



## Ripon Grammar School

### Pupil Premium

Pupil Premium is a government grant in addition to the School's Delegated Budget. It is allocated to children from low-income families, who are claiming free school meals (FSM); children who are looked after (LAC); children in care (CIC) or have a parent in the armed forces (or have served in the last 6 years).

Pupil Premium funding is used to raise attainment, promote social skills, independent learning and positive behaviour in order to increase student progress. Its' main aim is to close the gap between young people who fall into this cohort and their peers.

Pupil Premium is allocated to maintained schools on a financial year basis (April to March) and the funding is calculated using January census information. The funding is available per academic year, therefore is calculated over two financial years.

Due to such small numbers we are able to provide individualised and bespoke support for students and support is available to ensure their success at Ripon grammar School. Our school has a very inclusive culture and pupil premium students thrive in this environment.

<b>Attainment for 2017-18</b>		
	<i>Pupils eligible for PP(FSM Ever6 at RGS)</i>	<i>All pupils (national average)</i>
<b>% achieving 5A* - C incl. EM (2016/17 only)</b>	100%	%
<b>% achieving expected progress in English / Maths (2016/17 only)</b>	100% / 100%	% / %
<b>Progress 8 score average (from 2016/17)</b>	0.39	0.10
<b>Attainment 8 score average (from 2016/17)</b>	70	46

<b>Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b>	
A	Social and emotional difficulties that can hinder progress academically.
<b>External barriers</b>	
B	Lack of access to IT facilities at home to complete independent study.

Outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
Maintain high outcomes for all students who are eligible for PP to ensure they make above national progress across all key stages in school.	Pupils eligible for PP in all years make expected progress by the end of the year in line with expected progress of all students. This will be evidenced using assessment data collected throughout the year.
Maintain attendance rates for pupils eligible for PP (FSM, S6 and LAC), to ensure they have a high amount of contact hours with teaching staff.	Lack of persistent absentees (PA) among pupils eligible for PP. Maintain attendance rates at 95% for PP students to be in line with all students at RGS.

### 2018/19 Academic Year allocation

The Grant funding for the 2018/19 Academic year, is **£31 383** (actual and projected funding) and is based on the January 2018 census figures. At that date, there were 17 pupils eligible for FSM (Free School Meals) or EVER6 funding (students who had received free school meals at some point in the last six years), 43 Service students or EVER6 (whose family has been in the armed forces in the last six years), and one looked after child.

### 2018-19 Projected Expenditure

Please note these figures are changeable. So far the expenditure has been focused on the following areas:

#### **In-class support- Use of GTA's £2660**

The school does not have a policy of attaching a Teaching Assistant directly to a student (apart from exceptional circumstances). We aim, instead for the TA to support the teacher so that the teacher can support their teaching group and target those that require extra guidance.

#### **Impact:**

Support of those students who are in receipt of funding has enabled them to receive support both academically and emotionally. The one-to-one interviews support the progress made by students and the confidence they gain from such sessions.

#### **Mentoring £1596**

Pupil Premium students who have been identified as underachieving or in need of emotional support are monitored on a regular basis throughout key stage 3 and 4.

#### **Impact:**

Of the five (FSM/Ever6) and fifteen (S6) Pupil Premium students in KS4, three have been identified as needing some mentoring support. These students have all moved to Amber on the RAG rating system and are continually being monitored. In Key Stage 3 five students have been identified as requiring support.

#### **Subject Intervention and revision sessions £336**

Students are able to take advantage of attendance at intervention and revision sessions for English, mathematics, science, RE, geography, history, IT, music, art, DT and MFL. Students are being provided with personalised support to meet their learning needs or gaps in learning. They are being offered small group support and some one-to-one sessions, either at lunchtime (30 minutes, once a week) or during morning assembly time. A number of intervention sessions focus on writing skills.

#### **Impact:**

The impact will be measured by the success of the GCSE results and through focus group feedback.

**SISRA £1995**

SISRA analytics has enabled a detailed analysis of student progress and allows quick and easy identification of Pupil Premium groups. This has been successful as it has enabled staff to identify where gaps exist and therefore focus on ensuring that progress of all groups of students is aspirational and all groups make at least expected progress.

