

Pupil premium key data



		2012 (38, 38) ¹	2013 (27, 26) ¹	2014 (28, 27) ¹	2015 (36, 29) ¹	2016 (37, 35)
SACEM	Disadvantaged	24%	22%	34%	53%	
	Other	49%	68%	67%	74%	
	Gap	25	46	33	21	
En/Ma C+/5+	Disadvantaged					46
	Other					71
	Gap					25
APS capped	Disadvantaged	263	281	279	302.2	
	Other	342	344	339	350.2	
	Gap	79	63	60	48	
Best 8 VA/P8	Disadvantaged	930	954	982	1016.3	-0.15
	Other	987	996	1017	1030.6	0.44
	Gap	57	42	35	14.2	0.59
English VA/P8	Disadvantaged	994.9	998.2	999.5	1001.5	-0.10
	Other	998.4	1001.1	1001.9	1002.7	0.34
	Gap	3.5	2.9	2.4	1.2	0.44
Maths VA/P8	Disadvantaged	996.6	998.4	998.2	999.8	0.09
	Other	1000.7	1001.0	1000.7	1001.7	0.44
	Gap	4.1	2.6	2.5	1.9	0.35

Sackville allocations

Year	Pupil Premium
2014-2015	£161,755
2015-2016	£154,000
2016-2017	£168,150 est

Sackville top disadvantaged student interventions

Intervention	How do we know it works
Inclusion Manager	<ul style="list-style-type: none"> <input type="checkbox"/> Continued strong leadership of focussed intervention based on the EEF toolkit across the whole school <input type="checkbox"/> Cascading best practice to all staff <input type="checkbox"/> Continual monitoring and evaluation with governors of cost and impact of interventions leading to changing provision <input type="checkbox"/> Stronger outcomes as detailed above
Education Welfare Officer Support (EWO)	<ul style="list-style-type: none"> <input type="checkbox"/> Disadvantaged student attendance has improved from 87.5% in 2012/2013 to 91.5% in 2014. 2015/2016 disadvantaged student attendance has maintained at 91.4%.
1 to 1 tuition in English and maths	<ul style="list-style-type: none"> <input type="checkbox"/> 2015 English: 76% of Disadvantaged students made expected progress and 24% made more than expected. In addition disadvantaged students' VA was 1001.5, an increase on last year. <input type="checkbox"/> 2015 maths: 83% of Disadvantaged students made expected progress and 37% made more than expected. In addition disadvantaged students' VA was 999.8, an increase on last year. <input type="checkbox"/> 2016 English: Disadvantaged students' Progress 8 score was -0.10. No comparable data from previous year. <input type="checkbox"/> 2016 maths: Disadvantaged students' Progress 8 score was 0.09. No comparable data from previous year.
Financial support	<ul style="list-style-type: none"> <input type="checkbox"/> As well as access to extra-curricular activities, students are supported with text books and revision guides to take home.
Counsellor	<ul style="list-style-type: none"> <input type="checkbox"/> In 2015 several disadvantaged students received help from the school counsellor.
Lexia	<ul style="list-style-type: none"> <input type="checkbox"/> Disadvantaged student progress in Lexia is above chronological
Alternative curriculum	<ul style="list-style-type: none"> <input type="checkbox"/> The alternative curriculum makes school more accessible for the most disadvantaged students.
<ul style="list-style-type: none"> <input type="checkbox"/> A whole school emphasis on differentiation, AfL and feedback is also behind our improved disadvantaged student performance. 	

¹ Number in cohort, number with KS2 scores

Pupil premium numbers 2015-16

	Not PP	PP	Total
Year 7	231	36	267
Year 8	195	35	230
Year 9	189	37	226
Year 10	201	39	240
Year 11	217	36	253
Total	1033	183	1216

Not PP	PP	Total
87%	13%	267
85%	15%	230
84%	16%	226
84%	16%	240
86%	14%	253
85%	15%	1216

Pupil premium numbers 2016-17

	Not PP	PP	Total
Year 7	232	27	259
Year 8	227	44	271
Year 9	205	33	238
Year 10	190	38	228
Year 11	201	35	236
Total	1055	177	1232

Not PP	PP	Total
90%	10%	259
84%	16%	271
86%	14%	238
83%	17%	228
85%	15%	236
86%	14%	1232

