Loxford School - Pupil Premium Impact Report – 2018-19

Summary information (SECONDARY PHASE)					
Academic Year	2018-2019	PP Funding: £601,200			
Total number of pupils	1954	Number of pupils eligible for PP in Secondary Phase	622	Date for next internal review of this strategy	08/20

Achievement Profile 2018

Key Stage 4 Attainment	Pupils Eligible for PP	Pupils Not Eligible for PP
5 Grades 9-4 Inclusive of English and Math	78.5%	84.6%
English Language 9-4	76%	82.8%
English Literature 9-4	86%	86.4%
Best English at Grade 4	76%	87.6%
Best English at Grade 5	68.6%	78.7%
Math 9-4	75.2%	83.4%

Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Stretching and challenging the more able, high attaining student.
B.	Low aspiration within the local area
C.	Children from low economic backgrounds

D.	Low self-esteem and self-confidence
E.	Social mobility
F.	Overcrowded households
G.	High EAL needs
H.	High Unemployment
I.	Single Parent Families

Review of expenditure 2018-19				
Previous Academic Year		**2018/2019**		
Item/project	**Objectives**	**Estimated impact: Did you meet the success criteria?**	**Review**	**Expenditure**
Additional outside agencies with students developing BMAT, STEP and Summer School Programmes. Barriers to Learning • Low aspiration within the local area	Increase access to Russel Group universities for students. Increase access to medicine and Oxbridge. Improve outcomes for students taking BMAT and STEP tests in preparation for Medicine and Oxbridge,	Student access to Russel group universities increased this year at Loxford. Students have secured places at the top universities, including Imperial College London, Kings College London, Warwick and London School of Economics to study Medicine, Mathematics, Aerospace Engineering, Radiography, Optometry, English Literature, Economics, Law and Midwifery. Work with the Sutton trust, K+, SMF and HEAPS programmes helped prepared students for applications and supported them in gaining vital experience. 24% of sixth form students attended Russel	Students taking the BMAT and STEO tests had improved outcomes in the year 18-19. Although no students secured a place at Cambridge the students who were prepped and supported in their application scored well in the STEP Test and above expectations. Students accessed appropriate summer school programmes that were based around enrichment and further development. Students were able to travel abroad to places such as Harvard and MIT in America through external summer school programmes supported and initiated by the school. 1 LAC student with support from Loxford travelled to Korea with the school through the part use of funding and supported by the virtual schools funding allowing him to access the trip.	£20k

		group universities. 96% of students accessed university with 4% going on to the work force via apprenticeships.	Students who received support in their BMAT through extra tuition secured places at Royal St George's medical school and Imperial college to study such courses as medicine, optometry, midwifery and dentistry.	

Item/project	Objectives	Estimated impact: Did you meet the success criteria?	Review	Expenditure
Staff training/CPD across the Trust and use of examination boards. Barriers to Learning • Stretching and challenging the more able, high attaining student. • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility	Improvement in Teaching & Learning. Improve rates of progress with all KS3 and KS4 students who are eligible for PP.	Staff who attended exam board specific CPD courses showed improved overall outcomes both at KS4 and KS5. Departments such as; - Technology - Computing - English - MFL - RE - English Literature and Language Outcomes for subjects improved with departments increasing their 9-4 outcomes in comparison to academic year 18-19.	Support through CPD training and use of examination board courses led to improved outcomes. The above subjects showed significant improvement in outcomes following attendance at Exam Board led courses that outlined changes in specification in line with new GCSE's being delivered and allowed for staff to adapt what is currently delivered at Loxford p improve overall outcomes.	**£10K**

Review table:

Subject	9-4 % 2019
Computing	79.8 %
Design Technology	78.7%
French	88.5%
Spanish	76.3%
RE	89.3%
English Literature	85.9%
English Language	79.7%

