

Darton College

THE PUPIL PREMIUM

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM').

The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

Value

	2014/15	2015/2016	2016/17
Pupil Premium	£900 per child FSM	£900 per child FSM	£935 PER FSM6
		£1900 per child Looked After Child	£1900 per child Looked After Child
Forces Premium	£250 per child	£300 per child	£300 per child

The additional funding is allocated to schools to support 'Narrowing the Gap' between vulnerable learners and their peers.

Reporting Pupil Premium

It is the responsibility of the governors to explain pupil premium spending to parents in the form of an annual statement. The report aims to detail information on how Pupil Premium has been used within school and the progress towards narrowing the attainment gap.

Pupil Premium Impact Report 2015/16

Number of learners eligible	301 (29.4%)
Total amount of Pupil Premium Grant received	£261,420

Year Group Breakdown

Academic Year	Total Number	PP Number	PP Percentage
Year 7	244	65	26.6%
Year 8	239	77	32.2%
Year 9	195	68	34.9%
Year 10	179	52	29.1%
Year 11	168	39	23.2%
Total	1025	301	29.4%

Key objectives 2015/16

Objectives		Success Criteria	Impact
1	Whole school strategies <ul style="list-style-type: none"> ● Feedback ● Metacognition – Building Learning Power ● Cooperative Learning – Kagan ● Developing literacy and oracy ● Homework 	<p>The gap between disadvantaged learners and non their non disadvantaged peers achieving the top 20% of learners nationally closes.</p> <p>The progress gaps between disadvantaged learners and non eligible closes throughout KS3 and KS4</p>	<p>The gap between disadvantaged learners and their non eligible peers closed in all headline measures.</p>
2	Targeted Intervention <ul style="list-style-type: none"> ● 1:1 Tuition ● Intervention groups/forms ● Summer School ● Pastoral support ● 1:1 behaviour interventions ● Interventions linked to Drugs/Alcohol/CSE ● Breakfast/Homework clubs 	<p>As above.</p> <p>Barriers to learning are identified quickly and appropriate intervention is put in place to ensure that progress of disadvantaged learners is not interrupted,</p>	<p>As above.</p> <p>Improved tracking systems enhanced the work of the pastoral team and progress leaders to ensure gaps in all key measures closed</p>

		<ul style="list-style-type: none"> • EWO support • Educational Psychology service 		
3	Pastoral	<ul style="list-style-type: none"> • Behaviour support • Professional development around attachment/restorative practice/nurture • Nurture groups • Pupil Voice • Key worker initiatives • Enrichment activities – music lessons, visits • EWO attendance intervention 	Reduction in Exclusion and Attendance rates for disadvantaged learners compared with National.	<p>Exclusions of disadvantaged learners is below the national average but remains higher than their non pupil premium eligible learners in school.</p> <p>A higher percentage of learners who are disadvantaged are now accessing additional pastoral support.</p> <p>Attendance remains a key area to develop. Absence of disadvantaged learners is still higher than their peers and that nationally.</p>
4	Work / Life Readiness	<ul style="list-style-type: none"> • Visits to Higher Education Institutions • Careers advice • Mentoring Programmes • Work Experience/links to Business 	Reduction in NEET gap between PP and non PP peers and National PP peers.	NEETs remain low, both disadvantaged and their peers. More targeted Careers advice and mentoring supported disadvantaged learners to make more informed post 16 choices.

Headline Data Disadvantaged Learners 2016

	2014	2015	2016
5A*-C inc EM	24 %	29%	51%
English C+	41%	43%	67%
English Expected progress	34%	53%	62%
English Exceeding Expected progress	4.5%	16%	20.5%
Maths C+	27%	39%	64%
Maths Expected Progress	20%	25%	51%
Maths Exceeding Expected Progress	2%	9%	15%
EM C+ (The Basics)	24%	34%	56%
Progress 8	-	-1.0	-0.6
Attainment 8	-		48.9
EBacc	5%	2%	15%

Absence Data

	2014	2015	2016
% of sessions missed due to overall absence	5.3% (5.1)	5.8% (5.2)	5.6%
% Persistent absentees absent for 15% or more sessions	7.3% (5.8)	6.6% (5.6)	14%* (14)
PP % of sessions missed due to overall absence	8.3% (7.3)	9.3% (7.5)	8.5%
PP% Persistent absentees absent for 15% or more sessions	14.1% (11.5)	14.5% (10.9)	23%* (27)

