervention

Through both the 4Is process and the 'Joining the Dots' meetings students are able to be identified and appropriate intervention programmes or strategies can be put in place for them.

The INFORM data is analysed by the Access and Achievement (AAA) Team, which includes the leads on SEN and EMA; specialist leads for literacy, numeracy, and G&T; members of the Achievement, Attendance, Pastoral leaders and Safeguarding team; and the Head of Year. As appropriate, students are then identified as needing intervention. Students will also be given an "Individual Success Plan" (ISP) lead, this is their 'guarantor' for success. This named person will take the lead on the student, and although they maybe not be delivering the intervention, they will ensure the student is getting appropriate intervention and additional support that works for them, leading to improved educational outcomes

Celebrating Success

In addition to identifying students who may be in need of extra intervention, it is also important that we identify and celebrate those who are succeeding.

As part of the School's Rewards System, the Director of Aspiration organises the 'Celebrate CHS Rewards' – which identifies students who are working hard through the effort indicator. Students reaching specific thresholds for gold, silver and bronze awards are then celebrated on a half termly basis.

The Achievement Team:

This team works with key cohorts of students to try and raise their aspirations. The targeted students are drawn from the whole CHS spectrum of achievement, learning need, ethnicity and social background.

The team works with individual students to ensure that they have the necessary key skills to effectively access all areas of their curriculum and achieve their potential. Students in targeted cohorts might have low literacy or numeracy levels for a number of reasons, or issues with other key skills / qualities of success.

The Achievement Team have a specific focus on driving literacy improvement strategies across the curriculum and work hard to champion being 'Effective Interveners'; this allows them to demonstrate and share good practice in delivering key skills.

Risk factor analysis:

The work on developing the risk analysis has been based on the school's analysis of the patterns of success for statistically vulnerable students.

The triggers of 'multiple factors' have often seen students underachieve, so the ability to map this back to the start of Year 7 means that students can be placed on programmes proactively as a method of 'front loading' support, with the hope that this will drive students' aspirations and skills from the offset.

Examples of the programmes currently used are: literacy boost, numerical literacy, the Green Room programmes to build confidence and aspiration, the Chorlton Resiliency programme.

INTERVENE:

Following the process of the 4Is, after students have been identified, there is then a 'pick and mix' selection of intervention/support programmes to meet their needs and close the attainment gap. The majority of the sessions run over a 10 week programme. These packages include a vast array of methods and content. They include programmes that embrace small group diagnostic provision, academic challenge materials, coaching programmes, alternative learning pathways, one to one provision, family support, mentoring and external visits. A sample of the programmes that have been developed are listed below.

	Sub-categories	What we do...	Objectives & impact evidence from 2014	Expenditure (£)
Additional Staff	Responsibilities & Leadership	<p>The Director of Achievement and the Director of Aspiration - The school is committed to improving standards for those children who qualify for the Pupil Premium. As a result two Leadership posts have been created, who have specific responsibility for improving outcomes for PPG students. A notional 50% of salary costs is included here.</p> <p>Assessment & Achievement Leader (50%)</p> <p>The Achievement Team & Leader - In addition we have appointed a team of 4 Achievement Coordinators to take responsibility for targeted groups of students, monitoring progress, tracking progress and providing appropriate intervention as necessary. Cost of their responsibility points is included here.</p> <p>Numeracy & Literacy Leaders - We have also redesigned and restructured the SEN team as the "Access & Achievement Team" – to focus on the Achievement for All- with shared strategies, process and assessment tracking systems for support staff who work with students within any additional needs (SEN, EAL, FSM, and LAC). Two new posts have been created this year to work with this team – the Numeracy lead and the Literacy lead specifically to focus on EAL</p>	<ul style="list-style-type: none"> • Raising achievement of PP students • Monitoring of PP impact • Improved cost-benefit tracking • Raising literacy and numeracy levels <p>IMPACT EVIDENCE:</p> <ul style="list-style-type: none"> • 54% of PP students achieved 5A*-C incl E&M – (gap narrowed between PP student achievement at CHS and <u>all</u> students nationally; gap narrowed between between PP & NPP at CHS) • Sustained improvement trend for PP students; 2011 = 40%; 2012=49%; 2013 = 51%; 2014 = 54% • 63% of PP students achieved 5A*-C- (gap narrowed between PP student achievement at CHS and <u>all</u> students nationally to 1%) • Robust PP monitoring in place 	147,866 (staffing)
	Additional Teacher time	<p>Additional teaching staff Maths - Additional staffing to provide targeted teaching groups where appropriate, increased flexibility in setting, opportunities for collaborative team teaching, opportunities for more detailed and comprehensive feedback to targeted students on progress made in specific lessons. Bespoke numeracy packages have been developed to tackle underachievement for students joining the school, students, with skills deficits, mathematical literacy and mathematical anxiety issue</p> <p>Additional teaching staff Science - Additional staffing to provide targeted teaching groups where appropriate, increased flexibility in setting, opportunities for collaborative team teaching, opportunities for more detailed and comprehensive feedback to targeted students on progress made in specific lessons.</p>	<ul style="list-style-type: none"> • Closing the gap in attainment for PP students • Closing the gap in Levels of Progress (LoP) made for PP students <p>IMPACT EVIDENCE:</p> <ul style="list-style-type: none"> • Gap between PP & NPP achieving 5A*-C incl E&M narrowed by 3% • Gap between PP & NPP for students at CHS achieving expected LOP in English narrowed • Gap between PP students at CHS and <u>all</u> students nationally achieving expected 	106,052 (staffing)