**Impact**

In the current GCSE cohort, there are no FSM pupil premium students. Projections for the whole of Key Stage 4 indicate that the cohort projection for 2020 is as follows: Progress 8 for the entire cohort 0.471 and the Pupil Premium FSM 0.716. Attainment 8 for all the cohort is 68.10 and for Pupil Premium FSM 68.60.

**Educational Visits £10 201**

It is expected that the following visits will be supported over the course of the year: art trip to London, Bewerley Park, geography trip to Italy, English trips to a theatre and the French trip to Normandy.

**Impact:**

Improve academic outcomes and social relationships in addition to confidence of those involved. Data from GCSE results summer 2019.

**Instrumental Tuition £1867**

A number of students are currently accessing funding for instrumental tuition. This includes piano, guitar, brass instruments, cello and drums tuition. These students have also benefitted socially from being part of music groups within school. These students are also making excellent academic progress.

**Impact:**

Feedback through focus groups (pupil voice) to find views of those receiving tuition. Analysis of data to see if instrumental tuition has a positive impact on academic outcomes.

**Pastoral/Welfare support £2145**

A number of students have currently accessed this support. This includes the purchase of school uniform, Duke of Edinburgh fees and some financial support for World Challenge. All the funding is offered to support the social and emotional wellbeing of the students.

**Impact:**

The support offered should have a positive impact on the academic outcomes for those involved and will be evident in summer 2019.

**Administrative support £3088**

The data manager and finance team track the spending and effectiveness of the interventions, monitor attendance and provide regular data updates to monitor the success of the interventions taking place.

**Impact:**

Cost effective spending with high outcomes that can be tracked and evaluated easily.

**T3 Peer listening club £100**

The club supports students who find social integration challenging and offers a structured environment supported by trained sixth form peer listeners. The club runs every lunchtime and during the sessions, there is a variety of

games that can be played by the students. The funding is used to buy materials that can be used to help the students mix with their peers.

**Impact:**

Improved social integration resulting in improved overall academic outcomes. Use of pupil voice to access the success of the club. Three PP students regularly attends the club.

**HMS Heroes Club £50**

Pupil Premium service students have a designated member of staff who they can speak to if they need any support.

**Impact:**

Positive outcomes and happy, settled children in school. Use of pupil voice to find views.

**Careers £210**

Use of external independent careers advisor to meet students and help with post 16 choices. Every student is entitled to one careers interview in year 11, in addition to the allocated sessions some pupil premium students will be offered additional sessions and parents will be invited in to discuss specific needs.

**Impact:**

Successful placement/ post 16 choices for all students. Evidence from exit interviews and survey on results day.

**Improving Literacy Interventions £950**

Intervention takes place once a week during morning registration with the aim of improving the literacy levels within school. These sessions are aimed at GCSE students who have been identified as requiring support to achieve in their final GCSEs. These sessions are run by the SEN team. The sessions are offered to all students and two (FSM) and three S6 students. The sessions cover:

- Spelling programme
- Paired reading

**Impacts:**

The work completed during registration has been invaluable and the success will be evidenced when GCSE results are issued in August 2020.

**Subject Tuition/Support £4850**

Includes, purchasing revision guides, tutoring, one-to-one support and French after school classes.

**Impacts**

The impact will be measured by the success of the GCSE results and through focus group feedback.

**2017/18 Academic Year allocation**

The Grant funding for the 2017/18 Academic year, is £28,376 (actual and projected funding) and is based on the January 2017 census figures. At that date, there were 20 pupils eligible for FSM (Free School Meals) or EVER6 funding (students who had received free school meals at some point in the last six years), 58 Service students or EVER6 (whose family has been in the armed forces in the last six years), and one looked after child.

**Evaluation of 2017/18**

During 2017/18 RGS ran a number of activities and intervention strategies to support the social and emotional wellbeing and academic needs of our disadvantaged students.