* Persistent absentees are now 10% or more sessions in 2016

Exclusions 3 year trends

	2014	2015	2016
Fixed term exclusions as a % of the pupil group	2.79% (6.87)	3.39% (6.71)	8.6%
% of pupils with 1 or more fixed term exclusion	1.79% (3.86)	2.48% (3.68)	3.4%
Permanent exclusions as a % of the pupil group	0% (0.12)	0% (0.13)	0%
Fixed term exclusions as a % of the pupil group	4.60% (16.34)	5.39% (16.47)	17%
% of pupils with 1 or more fixed term exclusion	2.93% (8.49)	3.73% (8.34)	7.1%
Permanent exclusions as a % of the pupil group	0% (0.24)	0% (0.34)	0

Proposed Spend 2016/17

Number of learners eligible	329 (27.8%)
Total amount of Pupil Premium Grant received	£259,920

Year Group Breakdown

Academic Year	Total Number	PP Number	PP Percentage
Year 7	242	68	28%
Year 8	238	69	30.0
Year 9	240	73	30.4
Year 10	195	67	34.4
Year 11	177	52	29.4
Total	1092	329	30.1%

Key Objectives 2016/17

2016 saw a diminishing in the difference in all key measures between disadvantaged learners and their peers, with the exception of absence data.

However the difference is still too wide. Absence rates for disadvantaged learners remain significantly higher than their non disadvantaged peers and the proportion of disadvantaged learners achieving better than expected progress remains too low.

Evaluation of spend impact

The impact of Pupil premium spend is evaluated every term as part of the school's overall evaluation and planning cycle. However the progress of disadvantaged learners is reviewed after every data collection point and attendance, behaviour and exclusion data reviewed weekly.

The impact of spend is also reviewed by the Governing Body's Finance Committee on a termly basis.

Proposed Spend 2016/17

Quality Teaching for all							
Desired Outcome	Chosen Action/approach	Evidence/rationale	Quality assure implementation	Staff lead	Planned review	Cost	Evaluation of impact
High quality feedback is a consistently used across the school and impacts significantly on progress.	Feedback - further CPD on the development of Rubrics and effective summative	High quality feedback is identified by EEF and other research as significantly impacting on	Termly Feedback/Work moderation. Data collection analysis	JPO	Dec/Mar/ Jun 2017	£8000	½ termly Proving and Improving Reports

<p>Success criteria is specific and supported by Rubrics to support high quality feedback</p> <p>Progress for disadvantaged learners in English and Maths is at least good. The gap between the progress of disadvantaged learners and their non disadvantaged peers closes in English to 6.9% and Maths to 11.2% which is half the 2015/16 gap.</p>	<p>assessment.</p> <p>Additional responsibility (TLR) given to lead staff to develop the use of rubrics across school - linked to enquiry.</p>	<p>learner outcomes.</p>					<p>Summative Assessment RAP report - Termly</p>
<p>Progress for disadvantaged learners in English and Maths is at least good. The gap between the progress of</p>	<p>Summative Assessment Development - assessment system doesn't rely on single grade entry but</p>	<p>Linked to EEF evidence on Feedback and the extensive evidence base of Formative assessment.</p>	<p>Termly Feedback/Work moderation.</p> <p>Data collection analysis</p>	<p>SGU</p>	<p>Dec/Mar/ Jun 2017</p>	<p>£5000</p>	<p>Summative Assessment RAP report - Termly</p>

<p>disadvantaged learners and their non disadvantaged peers closes in English to 6.9% and Maths to 11.2% which is half the 2015/16 gap.</p>	<p>aggregates formative assessment entry.</p> <p>Develop learner reports to parents that link to this to give more bespoke areas to develop/Improve.</p>	<p>Parental Involvement</p>					<p>RAP report - termly Parent Forum Minutes - termly Parent Questionnaire - annual</p>
<p>Exclusion rates for disadvantaged learners are reduced and are in line with National for non disadvantaged learners.</p> <p>The gap between absence rates for disadvantaged learners and their non disadvantaged peers reduces by at least 2% to at least 6.5%</p>	<p>Social Emotional learning - linked to developing whole school restorative approaches, use of assertive language and praise.</p> <p>10 days of tailored CPD , range of whole school, small focus group and 1:1 work.</p>	<p>School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning</p>	<p>Termly intervention analysis.</p> <p>Behaviour/Exclusion and attendance data</p>	<p>JWO</p>	<p>Dec/Mar/ Jun 17</p>	<p>£20,000</p>	<p>Trmly RAP reports Weekly Behaviour/ Exclusion report. Weekly attendance report.</p>

