

Pupil Premium Strategy The Appleton School



2017/18 Summary Pupil Premium Strategy Report

Attendance and intervention

i) Attendance

In the academic year 17/18 Pupil Premium student attendance figures were as follows:

Year	Total PPG Students	Attendance	Authorised absence	Unauthorised absence
7 PPG	71	93.63	4.1	2.27
7 Non PPG	234	96.27	3.17	0.55
8 PPG	64	95.28	3.83	0.9
8 Non PPG	211	96.17	3.33	0.5
9 PPG	74	94.72	3.63	1.65
9 Non PPG	231	95.55	3.85	0.6
10 PPG	52	93.27	4.65	2.08
10 Non PPG	207	95.76	3.34	0.89
11 PPG	44	92.71	4.86	2.43
11 Non PPG	190	95.71	3.13	1.15

Both Pupil Premium Coordinators continue to liaise with Mrs Whitehead, Attendance Officer to monitor and track the attendance of Pupil Premium. Through Year Managers and tutors persistent absentees and those who fell under the 95% attendance target were reviewed and interventions were implemented.

Students and parents were asked to attend meetings where they received clarity and reinforcement on the importance of attending school to improve PPG students' attainment within the classroom. Aquinas (an external provider) worked with key students in Years 9, 10 and 11 in the last academic year to address serious attendance concerns. A whole school focus and push on attendance was and has been reinforced through Heads of Years and Tutors to

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challenge persistent and sporadic absence to improve the attendance of our most vulnerable groups including Pupil Premium.

ii) Intervention

As evidenced in the pupil premium strategy, after all data drops a data review was completed of our Pupil Premium students who are not progressing in line with targets and interventions were put in place.

For example, an internal google document was created and shared with form tutors and the intervention lead to identify the barriers to progress. Once the barriers for individual pupils were identified specific interventions were put in place and relevant departments and area advisers were informed to enable effective intervention for these pupils e.g. small group tuition or classroom support.

Staff training and network meetings

In the last academic year there were several CPD sessions regarding narrowing the gap between PPG and non-PPG as evidenced in the PPG strategy. The sessions were conducted and attended by staff across three terms, the sessions included:

Term 1

- “Effective strategies for LSA’s in narrowing the gap”.
- “An introduction to pupil premium” – this session focused on making staff aware of the students who are PP across year groups, strategies across the school context, how the gap can be narrowed within a classroom context and how resources can be ordered for PP students.
- “An introduction to GCSEPod” – this session focusing on the effective use of GCSEPod in narrowing the gap between PPG and non PPG. For example, setting homework tasks to fill knowledge gaps.

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Term 2

- “Strategies to maximise PPG student progress” – The focus of this session was on effective classroom strategies, extra support available to PPG students, strategies from Endowment Education Foundation toolkit, marking policy
- “GCSEPod refresher” – This session focused on reintroducing GCSEPod as an effective tool around exam season. It was offered to new staff and existing staff that required a refresher. EOD

Term 3

- “Preparing students for GCSEs” – Identifying cohorts and how to plan effective revision sessions.
- “Future planning – How we can narrow the gap?” – Strategies that narrowed the progress gap this year? What didn’t work so well? What could we improve?

A Pupil Premium Network Group whereby Pupil Premium Coordinators from surrounding schools in Essex met termly to discuss how to ensure the best outcomes for pupil premium students was successfully implemented and attended by PPG Coordinators. This supported the delivery and development of effective strategies in narrowing the gap between PPG and non-PPG students through means of discussing tracking and monitoring data, effective intervention strategies, challenging higher ability students through programmes such as the scholar’s programme and generally how schools in Essex are making an impact on pupil premium students on a daily basis inside and outside the classroom. The Appleton School hosted some of the sessions.

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Staff bulletin

The bulletin remains an information hub for staff which updated staff on the strategies that were implemented with PPG students on a weekly basis. Within this section of the bulletin staff were also updated on research and evidence-based practice with regard to Pupil Premium i.e. effective strategies to helping Pupil Premium students reach their potential in the classroom. This has developed a whole school culture in promoting the best outcomes for our pupil premium students.

GCSEPod

GCSEPod was implemented as a method of engaging students in interactive and accessible methods of revising. This has promoted revision among PPG pupils particularly during mock and final examinations. All Year 9-11 tutors received a presentation on how to register and use it effectively. Staff training also allowed another refresher on how to use it effectively with disadvantaged students during exam season. GCSEPod was a popular revision tool among students with 30,630 pods streamed during the academic year (17/18). This was a significant increase in numbers from the same period in 16/17 (8,765).

All pods link to core GCSE content across subjects therefore when students were absent due to authorised circumstances GCSEPOD was used to close knowledge gaps to ensure pupil premium students made progress.

Motivational Speaker Visit

On Friday 20th April 2018, a motivational speaker visited the school and conducted one session about being a “GCSE Champion” with Year 11 PPG pupils. The session focused on: building self-confidence, resilience, goal setting, revision and exam techniques and positive mental health. This session reduced barriers to learning through addressing wellbeing, aspirations and how to make progress.