## Overall Impact of all the strategies:

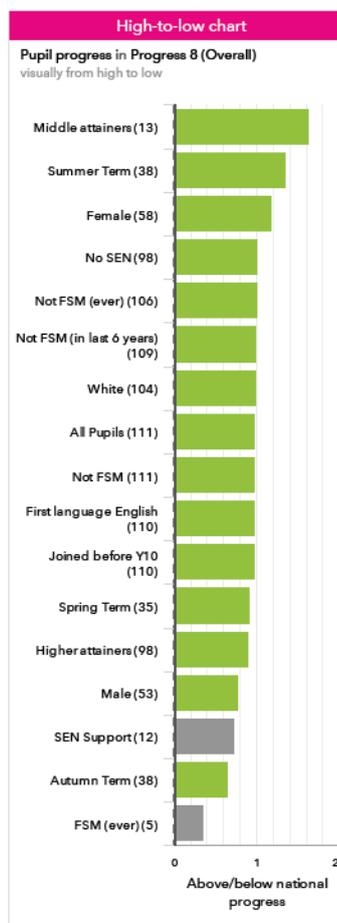
Evaluation of data from RAISEonline shows that of the 2 students in year 11 who were classed as disadvantaged their overall Progress 8 score compared to the school cohort was 0.39 compared to 0.98 for the other pupils. This is a smaller gap than last year, but the small sample size makes the data unreliable. Overall disadvantaged pupils at RGS outperformed non-disadvantaged pupils nationally.

Attainment for 2017-18		
	<i>Pupils eligible for PP(FSM Ever6 at RGS)</i>	<i>All pupils (national average)</i>
% achieving 5A* - C incl. EM (2016/17 only)	100%	%
% achieving expected progress in English / Maths (2016/17 only)	100% / 100%	% / %
Progress 8 score average (from 2016/17)	0.39	0.1
Attainment 8 score average (from 2016/17)	70	46

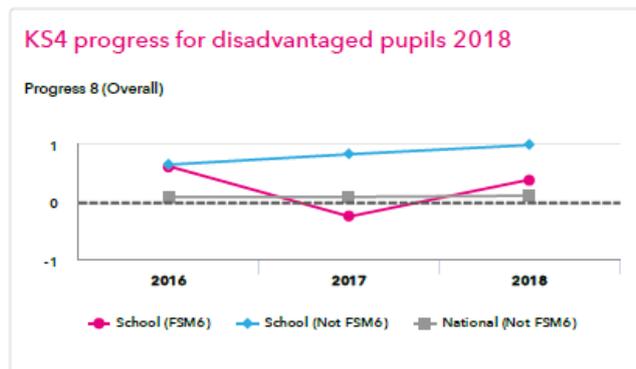
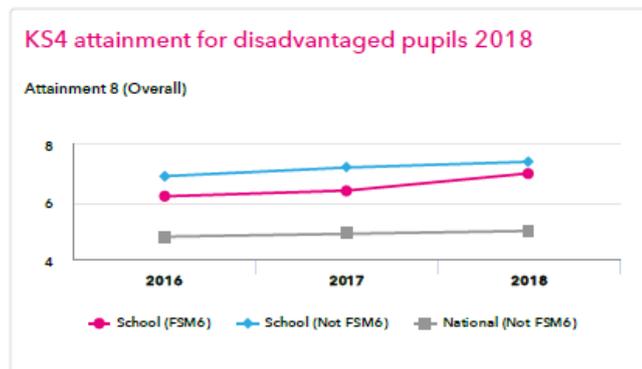
## Pupil groups

