



# Alderman Peel High School

A Specialist Sports College

# Pupil Premium Report

## 2015-16

Report to Governors: Mr B Tawana (Assistant Headteacher): Pupil Premium Lead

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## What is the Pupil Premium?

The Pupil Premium (PP) is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students and close the gap between them and their peers.

In the 2015 to 2016 financial year, secondary schools received £935 for each PP student (registered as eligible for free school meals at any point in the last 6 years), £1900 for Looked After Children (LAC) and £300 for Services Children. See school Pupil Premium Policy on the schools website for further information.

## What does this mean for the school?

Alderman Peel High School received £108,690 in Pupil Premium funding for the financial year 2015-16. This was further supplemented by a further £3,800 in Looked After Child Funding and a further £500 per student for \*Year 7 Catch-up Funding (figure to be confirmed for 2016). This will be allocated to a Literacy Numeracy Catch-up Programme for Year 7.

Historically, the Pupil Premium was spent on additional non-teaching staff such as a Learning Mentor and Learning Support Assistants to support students in receipt of the Pupil Premium. The school has embedded this support within the English, Maths and Science Faculties by appointing Subject-Specialist Assistants who are tasked to accelerate rates of student progress and raise attainment of Pupil Premium students (and non-Pupil Premium students who need their support).

The school has also been able to provide generic interventions such as Growth Mindset Training for Pupil Premium students in Years 7, 8 and 9, Revision techniques for years 10 and 11, Free Revision Material for Pupil Premium students in Years 10 and 11, working in conjunction with the University of East Anglia to raise aspirations of all students at the school and ensuring students receive timely staff feedback on how to improve their work.

The school has been able to provide bespoke interventions for Pupil Premium students as highlighted in our “Pledges” (see school website) and some personalised interventions to individual students such as 1:1 English support and transport to attend after-school revision classes/events.

## Pupil Premium Outcomes for 2015

Use of the Pupil Premium has ensured that students have made good expected progress in both English and Mathematics and above National Pupil Premium figures for English and Mathematics.

In 2015, there was a 34% attainment gap between the percentage of disadvantaged students (FSM/EVER6 & CLA) and other students achieving 5A\*-C Including English and Maths (5ACEM). It is predicted that this gap will more than half in 2016 to 15%.

However, the 2015 results for disadvantaged students showed a valued-added score of 1005 (1000 National Average). The National Value-added figure for disadvantaged students was 975.9 in 2015.

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## KS4 GCSE Results Summer 2015

	School PP	Other School	National PP	Other National	National Gap	In-school Gap
<b>5 A*-C English &amp; Mathematics</b>	29	63	37	62	-25%	-34%
<b>Expected Progress English</b>	63	64	58	74	-16%	-1%
<b>Expected Progress Mathematics</b>	63	73	48	71	-23%	-10%

### Attendance (September 2015 to February 2016)

Year Group	Attendance PP	Attendance other	In school gap
<b>7</b>	96.4%	96.1%	-0.3%
<b>8</b>	93.6%	94.5%	-0.9%
<b>9</b>	92.9%	92.3%	+0.6%
<b>10</b>	93.6%	95.5%	-1.9%
<b>11</b>	90.5%	95.9%	-5.4%

In 2015 the absence percentage nationally for disadvantaged students was 7.5%. All school years 7-10 are above national average attendance for disadvantaged students.

### Cohort Attendance (September 2015 to February 2016)

	% attendance	No less than 95%	less than 95%	No less than 85%	less than 85%
<b>PPG</b>	93.6%	81 students	57 students	127 students	11 students
<b>Non-PPG</b>	95%	206 students	114 students	303 students	17 students

In Years 7, 8, 9 and 10 the attendance of Pupil Premium students is largely similar to that of non-Pupil Premium students. The overall attendance figures for deprived students are above national figures, the proportion of deprived students who are persistently absent has fallen. This is largely through the effective partnership of the school, Norfolk LA and Parent/carers to address attendance issues in their infancy.

Year 11 attendance in-school gap has been skewed by three disadvantaged students who had legitimate health absences. When these three students are removed the in-school gap disappears altogether.

