

For the financial year 2016/ 2017 Thomas Keble received £87,890 of Pupil Premium funding

	Number of students	Total Funds received
Year 7	26	£24310
Year 8	17	£15895
Year 9	27	£25245
Year 10	10	£9350
Year 11	14	£13090
Total	94	£87890
	<b>TOTAL FUNDS SPENT</b>	<b>£87898-00</b>

In allocating the funds received under the Pupil Premium initiative, our aim has always been to direct the funds to where they will make the most impact. In 2016 – 2017, we undertook the following initiatives which directly supported and impacted on the target students:

Initiative	Details	No. of Students involved from Pupil Premium Cohort	Approximate Cost
<b>Read, Write Inc</b>	Targeted intervention for students transferring from KS2 below L4 in either reading or writing in English.	<p><b><u>10 students</u></b> in Read Write Inc group. 1 teacher: 6 lessons per fortnight (0.28 FTE)</p> <p>Total cost for Read, Write Inc resources</p> <p><b><u>9 students</u></b> in 'Units of Sound' programme: 1 teacher @ 2 hours per week.</p> <p><b><u>3 students</u></b> in Dyslexia intervention group: 1 teacher @ 2 hours per week.</p> <p>Approx. salary costs to run 1 group</p>	<p><b><u>£14000-00</u></b></p> <p><b><u>£1400-00</u></b></p> <p><b><u>£1400-00</u></b></p>
<b>Deployment of external agency support to provide targeted intervention</b>	<p>In-school mentor – employed full time (Approx 0.5 of time focuses on PP students).</p> <p>WEX</p> <p>The Door – counselling support</p>	<p><b><u>23 students</u></b> @ <b><u>£350</u></b> average cost</p> <p><b><u>15 students</u></b> @ £30 per head</p> <p><b><u>7 students</u></b> @ £90 per head (approx.)</p>	<p><b><u>£7821-00</u></b></p> <p><b><u>£450-00</u></b></p> <p><b><u>£630-00</u></b></p>
<b>1:1 Mentoring</b>	Dedicated mentoring for students delivered 1:1 according to identified need.	<b><u>12 students</u></b> - Up to 10 hours @ £12-00 per hour	<b><u>£1440-00</u></b>
<b>HLTA support within lesson time</b>	School subsidises LS staffing salary cost centre to supplement support beyond funded statemented students.	<p>8 hours of HLTA time per fortnight in English and Maths, Humanities, Science and PE to support via 1:1 and withdrawal for core subjects. (Based on average cost per hour).</p> <p><b><u>31 students</u></b></p>	<b><u>£31173-00</u></b>

<b>Learning Support &amp; HLTA Drop-in Support</b>	Additional 'needs-led' programmes that run as required during the year to support students with long-term or short-term needs.	20 hours of TA support time per week to support lunchtime drop-ins and after school support (based on average cost per hour).  <b><u>24 students</u></b>	<b><u>£6376-00</u></b>
<b>Extra-curricular sports provision</b>	HLTA delivers courses in watersports; climbing and skiing as well as Fun Club. Run specifically for vulnerable students to foster social skills.	18 hours per sport. Plus 38 hours for Fun Club (based on average cost per hour).  <b><u>28 students</u></b>	<b><u>£2300-00</u></b>
<b>Animal Club and Gardening Club</b>	Lunchtime club delivered by TA staff to provide outdoor engagement for vulnerable students. Students care for a range of small animals and take part in gardening activity.	38 hours x 2 staff (based on average cost per hour).  <b><u>8 students</u></b>	<b><u>£1275-00</u></b>
<b>In-School Social Skills Support</b>	TA-run social skills withdrawal group designed to intervene with vulnerable students to engage and assist in mainstream.	1 hour per week per group  <b><u>10 students</u></b>	<b><u>£634-00</u></b>
<b>Anger Management Counselling</b>	HLTA-led programme to support students with behavioural and anger management issues.	1 hour per week of HLTA  <b><u>9 students</u></b>	<b><u>£903-00</u></b>
<b>Catch-Up Club</b>	After-school and lunchtime club to assist students in organisation and homework completion.	5 hours per week of TA support  <b><u>17 students</u></b>	<b><u>£3173-00</u></b>
<b>Bike Project</b>	Local initiative to provide rebuilt bicycles for local children.	£20-00 per student (GCC funded)  <b><u>2 students</u></b>	<b><u>No cost to school</u></b>
<b>Trip &amp; Activity Grants</b>	Subsidies and grants to facilitate a range of trips and activities across subjects.	<b><u>94 students</u></b>	<b><u>£5000-00</u></b>
<b>Miscellaneous</b>	Range of support offered to improve inclusion / accessibility to opportunities and services.	Examples would include payment for EP referrals  <b><u>4 students</u></b> : Music subsidies	<b><u>£1350-00</u></b>  <b><u>£660-00</u></b>
<b>SAM Learning Package</b>	Purchase of SAM Learning to facilitate flexible working packages for targeted students.	<b><u>94 students</u></b> accessed this	<b><u>£3360-00</u></b>
<b>Uniform grant</b>	£50-00 voucher for new entrants in Year 7.	<b><u>26 students</u></b>	<b><u>£1300-00</u></b>
<b>1:1 Careers Advice</b>	Additional advice and guidance to support post 16 pathways.	<b><u>14 students</u></b>	<b><u>£1520-00</u></b>
<b>Extended Transition support</b>	Y6 into Y7 Y11 into post 16  Additional teacher / SENCo time over and above normal transition to ensure smooth pathways.	<b><u>8 students</u></b> – 3 hours per students <b><u>4 students</u></b> - 6 hours per student (HLTA hours)	<b><u>£1130-00</u></b> <b><u>£603-00</u></b>