KS4 Pupil groups performance 2018

	Pupils	Actual results		Pupil progress		High-to-low chart
		Attainment 8 (Overall)	% 5+ GCSEs (Grade 7+)	Progress 8 (Overall)	% 5+ GCSEs (Grade 7+)	
<b>Summary</b>	All Pupils	128	7.4 <span style="color: green;">↕</span>	75% <span style="color: green;">↕</span>	+0.98 <span style="color: green;">↕</span>	+29% <span style="color: green;">↕</span>
<b>Gender</b>	Male	63	7.3 <span style="color: green;">↕</span>	73% <span style="color: green;">↕</span>	+0.77 <span style="color: green;">↕</span>	+28% <span style="color: green;">↕</span>
	Female	65	7.4 <span style="color: green;">↕</span>	77% <span style="color: green;">↕</span>	+1.17 <span style="color: green;">↕</span>	+31% <span style="color: green;">↕</span>
<b>DFE Prior Attainment</b>	Higher attainers	98	7.5 <span style="color: green;">↕</span> <span style="color: green;">↑</span>	78% <span style="color: green;">↕</span>	+0.89 <span style="color: green;">↕</span>	+30% <span style="color: green;">↕</span>
	Middle attainers	13	6.1 <span style="color: green;">↕</span>	31% <span style="color: green;">↕</span>	+1.62 <span style="color: green;">↕</span>	+23% <span style="color: green;">↕</span>
<b>Pupil Premium</b>	FSM (in last 6 years)	2	7.0	100%	+0.39	+72%
	Not FSM (in last 6 years)	126	7.4 <span style="color: green;">↕</span>	75% <span style="color: green;">↕</span>	+0.99 <span style="color: green;">↕</span>	+29% <span style="color: green;">↕</span>
<b>FSM</b>	Not FSM	128	7.4 <span style="color: green;">↕</span>	75% <span style="color: green;">↕</span>	+0.98 <span style="color: green;">↕</span>	+29% <span style="color: green;">↕</span>
<b>FSM Ever</b>	FSM (ever)	5	6.7 <span style="color: green;">↕</span>	80% <span style="color: green;">↕</span>	+0.36	+40%
	Not FSM (ever)	123	7.4 <span style="color: green;">↕</span>	75% <span style="color: green;">↕</span>	+1.01 <span style="color: green;">↕</span>	+29% <span style="color: green;">↕</span>
<b>Term of Birth</b>	Autumn Term	43	7.4 <span style="color: green;">↕</span>	79% <span style="color: green;">↕</span>	+0.66 <span style="color: green;">↕</span>	+29% <span style="color: green;">↕</span>
	Spring Term	42	7.4 <span style="color: green;">↕</span>	71% <span style="color: green;">↕</span>	+0.92 <span style="color: green;">↕</span>	+23% <span style="color: green;">↕</span>
	Summer Term	43	7.4 <span style="color: green;">↕</span>	74% <span style="color: green;">↕</span>	+1.35 <span style="color: green;">↕</span>	+35% <span style="color: green;">↕</span>
<b>SEN Group</b>	SEN Support	13	6.2 <span style="color: green;">↕</span>	38% <span style="color: green;">↕</span>	+0.74	+14%
	EHC Plan	1	7.9	100%	+0.19	+12%
	No SEN	114	7.5 <span style="color: green;">↕</span> <span style="color: green;">↑</span>	79% <span style="color: green;">↕</span> <span style="color: green;">↑</span>	+1.02 <span style="color: green;">↕</span>	+31% <span style="color: green;">↕</span>
<b>EAL</b>	First language not English	1	6.7	0%	+0.92	-18%
	First language English	127	7.4 <span style="color: green;">↕</span>	76% <span style="color: green;">↕</span>	+0.98 <span style="color: green;">↕</span>	+30% <span style="color: green;">↕</span>
<b>Mobility</b>	Joined in Y10 or Y11	1	8.5	100%	+0.74	+10%
	Joined before Y10	127	7.4 <span style="color: green;">↕</span>	75% <span style="color: green;">↕</span>	+0.98 <span style="color: green;">↕</span>	+30% <span style="color: green;">↕</span>
<b>Ethnicity</b>	White	121	7.4 <span style="color: green;">↕</span>	76% <span style="color: green;">↕</span>	+0.99 <span style="color: green;">↕</span>	+31% <span style="color: green;">↕</span>
	Black African	1	6.6	100%	+1.08	+63%
	Other Asian	2	8.6	100%	+0.92	+13%
	Chinese	1	6.7	0%	+0.92	-18%
	Any Other	1	6.0	0%	-0.08	-39%
	Unknown	2	6.7	50%	+0.90	+15%



## Disadvantaged pupils



### In-class support- Use of GTA's £2048.00

The school does not have a policy of attaching a Teaching Assistant directly to a student (apart from exceptional circumstances). We aim, instead for the TA to support the teacher so that the teacher can support their teaching group and target those that require extra guidance.

#### Impact:

Support of those students who are in receipt of funding has enabled them to receive support both academically and emotionally. The one-to-one interviews support the progress made by students and the confidence they gain from such sessions.

### Mentoring £914.00

Pupil Premium students who have been identified as underachieving or in need of emotional support were monitored on a regular basis throughout all years.