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## Impact on Behaviour outcomes

### Fixed Term Exclusions

	Number of sessions (2 sessions = 1 day)
PP	34 (FTE 17 days)
Non PP	36 (FTE 18 days)
Factor	0.94
National Factor	3.2

Deprived students are just as likely to receive a fixed term exclusion as non-deprived students. This compares favourably with the national factor of 3.2 in 2015 (Disadvantaged students being over 3 times more likely to receive a fixed term exclusion as a non-disadvantaged student).

### Pupil Premium Plan 2015-2016 (Concise Summary)

At the point of the January census 2016, Alderman Peel High School had 138 students in receipt of the Pupil Premium. This represented 30% of the school population, continuing a trend of decrease since January 2015.

For the 2015-16 financial year Alderman Peel received £108,690 for the Pupil Premium. This will be supplemented by a yet to be confirmed amount for the Year 7 Catch-up Funding for April 2016.

This year the school is focussing primarily on the classroom and on maintaining a core of staff supporting students in making progress in English, Mathematics and Science, throughout all year groups.

In the classroom, the school will focus on the methods of teaching that have maximum impact, in particular the provision of quality feedback, development of growth mindsets and metacognition; learning about learning.

In order to support the above and embed these programmes the school will maintain levels of staffing that allow for greater differentiation across both key stages.

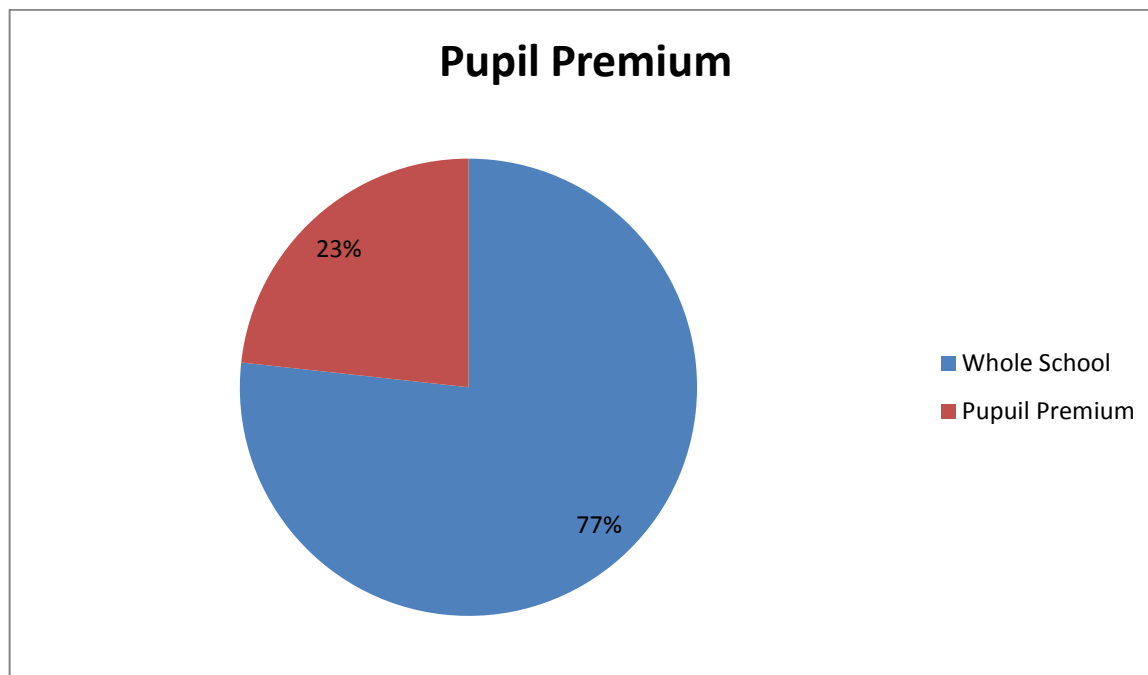
The Directors of Learning in conjunction with the Associate Headteacher, Assistant Headteachers and the Data Manager have an achievement centred role and as such will further support progress in Maths, English and Science.