<p>The percentage of disadvantaged learners Persistently absent reduces by 10% to 13%</p> <p>The gap between the number of call outs and behaviour points between disadvantaged learners and their peers is reduced.</p>							
<p>High quality feedback is a consistently used across the school and impacts significantly on progress.</p> <p>Success criteria is specific and supported by Rubrics to support high quality feedback</p> <p>Progress for</p>	<p>Curriculum development</p> <p>Developing the curriculum at KS3 to ensure it is sufficiently challenging and engaging.</p> <p>Developing mastery approaches in Maths alongside feeder primary schools in the</p>	<p>Linked to EEF Mastery approaches.</p> <p>Responding to the messages in the publication 'The Wasted Years'</p>	<p>Termly data analysis.</p> <p>Learner responses to learner voice questionnaire.</p> <p>Evaluations from partner schools.</p>	<p>AWO/S TW</p>	<p>Dec/Jan/ Mar</p>	<p>£60,000</p> <p>(Lead Practitioner Maths, 2 days Primary link teacher)</p>	<p>CPD Mastery Maths register</p> <p>Termly RAP report - Primary Link work</p>

<p>disadvantaged learners in English and Maths is at least good. The gap between the progress of disadvantaged learners and their non disadvantaged peers closes in English to 6.9% and Maths to 11.2% which is half the 2015/16 gap.</p>	<p>locality.</p> <p>Primary link teacher working two days a week to develop stronger partnership working between local primary schools</p>						
<p>Progress for disadvantaged learners in English and Maths is at least good. The gap between the progress of disadvantaged learners and their non disadvantaged peers closes in English to 6.9% and Maths to 11.2% which is half the 2015/16 gap.</p>	<p>Flexible grouping and differentiation</p> <p>Developing effective planning through Sequences of learning and assessment matrices to support pitch.</p> <p>Developing effective in class</p>	<p>Linked to EEF Individualised instruction and use of digital technology.</p>	<p>Termly data analysis</p> <p>Learner Evaluations</p>	<p>JPO</p>	<p>Dec/Jan/ Mar</p>	<p>£15000</p> <p>Google classroom, Smoothwall , CPD, I pads</p>	<p>Termly RAP report</p> <p>FGD project evaluation report - annual</p> <p>Departmental Review/Enquiry report - termly</p>

<p>To ensure the HPA disadvantaged learners make progress in line with their non disadvantaged peers</p>	<p>strategies that support stretch and challenge of most able.</p> <p>Developing the use of 1:1 devices and google classroom to support revision and intervention strategies, particularly at KS4</p>					
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Targeted Intervention							
Desired Outcome	Chosen Action/approach	Evidence/rationale	Quality assure implementation	Staff lead	Planned review	Cost	Evaluation of impact
<p>Progress for disadvantaged learners in English and Maths is at least good.</p> <p>The gap between the progress of disadvantaged learners and their</p>	<p>1:1 Tuition</p> <p>Targeted 1:1 intervention for Yr 11 learners</p> <p>Targeted 1:1 intervention linked to Personal</p>	<p>EEF One to one tuition and outcomes of targeted intervention 2015/16</p>	<p>Termly data collection</p> <p>Entry and exit progress data</p>	<p>SGU</p>	<p>Dec/Jan/Mar 2017</p>	<p>£10000</p>	<p>Termly RAP report</p> <p>Termly Intervention Evaluation/Data Report</p>

<p>non disadvantaged peers closes in English to 6.9% and Maths to 11.2% which is half the 2015/16 gap.</p> <p><i>*Individual Success criteria linked to each child</i></p>	<p>Education Plans</p> <p>Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) - Y11 Lesson 6 and Commitment Board</p>						
<p>Progress for disadvantaged learners in English and Maths is at least good.</p> <p>The gap between the progress of disadvantaged learners and their non disadvantaged peers closes in English to 6.9% and Maths to 11.2% which is half the 2015/16 gap.</p> <p><i>*Individual Success</i></p>	<p>Targeted English/Maths intervention - KS3 and 4</p> <p>Two higher level teaching assistants employed to deliver targeted support across English and Maths</p>	<p>Additional support needed for disadvantaged learners across KS3. Existing model of learning support assistant support not having sufficient impact so developed new roles to provide more targeted support,</p>	<p>Termly data collection</p> <p>Entry and exit progress data</p>	<p>CEL</p>	<p>Dec/Jan/Mar 2017</p>	<p>£20000</p>	<p>Termly Intervention Evaluation/Data Report</p>