Half-Term Revision Centre Barriers to Learning • Stretching and challenging the more able, high attaining student. • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High EAL needs • Single Parent Families	Improved outcomes in GCSE and A Level. PP students to close the gap.	PPI students and overall achievement increased from previous year. Key Stage 4 Progress 8 table below; Particular success in core subjects which was also supplemented by the smaller class sizes. Progress 8 Scores table below.	All PPI students in both Year 11 and 13 attended revision centre in some capacity improving their outcomes and achievement. PPI students closed the achievement gap in the 18-19 academic year and achievement and in particular KS4 achievement showed PPI students to outperform their non PPI counterparts. PPI Progress 8 score: 0.89 Non PPI Progress 8 score: 0.80 Progress in English was a particular highlight with PPI students on average achieving a progress score of 0.95 (PPI) against that of Non PPI students (0.76).	£10K

Key Stage 4 Progress 8

2018	2019
0.38	0.89

Progress 8 Scores

	2018	2019
English	0.73	0.95
Maths	0.49	0.71

Item/project	Objectives	Estimated impact: Did you meet the success criteria?	Review	Expenditure
IAG Coordinator and Careers Information, Advice and Guidance. Barriers to Learning • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High Unemployment	Early and additional guidance will be offered to students eligible for the Pupil Premium Grant in Years 8 – 11 to ensure that they can be supported to pursue aspirational futures.	Students received support through the following avenues: - 1:1 Careers interviews are available with a qualified Careers Adviser. - Careers Club is held twice a week in F31 - Careers sessions are provided to students through PSCHE lessons and presentation lessons given to each tutor group at each transition stage - Careers trips to a range of places including Careers Events, Insight days and to visits to Further and Higher Education Colleges. In year 11 and 13 all students received at least one meeting in the year regarding IAG wither by the IAG coordinator or in the case of some vulnerable PPI students by Connexions. This meant that students were able to make informed choices and feel supported in their post 16 and post 18 choices either to enter further education, apprenticeships or the work force.	24% of sixth form students attended Russel group universities. 96% of students accessed university with 4% going on to the work force via apprenticeships. Successful trips to a number of different venues to broaden knowledge of future choices such as; - What career live - University open days - What university trip - Cambridge visit - Guest speakers at careers club that covered the following; education, engineering, medicine, business management, sport. All Year 11 PPG students and Year 13 PPG students were seen as a priority before the end of Easter term. All PPG students and students at risk of NEET were seen and regularly checked before Christmas and supported in college application where applicable. Connexions meetings took place and careers meetings took place with IAG coordinator and such programs as FAST tomato where utilised to support students in future choices.	**£14K**

Reading programme – Reading Recovery/ Lexia Barriers to Learning • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High EAL needs • High Unemployment	Reading books and materials for KS3 to stretch/challenge or support. Improvements made by all student and specifically PP students in reading and comprehension age.	In year 7-11 43 students in total accessed the Lexia Reading programme. Of the 43, 100% of students increased their reading ages by at least 1 year by the end of the reading recovery programme. In 11 cases students improved by 3 or more years over the space of 2 terms of support. PP students that took part in the scheme saw significant gains in reading ages increasing by on average 1.3 years over the space of 2 terms.	Improvements in comprehension and reading ability in KS4 allowed for students to access the GCSE texts more readily and therefore directly impacted on student's outcomes and achievement. The LRC saw an increase in usage and books being leant over the academic year. PP usages of the LRC increased with PPi students accessing different texts ranging in difficulty. Registers suggest good usage of the LRC, students accessed the library for a range of reasons including usage of the computers for homework reasons and research as well as for lending books.	**£15K**

