



LAURENCE JACKSON SCHOOL

Improving life chances



Pupil Premium and Year 7 Catch Up Premium Analysis 2013-2015

The Government provides Pupil Premium funding, which is additional to main school funding, in order to address the current inequalities between students that are receiving Free School Meals or have in the last six years and those students who do not.

This Pupil Premium funding is allocated to schools every year and it is for each school to then decide how the Pupil Premium funding is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

New measures have been included in the performance tables that capture the achievement of those deprived pupils covered by the Pupil Premium. From September 2012, schools are also required to publish online information about how the premium has been used.

Initially, the use of this PPG was focussed only on those students who were, at the time of published results, on PUPIL PREMIUM (ie the relevant Summer GCSE Results). This has now changed and from academic year 2012-13, any student who is on Free School Meals or has been in the last 6 years is included (called 'Ever 6' measure by the DfE), as are Looked After students and Service Children.

Pupil Premium Grant (PPG)

2015-16

In 2015-16, Laurence Jackson School prioritised the use of the Pupil Premium as follows:

- Free School Meal (PUPIL PREMIUM) students who are under-achieving
- PUPIL PREMIUM students who are in danger of underachieving
- KS4 PUPIL PREMIUM students
- KS3 PUPIL PREMIUM students
- All Looked After students (CIC)
- Service Children in Education

At LJS we used the Pupil Premium and Year 7 Catch Up Premium to fund the following activities:

Pupil Premium:

2013-14 Pupil Premium

Total number of students on roll (September 2013/14)	1223
Total number of students eligible for PPG ('Ever 6')	333
PPG received per PUPIL PREMIUM student	£ 900
PPG received in 2013-14	£ 299,700

2014-15 Pupil Premium

Total number of students on roll (September 2014/15)	1223
Total number of students eligible for PPG ('Ever 6')	320
PPG received per PUPIL PREMIUM student	£935
PPG received in 2014-15	£299,200

2015-16 Pupil Premium

Total number of students on roll (September 2015/16)	1208
Total number of students eligible for PPG ('Ever 6')	330
PPG Predicted per PUPIL PREMIUM student	£935
PPG received in 2015-16	£308,550

2016-17 Pupil Premium

Total number of students on roll (September 2016/17)	1202
Total number of students eligible for PPG ('Ever 6')	324
PPG Predicted per PUPIL PREMIUM student	£935
PPG Predicted in 2016-17	£302,940 est

Year 7 Catch Up Premium:

2013-14 Year 7 Catch Up Premium

Total number of students on roll (September 2013)	1223
Total number of students eligible for Y7 Catch Up	29
Y7 Catch Up Forecast per student <L4	£500
Year 7 Forecast in 2013-14	£14,500

2014-15 Year 7 Catch Up Premium

Total number of students on roll (September 2014)	1223
Total number of students eligible for Y7 Catch Up	21
Y7 Catch Up Received per student <L4	£500
Year 7 Catch Up Received in 2014-15	£10,500

