

The following impact statement has been compiled to review the effectiveness of the spending of Pupil Premium funds in 2016.17

Funds targeted at improving literacy within the College

Item/project	Impact
Teaching Assistant delivering specialist literacy program to provide one to one intervention focussing on core literacy skills	Positive impact with all but one of the students worked with leading to improvements in reading age above chronological age increase. Breakdown of results in appendix of this statement document
Librarian coordinating the implementation of the Accelerated Reader Learning tool	Used with PP, SEN and students with low reading ages on entry to the College. Results summarised in the appendix of this statement show positive improvements in reading ages for all cohorts. Over 60 PP students took part in this literacy intervention.

Funds targeted at improving numeracy

Item/project	Impact
Teaching Assistant delivering a specialist numeracy program to provide one to one intervention focussing on core numeracy skills	Positive impact on all students who worked on this program. Improvements in numeracy are clearly recorded in the summary table included in the appendix of this statement.

Funds targeted at improving independent study

Item/project	Impact
SAM Learning subscription	Significant numbers of PP student hours spent using SAM Learning have had a positive effect on students achievement.

Funds targeted at improving engagement and participation of students

Item/project	Impact
Princes Trust subscription	Small group of 8 PP students have undertaken the Princes Trust project in 2016.17 passing the course. This project was also implemented to allow these students a vocational alternative to a more traditional option choice. Not only has the course had a positive impact through completion but it has also allowed the students to focus more effectively on their other curriculum courses. Additional details in appendix.
Inclusion Manager and Breakthrough Project	Working with some of the most vulnerable PP students the inclusion manager has had a significant positive effect on the cohort of students he has worked with. Examples are included in the appendix. The inclusion manager has also coordinated the breakthrough project which has had a very positive effect on the students who participated.
Contribution to educational trips to improve cultural capital and support exam results	Clear indications of the positive effect on students in terms of their motivation and inclusion. Positive discrimination by teachers to encourage PP students to get involved with the range of trips available in the College.

Appendix

Teaching Assistant Literacy interventions

Year 9 results

Students name	Standardised score at start	Standardised score at end	Reading Age at start	Reading Age at end	Age gain in chronological	Age gain in reading	Ratio gain
Student	70	89	8 years, 11 months	10 years	1 year, 3 months	1 year, 1 month	0.9
Student	82	93	8 years, 1 month	10 years, 10 months	10 months	2 years, 9 months	3.3
Student	83	94	9 years	10 years, 11 months	10 months	1 year, 11 months	2.3
Student	81	92	8 years, 7 months	10 years, 8 months	10 months	2 years, 1 month	2.5
Student	81	92	8 years, 6 months	9 years, 9 months	10 months	1 year, 3 months	1.5
Student	70	83	8 years, 4 months	8 years, 11 months	10 months	7 months	0.7
Student	91	90	10 years, 2 months	10 years, 2 months	10 months	0 months	0
Student	92	94	10 years, 5 months	11 years	9 months	7 months	0.8
Student	84	87	9 years	9 years, 7 months	10 months	7 months	0.7
Student	82	90			10 months	1 year, 2 months	1.4

Year 10 results

Students name	Standardised score at start	Standardised score at end	Reading Age at start	Reading Age at end	Age gain in chronological	Age gain in reading	Ratio gain
Student	79	80	8 years, 5 months	8 years, 2 months	2 years, 0 months	9 months	-0.1
Student	70	76	6 years, 8 months	7 years, 3 months	2 years, 1 month	7 months	0.3
Student	70	89	7 years, 8 months	10 years	1 year, 9 months	2 years, 4 months	1.3
Average	73	82			1 year, 11 months	11 months	0.5

Librarian Accelerated reader impact

Star Test Data								
Sept 2016-July 2017								
Reading Age	Sep-16	Pupil Premium	SEN	Library	Jul-17	Pupil Premium	SEN	Library
7.00 - 9.11	43	25	25	43	28	16	18	24
10.00 - 11.11	68	19	19	0	50	18	18	31
12.00 - 13.11	69	16	8	0	82	17	9	4
14.00 - 16.06	62	9	6	0	78	10	8	0
Total Y9 Students tested	242	69	58	43	238	61	53	59