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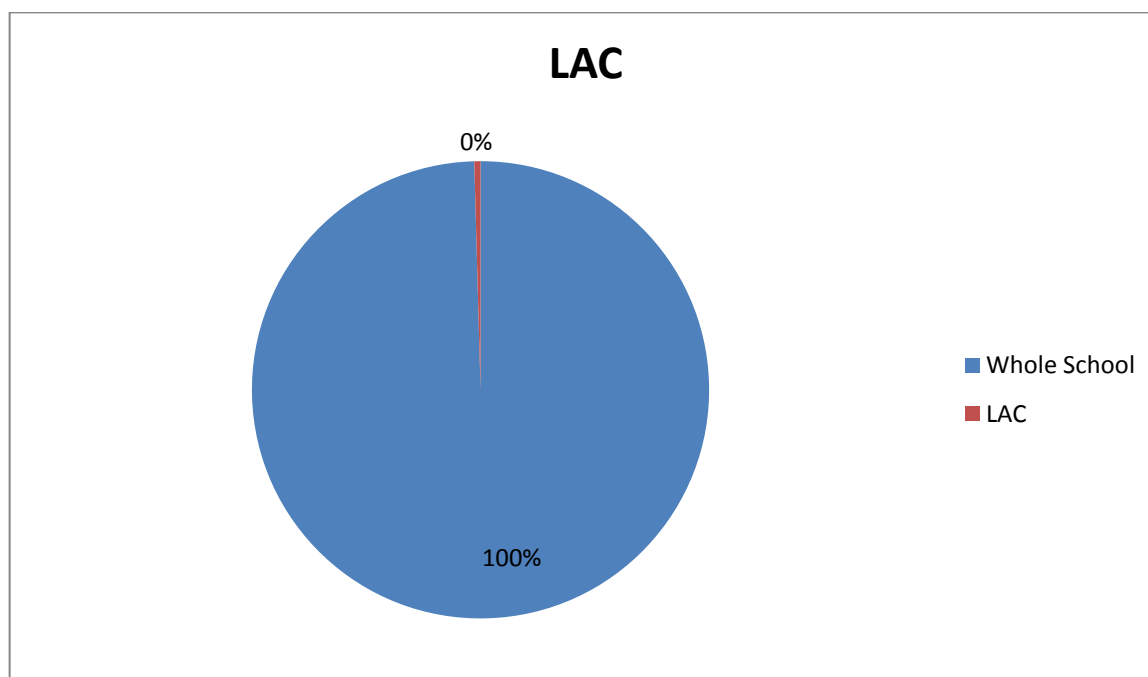