			<p><i>LOP in English narrowed closed – PP students achieved above national for all by 2%</i></p> <ul style="list-style-type: none"> • <i>Gap between PP students at CHS and <u>all</u> students nationally achieving expected LOP in maths narrowed to 2.5%</i> 	
	Additional Support Time	<p>The school employs a range of staff to provide pastoral care and support students with individual needs. The Pupil Premium has allowed us to increase this support by providing:</p> <p>Additional Attendance Officer & Additional Safeguarding Officer</p> <p>Three Pastoral leaders- A notional 50% of salary costs is included here. These staff members all ensure that students attend school regularly and punctually and address any barriers to attendance and learning that may exist by working in partnership with parents and carers.</p> <p>Learning Mentor provision - The school has a team of 5 Learning mentors who provide a range of academic and pastoral support to students in their assigned years. The Learning Mentors work under the direction of the Heads of Year and provide individualised support dependent on the students' needs. A notional 50% of salary costs is included here.</p>	<ul style="list-style-type: none"> • Providing social and emotional support to improve attendance and engagement • Improved overall attendance • Persistence Absence reduced below 5% • Gaps between PP & NPP reduced <p>IMPACT EVIDENCE:</p> <ul style="list-style-type: none"> • <i>Overall Attendance improved by 1.1% to 95%</i> • <i>Persistence Absence reduced by 1.5% to 5.22</i> • <i>Gaps between PP& NPP reduced by 0.5% for absence</i> • <i>Gaps between PP & NPP reduced by 1% for persistent absence</i> • <i>Overall sessions absent and persistence absence for PP students below the National Median FSM (RAISE 2014)</i> 	143,428 (staffing)
Additional Support outside the classroom	Small group/ one to one teaching and support	<p>Additional staffing is used to teach and support through a range of interventions. These use the '4Is Assessment system' to identify students and impact evaluate the different types of interventions strategies.</p> <p>Access & Achievement Interventions (Not funded by PP Funding)</p> <ul style="list-style-type: none"> • SLPD intensive support, • Exam Access, • Speech and Language therapy, • Educational Psychologist • SPLD TA support (AA) • KS4 Coursework catch-up (AA, Curriculum based) • CA intervention (AA, Curriculum based) • ThInc intervention (AA) • KS2-3 Transition support (AA, Transition Team) <p>Literacy Teaching - Literacy interventions - Additional staffing to support a range of</p>	<ul style="list-style-type: none"> • Closing the gap in attainment for PP students • Build on improvement of progress and attainment for students with low prior attainment in English and Maths • Improve Attainment & progress of EAL students • Providing social and emotional support to improve attendance and engagement <p>IMPACT EVIDENCE:</p> <ul style="list-style-type: none"> • <i>74% of low prior attainment students in English make expected progress (27% above National Average for 2014). 3 Year trend of improvement</i> 	<p>102,591 (staffing)</p> <p>12,250 (Intervention catch-up)</p> <p>4,850 (RWCN)</p> <p>5,906 (Intervention exams)</p>