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Mentoring

PPG Year 11 mentoring with sixth formers was implemented. PPG Year 11's attended sessions on a weekly basis which focused on examination strategies, memory techniques, applications to sixth form, where to find information on apprenticeships and students had discussion on goal setting which enhanced aspirations. After evaluating the first term year 11 students felt sixth formers were able to give them a clear insight into the options available after Year 11 and felt more confident with where to find information and how to write application for areas of interests. The mentoring programme focused on revision strategies in the last term of 2018 which focused on how to be organised and prioritise, how to create a study timetable and specific topic revision across subject areas that Year 11's were struggling with. Sixth formers also stated that they found it beneficial as an enrichment activity as they feel they are making a difference.

The Brilliant Club

Twenty-five Year 9 & 10 Pupil Premium students were involved in taking part in the scholar's programme during the autumn term as 12 additional students were sponsored through the "Make Happen" foundation. Students that were involved in the programme successfully attended six in school tutorials whereby guidance was provided for their research assignment "Problem Proteins involved in Alzheimer's disease". Students visited Cambridge University for their first tutorial which included a campus tour, this raised aspirations and students fully engaged with all sessions and the assignment. Students successfully completed their research assignment (KS5 piece) which was marked by a PHD tutor.

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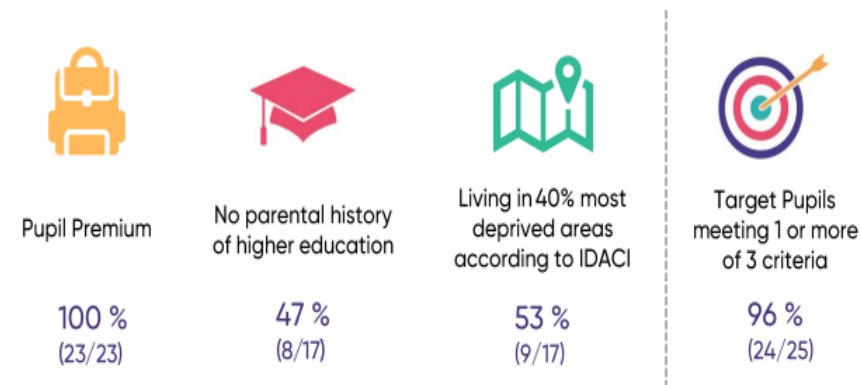
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The KS4 Brilliant Club report key findings included:

The Appleton School Pupil Targeting

In pursuit of our mission to support pupils from under-represented backgrounds to progress to highly-selective universities we target pupils who are eligible for Pupil Premium, who have no parental history of higher education and who live in deprived areas according to the Income Deprivation Affecting Children Index (IDACI). The below summarises targeting information of Scholars Programme pupils at The Appleton School.



Individual outcomes for students.

Final Assignment Grade	Final Assignment Mark	Tutorial Attendance %
2.2	57	100 %
2.1	66	100 %
3rd	49	100 %
1st	73	100 %
1st	71	100 %
2.2	57	100 %
2.2	52	86 %
2.2	54	100 %
2.2	56	100 %
2.1	68	86 %
2.2	55	86 %
2.1	68	100 %
2.1	66	100 %
2.1	61	100 %
2.2	57	100 %
2.2	53	100 %
2.1	60	83 %
1st	72	83 %
2.2	55	100 %
1st	73	100 %
2.1	60	83 %
2.2	55	100 %
2.1	60	83 %
2.1	63	83 %
2.2	58	Data not available*

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Experiences of students towards university.

Experiences and Attitudes of University

The Appleton School	% Strongly Agree + Agree	
Launch Trip		
I have enjoyed visiting this university for The Scholars Programme Launch Trip	92 %	
The Launch Trip has made me feel excited about being in The Scholars Programme	80 %	
I have learned something I didn't know about this university before	100 %	
I am more likely to apply to this university after visiting today	84 %	
I will be able to study at this university when I am older if I work hard at school	88 %	
University Readiness		
	Pre-Programme	Post-Programme
I have a good level of knowledge in the subject that The Scholars Programme focuses on	24 %	90 %
I can complete written work to the same standard as a pupil two years above me at school	48 %	70 %
I would feel confident talking to a university teacher about my work	72 %	60 %
I understand why and how people study when they are at university	72 %	80 %
I know the steps I need to take to apply to university in the future	40 %	80 %
I am capable of studying at a highly selective university	64 %	90 %
Graduation Trip		
I have enjoyed visiting this university for The Scholars Programme Graduation Trip		80 %
The Graduation Trip has made me feel proud about being in The Scholars Programme		100 %
I have learned something I didn't know about this university before		100 %
I am more likely to apply to this university after visiting today		70 %
I will be able to study at this university when I am older if I work hard at school		90 %

Note – Pupils completed questionnaires at the beginning (pre) and at the end of the programme (post) as well as after each of the two university trips. Pupils responded to the statements using a five point scale from 'strongly disagree' (1) to 'strongly agree' (5). This table shows the percentage of pupils who agreed or strongly agreed with the listed statements.

Breakfast club & Reading area

The breakfast club was successfully attended by PPG pupils across years 7-9. The breakfast club has been set up for Pupil Premium students as it encouraged increased attendance and prompted punctuality at the start of the school day. It also ensured students had a healthy breakfast boosting concentration in lessons throughout the day.

To promote reading there were also a number of magazines to encourage reading in a subject area of interest this enabled students to boost their literacy skills. Some comments from students that attended included:

“I like it as it’s good for socialising with other students from year groups” –Year 9

“I like getting free breakfast foods as it fills me up for the morning” –Year 8

“It wakes me up more ready for lessons” - Year 7.