#### Impact:

Of 26 Pupil Premium students in Key Stage 4, two were identified as needing some mentoring support. These students all moved to Amber on the RAG rating system and were continually monitored. These students intend to continue into sixth form at RGS.

### Subject Intervention and revision sessions £257.87

Students are able to take advantage of attendance at intervention and revision sessions for English, mathematics, science, RE, geography, history, food and nutrition, music, art, DT and MFL. Students are being provided with personalised support to meet their learning needs or gaps in learning. They are being offered small group support and some one-to-one sessions, either at lunchtime or during morning assembly time.

#### Impact:

The subjects offering support were well attended by the PP group. Following discussions with those who attended they felt the sessions had helped them to achieve their goals and were instrumental in the high outcomes they achieved.

**SISRA £1995**

SISRA analytics has enabled a detailed analysis of student progress and allows quick and easy identification of Pupil Premium groups. This has been successful as it has enabled staff to identify where gaps exist and therefore focus on ensuring that progress of all groups of students is aspirational and all groups make at least expected progress.

**Impact**

In 2018 the two Pupil Premium FSM students achieved a Total Attainment 8 score of 70 compared to 74 for the whole group and an average Progress 8 score of 0.39 compared to 0.98. (Significantly above the National Average)

**Educational Visits £3996.23**

The following visits were supported over the course of the year: The Deep, art trip to Cornwall, Bewerley Park, history trip to Krakow, English trips to a theatre, French trip to Normandy, Fountains Abbey and chemistry trip to Manchester.

**Impact:**

Improve academic outcomes and social relationships in addition to confidence of those involved. Data from GCSE results summer 2018.

**Instrumental Tuition £1368.50**

A number of students accessed funding for instrumental tuition. This included piano, clarinet, flute and singing tuition. These students have also benefitted socially from being part of music groups within school. These students are also making excellent academic progress.

**Impact:**

Feedback through focus groups (pupil voice) indicates that all the students value the instrumental tuition received. They believe they have benefited academically and socially from the opportunities provided by the tuition. Analysis of data suggests that instrumental tuition has a positive impact on academic outcomes.

**Pastoral/Welfare support £846.01**

A number of students accessed this support. This included the purchase of school uniform, Duke of Edinburgh fees and some financial support for World Challenge. All the funding is offered to support the social and emotional wellbeing of the students.

**Impact:**

The support offered had a positive impact on student outcomes and those who received support remained focused and engaged in school life.

**Administrative support £3088**

The data manager and finance team track the spending and effectiveness of the interventions, monitor attendance and provide regular data updates to monitor the success of the interventions taking place.

**Impact:** Cost effective spending with high outcomes that can be tracked and evaluated easily.

**T3 Peer listening club £100**

The club supports students who find social integration challenging and offers a structured environment supported by trained sixth form peer listeners. The club runs every lunchtime and during the sessions there is a variety of games that can be played by the students. The funding is used to buy materials that can be used to help the students mix with their peers.

**Impact:**

Improved social integration resulting in improved overall academic outcomes. Use of pupil voice to access the success of the club. **One** PP student regularly attended the club during the academic year.

**HMS Heroes Club £00.00**

Pupil Premium service students are made aware of a designated member of staff who can offer support for those in need.

**Impact:**

Positive outcomes and happy, settled children in school. Use of pupil voice suggests students are happy and feel supported when appropriate.

**Careers £300**

Use of external independent careers advisor to meet students and help with post 16 choices. Every student is entitled to one careers interview in year 11, in addition to the allocated sessions some pupil premium students will be offered additional sessions and parents will be invited in to discuss specific needs.

**Impact:**

Successful placement/ post 16 choices for all students. Evidence from exit interviews and survey on results day.

**Improving Literacy Interventions £599.00**

Intervention takes place once a week during morning registration with the aim of improving the literacy levels within school. These sessions are aimed at GCSE students who have been identified as requiring support to achieve in their GCSEs. These sessions are run by the SEN team. The sessions are offered to all students and include two PP (FSM) and six S4 students. The sessions cover:

- Spelling programme
- Paired reading

**Impacts:**

The work completed during lunchtime has been invaluable and the success was evident in the GCSE results and progress at KS3.