		<p>English and literacy interventions such as small group support and one to one support. Creative programmes such as working with Arts, media and sport to develop confidence are used develop confidence, motivation and skills in context.</p> <ul style="list-style-type: none"> • Accelerated reader, (Literacy) • Power of 2 (Literacy) • Diagnostic Literacy provision (Literacy) • Read, Write, Speak (Literacy) • English in a Flash (literacy) • Toe by toe,(Literacy) <p>Numeracy Teaching - Numeracy interventions - Additional staffing to support a range of Maths and numeracy interventions, small group support and one to one support.</p> <ul style="list-style-type: none"> • Maths small group – diagnostic based (Numeracy) • Maths 121 (Numeracy) • Accelerated Number (Numeracy) • mathematical literacy (Numeracy) <p>EAL Interventions</p> <ul style="list-style-type: none"> • New Arrivals programme (EMA) • Steps 1, 2, 3 & 4 (EMA) <p>Curriculum Support Assistants are used to undertake specific English and Maths interventions and small group tuition for students at Key Stage 4.</p>	<ul style="list-style-type: none"> • <i>41% of low prior attainment students in maths make expected progress (15% above National Average) 3 Year trend of improvement</i> • <i>Improved outcomes and progress for EAL students in English</i> • <i>Significant increase in EAL students achieving EBACC 32% - (2014 National average=25%)</i> • <i>Significant increase in EAL students achieving A*-C in Humanities 72% (2014 National Average = 67%)</i> 	
A Teams & Pastoral Interventions		<p>Over 60 hours per fortnight of Academic Coaching time is provided to targeted students via Form Tutors and Year Teams. Academic Coaching has been well developed and impacted evaluated within the school over the past few years with a significant impact. It is based on each member of staff having regular timetabled academic coaching sessions with students. This is based on establishing 'Learning Conversations' - a powerful intervention strategy for targeted learners because it addresses self-limiting beliefs about their own capacity to make progress and enables them to tailor learning more closely to their individual learning needs, taking forward the agenda for personalised learning. It effectively should provide a means of bringing together information about pupils' subject progress with their development as learners across the curriculum, giving pupils greater control of and responsibility for their own learning, enabling transfer and application of a widening repertoire of learning approaches across different subjects. In this way we have seen this to be a powerful and empowering strategy.</p> <p>Additional Pastoral Interventions:</p> <ul style="list-style-type: none"> • Mentoring programmes • Big Brother/Big Sister • Careers Group session • ISP Year 11 Coaching 	<ul style="list-style-type: none"> • Improve effort and engagement of PP students • Improve achievement in EBACC for PP students <p>IMPACT EVIDENCE:</p> <ul style="list-style-type: none"> • <i>Internal monitoring indicates improved effort grades for PP students during the academic year 2013-2014</i> • <i>Increased number of PP students receiving Effort Awards – particularly at KS4</i> • <i>22% of PP students achieved EBACC, this in respect of a national average for all students of 24%(National Average for PP =11%); rising from 9% in 2013</i> 	52, 526 (staffing)