<i>criteria linked to each child</i>		working closely with heads of departments					
<p>The gap between absence rates for disadvantaged learners and their non disadvantaged peers reduces by at least 2% to at least 6.5%</p> <p>The percentage of disadvantaged learners Persistently absent reduces by 10% to 13%</p>	<p>Attendance intervention/EWO support</p> <p>Additional Pastoral practitioners recruited to enable year groups links.</p> <p>Additional Educational Welfare support bought in above the standard offer to support targeted work with families.</p>		<p>Half termly absence data</p> <p>Half termly intervention data</p>	JWO	Dec/Jan/Mar 2017	£40,000	<p>Termly RAP report</p> <p>Weekly Absence Report</p>
<p>Exclusion rates for disadvantaged learners are reduced and are in line with National for non disadvantaged learners.</p>	<p>Behaviour Intervention - targeted intervention work including screening tools (Boxall) and bespoke small</p>	EEF Behaviour Intervention	<p>Half term behaviour report.</p> <p>Half termly exclusion data</p>	JWO	Dec/Jan/Mar 2017	£10000	Termly RAP report

<p>The gap between absence rates for disadvantaged learners and their non disadvantaged peers reduces by at least 2% to at least 6.5%</p> <p>The percentage of disadvantaged learners Persistently absent reduces by 10% to 13%</p> <p>The gap between the number of call outs and behaviour points between disadvantaged learners and their peers is reduced.</p>	<p>group and 1:1 interventions</p>						
<p>Exclusion rates for disadvantaged learners are reduced and are in line with National for non disadvantaged</p>	<p>Mental Health Worker - additional ½ day bought in by the school to ensure Mental Health worker available</p>	<p>EEF Behaviour Intervention</p>	<p>Half termly exclusion data</p>	<p>JWO</p>	<p>Dec/Jan/Mar 2017</p>	<p>£10000</p>	<p>Termly RAP report</p>

<p>learners.</p> <p>The gap between absence rates for disadvantaged learners and their non disadvantaged peers reduces by at least 2% to at least 6.5%</p> <p>The percentage of disadvantaged learners Persistently absent reduces by 10% to 13%</p> <p>The gap between the number of call outs and behaviour points between disadvantaged learners and their peers is reduced.</p> <p>Progress for disadvantaged learners in English and Maths is at least good.</p>	1 day a week						
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<p>The gap between the progress of disadvantaged learners and their non disadvantaged peers closes in English to 6.9% and Maths to 11.2% which is half the 2015/16 gap.</p>							
<p>Exclusion rates for disadvantaged learners are reduced and are in line with National for non disadvantaged learners.</p> <p>The gap between absence rates for disadvantaged learners and their non disadvantaged peers reduces by at least 2% to at least 6.5%</p> <p>The percentage of</p>	<p>Outdoor Education Practitioner - to offer an alternative curriculum offer and support and encourage collaborative learning , real life experiences and problem solving</p>		<p>Half termly intervention report</p>	<p>JWO</p>	<p>Dec/Jan/Mar 2017</p>	<p>£20000</p>	<p>Weekly behaviour /exclusion report</p> <p>Termly RAP report</p>

disadvantaged learners Persistently absent reduces by 10% to 13%

The gap between the number of call outs and behaviour points between disadvantaged learners and their peers is reduced.

Progress for disadvantaged learners in English and Maths is at least good.

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Other approaches							
Desired Outcome	Chosen Action/approach	Evidence/rationale	Quality assure implementation	Staff lead	Planned review	Cost	Evaluation of impact
The number of disadvantaged learners accessing Post 16 courses increases	Targeted Careers Advice - Careers advisor working on site every week, targeting disadvantaged learners		Half termly intervention report data	DBO/A WO	Dec/Jan/ Mar 2017	£5000	Termly RAP report/Standards Review meeting
The number of disadvantaged learners accessing Post 16 courses increases.	Aspiration activity - planned visits to Higher Education Institutes and other planned visits e.g. London Design event. Cultural awareness simulations, Business Speakers in Schools.	Raise awareness of opportunities beyond school and Barnsley	Half termly intervention report data	DBO/A WO	Dec/Jan/ Mar 2017	£10000	Termly RAP report

<p>The number of disadvantaged learners accessing extracurricular/enrichment offer increases</p> <p>Exclusion rates for disadvantaged learners are reduced and are in line with National for non disadvantaged learners.</p> <p>The gap between absence rates for disadvantaged learners and their non disadvantaged peers reduces by at least 2% to at least 6.5%</p> <p>The percentage of disadvantaged learners Persistently absent reduces by 10% to 13%</p>	<p>Subsidised enrichment activity other e.g. Bushcraft residential , Duke of Edinburgh Award Scheme</p>		<p>Termly RAP reports</p>	<p>NSL/STW</p>		<p>£10000</p>	<p>Termly RAP report</p>
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	Uniform - the school purchases additional uniform/shoes and planners to support disadvantaged learners as required.	N/a	N/a	JWO	N/a	£5000	