Costed interventions for pupil premium students

Intervention	Cost	Cost explanation	Rationale	Impact												
<p>Three year licence for LEXIA</p> <p>Staffing for LEXIA registration sessions</p>	<p>£2400</p> <p>£622.05</p>	<p><input type="checkbox"/> 20% of overall cost is for PP students</p>	<p><input type="checkbox"/> Intervention focused on low reading age, 22% of students that attend are PP. Sessions run before school staffed by LSA.</p>	<p>High: Disadvantaged student progress in Lexia is above chronological.</p>												
<p>Additional English and maths sets in years 9-11</p>	<p>£20000</p>	<p><input type="checkbox"/> 25% of overall cost of provision is for PP students.</p>	<p><input type="checkbox"/> Allows for smaller class sizes and improved teacher: student ratios. PP students receive more teacher input as a result</p> <p><input type="checkbox"/> Smaller class sizes in sets 3-6 in each band, aiding the achievement of L3 and L4 students</p>	<p>Mixed:</p> <p>2016 English: Disadvantaged students' Progress 8 score was -0.10.</p> <p>2016 maths: Disadvantaged students' Progress 8 score was 0.09.</p> <p>En/Ma C+/5+: Disadvantaged students' Progress 8 score 46 others 71.</p> <p>No comparable data from previous year on these data sets.</p>												
<p>Alternative curriculum in place in year 7 – 11</p>	<p>£7000</p>	<p><input type="checkbox"/> 25% of overall cost is for PP students</p>	<p><input type="checkbox"/> In KS3 (year 7 & 8) there are additional literacy and numeracy classes focusing on catching students up on their progress in these areas. PP students make up 30% of the classes.</p> <p><input type="checkbox"/> In KS4 (year 9, 10 & 11) we offer curriculum support and Forestry School to a bespoke selection of students. PP students make up 31% of curriculum support and 32% of Forestry School.</p>	<p>High: year 8 English data shows PP students outperforming non-PP in progress towards MEGs. Maths data at the end of year 7 showed PP students closer to MEG than non-PP</p>												
<p>1:1 tuition in English and maths</p>	<p>£18,585.75</p>	<p><input type="checkbox"/> 20% of overall cost</p>	<p><input type="checkbox"/> Students are selected for being below target in either subject, often as a result of discussion at raising attainment meetings</p> <p><input type="checkbox"/> PP students are given priority, benefitting all ability groups, including GAMA</p>	<p>High: 22% of English 1:1 students were PP</p> <p>20% of maths 1:1 students were PP</p> <table border="1"> <tr> <td colspan="3">English PP student responses compared to non-PP</td> </tr> <tr> <td>Enjoyment</td> <td>Confidence</td> <td>Reading</td> </tr> <tr> <td>+0.27</td> <td>+0.42</td> <td>+0.12</td> </tr> </table> <table border="1"> <tr> <td colspan="3">Maths PP student responses compared to non-PP</td> </tr> </table>	English PP student responses compared to non-PP			Enjoyment	Confidence	Reading	+0.27	+0.42	+0.12	Maths PP student responses compared to non-PP		
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Intervention	Cost	Cost explanation	Rationale	Impact		
				Enjoyment	Confidence	Reading
				+0.09	+0.39	+0.79
Financial support – trips, clubs, food technology ingredients Curriculum enhancement week support	£4095.57	<input type="checkbox"/> Partial or full payment of trip monies <input type="checkbox"/> Support for students for outdoor and adventurous activities	<input type="checkbox"/> To ensure that disadvantaged students have the same opportunities as other students <input type="checkbox"/> Allows all students to take part fully in curriculum enhancement week	High: observed increase in PP students attending trips and being able to participate in a full curriculum who would not have done otherwise.		
Financial support – books and revision guides	£475.32	<input type="checkbox"/> PP students have textbooks and revision guides given to them when other students have to pay	<input type="checkbox"/> Often without this, such students do not access the revision materials	Mixed: En/Ma C+/5+: Disadvantaged students' Progress 8 score 46 others 71. No comparable data from previous year on these data sets.		
Paid music provision	£1,121.00	<input type="checkbox"/> Full or partial cost of music lessons provide by WS Music Service	<input type="checkbox"/> This allows students who would not otherwise be able to learn an instrument to do so	High: without the support from the PP grant the students currently learning instruments would not be.		
LSA support	£17,980.00	<input type="checkbox"/> A proportion of the overall costs allocated on the basis of the number of PP students supported	<input type="checkbox"/> LSAs are aware of the students receiving PP and catch-up funding and focus on supporting them in lessons	High: SEND students with a Statement or EHCP Progress 8 score was 0.56. Those who had SEND but not stated of the equivalent 0.28. Progress 8 score for those students with not additional needs 0.35.		
PSA and PTL support	£35,114.00	<input type="checkbox"/> 16% - 20% year leader and PSA support	<input type="checkbox"/> PSAs work with all members of their year groups, but focus carefully on disadvantaged students to ensure their needs are met <input type="checkbox"/> PIM (pastoral intervention meetings) new in 15/16; PSAs attend these, and PP students can be more than proportionately represented	Mixed: PIM are in their infancy and the data for this to date is not quantitative. However, the 1:1 support that students receive, sometimes, on a daily has noticeable improvement on their overall wellbeing.		
Easter revision classes	£287.70	<input type="checkbox"/> Proportion of cost allocated to PP students	<input type="checkbox"/> PP students were specifically targeted for the revision sessions, and attendance was monitored <input type="checkbox"/> All ability groups of disadvantaged students equally emphasised	Mixed: En/Ma C+/5+: Disadvantaged students' Progress 8 score +46 others +71. No comparable data from previous year on these data sets.		
Counsellor	£5396.60	<input type="checkbox"/> 20% of overall cost	<input type="checkbox"/> Counsellor sees approximately 60 students per year, last year 30% were PP	High: 80% of disadvantaged students reported that their emotional wellbeing and self-esteem improved as a result of		