		<ul style="list-style-type: none"> Targeted IAG sessions 		
	LAC – Individual tuition	LAC – Individual tuition - Each child who qualifies as LAC receives 1-1 support from a specialist teacher to cover whichever disciplines / subjects require additional support. The support is tailored to the individual’s needs and is monitored by our safeguarding and Inclusion leader.	<ul style="list-style-type: none"> Improved outcomes for LAC 	5,000 (Intervention LAC)
	Esteeming Experiences	A specific programme of events is organised by the Achievement Team to give everyone the confidence to have hopes and dreams and not have aspirations held back by background, circumstances or low expectations of what life will deliver. To celebrate the successes of our young people and ensure they are given every opportunity to be the best they can be. These events are diverse and aim to inspire our young people to aspire and succeed’	<ul style="list-style-type: none"> Raising aspiration in school and in future destinations <p>IMPACT EVIDENCE:</p> <ul style="list-style-type: none"> <i>Educational destination measures evidence 95% of PP in education or training, with 46% accessing L3 courses.</i> 	5,925.00 (Intervention Aspiration) 5,798.00 (Intervention G&T)
	Peer to Peer	A range of peer learning and mentoring activities are organised through the school to develop aspiration and peer learning. These include; ReachOut, Agents for Change, Sports Leaders, Global Dimension Buddies and Maths Leaders. A particular programme of events that support this is Drop Everything & Read organised by the Library. This incorporates a number of high profile reading events that promote reading for pleasure, peer assisted reading schemes and reading buddies. Additional funding here has supported additional materials, authors visits and additional books to support the work	<ul style="list-style-type: none"> Promotion of Reading for pleasure Raising of literacy levels across PP students <p>IMPACT EVIDENCE:</p> <ul style="list-style-type: none"> <i>72.3% of PP students make expected progress in English – (NA for all student = 70.9%) – building on PP expected progress for 2013 =67%; 2012 = 59%; 2011 = 54%</i> 	3,000
Inside the classroom	CPD programmes to focus on outstanding teaching to close gaps	Focused CPD programmes for staff have promoted all teachers ‘effective interveners’ and, ‘Every teacher in English is a teacher of English’ Significant CPD training programmes for TAs in place Intensive in-class mentor programme	<ul style="list-style-type: none"> Raising literacy levels and achievement through effective targeted teaching <p>IMPACT EVIDENCE:</p> <ul style="list-style-type: none"> <i>APS for English = 41.5 (above 2014 National Average)</i> <i>APS for PP students in English = 38.5 (0.2 below National Average for all students)</i> 	Funded through main school budget

Out of hours	Extra-Curricular provision & Curriculum Related school Trips	<p>4XE - Enable – Enrich – Extend –Educational visit. The school’s extra-curricular programme redesign to have an impact on the learning, cultural and social development of students. This money supports experiences targeted at PPG students. This programme is monitored and analysed for PPG involvement. This includes Oxbridge Programme, FE/HE Open Days/Experiences, Motivational residential and a diverse range of Educational Visits.</p> <p>A Summer School runs for students who are making the transition to CHS – with the focus on PPG students. This continues throughout the year as an after school activity using students from KS4 as peer educators and mentors</p> <p>In addition to this a range of targeted revision activities including a holiday revision programme has been put into place for February half term, Easter & May focusing mainly on Year 11 GCSE, but also additional classes for Year 10 students.</p>	<ul style="list-style-type: none"> • Raising Achievement of PP students • Remove gaps in students accessing 4xE <p>IMPACT EVIDENCE:</p> <ul style="list-style-type: none"> • <i>Average Capped Points score (Best 8) for PP = 302.7</i> • <i>Internal monitoring evidences improved PP attendance in 4XE in 2013-2014</i> • <i>82% of PP students accessed 4XE in Summer 2</i> • <i>Attendance at out of hours revision from PP students was high - 90% of PP attended Breakfast revision session</i> 	6,255 (After school provision) 7,650 (ELE)
Provision of		This includes Accelerated Reader, Accelerated maths and additional reading materials. It also include Literacy and Numeracy events such as ‘Sir Link-a- lot’ – to provide students with inspiring learning opportunity that work on enthusing them whilst building up their confidence.		Funded through main school budget
Parents Support and Engagement	PSA	Parental Support Advisor - Works proactively to ensure students attend school regularly and punctually and address any barriers to attendance and learning that may exist by working in partnership with parents and carers. The PSA runs an extensive programme of family learning and support targeting families on PPG	<ul style="list-style-type: none"> • Raising Achievement of PP students • Providing social and emotional support to improve attendance and engagement <p>IMPACT EVIDENCE:</p> <ul style="list-style-type: none"> • <i>Internal monitoring & case studies evidences high rate of success of partnership working</i> • <i>LPP Award evidences high quality provision</i> 	21,426 (staffing)
Specialist services	Various	Specialist mentoring and counselling provision are brought in to support students. This has included Broad African Council mentoring, ‘Inspire My Growth and specialist health related provision	<ul style="list-style-type: none"> • Providing social and emotional support to improve attendance and engagement <p>IMPACT EVIDENCE:</p> <ul style="list-style-type: none"> • <i>Internal monitoring evidences success of bespoke provision</i> 	7,644 (Mentoring)