Inclusion Manager work

Example PP Case studies

Student A

54 Behaviour points and 81.4% attendance from Sept to Christmas plus truanted over 40 lessons

Lots of work has been done with Student A around truanting and behaviour. Following classroom observation by staff strategies have been developed and discussed with Student A and have been shared with Teaching and Support staff. Rewards and consequences have been consistent including the use of a target card. Following meetings with parents and key staff a plan was implemented and has been reviewed regularly following SEN annual review and an IBP. Subject specific interventions have shown improvement in confidence and the use of a keyworker to mentor, support and give specific interventions has been hugely beneficial. Support in a modified timetable and in unstructured time with a safe space to go at break and lunch have further reduced behaviour issues

With the support Student A now has in place her attendance since Christmas has been 100% with no behaviour points and she has also started going into R&P and PE which she previously refused to attend.

Student B

From Dec 16 – Mar 17 Student B had 4 Fixed Term Exclusions and spent 9 days in the Internal Exclusion Room. Work was undertaken with Student B and an IBP formulated which included targets, subject specific interventions, work around healthy relationships, ELSA support and anger management sessions. Following these Student B was given a mentor and a safe space to go in to in times of need. These have shown an improvement in Student B only having 1 Fixed Term Exclusion and only 4 days in IER since Apr 17.

PP funded Breakthrough Project 2017

3 students took part in the personal development course that involved walking and camping in wild and remote areas on Dartmoor. They hiked from North to South Dartmoor, about 25 miles, during which time the focus was on personal leadership, motivation, confidence, team work, team leadership and personal effectiveness. They were all immensely proud of their achievement and it built self-esteem and positive relationships with College staff which has helped them stay in education.

Princes Trust details

The PT students were divided into 2 groups. Both groups of students secured a Professional development and Employment qualification Award Level (6 credits)

8 students were involved in a community project, clearing green spaces for local people and the local wildlife, they also attended a 'High Ropes' course where they were challenged to work as a team to complete different tasks.

The second group of 3 students spent time Hauser Wirth, speaking with various staff and departments and were invited to present their findings to some of the MDs and also to give ideas on how the gallery could make art exhibitions more accessible and engaging to young people. They also produced work on team work, planned a scavenger hunt.

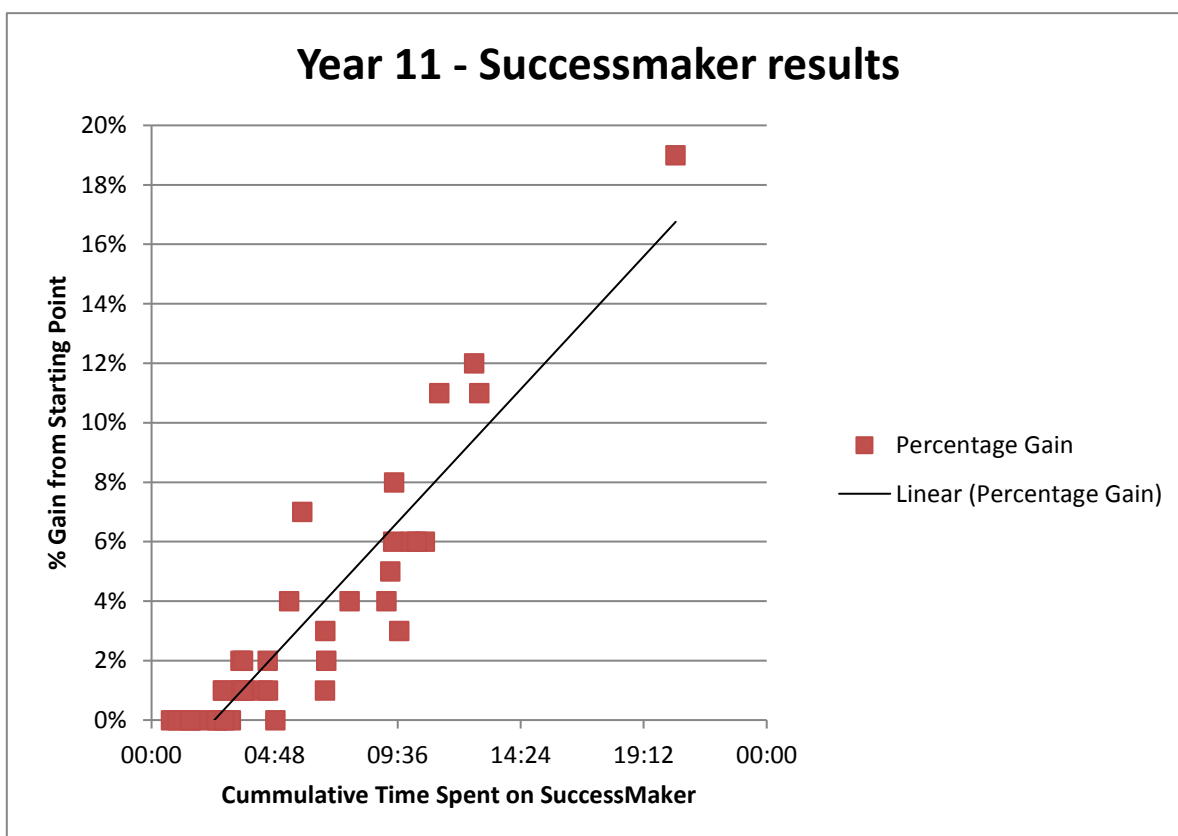
This qualification is recognised by employers (although is not an official academic qualification) due to its hands on approach to learning and the practical skills it can give for future employment

