

Context

The Pupil Premium is additional funding allocated to our school to support children eligible for free school meals and who are looked after from Year 7 to Year 11. The funding was introduced in April 2011. The Pupil Premium aims to improve the learning, attainment and well-being of the most disadvantaged pupils.

Waltham Forest continues to be one of the most deprived boroughs in England.

A very large majority of our students come from Hatch Lane, Valley, Larkwood and Chingford Green Wards. Heathcote is in the Hatch Lane Ward which is within the top 15% deprivation index. A section of our intake is in the top 5% deprivation index.

**Source: Indices of Deprivation 2010, Department of Communities and Local Government*

From the 2011 Census there are other key indicators of high levels of disadvantage in our local community including:

- Higher than average rates (36.4%) of long term unemployment whereas it is below average (15%) for experience of higher education

We use our Pupil Premium to:

- Reduce the attainment gap between students and those on Free School Meals or who are looked after.
- Increase social mobility.
- Enable disadvantaged pupils to succeed and give them the qualifications to get into the top universities.

Provision

In our school it is used in a variety of ways as set out in the tables below:

| Amount of pupil premium funding in 2015/16 | Amount of Year 7 catch up funding 2015/16 | | Finance |
|---|--|----------------|-----------------|
| <i>£314,230</i> | <i>£21,400</i> | | |
| Number of eligible pupils in 2015/16 | <i>FSM/Ever 6 -341</i> | <i>LAC - 9</i> | |
| <i>Pupil Premium spent on:</i> | | | |
| Teaching staff | Pupil premium co-ordinator. | | <i>£132,961</i> |

| | | |
|--|--|----------------|
| | Cost for additional teachers in English, mathematics and science | |
| Other staff e.g. mentor, counsellor, Inclusion, EAL support | Part cost for counsellor, Inclusion and EAL. Eastside Academy raising achievement group Day 6 provision | <i>£44,268</i> |
| Attendance officer and support | Attendance officer and part AHT to track students who are FSM and in danger of becoming persistently absent | <i>£25,001</i> |
| 1:1 tuition | 1:1 tuition for Mathematics and English | <i>£16,000</i> |
| Maths Mastery | Costs for deeper learning in Mathematics, and staff training | <i>£4,100</i> |
| Additional curriculum | February and Easter holiday revision. After school study support, educational visit subsidy, Part cost for More able co-ordinator, Sixth Form extended hours, Prep, Y11 mentoring etc. | <i>£48,400</i> |
| Summer Transition Camp | Integration of Year 6 students joining in September | <i>£11,750</i> |
| Small group tuition | Friendship groups, Breakfast, Cookery club etc. | <i>£5,400</i> |
| Equipment | Exam preparation equipment e.g. pens, pencils, calculators, rulers. Course books, First News, headphones and speakers for phonic literacy programme, IT equipment. | <i>£4,000</i> |

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|--------------------------------|--|---------|
| Assessment and tracking | Improved tracking system for PP – investment in Go4Schools and part staffing costs | £17,750 |
| Behaviour management | Provision of Internal Exclusion Room, equipment, resources and support teachers. | £26,000 |

Effect

| Indicator | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|-------------|-------------|-------------|-------------|-------------|-------------|
| <i>All pupils 5+A*-C at GCSE</i> | 86% | 87% | 81% | 64% | 70% | 67% |
| <i>FSM pupils 5+A*-C at GCSE</i> | 76% | 74% | 65% | 47% | 49% | 59% |
| <i>Percentage of pupils achieving 5+ A*-G grade GCSEs (or equivalent)</i> | 99% | 99% | 99% | 99% | 99% | 99% |
| <i>FSM Percentage of pupils achieving 5+ A*-G grade GCSEs (or equivalent)</i> | 94% | 96% | 100% | 94% | 98% | 98% |
| <i>Percentage achieving 5 A*-C GCSEs (or equivalents) including English and maths GCSEs</i> | 51% | 61% | 61% | 48% | 61% | 58% |

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|---|-------|-------|-------|-----|-------|-------|
| <i>FSM Percentage achieving 5 A*-C GCSEs (or equivalents) including English and maths GCSEs</i> | 37% | 48% | 50% | 38% | 38% | 52% |
| <i>Percentage of pupils making expected progress in English</i> | 69% | 69% | 74% | 65% | 86% | 82% |
| <i>FSM Percentage of pupils making expected progress in English</i> | 69% | 44% | 70% | 52% | 75% | 72% |
| <i>Percentage of pupils making expected progress in maths</i> | 73% | 74% | 76% | 56% | 70% | 65% |
| <i>FSM Percentage of pupils making expected progress in maths</i> | 62% | 67% | 73% | 50% | 58% | 65% |
| <i>% attendance all pupils</i> | 92.9% | 93.4% | 94.2% | 94% | 94.2% | 94.6% |

In 2016/17 we will be using our pupil premium and catch up money to:

- Continue to provide opportunities for students to succeed into the top universities
- Assist the transition from Primary to Secondary through summer Transition Camp
- Provide greater opportunities for reading across the school (Premier League Enterprise initiative).
- Provide additional literacy lessons in Year 7 and 8 for targeted students
- Improve feedback to students to ensure greater progress through assessment data
- Raise attendance by working with multi agency families
- Provide a super curriculum for the more able
- Reshape curriculum and school structure.