## Graphical Representation of Pupil Premium Data

**Pupil Premium Children (Whole school) = 138 = 30%**



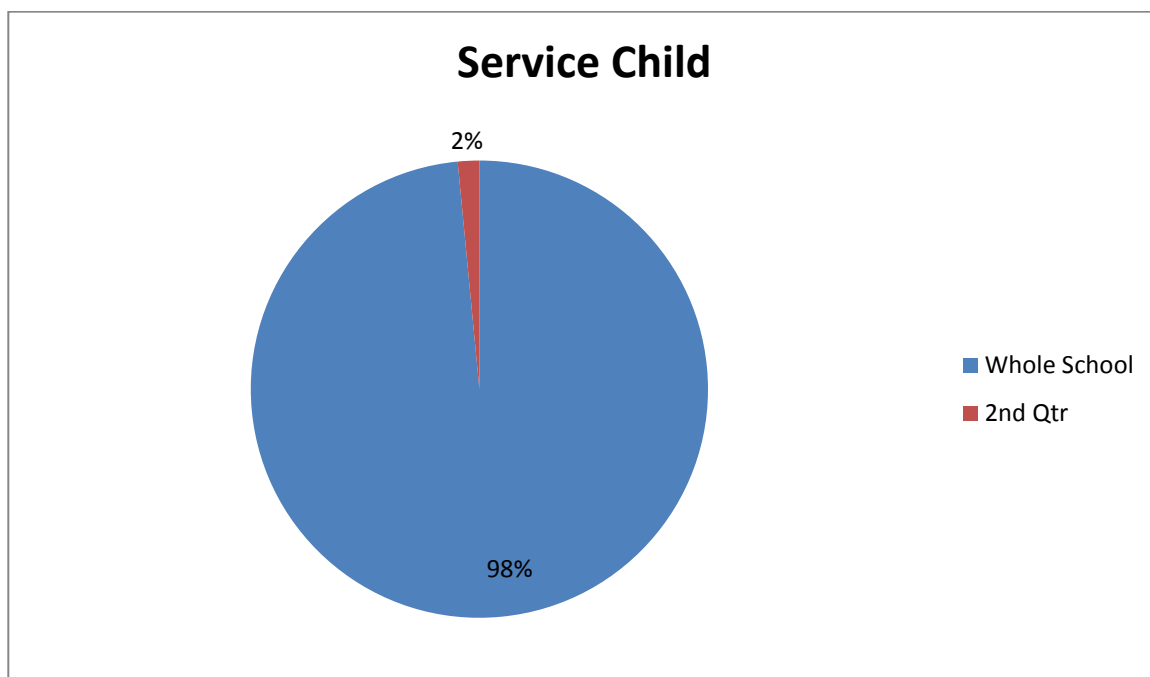
**LAC Children Whole School = 2**



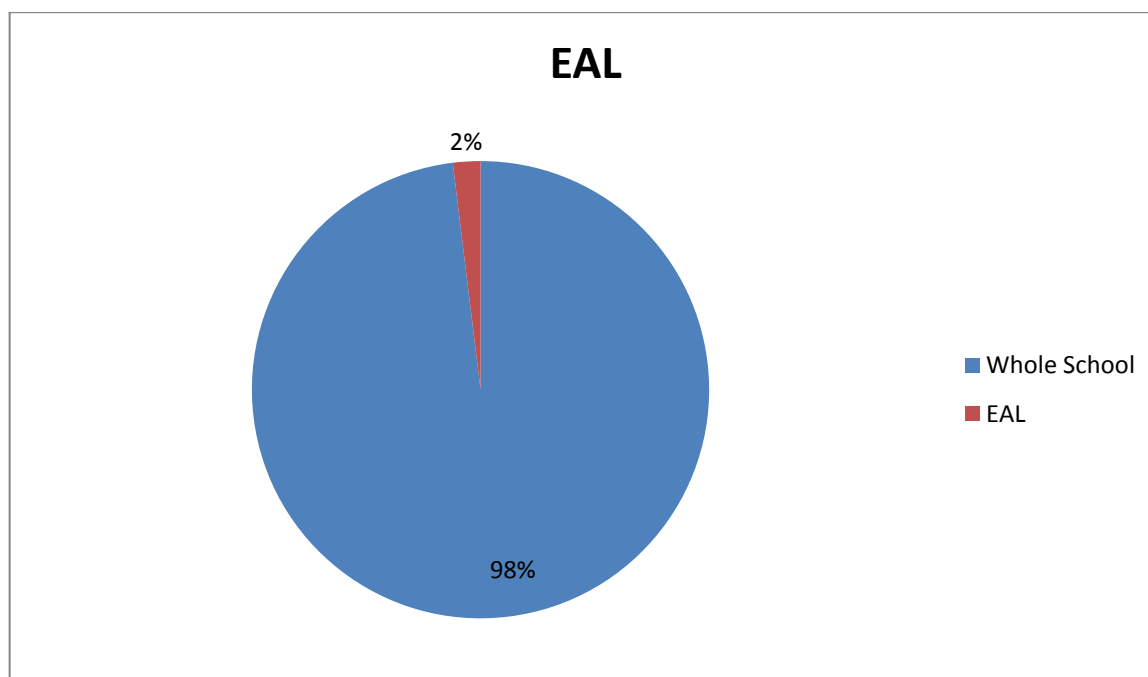
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## Percentage Service children whole school = 7 Pupils