Item/project	Objectives	Estimated impact: Did you meet the success criteria?	Review	Expenditure
Mentoring and Behaviour Intervention Barriers to Learning • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High EAL needs • Single Parent Families	Improved behaviour for learning in lesson. Decrease in behavioural incidents and external exclusions from vulnerable groups by 20% PDW improvements in all students. Production of confident, happy and driven students.	2019 saw a reduction in pupils on the report systems. Students on PSP (6) decreased in the year with all students completing the PSP system successfully and not being placed back on PSP as a preventative measure. Usage of BSP's increased in the first two terms but again successful completion meant students did not progress onto PSP. Despite the positive outcomes on report and preventative measures to avoid permanent exclusions the number of incidents and exclusions rose in academic year 18/19. 	Academic Year	Number of Days
---	---
2017-2018	434 Days (175 Incidents)
2018-2019	578 Days (237 Incidents)	 Of the incidents that occurred in 2018-2019 academic year 54% of these were PPI students. Reasons to explain the following are below: •Modelling – Pupils observe hostile-aggressive behaviour modelled by parents, peers and in the media. Threats from parents, violence	Implementation of initiatives such as: - Anti-bullying ambassadors - 6th form behaviour support ambassadors - YCT behaviour groups - Early warning meetings - Games club - Trips and visits - Contemplation room - Playback mentoring - One of year group events. Further actions to combat the increase in exclusion data are as follows: Recommendations for Autumn term 2019: •Discuss in year team meetings ways to de-escalate conflicts between peers as CPD and promote the key character of forgiveness •OCU found a "stay safe online" training for parents. Uploaded onto school website. Create cards with information to distribute to parents. •To ensure that "Good manners" posters are in key strategic locations around the school building and all new tutor rooms in September 19 • Students to change TG to give them a fresh start if they fail to adhere consistently to the	**£20K**

among peer and in the media are then mimicked by the child

•Peer Reinforcement – Behaviour such as fighting is reinforced by peers when they take sides in or cheer for individuals who are fighting. This leads to an increase in hostile-aggressive behaviour

•Social skills deficit – Children lack the skills necessary to deal with stressful situations in an assertive rather than an aggressive manner. Their repertoire of problem solving is limited to aggression, so they use this to fulfil their needs.

•Low self-esteem – Pupils act out of anger. Reflection of poor self-image and identity of failure " are the results from an inability to satisfy two basic needs: giving and receiving love, and having a sense of worth"

Code of Conduct and have exhausted all other interventions to help them to modify their behaviour (SIMS data)

•Ensure that all students with EAL needs who received a fixed term exclusion have a clear understanding of the Code of Conduct, one to one to take place with BGI and LPO. BGI to dedicate a full lesson in September 2019 on Code of Conduct , physical and verbal aggressions to other peers and how to equip the students to be involved in these types of incidents. LPO will run a social skills group after school with targeted group (6 weeks sessions to take place in Autumn term 1)

•New PE club is to be in school website and plasma screen by 14/09. Tutor boards will also have a new PE clubs timetable by 14/09. Register is to be sent out to OCU every week by PE staff

•To involve students at risk of fixed term exclusion in group projects on environment and self-esteem. Monitors and Prefects will target Years 6 to 8 to get them more involved in positive activities and helping the school community. Dove project to be delivered in Autumn Term 1 in the primary phase at lunch time. OCU to liaise with THA for dates.

•Talks from 'the good lad initiative' (group of young people promoting positive masculinity) to address the difficulties of being a teenager in the 21st century. Monitors and prefects to raise money to pay towards the work shop. Bake sale to take place in Autumn term 1.

| | | | Monitors and prefects to raise money for the initiative.

•To develop / run Anti-bullying ambassadors, Dove self -esteem project with targeted students to tackle the problem of verbal / physical threatening behaviour. Form support groups for those students who have been targets of bullying or verbal aggression. | |
|---|---|---|---|---|
| **Additional Groups in Core Subjects**

Barriers to Learning
• Stretching and challenging the more able, high attaining student.
• Low self-esteem and self-confidence
• Social mobility
• High EAL needs | Progress in English, Maths and Science is excellent with students making accelerated progress in relation to starting points.

The vast majority of students making at least 2 steps of progress.

EAL classes formed with support for children from abroad. | Particular success in core subjects supplemented by the smaller class sizes.