2015-16 Year 7 Catch Up Premium

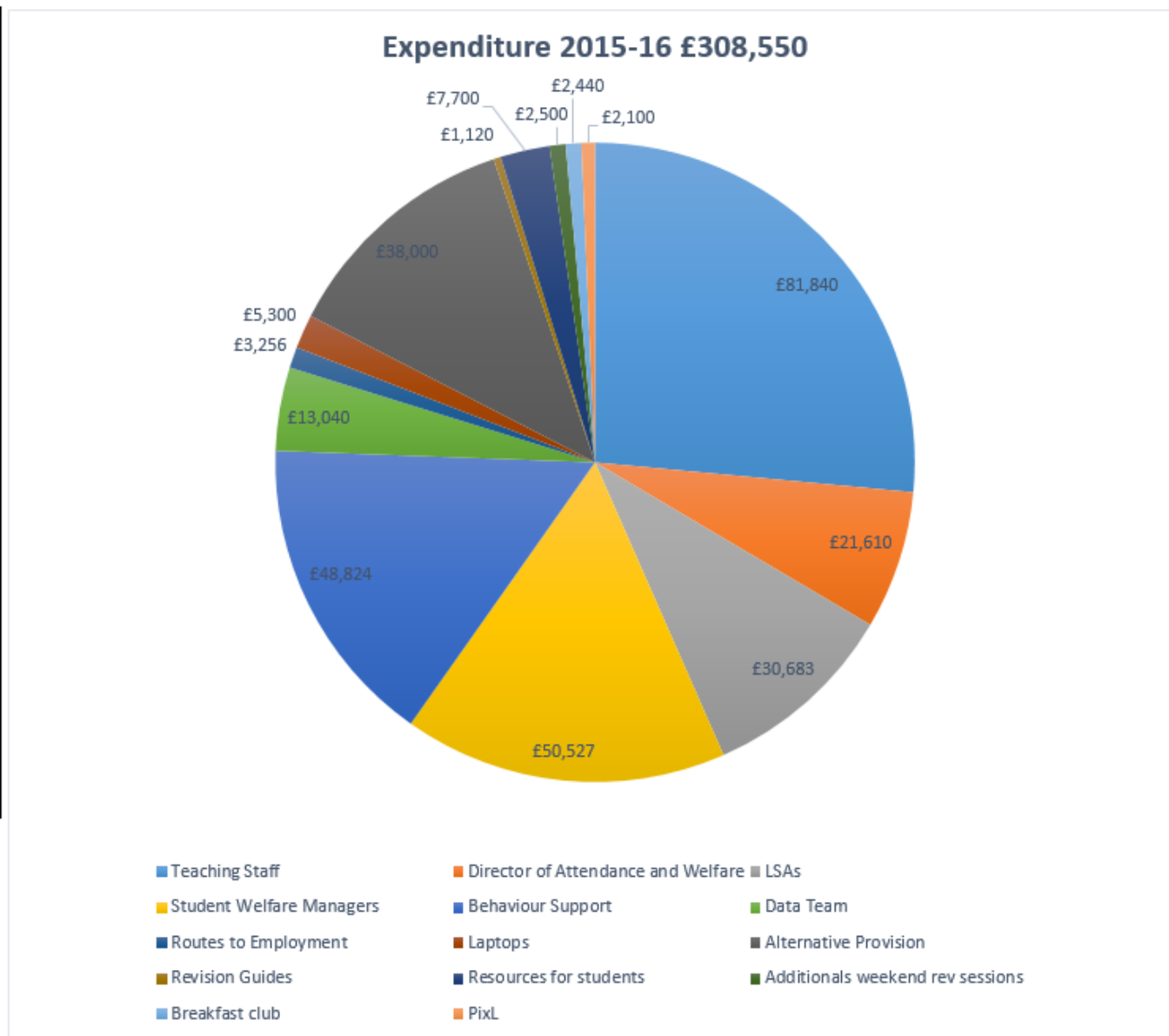
Total number of students on roll (September 2015)	1208
Total number of students eligible for Y7 Catch Up	20
Y7 Catch Up Forecast per student <L4	£500
Year 7 Forecast in 2015-16	£10,000

2016-17 Year 7 Catch Up Premium

Total number of students on roll (September 2016)	1202
Total number of students eligible for Y7 Catch Up	N/A
Y7 Catch Up Forecast per student <L4	£500
Year 7 Forecast in 2016-17	£10,000

Pupil Premium 2015-2016

	£
Expenditure	£308,550
Salaries/Interventions	
Teaching Staff	£81,840
Director of Attendance and Welfare	£21,610
LSAs	£30,683
Student Welfare Managers	£50,527
Behaviour Support	£48,824
Data Team	£13,040
Routes to Employment	£3,256
Laptops	£5,300
Alternative Provision	£38,000
Total	£293,080
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Value Added amount remaining	£15,470
Revision Guides	£1,120
Resources for students	£7,700
Additional weekend rev sessions	£2,500
Breakfast club	£2,440
PixL	£2,100
	£308,940