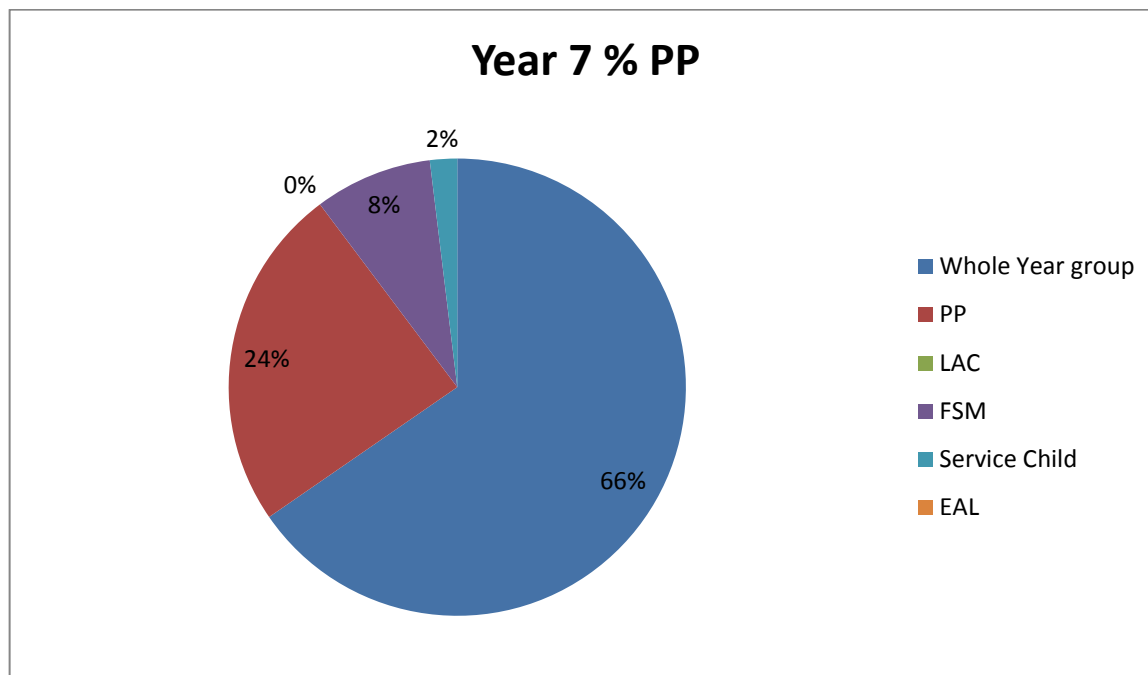
## Percentage EAL Whole School= 9 Pupils



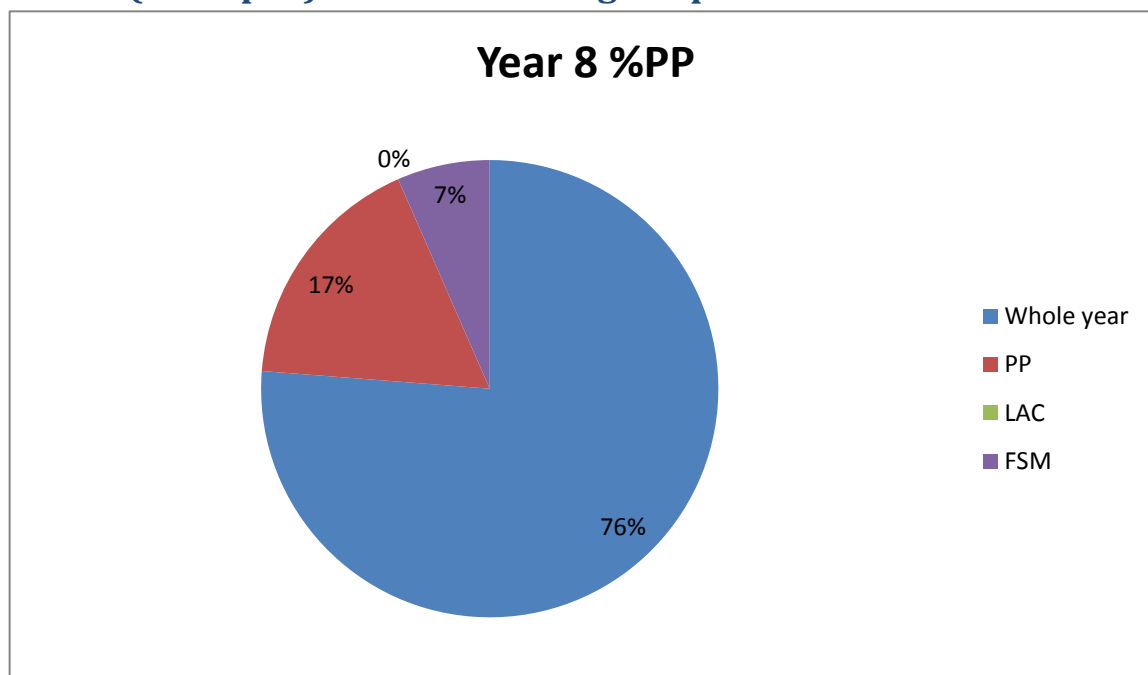
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## Year 7 (102 Pupils) - 2015 Percentage Pupil Premium