All PPI students in both Year 11 and 13 attended revision centre in some capacity improving their outcomes and achievement. PPI students closed the achievement gap in the 18-19 academic year and achievement and in particular KS4 achievement showed PPI students to outperform their non PPI counterparts.

Creating the EAL class allowed for closer 1:1 support for EAL students and priority to those with PPi status to be in cooperated into the group ensure that support was maximised to promote positive outcomes. | PPI Progress 8 score: 0.89
Non PPI Progress 8 score: 0.80

Progress in English was a particular highlight with PPI students on average achieving a progress score of 0.95 (PPI) against that of Non PPI students (0.76).

The increased success of the EAL class has enabled students from backgrounds where English is not their first language to succeed. 2018-2019 saw an increase in EAL students with PPI status (622 total PPi students in secondary). | **£155K** |
| **Support for Pupils Experiencing** | Diminish the stress and trauma that can lead some | Pupil's feedback indicates that students feel safe and secure in the school environment | Upon review to work on the following: | **£315K** |

Progress 8 Scores

	2018	2019
English	0.73	0.95
Maths	0.49	0.71

Emotional and Behavioural Difficulty. Barriers to Learning • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • High EAL needs • Single Parent Families	pupils to disengage from learning and behave poorly in school.	(Students voice and student council feedback in all years). Children respond positively to the high expectations. There is a positive ethos in and around the school and the students follow the school code of conduct. The following actions took place to aid in the betterment of student experiencing emotional and behavioural difficulties: - Assemblies altered to ensure they develop a strong ethos of achievement, success and excellent behaviours. - British values are promoted through a range of avenues including all curriculum areas and specifically PSCHE. - Year teams to plan interventions across all subjects to enable children to progress and be successful. - All year leaders will be responsible for maintaining the attendance above 95%. - Persistent absenteeism will decrease. Sims positive and negative usage saw an increase in the academic year 18-19.	•Pastoral team offer an open-door policy for students to discuss problems/ conflict they may have with other peers. Tutors must use tutor time to remind students how to deal with aggression and conflicts. Trust must be established so pupils can confide with an adult. Constant reminders in assembly, weekly bulletin etc. that communicating is key. Encourage students to take ownership for their part in the conflict and encourage them to use " I" statement •Nurse to run a session with identified students to give hem opportunities to talk about feelings. Student must learn that it is okay to feel frustrated and angry and that there are acceptable ways of expressing these emotions. •Use of Extension 17 to target PPG, EAL, SEND students at risk of exclusion and provide bespoke support packages (Chalk face and behaviour online resource). •Clean up vandalism and remove or repair, any damaged items as soon as possible and place staff in key places where vandalism takes place. Lock gates and doors of locations at risk. Students and parents to pay towards repair. •Leadership and reward trips to be organised to inspire students to succeed and to modify their behaviour. Acknowledge their progress using the rewards system	
Achievement Intervention Groups Barriers to Learning	All students targeted who are eligible for PP to increase their attainment.	100% of PP students attended an intervention in some capacity in the academic year 18-19. These students were targeted to attend support in the following ways: - After school support with teachers	Key Stage 4 Attainment Pupils Eligible for PP 5 Grades 9-4 Inclusive of English and Math 78.5% English Language 9-4 76% English Literature 9-4 86%	**Nil Revision centre funding included.**