Alternative learning pathways	The Green Room	<p>The Green Room is providing additional support for students (predominantly in Years 7 and 8) who are at risk of underachieving – who are identified through a risk factor analysis. They are provided with an intensive 5/6-week course in English, Maths, Science and Modern Languages to boost performance in these important Core subjects. This is not a traditional intervention – as it identifies students before underachievement occurs, to develop skills and qualities that might not be developed at home. We call it our ‘Achievement Centre’. This will enable students to then use these skills to maximise the learning within school. A notional 50% of costs are included here.</p>	<ul style="list-style-type: none"> • Raising Achievement of PP students • Providing social and emotional support to improve attendance and engagement • Reduction of behaviour referrals <p>IMPACT EVIDENCE:</p> <ul style="list-style-type: none"> • 100% students leave with at least 1 pass in 2014, including all PP students – above national average for <u>all</u> students • 96% PP student achieve 5A*-G at CHS – above national average for <u>all</u> students. • Internal monitoring shows evidence very high rates of success of bespoke provision • Improved attendance for PP students as evidenced above • Reduction in number of PP students receiving behavioural referrals across all year groups. • 	97,076 (staffing)
	Total Expenditure			£735,243
	Total Pupil Premium Grant (PPG)			£734,910
	Under / (over) spend			(£333)

Pupil Premium - Helping me to be... **SUCCESSFUL, CREATIVE, HAPPY!**

When I started the school the Transition Team got to know me well in my Primary School, and helped me through the first year. They even gave me a copy of the book we would study together.

I can get a free breakfast each morning to make sure I start the day well

The Future Foundations programme helps me build the 'qualities of success' which are skills all my teachers tell me will help me become successful in the future life.

I can visit the Uniform Bank to make sure I am always dressed correctly for school

Lots of school visits are subsidised to make sure I can go on them to enrich my learning school

If I am at risk of underachievement I am able to spend a half term in the 'Green Room' to give my learning a real boost! I can concentrate on making good progress in my academic subjects, whilst feeling really supported and encouraged in a smaller setting. This will prepare me for success in the main school.

My literacy and numeracy needs are diagnosed and a skilled specialist teacher designed an imaginative programme just for me!

I have learnt about emotional resiliency to build my social skills and self-esteem through small group support sessions

There are a huge range of after school events that encourage me to actively engage and enjoy school

The team of Pastoral Support Leaders support me with my punctuality and behaviour for learning. They ensure that I am ready to learn, and make me feel safe and cared for.

The 4Is system means that staff responsible for me monitor my achievement, identify concerns, focus interventions and measure its impact to make sure I go 'faster further.'



The safeguarding team are there in case I need them to support me when life gets tough.

The Achievement team organise lots of different 'esteeming experiences' that have helped me to build my confidence.

My learning mentor helped me overcome barriers to learning, including any issues with my homework, behaviour and engagement.

The Achievement Team encourage me to aspire by organising motivation workshops, giving inspiration, advice and the support I need to ensure that secure education, training and employment when I leave school.

The Access & Achievement Team look after my learning, language, social and emotional needs to make sure I achieve.

There are a range of specialist visitors that provide counselling, health advice, CAMHS support and mentoring on site if I should need it.

A member of the Achievement Team can provide me with coaching to focus on learning resilience and revision skills as I prepare for exams

A member of my Year Team provides me with Academic Coaching to help build key learning skills.

The Attendance team help me to try and come to school every day.

All staff who work with me can see the support I receive through our 'Joining the Dots' map and they discuss how I can excel at these meetings

The Parent Support Adviser is there to organise events for my family so that they understand my needs and she also supports them if needed.