Interventions 2015-2016

Interventions	Action	Predicted Impact	Evidence	Cost
<p>Academic Interventions</p> <p>Alternative Provision. College Courses. Equipment/Ingredients/Materials. Curriculum Enrichment. Curriculum Entitlement. Daily Reading Programme. Disapplied MFL. I am Learning hwk package. In class support. Intervention English/maths. Learning Mentor. Likely lads & Goodies Gals workshops. Modified Timetables. Nurture group/ Secondary Ready. Power of 2. (Num. Intervention) SEN personalised strategies. Toe by Toe. (Lit Intervention) Routes to Employment interventions. Appointment of a PP Mentor. (Y11) Inclusion of performance management DAC targets for all teachers.</p>	<p>Y7-11</p> <ul style="list-style-type: none"> Personalised interventions as identified on the 'barriers to learning' document after interrogation of data after each progress check – Y7-11 Purchase of additional externally commissioned alternative education for challenging PUPIL PREMIUM students Purchase of Routes to Employment SLA and WEX support to reduce occurrence of PUPIL PREMIUM students becoming NEET CPD for staff delivering interventions (where appropriate) Tracking of PUPIL PREMIUM achievement by Data and YL teams. Monitored termly – development and use of 'barriers for learning' document monitored and updated termly; Bespoke interventions to be identified by mentor and actioned 	<ul style="list-style-type: none"> Improved academic outcomes for PUPIL PREMIUM students At the end of each year and particularly Summer of Y11 Improved P8 in English and Maths, at the end of each year and particularly Summer of Y11 Improved outcomes at the end of Y11 <p style="text-align: center;">As above</p>	<ul style="list-style-type: none"> All assessment data from 4Matrix for all PC's – all years. Closing of the gap for PP/DAC students - 3 year trend <p style="text-align: center;">As above</p>	<p style="text-align: center;">See Table total above & Pie chart</p>

<p>Attendance Interventions</p> <ul style="list-style-type: none"> • Appointment of Director of Attendance and Welfare (DoA&W) • Attendance Letters & Monitoring • DoA&W Referral & drop in sessions • Positive feedback to student • SWM 1:1 meetings • SWM Interventions focussed on PUPIL PREMIUM students • SWM Parental Contact 	<ul style="list-style-type: none"> • Student Welfare Managers x5 • Appointment of Director of Attendance and Welfare (DoA&W) for LJS • Increased home - school liaison for PUPIL PREMIUM students to engage parents • Tracking of PUPIL PREMIUM attendance by Data and SWM teams. Monitored termly • Completion of barriers to learning document. 	<ul style="list-style-type: none"> • Improved PUPIL PREMIUM attendance –all years to be at least in line with NA for PP/DAC students; • Reduction in persistent absence for PP/DAC cohort – see weekly data sheet • Improved academic outcomes for PUPIL PREMIUM students At the end of each year and particularly Summer of Y11 • Improved LoP in English and Maths, at the end of each year and particularly Summer of Y11 • Improved P8 at the end of Y11 in E/M; • Gap closing between PP/DAC and non PP/DAC – 3 year trend 	<p>As above</p>		
<p>Behaviour Interventions</p> <ul style="list-style-type: none"> • Anger/self esteem management • Breakfast/Lunch Club • BSA In Class Support • BSS • Counselling Service – delivering group work • Time 4 you counselling service • Endeavour staff and use of Resolution Centre • Outside agencies • PSP/CWB/CAF • SWM – x5 	<ul style="list-style-type: none"> • Purchase of additional externally commissioned alternative education for challenging PUPIL PREMIUM students • Gateway team resources inc staffing • Student Welfare Managers x5 • Counsellor x2 – delivering bespoke sessions to groups of students • Tracking of PUPIL PREMIUM behaviour by Data, Gateway, and YL teams. Monitored termly 	<ul style="list-style-type: none"> • Improved academic outcomes for PUPIL PREMIUM students At the end of each year and particularly Summer of Y11 – see 4Matrix data , PC analysis and gap analysis over 3 years • Improved P8 in English and Maths, at the end of each year and particularly Summer of Y11 • Improved behaviour – reduction in behaviour events - see weekly behaviour data sheet 			
<p>Enrichment Activities</p> <ul style="list-style-type: none"> • Lunchtime sessions in SEN department • Music Lessons – Partial and full funding • Trips - funding 	<ul style="list-style-type: none"> • Hardship funding for PUPIL PREMIUM students (uniform, Options, equipment, trips, educational visits etc) 	<ul style="list-style-type: none"> • Improved academic outcomes for PUPIL PREMIUM students At the end of each year and particularly Summer of Y11 • Improved P8 in English and Maths, at the end of each year 			
				<p>£308,550</p>	

Impact to Date for Year 7 2013/16 Literacy and Numeracy Catch-up (<L4)

Catch Up Premium for 2016-17: There is currently no guidance available from the DfE on what scaled score for English Reading and Maths would qualify a student for Year 7 catch-up premium. As such, the DfE has stated that funding will be based on the data available from last year.