In addition to funded activity, a number of activities take place within whole school to support students including a number of pupil premium students. These include:

- Drama Leaders Club: students
- Geography Intervention Programme: students
- Science Club: students
- Duke of Edinburgh's Awards Scheme
- Young Sports Leaders Awards Programme
- Anti-Bullying Ambassadors Scheme
- Careers Ambassadors Scheme

**Profile of Pupil Premium in Y11 2016 and 2017:**

Prior Attainment Group	2016 school cohort (PP)		2017 Cohort (PP)		Notes
	Number (Total cohort 15)	Percentage of cohort	Number (Total cohort 11)	Percentage of cohort	
Low (Below Average L4 KS2)	9	45%	5	45%	Impact of Progress 8 baskets – Open slots Cognitive ability excluded full Progress 8 entry. 7.6 baskets filled.
Middle (Average of L4 KS2)	10	50%	2	18%	
High (Average of L5 KS2)	1	5%	3	27%	
No prior attainment	0	0%	1	9%	

**Impact on student outcomes:**

	Y11 (2017) Pupil Premium Thomas Keble**	Y11 (2017) Pupil Premium National***
<b>Low PA PP</b>	5 students	
Progress 8	-0.70	
English: P8	-0.48	
Maths: P8	+0.16	
Ebacc: P8	-0.51	
Open: P8	-1.43	
Av Slots filled	7.6	
<b>Middle PA PP</b>	2 students	
Progress 8	-0.60	
English: P8	+0.05	
Maths: P8	-0.71	
Ebacc: P8	-1.07	
Open: P8	-0.48	
Av Slots filled	9.5	
<b>High PA PP</b>	3 students	
Progress 8	-0.31	
English: P8	+0.59	
Maths: P8	-0.35	
Ebacc: P8	-0.75	
Open: P8	-0.46	
Av Slots filled	10	

\*\*\*Pupil Premium National data for 2017 to be updated once available

#### **KS4 Outcomes:**

- Overall pupil premium students performed in line with national cohorts in terms of Progress 8 (P8). P8 measured at -0.30 overall.
- Individual P8 scores ranged from +1.57 (10 basket entry) to -2.26 (4 basket entry).
- All sub groups performed in line with national cohorts. Small cohorts both as a whole and within prior attainment groups result in large confidence intervals. Whilst middle and higher Prior Attainment (PA) students achieved positive P8 for English, it was the lower PA group who achieved well in terms of Maths P8.
- Entry patterns continue to impact on outcomes for this group of students. For lower PA students in particular, priority was given to a curriculum / entry pattern that would engage students and provide appropriate level of challenge for their needs. Further information is available but with an average basket of entry of 7.6, it is clear that this had an impact on overall P8 scores for 5 / 11 students.

#### **School Actions:**

- As a school, we continue to adopt proactive approaches to support all students in their learning and ability to achieve high attainment. Students with often complex needs are supported pastorally and through a personalised curriculum to achieve their best. The governors are committed to prioritising a broad, balanced, challenging **but appropriate** curriculum for every student.
- We are reviewing our setting structures with a view to supporting and enhancing our 'Growth Mindset' approach to learning. In particular, we wish to consider the impact of our traditional setting model on the progress of students who do not sit within the traditional 'high prior attainment' sub-group and consider ways we can intervene to challenge the expectation of students outside of this group.
- Successful approach in English for broader setting in KS4 led to some pleasing results for students, with high and middle prior attainers, including pupil premium students, achieving very positive P8 scores. We want to consider if lessons can be learned from this approach and applied to the wider curriculum.
- Maths achieved positive P8 results for pupil premium students with low prior attainment. Again, we wish to consider lessons that can be learned and applied from such an approach. In Maths low prior attaining students with pupil premium achieved a higher outcome than their non-pupil premium peers.