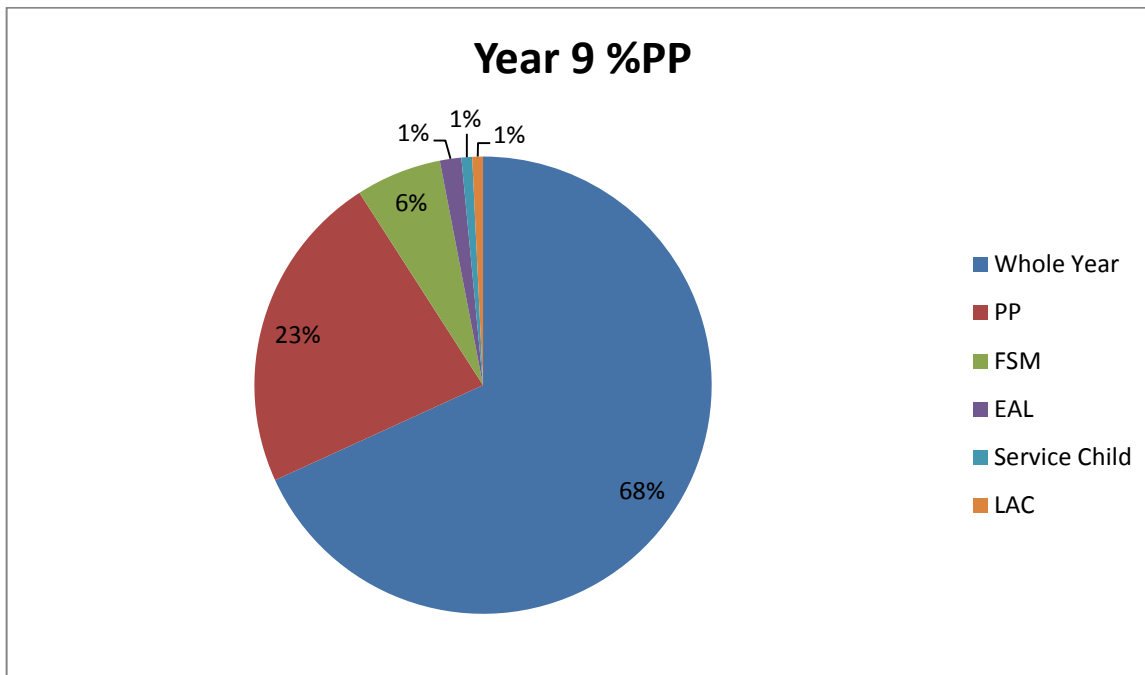
## Year 8 (93 Pupils) - 2015 Percentage Pupil Premium