**Subject Tuition/Support £1132.59**

Includes, purchasing revision guides, tutoring, one-to-one support and French after school classes.,

**Impacts:**

The impact was evident in the successful GCSE results and through focus group feedback.

**2016/17 Allocation**

The Grant funding for the 2016/17 Academic year, was £27,755 (actual funding) and is based on the January 2016 census figures. At that date, there were 13 Free School Meals (FSM) and Ever 6 (students who had received free school meals at some point in the last six years). There were 46 Service students or Ever 4 (whose family had been in the armed forces in the last 4 years).

**Evaluation of 2016/17**

During 2016/17 RGS ran a number of activities and intervention strategies to support the social and emotional wellbeing and academic needs of our disadvantaged students.

## Overall Impact of all the strategies:

Evaluation of data from RAISEonline shows that of the two students in year 11 who were classed as disadvantaged their overall Progress 8 score compared to the school cohort was -0.32 compared to 0.82 for the other pupils. This is a wider gap than the previous year, but the sample size makes the data unreliable. Overall disadvantaged pupils at RGS outperformed non-disadvantaged pupils nationally.

Attainment for 2016-17		
	<i>Pupils eligible for PP(FSM Ever6 at RGS)</i>	<i>All pupils (national average)</i>
% achieving 5A* - C incl. EM (2016/17 only)	100%	%
% achieving expected progress in English / Maths (2016/17 only)	100% / 100%	% / %
Progress 8 score average (from 2016/17)	-0.32	0.10
Attainment 8 score average (from 2016/17)	<b>62.75</b>	49.30

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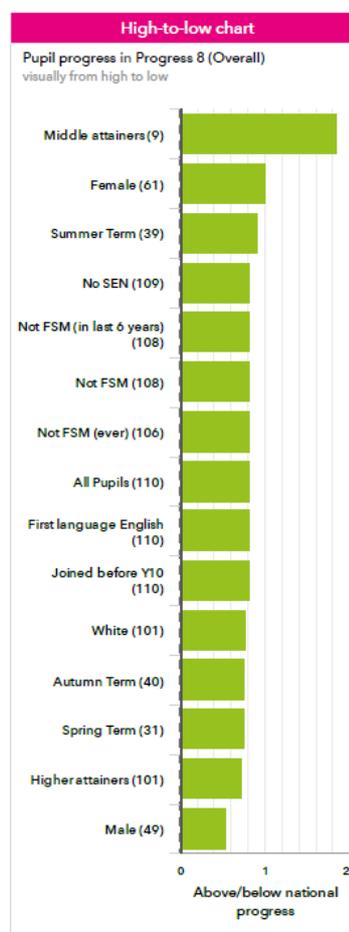
Ripon Grammar School