- Provide opportunities for KS3 students to enjoy enrichment activities and educational visits (scholars programme)
- Reward and celebrate student individuality and individual achievements
- Raise Year 9 student aspirations to improve progress at KS4.
- Provide additional GCSE support lessons in Year 10 and 11 for targeted students.
- Careers advice for Pupil Premium students in Year 9
- Learning walks to assess Pupil Premium student engagement in EBacc subjects in years 7 & 8
- Stepping Stones initiative
- STEM potential programme with Imperial College
- Target Pupil Premium students to make progress in double and triple science at KS4

Paper from our Pupil Premium Co-ordinator

2015 – 2016 Pupil Premium Provisions in place for KS3 and KS4

Year 6-7 - Summer Transition Camp

Students enjoyed a variety of literacy based activities to support progress in reading, writing and speaking and listening. Most students scored 'good' in both literacy and numeracy tests. They took part in team building challenges, smoothie making and cupcake decorating. Students who were hesitant to share ideas at the start of the camp were outspoken and confident towards the end of the camp, taking part in a Dragons Den exercise and writing a rap about cyber bullying. In their final questionnaires 100% of students stated that they had enjoyed the camp and felt it had helped them gain confidence and felt prepared to start secondary school. Next year we have a different outside agency 'Stepping Stones' who will run a similar summer camp.

Year 8 - Premier League Reading Stars Reading and Literacy Program

Selected Year 8 boys identified with low level literacy and reading ages took part in an exciting programme called Premier League Reading Stars, which works with Premier League footballers to get young people talking about reading. The club ran on Mondays for 5 weeks, on Thursdays for 5 weeks and then after school on the same day for an hour. The squad was permitted to wear a football kit of their choice during the reading sessions and played football after school with Mr Prince (our school's football coach). Mrs. Good, our experienced literacy specialist, ran the sessions where squad members received branded merchandise and completed tasks set by real Premier League footballers. 75% of students who took part said they enjoyed the club and have been encouraged to read more. Next year we intend to increase the group size and organise trips to Premier League football clubs and matches. We also may ask students to apply for a place to ensure they are aware that the club is elite and an extraordinary opportunity.

Year 9 - PiXL Edge Club

PiXL Edge is a club that helps to raise the aspirations of Pupil Premium students and reward their successes in practical extra circular activities. The programme also helps to guide year 9 students to choose suitable GCSE subjects and achieve useful qualifications. The outcome is measured by the number of students achieving Apprentice, Graduate, and Masters Levels. Students undertake a variety of skills building activities to gain the qualification. Students write self-evaluations on PiXL Edge to evaluate the skills they have gained through each activity. Students are incredibly enthusiastic about the club and are enjoying pursuing personalised projects and individual interests. XX XX is an African French student and is enrolled in this programme. He is leading some learning in a DT Graphics lesson which is one of his chosen GCSE options for next year and he is helping out at the year 6 Taster day in a French workshop. He is also building a website to teach younger students about Manga character design.

KS3 – PP students attending More Able Access HE

I have worked with our More Able coordinator to select students for educational visits. The work of Access HE aims to support the progression of learners from London into Higher Education. The aim of the event is to increase students' understanding of higher education. The expo will encourage students to think about the different elements of HE including money, academic, social and health elements. Students will also have a valuable opportunity to quiz current students about their higher education experience.

KS3 – Tower Bridge Trip

Trips are tracked throughout the year and students considered the most disadvantaged were selected. Twenty seven year 7 and 8 students attended this cross curricular educational visit to Tower Bridge. They explored the 'Engine Rooms' and toured the historic walkways, learning about Victorian London and engineering. Students enjoyed the sights from 42 meters above the River Thames as they walked along the bridge's famous glass floor. This trip will be made annually and students will be selected according to the amount of educational visits and extra circular activities they have been involved in throughout the year.

Whole School Teaching and Learning, Careers and Aspirations – KS4 Research

Research shows that Pupil Premium students are identified as having low aspirations; they are less likely to go on to further education and have poor attendance records compared to their peers. I conducted my own research and asked 130 of our year 10 students a series of questions about their aspirations, future education, favourite subjects and which adults inspire them. 85 Non PP students and 45 PP students participated. Results showed that our PP student's aspirations were not lower than that of our non-PP. However the PP students did not make links between gaining qualifications and further education. They were also unable to name specific careers and job roles but did convey a desire to work in ambitious roles.

As a result of this research I held a staff training presentation on 14th December. Training encouraged teachers to put learning into a careers context. Ensuring all teaching links to careers and life skills, explaining throughout lesson how thinking and problem solving skills are useful in employment. Teachers are currently completing an audit recording how they currently use aspirational resources in

their lessons and highlighting areas for improvement. Feedback I have collected so far shows that teachers are using a variety of methods to talk about careers and skills. Some of these include; displays, interview and soft skills practice, example careers displayed in power points and example GCSE and A-Level work used throughout KS3 lessons. I have made this part of our T&L policy and teachers understand that they must aim to be discussing careers and aspirations at least once a month in all lessons.

Year 11 Attendance - Mentoring to help improve results

I selected our PP students one or two GCSE's away from 5 Good GCSE's and highlighted PP attendance linking this to attainment. We divided students between Ms Kenward, Ms Crowhurst, Mr Hutchins and Ms Longmuir for various strategies. We focused on 13 students for maximum effect.