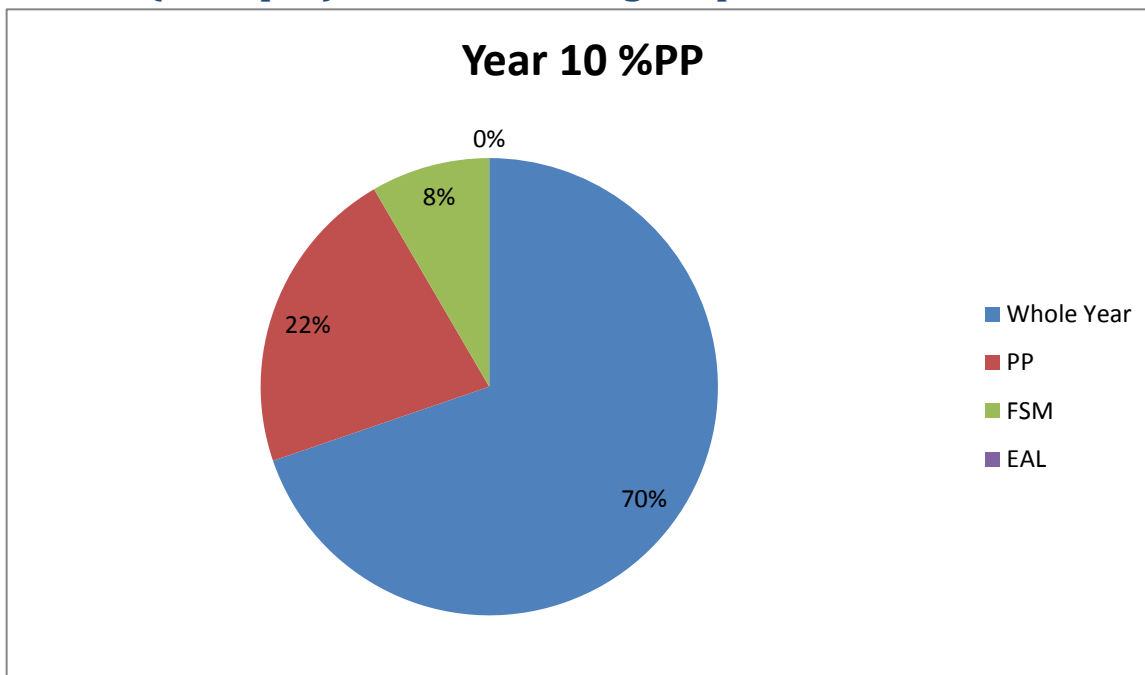
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## Year 9 (90 Pupils) - 2015 Percentage Pupil Premium



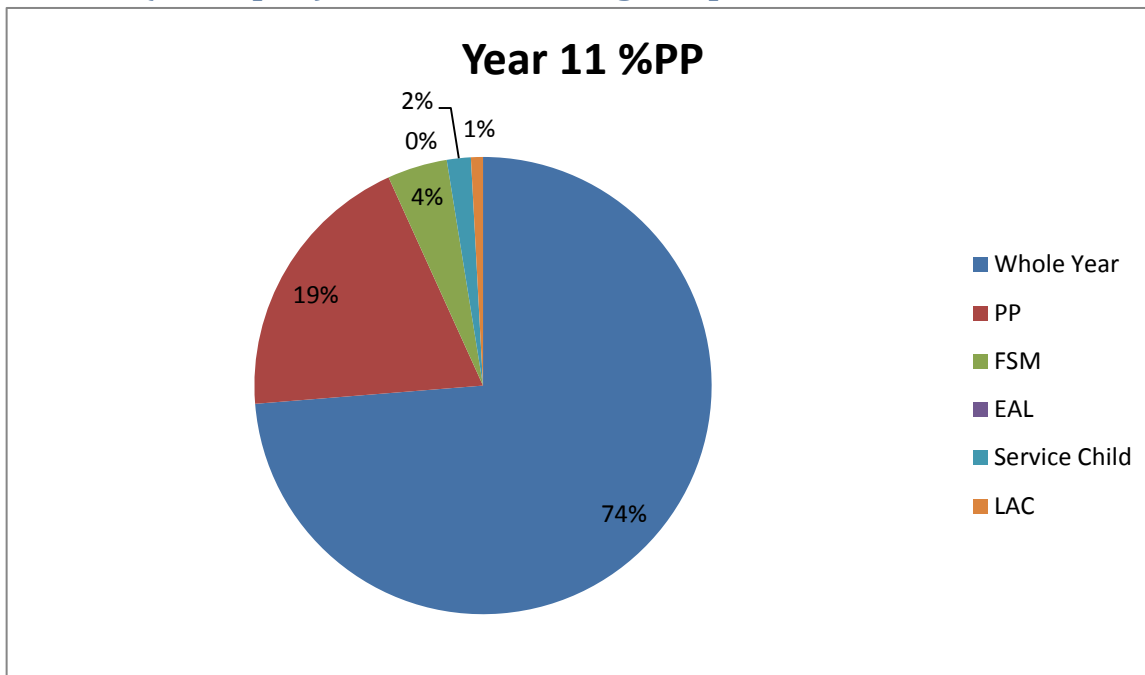
## Year 10 (83 Pupils) - 2015 Percentage Pupil Premium



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## Year 11(87 Pupils) - 2015 Percentage Pupil Premium



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