2017 KS4 VA

## Pupil groups

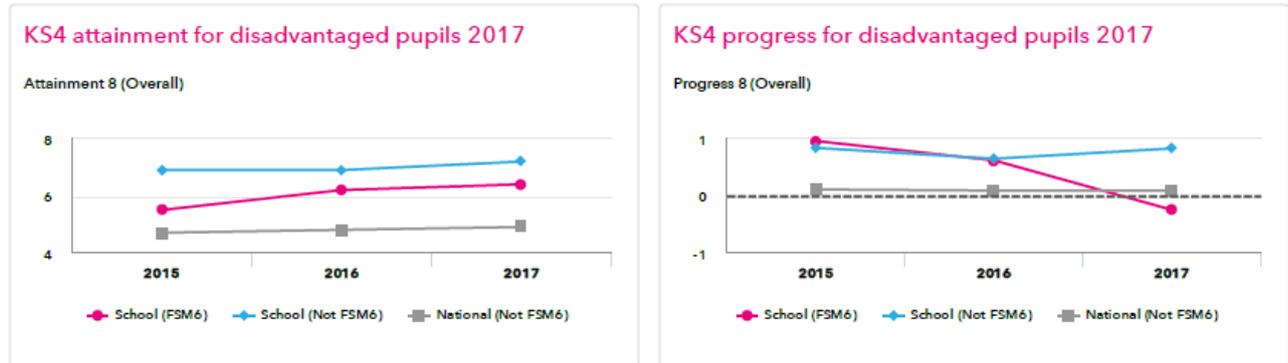
KS4 Pupil groups performance 2017

		Actual results		Pupil progress		High-to-low chart
Pupils		Attainment 8 (Overall)	% 5+ GCSEs (Grade 7+)	Progress 8 (Overall)	% 5+ GCSEs (Grade 7+)	Pupil progress in Progress 8 (Overall) visually from high to low
<b>Summary</b>	All Pupils	130	7.1 ↗↑	67% ↗	+0.81 ↗	+20% ↗
<b>Gender</b>	Male	62	7.0 ↗	60% ↗	+0.54 ↗	+16% ↗
	Female	68	7.3 ↗	74% ↗	+1.02 ↗	+23% ↗
<b>DFE Prior Attainment</b>	Higher attainers	101	7.2 ↗	68% ↗	+0.72 ↗	+20% ↗
	Middle attainers	9	6.2 ↗	33% ↗	+1.84 ↗↑	+26% ↗
<b>Pupil Premium</b>	FSM (in last 6 years)	2	6.4	50%	-0.25	+13%
	Not FSM (in last 6 years)	128	7.2 ↗	67% ↗	+0.83 ↗	+20% ↗
<b>FSM</b>	FSM	2	6.4	50%	-0.25	+13%
	Not FSM	128	7.2 ↗↑	67% ↗	+0.83 ↗	+20% ↗
<b>FSM Ever</b>	FSM (ever)	4	6.9	75%	+0.25	+31%
	Not FSM (ever)	126	7.2 ↗	67% ↗	+0.83 ↗	+20% ↗
<b>Term of Birth</b>	Autumn Term	45	7.3 ↗	71% ↗	+0.76 ↗	+20% ↗
	Spring Term	41	7.1 ↗	56% ↗	+0.76 ↗	+7%
	Summer Term	44	7.1 ↗↑	73% ↗↑	+0.91 ↗	+31% ↗↑
<b>SEN Group</b>	SEN Support	1	4.6	0%	-1.24	-21%
	No SEN	129	7.2 ↗	67% ↗	+0.83 ↗	+21% ↗
<b>EAL</b>	First language English	130	7.1 ↗↑	67% ↗	+0.81 ↗	+20% ↗
<b>Mobility</b>	Joined in Y10 or Y11	2	5.5	0%	-	-
	Joined before Y10	128	7.2 ↗↑	68% ↗	+0.81 ↗	+20% ↗
<b>Ethnicity</b>	White	120	7.1 ↗	67% ↗	+0.77 ↗	+20% ↗
	Black Caribbean	1	7.3	100%	+1.78	+64%
	Black African	1	8.3	100%	+3.32	+92%
	Indian	1	7.5	100%	+1.71	+80%
	Other Asian	2	7.7	50%	+1.54	-6%
	Chinese	1	7.7	100%	-0.06	+9%
	Unknown	4	7.2	50%	+0.65	+1%



## In-class support- Use of GTA's £2048.00

### Disadvantaged pupils



The school does not have a policy of attaching a Teaching Assistant directly to a student (apart from exceptional circumstances). We aim, instead for the TA to support the teacher so that the teacher can support their teaching group and target those that require extra guidance.

#### Impact:

Support of those students who are in receipt of funding has enabled them to receive support both academically and emotionally. The one-to-one interviews support the progress made by students and the confidence they gain from such sessions.

## Mentoring £914.00

Pupil Premium students who have been identified as underachieving or in need of emotional support were monitored on a regular basis throughout fifth year.

#### Impact:

Of 11 Pupil Premium students in fifth year, three were identified as needing mentoring support. These students all moved to Amber on the RAG rating system and were continually monitored. Two of these students continued into sixth form at RGS and the third was supported in finding a college place to study a course of their choice.

## Subject Intervention and revision sessions £209.00

Students are able to take advantage of attendance at intervention and revision sessions for English, mathematics, science, RE, geography, history, food and nutrition, music, art, DT and MFL. Students were provided with personalised support to meet their learning needs or gaps in learning. They were offered small group support and some one-to-one sessions, either at lunchtime or during morning assembly time.

#### Impact:

The subjects offering support were well attended by the PP group. Following discussions with those who attended they felt the sessions had helped them to achieve their goals and were instrumental in the high outcomes they achieved.