• Stretching and challenging the more able, high attaining student. • Low aspiration within the local area • Low self-esteem and self-confidence • Social mobility • High EAL needs		- Achievement team leader homework club/ intervention club. - Revision centre support - Additional support on Google classroom in a designated room. PP students were subject to rigorous checks throughout the year to help identify where support was needed: - Book checks - Quality assurance checks on data - Tracking information - Dairy checks - SV	Best English at Grade 4 76% Best English at Grade 5 68.6% Math 9-4 75.2% The SLM for KS3/4/5 and the achievement team leaders will continue to have PP students as a key group in all elements of checks and tracking of achievement and performance. This will continue in the academic year 19-20.	
External EWO support attendance Barriers to Learning • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • Single Parent Families	Gap between PP and non PP, attendance to be in line with the schools and national targets.	Attendance in school is high. Progress figures for academic year 18-19 were 95.8% which is well above national statistics. Number of persistent absentee's has dropped in the academic year 18-19 in comparison with the previous years with fines increasing showing a crackdown on student's attendance.	Continue to monitor closely the attendance of our most vulnerable students and ensure that all absences are followed up with second day absences being noted immediately. Deputy Head teacher in charge of attendance received daily updates on absences from the whole school and will continue to sub categorise groups with PP being a main focus. PP attendance by Year group: <table><tr><td>YEAR 7</td><td></td></tr><tr><td>YEAR 8</td><td></td></tr><tr><td>YEAR 9</td><td></td></tr><tr><td>YEAR 10</td><td></td></tr><tr><td>YEAR 11</td><td></td></tr><tr><td>YEAR 12</td><td></td></tr><tr><td>YEAR 13</td><td></td></tr></table>	**£25K**

Use of Google Classroom Barriers to Learning • Stretching and challenging the more able, high attaining student. • Low self-esteem and self-confidence • High EAL needs	Increase use of technology in Year 11 with revision tools and the use of Google Classroom	In the academic year 18-19 93% of students in year 11 accessed and were part of the year 11 google classroom. Students signed up of their own accord and accessed a range of different support structures available on google classroom. All PPI students in Year 11 were members of the classroom and all students showed regular usage of the tool and accessed google classroom at least once a week (97% of PPI students). Student voice indicated a 100% approval rating for the Year 11 google classroom. Students felt ; - It supported learning - Made access to seating plans, exam timetables and revision materials easy. - Meant they could access all information on their phones any time. - Helped them to revise the right things. - Was a constant source of motivation and reminder of up and coming events. - Helped them focus on outcomes and what they wanted to achieve. - Gave them a sense of security that they could seek help any time knowing there will be a reply. - Happy that when they requested certain items that it was actioned quickly and effectively.	The year 11 google classroom consisted of the following key parts; - Assemblies- inspirational and aspirational assemblies which focused on improving student's outcomes and pushing them to achieve more. Following the assembly students could revisit the information shared and the different tools used to inspire them to achieve. - Weekly motivation and daily motivation (during exam season). 39 posts on weekly motivation to coincide with each week with 91% of students acceding it on the day of release. 42 individual day motivational release with 78% of students accessing on the day. - Post 16 Loxford information regarding sixth form applications and deadlines to ensure students met needed deadlines for applications. - Revision- all subject revision information and resources shared with whole year group to ensure all had central access to different revision materials. (100% of members accessed this at least once a week)	**£1.2K**
Uniform and Equipment Shop now	To ensure that all of our students have access to	Number of referrals for uniform decreased across the school in academic year 18-19.	236 Revision books in science were sold at a discounted rate in 18-19 for KS4	**£10K**

| **opened- free or discounted stationery provided.**

Barriers to Learning
• Children from low economic backgrounds
• Low self-esteem and self-confidence
• Social mobility | clothing and uniform in order to feel confident and secure at school.

We also aim to equip our students with stationery and books to ensure they have all they need to make progress in their lessons and achieve in their exams | Issues surrounding ties decreased significantly.
Discounted uniform has and continues to be a form of support that is required for the most vulnerable students and any PP student that loses uniform is supported in replacing this as soon as possible.
Uniform brings an element of pride and sense of belonging to students and helps them feel part of the Loxford school community.

Subsidised equipment/stationary and learning aids was taken up mostly by KS4 and KS5 students. | 35 Revision books in KS5.

Textbooks are provided to all students in KS5 and some selected courses in KS4 at the expense of the school.
(Science/Math/English *Core texts*)

Revision booklets available for:
- English
- Science (all three disciplines)
- DT
- PE
- Media
- RE | |

Total Expenditure: £616,200