Progress from KS2

Students in intake group 2015-16 who failed to achieve at least a Level 4 in Reading and/or Maths at Key Stage 2 went on to make good progress in both English and Maths 2015-16 (Y7)

Progress from KS2 2013/14			Progress from KS2 2014/15			Progress from KS2 2015/16		
	1 Sub Level of Progress	2 Sub Levels or better		1 Sub Level of Progress	2 Sub Levels or better		1 Sub Level of Progress	2 Sub Levels or better
English	96.6%	90%	English	84.2%	73.7%	English	93.9%	84.4%
Maths	96.6%	70%	Maths	78.9%	63.2%	Maths	85.3%	71.3%

Interventions

On average these students have at least 3.5 interventions.

Literacy Interventions

- Reading Centre for Extra English/ Reading
- Toe by Toe
- English department interventions

Numeracy

- Power of Two programme
- Maths department interventions

Attendance

- 80% (16) of these students have attendance of over 90%.
- 45% (9) of these students have attendance of over 95%.
- DoAW is working closely with this group of students 2016-17

Behaviour

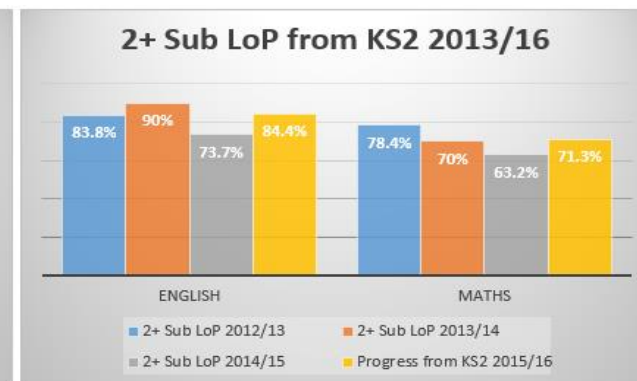
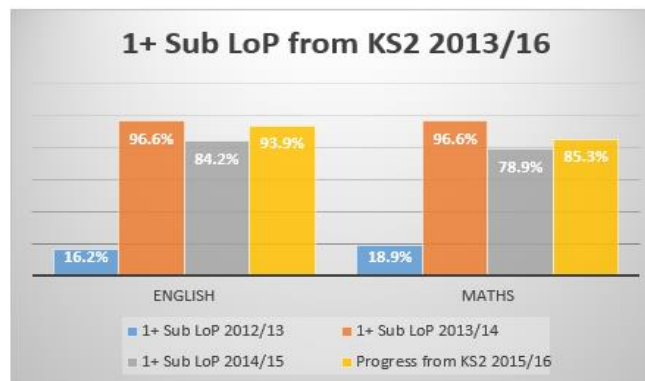
25% (5) of this group of students, have three or more Behaviour events marked against them. These include: C3 Detentions, Remove sanctions and Internal/External exclusions.

SEN

70% (14) of these students have an SEN need, of which:

- 1 is a Statemented student
- 13 are K – SEN Support
- 3 are school identified SEN aware students

All SEN students have a support plan that will include personal information, strategies and individual interventions.





Disadvantaged students – Self Evaluation Summary

Report to SLT, Governors, Inspectors – Updated September 2016

Context and key priorities for 2015-16 (key issues emerging in 2015/16 which impacted on outcomes)

Total DAC students attending LJS 2015-16: Year 7 - 80 Year 8 - 53 Year 9 - 59 Year 10 - 61 Year 11 – 59

Pupil Premium funding 2015-16

Total number of students on roll (September 2016)	1202
Total number of students eligible for PPG ('Ever 6')	324
PPG Predicted per FSM student	£935
PPG Predicted in 2016-17	£302,940

Year 11 (2015-16) Composition of DAC students:

High Ability 84 students / 9 DAC students / **0 DAC with SEN student**

Middle Ability 132 students / 32 DAC students / 3 DAC with SEN students

Low ability 39 students / 18 DAC students / 4 DAC with SEN students

The three year trend for A*-C En & Ma 'closing the gap' has varied from -25.2% (2013-14) to -39.9% (2014-15) to -26.1% (2015-16) and as a result this has become a whole school priority.