**SISRA £1995**

SISRA analytics has enabled a detailed analysis of student progress and allows quick and easy identification of Pupil Premium groups. This has been successful as it has enabled staff to identify where gaps exist and therefore focus on ensuring that progress of all groups of students is aspirational and all groups make at least expected progress.

**Impact**

In 2017, 5<sup>th</sup> year the 2 Pupil Premium FSM students achieved -0.32 and all students achieved 0.82 Progress 8.

Attainment 8 for all the cohort was 70.72 and 61.5 for Pupil Premium.

KS 2-4 value added for all students was 1023.03 and 971.29 for the 2 Pupil Premium FSM students (significantly above the national average).

**Educational Visits £5364.50**

The following visits were supported over the course of the year: The Deep, art trip to Cornwall, Bewerley Park, history trip to Krakow, English trips to a theatre, French trip to Normandy, Fountains Abbey and chemistry trip to Manchester.

**Impact:**

Improve academic outcomes and social relationships in addition to confidence of those involved. Data from GCSE results summer 2017.

**Instrumental Tuition £1255.00**

A number of students accessed funding for instrumental tuition. This included piano, clarinet, flute and singing tuition. These students have also benefitted socially from being part of music groups within school. These students are also making excellent academic progress.

**Impact:**

Feedback through focus groups (pupil voice) indicates that all the students value the instrumental tuition received. They believe they have benefitted academically and socially from the opportunities provided by the tuition. Analysis of data suggests that instrumental tuition has a positive impact on academic outcomes.

**Pastoral/Welfare support £4491.52**

A number of students have currently accessed this support. This includes the purchase of school uniform, Duke of Edinburgh fees and some financial support for World Challenge. All the funding is offered to support the social and emotional wellbeing of the students.

**Impact:**

The support offered had a positive impact on student outcomes and those who received support remained focused and engaged in school life.

**Administrative support £3088**

The data manager and finance team track the spending and effectiveness of the interventions, monitor attendance and provide regular data updates to monitor the success of the interventions taking place.

**Impact:** Cost effective spending with high outcomes that can be tracked and evaluated easily.

### **T3 Peer listening club £100**

The club supports students who find social integration challenging and offers a structured environment supported by trained sixth form peer listeners. The club runs every lunchtime and during the sessions there is a variety of games that can be played by the students. The funding is used to buy materials that can be used to help the students mix with their peers.

#### **Impact:**

Improved social integration resulting in improved overall academic outcomes. Use of pupil voice to access the success of the club. **One** PP student regularly attended the club during the academic year.

### **HMS Heroes Club £240.00**

Pupil Premium service students are made aware of a designated member of staff who can offer support for those in need.

#### **Impact:**

Positive outcomes and happy, settled children in school. Use of pupil voice suggests students are happy and feel supported when appropriate.

### **Careers £300**

Use of external independent careers advisor to meet students and help with post 16 choices. Every student is entitled to one careers interview in year 11, in addition to the allocated sessions some pupil premium students will be offered additional sessions and parents will be invited in to discuss specific needs.

#### **Impact:**

Successful placement/ post 16 choices for all students. Evidence from exit interviews and survey on results day.

### **Improving Literacy Interventions £599.00**

Intervention takes place once a week during morning registration with the aim of improving the literacy levels within school. These sessions are aimed at GCSE students who have been identified as requiring support to achieve in their GCSEs. These sessions are run by the SEN team. The sessions are offered to all students and include two PP (FSM) and six S4 students. The sessions cover:

- Spelling programme
- Paired reading

#### **Impacts:**

The work completed during lunchtime has been invaluable and the success was evident in the GCSE results and progress at KS3.

### **Subject Tuition/Support £4836.48**

Includes, purchasing revision guides, tutoring, one-to-one support and French after school classes.

#### **Impacts:**

The impact was evident in the successful GCSE results and through focus group feedback.

### **Provision of an additional GCSE Science set £1832**

This allows students who are finding the science curriculum challenging to work in a smaller group size, providing accelerated progress with targeted support.

**Impact**

Two FSM students accessed the additional science group. Their outcomes were in line with expectations and the smaller group enabled them to have more one-to-one support to ensure they passed their science GCSE.