Revision classes are provided after school and in the holiday to help me learn how to revise with additional support and to be successful in exams

IMPACT – INDICATORS OF ACHIEVEMENT & ATTENDANCE IMPACT

HISTORICAL INDICATORS OF ACHIEVEMENT IMPACT AT KS4		2011				2012					2013					2014				
		All	PP	NPP	Gap NPP - PP	All	PP	NPP	Gap NPP - PP	GAP TREND	All	PP	NPP	Gap NPP - PP	GAP TREND	All	PP	NPP	Gap NPP - PP	GAP TREND
% of all pupils achieving 5A*-C at GCSE including English and Mathematics	School	55	48	63	15	64	49	78	29		66	51	80	29		68	54	79	25	↓
	National	57	36.4	65.3	28.9	58	38.5	65.7	27.2		59.9	40.9	67.8	26.9		55	36	62	26	
Capped Average Point Score (Best 8 subjects)	School	353.5	330.3	378.9	48.6	375.4	356.9	393.9	37	↓	359.1	340.1	378.9	38.8		338.1	302.7	366.3	63.6	
	National	335.1	294.9	353.3	58.4	339.5	303.2	356.9	53.7		339.8	305.5	355.4	49.9		306.9	257.7	324.8	67.1	
Average Point Score in English	School	38.4	33.8	40.4	6.6	40.1	36.1	44.0	7.9		41.5	38.4	43.6	5.2	↓	41.4	38.4	43.8	5.4	
	National	40.0	32.0	40.9	8.9	38.5	33.3	41.0	7.7		39.4	33.3	40.5	7.2		38.7				
Average Point Score in Maths	School	38.8	34.4	40.7	6.3	39.6	36.1	43.1	7		39.5	35.8	42.9	7.1		40.6	36.4	44	7.6	
	National	39.0	30.9	40.1	9.2	38.6	32.8	41.2	8.4		39.4	32.8	40.9	8.1		38				
% all pupils achieving 3 levels progress ¹ in English	School	67	60	75	15	73	62	83	21		74	67	83	16	↓	80.4	72.3	87	14.7	↓
	National	71	56.1	76.9	20.8	67	53.8	72.8	19		70	56.5	75.4	18.9		70	58	75	17	
% all pupils achieving 3 levels progress in Mathematics	School	66	58	74	16	68	57	79	22		72	63	82	19	↓	73.4	62.3	82.2	19.9	
	National	64	46	70.9	24.9	68	51.5	74.5	23		72	54.1	76.8	22.7		65	48	71	23	
% Students achieving EBacc	School	9	3	15	12	15	8	22	14		28	9.2	48	38.8		39	21.8	52.7	30.9	↓
	National	15	4.5	18.8	14.3	16	5.5	19.8	14.3		23	9.8	27.6	17.8		24	11	28	17	

HISTORICAL INDICATORS OF ATTENDANCE IMPACT AT KS4		2011				2012					2013					2014*				
		All	PP	NPP	Gap NPP - PP	All	PP	NPP	Gap NPP - PP	GAP TREND	All	FSM	Non FSM	Gap NPP - PP	GAP TREND	All	PP	NPP	Gap NPP - PP	GAP TREND
% Sessions missed due to overall absence	School	6.82	9.49	5.70	3.79	6.1	7.8	4.5	3.3	↓	6.1	8.1	4.3	3.8		5.0	7.5	4.0	3.5	↓
	National	6.55	10.08	5.88	4.2	5.7	8.5	4.7	3.8		5.9	8.3	4.9	3.4		5.9	8.3	4.9	3.4	
	Median FSM	6.96				6.2					6.7					6.7				
% Of students Persistent Absentees (15% or more absence)	School	10.6	17.8	7.5	10.3	6.3	10.2	2.7	7.5	↓	6.7	10.6	3.2	7.4	↓	5.22	10.0	3.6	6.4	↓
	National	9.6	20.3	7.5	12.8	6.9	13.8	4.2	9.6		6.6	12.8	4.0	8.8		6.6	12.8	4.0	8.8	
	Median FSM	10.6				7.8					8.3					6.7				

* compared to 2013 national figures from RAISE