Whole School DAC/PP Profile – 15 July 2016

Year	DAC/PP Student
7	80 (HA – 27, MA - 46, LA- 7)
8	53 (HA – 9, MA - 38, LA- 6)
9	59 (HA – 16, MA - 31, LA- 12)
10	61 (HA – 13, MA - 36, LA- 12)
11	59 (HA – 9, MA - 32, LA- 18)
Total	312

Whole School DAC/PP Profile – October 2016

Year	DAC/PP Student
7	71 (HA – 18, MA - 32, LA- 21)
8	80 (HA – 27, MA - 46, LA- 7)
9	53 (HA – 9, MA - 38, LA- 6)
10	59 (HA – 16, MA - 31, LA- 12)
11	61 (HA – 13, MA - 36, LA- 12)
Total	324

Closing the Gap (3 year comparison for all students, DAC and Gaps)

Pupil Premium (DAC)	2013-14	2014-15	2015-16
Progress 8	-1.25	-1.07	-0.28
Attainment 8	3.76	3.38	4.09
% A*-C English	67.3% (NA 51%)	43.9%	52.5%
% 3+ LoP English	65% (NA 58%)	42.4%	76.3%
% 4+ LoP English	17.9%	4.6%	32.2%
% A*-C Maths	52.7% (NA 49%)	31.8%	50.9%
% 3+ LoP Maths	44% (NA 48%)	27.3%	50.9%
% 4+ LoP Maths	9.1%	6.1%	18.6%
GAP Progress 8	-0.71	-1.05	-0.31
GAP Attainment 8	-1.09	-1.83	-1.10
GAP 5 A*-C Inc En & Ma	-25.2% (NA -)	-39.9%	-26.1



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GAP Information	Number of Students				Number of students in group entered for EBACC	GAP to students not in group Pupils Achieving EBACC	GAP to students not in group Pupils with A*-C (Maths & English)	GAP to students not in group Progress 8	GAP to students not in group Attainment 8	GAP to students not in group Achieving A*-C in English	GAP to students not in group English 3+ LoP	GAP to students not in group Achieving A*-C in Maths	GAP to students not in group Maths 3+ LoP	GAP to students not in group Science Achieving 2+ Science A*-C	Key
	# Low PA Group	# Middle PA Group	# High PA Group												
Gender Gap					32/42	3.4%	-0.4%	-0.05	-0.08	-4.8%	-7.5%	1.3%	-0.8%	2.2%	GAP Narrowing from 2015
ALL PP/ Non PP	59	18	32	9	8	-20.1%	-21.8%	-0.31	-0.31	-27.6%	-6.9%	-18.5%	-16.0%	-30.2%	Same as 2015
Current FSM	26	11	12	3	3	-18.1%	-33.4%	-0.56	-1.67	-39.3%	-5.2%	-29.7%	-27.5%	-44.1%	GAP Increase from 2015
PP Students Non Current FSM	33	7	20	6	5	-17.0%	-7.2%	-0.04	-0.34	-11.6%	-6.7%	-5.2%	-2.9%	-11.9%	
PP Gender Gap					2	-22.4%	-20.6%	-0.3	-1.11	-26.4%	-5.2%	-16.8%	-10.3%	-22.7%	
PP students with SEN need	7	4	3	0	0	N/A	-47.8%	-0.25	-2.19	-61.1%	-25.1%	-37.6%	-20.9%	-31.1%	