TA supporting Literacy work to improve basic skills – impact report

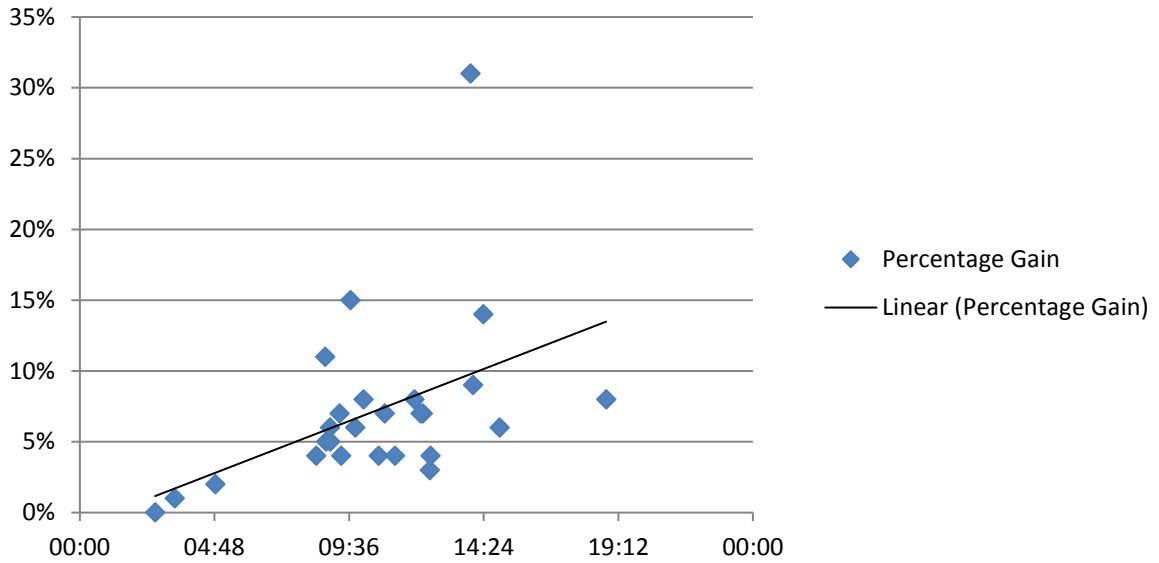
2 main roles in the Dept – Support in class, Run Numeracy intervention programme (Successmaker)

Targeting students (not exclusively PP students but they make up close to 50% of the cohort) who are under achieving in Maths due to low basic skills.

Outcomes – Clear improvement in basic skills:-



Year 10 - Successmaker Results



Year 9 SuccessMaker Results