Intervention	Cost	Cost explanation	Rationale	Impact
				counselling.
Learning mentors	£4543.00	<input type="checkbox"/> 20% of overall cost	<input type="checkbox"/> Two learning mentors are situated in the BASE, and over one third of the students they work with are PP.	High: Students complete entrance and exit surveys relating to happiness in school, at home and with their social group. Non-PP students' exit scores were +2.2 and PP students were +4.8.
BASE running costs	£52.35	<input type="checkbox"/> 40% of the running costs in paper, printing and resources	<input type="checkbox"/> The BASE is a very successful resource for vulnerable students; approximately 40% of these are PP <input type="checkbox"/> Students attend during social times in an environment where they can have support and structure to their interactions with others.	Mixed: Qualitative data regarding their overall wellbeing and social ease.
Education welfare officer Attendance officer	£7352.80	<input type="checkbox"/> 16% of overall cost	<input type="checkbox"/> Targeted support from EWO on PP students which includes attendance club <input type="checkbox"/> PP attendance is often the biggest barrier to attainment <input type="checkbox"/> Attendance officer prioritises calls to PP students <input type="checkbox"/> Majority of PP students are L4	Medium: Disadvantaged student attendance has improved from 87.5% in 2012/2013 to 91.5% in 2014. 2015/2016 disadvantaged student attendance has maintained at 91.4%.
Inclusion manager	£11,984.00	<input type="checkbox"/> 40% of overall cost	<input type="checkbox"/> Inclusion manager employed to work specifically with PP students <input type="checkbox"/> Focuses whole school on closing the gap and improving extra-curricular opportunity for disadvantaged students	Mixed: 2015 data showed demonstrable narrowing of gap. However, new progress measures are not comparable to show continued trend.
SENDCo & LINK PA	£15,934.00	<input type="checkbox"/> 40% of overall cost	<input type="checkbox"/> PP students are always prioritised when assessing, planning, and evaluating impact of provisions and support. <input type="checkbox"/> Higher percentage of students with SEND & are PP than non-SEND and non-PP.	High: SEND students with a Statement or EHCP Progress 8 score was 0.56. Those who had SEND but not stated of the equivalent 0.28. Progress 8 score for those students with not additional needs 0.35.
School uniform, PE and dance and performing arts kit	£105.83	<input type="checkbox"/> Provided on request to PP students	<input type="checkbox"/> Allows students to fully participate in activities	High: No PP students unable to participate in practical lessons due to not having kit.
Provision of student breakfast on exam day	£134.61	<input type="checkbox"/> Proportion of cost allocated for exam breakfasts	<input type="checkbox"/> Allows students to be properly prepared to concentrate on exams – PP students often skip	High: PP attendance at exams in 2015 and 2016 100%

Intervention	Cost	Cost explanation	Rationale	Impact
			breakfast.	
Miscellaneous financial support: bus fare, photocopying	£453.83	<input type="checkbox"/> Total cost	<input type="checkbox"/> Ensure disadvantaged students have the same access to the curriculum as others	Mixed: Qualitative data due to nature of provision. Needless to say students would not have been able to get the bus, have their homework printed out if we hadn't offered this support.
Foreign Language Assistant group work	£200.00	<input type="checkbox"/> Total cost	<input type="checkbox"/> Students are selected for being below target in their MFL and completed weekly after school sessions for a half term each <input type="checkbox"/> Impact is more amongst L4 and GAMA disadvantaged students as more of these choose languages	High: Two year 11 students involved. One was predicted an E prior to the intervention and gained and D. The other gained a D prior to the intervention and attained a B in the summer exam. Overall, an improvement of three grades.
Total	£150,816.36			