PP Student Vs Non CF5M	Number of Students				Attendance	# C3	# Int Inc	# Remove	Progress 8 Score for Group	Attainment 8	# A*-C En & Ma	A*-C En & Ma	# EBACC	EBACC	# A*-C English	% A*-C English	# 3+ LoP English	% 3+ LoP English	# A*-C Maths	% A*-C Maths	# 3+ LoP Maths	% 3+ LoP Maths
	# Low PA Group	# Middle PA Group	# High PA Group																			
All Students	255	39	132	84	95.7%	1179	41	84	-0.04	4.93	155	60.8%	61	23.9%	188	73.7%	208	81.6%	166	65.1%	161	63.1%
ALL PP	59	18	32	9	94.3%	331	19	18	-0.28	4.09	26	44.1%	5	8.5%	31	52.5%	45	76.3%	30	50.8%	30	50.8%
Non PP	196	21	100	21	96.1%	848	22	66	0.03	5.19	129	65.8%	56	28.6%	157	80.1%	163	83.2%	136	69.4%	131	66.8%
Boys ALL	137	17	75	45	96.8%	610	35	54	-0.06	4.90	83	60.6%	27	19.7%	98	71.5%	107	78.1%	90	65.7%	86	62.8%
Girls ALL	118	22	57	39	94.4%	569	6	30	-0.01	4.98	72	61.0%	34	28.8%	90	76.3%	101	85.6%	76	64.4%	75	63.6%
Boys PP	26	6	18	2	96.0%	135	17	9	-0.31	3.94	11	42.3%	1	3.8%	13	50.0%	20	76.9%	13	50.0%	14	53.8%
Girls PP	33	12	14	7	92.9%	196	2	9	-0.25	4.20	15	45.5%	4	12.1%	18	54.5%	25	75.8%	17	51.5%	16	48.5%
Current FSM	26	11	12	3	93.1%	168	8	8	-0.54	3.43	8	30.8%	2	7.7%	10	38.5%	20	76.9%	10	38.5%	10	38.5%
PP Students Non Current FSM	33	7	20	6	95.3%	163	11	10	-0.07	4.60	18	54.5%	3	9.1%	21	63.6%	25	75.8%	20	60.6%	20	60.6%
PP students with SEN need	7	4	3	0	95.7%	44	6	1	-0.28	2.80	1	14.3%	0	0.0%	1	14.3%	4	57.1%	2	28.6%	3	42.9%

Improvements made compared to 2014/15 results:

The gap has narrowed for DAC students evident in the 2015-16 results indicated in all areas – see Table 1 above. A*-C inc E/M has narrowed to -21.8 for DAC/PP students. P8 and A8 gaps have improved to -0.31 in both cases compared to 2014-15 figures.

As current FSM were a focus group for 2015-16 and as Table 2 above shows an improvement/narrowing of gaps for all measures except EBacc compared to 2014-15 figures.

Issues identified from 2015/16 analysis:

DAC Attainment 2015-16 GCSE results

- The gap has narrowed for DAC students for 2015-16 results in all areas.
- From cohort 2015-16, the concerning feature is the **impact current FSM** (26/59) students had on the overall outcomes. 30.8% of this group achieved A*-C in E/M with a resulting gap of -33%, 20.9% improvement from 2014/15.
- We also need to ensure that those students with an SEN need who are also DAC (17 of the 2016 cohort) receive appropriate SEN intervention where necessary.

DAC Progress Summary 2015/16 for Y7-11 based on PC3/PC4 (See Table A)

Progress measure Progress Checks	2015/16	2015/16	2015/16	2015/16	Y11 2014/15 Results	Y11 2015/16 Results
	Y7 PC3	Y8 PC3	Y9 PC3	Y10 PC4		
English EP/BEP	71.3%/43.8%	66%/36%	83.6%/37.7%	76.2%/23.8%	42.4%/4.6%	76.3%/32.2%
Gap with non DAC	-17.9%/-23.2%	-20.9%/-31.1%	-10.0%/-10.8%	-13.6%/-16.0%	-32.8%/-32.8%	-6.9%/-22.4%
Maths EP/BEP	60.0%/32.5%	44%/30%	85%/50.8%	41.3%/7.9%	27.3%/6.1%	50.8%/18.6%
Gap with non DAC	-15.4%/-22.6%	-26.6%/-20.3%	-7.3%/-13.8%	-19.5%/-23.2%	-35.4%/-26.3%	-16.0%/-15.0%
DAC Progress 8 score				-0.98	-1.07	-0.28
Non DAC Progress 8 score				-0.5	-0.02	0.03
Progress 8 Gap				-0.48	-1.05	-0.31



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DAC Progress Summary 2015/16 for Y7-11 based on PC3/PC4 (See Table A)

- Y11 (2016) results show a **narrowing of the gap down to -21.8%** for A*-C in E/M;
- **44.8%** (2015/16) DAC achieved A*-C in E/M, this indicates a significant improvement from the same measure in 14/15 (15% pt improvement). Gap 2014/15 was -39.9%, **gap narrowing to -22%** Y11 2015/16;
- 3 LoP Eng 76.3% (2015/16), with a gap of -6.9% **an improvement** with the **gap narrowing** by 10.4% compared to 2014/15
- 3 LoP Ma 50.8% (2015/16), with a gap of gap -30.2% **an improvement** with the **gap narrowing** by 19.4% compared to 2014/15;
- The Progress 8 score for DAC students 2015/16 was -0.28 a significant improvement from (-1.07) in 2014/15.

