

PUPIL PREMIUM IMPACT REPORT 2015-16

Key Objectives:

1. To secure improvements in the students' performance in English and Mathematics.
2. To support engagement, attendance or behaviour issues so students are ready to learn and achieve their Personal Best.

Category	Spend	Actions	Success criteria	Impact (RAGG*) <i>See key below</i>
EEF – Mastery Learning EEF– Giving quality feedback EEF - Homework Target group – All PP students	£35,000	Deliver consistently outstanding learning and teaching in English and maths.	Improve 3 levels of progress in English and Maths by at least 10%. Close the gap with the national progress for all students	Impact - Gold English and Maths have increased 3 levels of progress by over 13%. Shelley college disadvantaged students achieve within 2% of national figures for 3 levels of progress. 2016 Progress 8 score for PP = -0.17 2015 Progress 8 score for PP = -0.55
EEF – Social and emotional learning EEF – Meta-cognition and self-regulation Target group – PP boys	£10,000	To create an effective assertive mentoring support programme.	Each form tutor and member of SLT will lead and support a student through the assertive mentoring programme.	Impact - Green Programme completed by students and staff and most students made increased progress measured from start of programme until the final GCSE results. 2016 Progress 8 score for Pupil Premium = -0.17 2015 Progress 8 score for Pupil Premium = -0.55
Target group – All PP	£2,000	Maximise attendance and commitment to learning	Narrow the gap by 10% for disadvantaged students and all students.	Impact - Gold Attendance for disadvantaged students is now broadly in line with attendance for all students nationally. Attendance for PP students in 2016 = 93.56% Gap with all students closed to 2.72% Attendance for PP students in 2015 = 91.65% Gap with all students 4.13%
EEF – one to one /small group tuition EEF- Extending school time Target group – All PP	£3,000	Offer revision and targeted catch up sessions to support the preparation for the external examinations.	Disadvantaged students are offered additional opportunities for support outside of curriculum time.	Impact - Green Over 85% of targeted students accessed additional support outside of lesson time.

EEF – Social and emotional learning Target group – PP students in need of social and emotional support	£40,000	To provide a physical environment where students are supported in their learning, socially and emotionally to modify their behaviour. They will be supported in the identification of strategies to help them deal with difficult stages in the life.	Set up and train staff to deliver a programme that supports students with their learning, socially and emotionally to modify their behaviour.	Impact - Green The Bridge has been set up and has supported over 35 students on a regular basis during 2015 – 2016. 100% of Bridge students secured post-16 education, training or apprenticeships .
EEF – Social and emotional learning Target group – hard to reach	£10,000	Offering a personalisation of curriculum to allow students to achieve their Personal Best.	To be able to offer suitable alternative provision where appropriate and every possible support strategy has been exhausted.	Impact - Green Where the alternative provision has been used it has maintained the student's attendance and prevented post -16 NEET.
EEF Target group – All PP	£5,000	Supporting families to provide opportunities outside the curriculum or to prevent hardship.	Wherever financial difficulties should not prevent students accessing the curriculum.	Impact - Green Students have benefited from trips, resources and travel expenses support.

Education Endowment Foundation founded by the education charity the Sutton Trust

The EEF is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children from all backgrounds can fulfil their potential and make the most of their talents. The EEF uses to help schools spend money more effectively to improve the teaching and learning of children from low-income families.

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit#>

Key terms:

Key term:	Description:
Levels of progress	This is used to measure progress from key stage two (year 6) to key stage 4 (year 11). Expected progress for all students is three levels of progress.
NEET	Not in education or training
RAGG - RED	Little or no progress
RAGG - AMBER	Some progress made (with evidence)
RAGG - GREEN	Good progress made(with evidence)
RAGG - GOLD	Excellent progress or goal achieved (with evidence)