An improving progress 'picture' for DAC students when compared to 2014/15 GCSE results

DAC Attendance and PA Profile for 2015-16 - Table B

DAC Attendance 2015-16

- DAC students annual attendance for all years in 2014-16 is lower than non DAC students however DAC attendance has improved for 2013-16 (93.4%) with **the attendance GAP for 2015-16 (2.8%) improving compared to 2013-14 (3.3%)**;
- The attendance of Y11 DAC cohort at 94.3% was higher than all other DAC attendance in all other years, this is a significant improvement from 2014-15;
- June O'Hanlon to work closely with SWMs to continue their close monitoring and intervention via attendance monitoring programme.

DAC Attendance 2015/16 (Table B)

- **All year groups DAC attendance has improved** (except Y9) in 2015/16 but significantly Y11 DAC by 2.2% compared to 2014/15 data. Whole school DAC attendance compared to last year has **improved by 0.4%** and compared to 2013-14 **improved by 0.8%**. The gap between DAC and non DAC attendance has narrowed to -2.8%. Whole school DAC attendance for 2015-16 which was 0.1% away from our DAC target.

Table B

Year Group	DAC Attendance 2013-14	DAC Attendance 2014-15	DAC Attendance 2015-16
7		94.3%	94.3%
8		92.6%	93.2%
9		93.3%	91.7%
10		92.9%	93.2%
11		92.1%	94.3%
Whole School DAC	92.6	93.0%	93.4%
Whole School non DAC	95.9	95.6%	96.2%
GAP	-3.3%	-2.6%	-2.8%
DAC Target			93.5%

DAC Persistent Absence (based on <90% attendance) Table C:

Year Group	DAC <90% Attendance 2013-14	DAC <90% Attendance 2014-15	DAC <90% Attendance 2015-16
DAC PA (<90%)	24.4%	23.3%	17.4%
Non DAC PA (<90%)	7.3%	6.9%	6.7%
DAC PA Gap	-17.1%	-16.4%	-10.7%



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DAC Persistent Absence (based on <90% attendance) Table C above– the percentage of DAC students with <90% has decreased significantly from 24.4% in 2012/13 to 17.4% in 2015-16. The gap has narrowed from -17.1% to -10.7% for the same period. This is a significant improvement over three academic years.

Behaviour Summary 2012-2016

DAC Fixed Term Exclusions for 2013-2016:

Year Group	DAC Fixed Term Exclusions (No) 2013-14	DAC Fixed Term Exclusions (No) 2014-15 Sept	DAC Fixed Term Exclusions (No) 2015-16 Sept
DAC FT Exc	1.4%(3)Days 11	3.5%(11)Days 69	5.7%(18) Days=105
Non DAC FT Exclusions	1.4%(12)Days 49	2.1%(19)Days 89	2.7%(24)Days=149
DAC PA Gap	0.0%	-1.4%	-3.0%

Behaviour summary 2013-2016

The number of DAC FT exclusions increased from 2013 to 2016 with the gap increasing compared to non DAC 0.0% to -3.0%.

School Strategies for 'Closing the Gap' for 2016-17 and next steps

SIP & KPI 2. Priorities whole school:

Improving the Outcomes, Levels of Progress and Achievement of all students, with a focus on DAC 'Closing the Gap', CLA, and SEN K. Targeting the Middle Ability L4 boys and the gender gaps.

- Key focus on PP/DAC students for all staff and whole school priority linked to performance management
- Pupil Premium champion/mentor role created to concentrate on DAC students and intervention
- Staff given a specific DAC PM objective for all classes Y7-11
- Close monitoring on PP/DAC students with current SEN status and current FSM
- 1:2:1 interview meetings with the DAC students for Y11 X3/Year.
- Action plan with key milestones
- Tracking and monitoring DAC students, working with all departments to address their needs.
- Specific intervention strategies personalised to meet the needs of our DAC students.
- Professional Conversation meetings to address underachieving (DAC) students.
- Progress Check analysis and follow up by KS3/4 leaders
- Parental contact/partnership.
- Specific 'I am Learning' Tasks to be issued to DAC students
- Annual DAC Student Shadowing review
- Tracking of holist information for DAC students using the Barriers to Learning document and subsequent action related to 'barrier' eg attendance/behaviour/academic/SEN
- YLs given a specific DAC intervention group to monitor for all year groups.