

AXE VALLEY COMMUNITY COLLEGE
2014-15

*PUPIL PREMIUM
STATEMENT OF IN-
TENDED OUTCOMES,
ALLOCATION OF RE-
SOURCES AND IMPACT*

AXE VALLEY COMMUNITY COLLEGE PUPIL PREMIUM STATEMENT OF PP INTENDED OUTCOMES, ALLOCATION OF RESOURCES AND IMPACT

INTENDED OUTCOMES	ALLOCATION OF RESOURCES	IMPACT	EVALUATION AND NEXT STEPS
<p><i>RAISE PP ACHIEVEMENT BY END OF YR 11</i></p>	<ul style="list-style-type: none"> • Use of teachers as tutors/HLTA's for after school interventions <u>£23586</u> • Study clubs <u>£2640</u> • Revision resources <u>£350</u> • Supply cover intervention meetings <u>£450</u> 	<p><i>OVERALL 5 A*-C EN/MA:</i> 31.7% (4.3% below National Average) <i>BEST 8 VA:</i> 980.1 2013/14, 994.7 2014/15 (+14.6) <i>EXPECTED PROGRESS ENGLISH:</i> 2013/14 45.5%, 2014/15 64.1% +18.6% <i>EXPECTED PROGRESS: MATHS:</i> 2013/14 50%, 2014/15 46.2% -3.8% <i>ATTAINMENT:</i> 2013/14 GAP WAS 29.7%. Gap between PP and Non PP 5+ A*-C inc. EN/MA 26.2% 2014-2015 (narrowed by 3.5%) <i>CHILDREN IN CARE (CIC):</i> 1 female CIC 9xC+ inc. EN/MA invited to all afterschool sessions, impact clear. Mentoring with outside community business mentor really positive. <i>INTERVENTION:</i></p> <ul style="list-style-type: none"> • 35% one to three tuition students were PP students. English converted 69.5% of those students to C+ whereas Maths converted 43% to C+. • Study clubs at lunch/tutor time in Maths and after school clubs run to great effect in English (see data*) <p><i>SUMMARY:</i></p> <ul style="list-style-type: none"> • Overall positive impact in English results but limited impact in Maths. 	<ul style="list-style-type: none"> • Increase range of intervention programmes in Maths. • Pre-teach valuable Tier 2 vocab and Maths techniques to PP students across KS3 and 4. • Develop pre-teaching support programmes to build student confidence and increase progress.
<p><i>INCREASE PARTICIPATION OF PP STUDENTS IN EXTRA CURRICULAR ACTIVITIES</i></p>	<ul style="list-style-type: none"> • Free Music tuition <u>£15240</u> • REACH activity program <u>£6000</u> • REACH Co-Ordinator Salary <u>£11690</u> • Subsidised Prom Tickets <u>£100</u> • Supporting PP students to participate in the ASPIRE Gifted and Talented program <u>£4200</u> 	<p><i>REACH PROGRAMME IMPACT:</i> PP Music GCSE students perform better than Non PP students as a result of having music tuition. In 2015, PP 83% on or above target, non-PP 33% on or above target. Cook Club proved more popular attracting over 110 visits from students over the year. GCSE Catering 88.2% PP on or above target.</p> <p><i>NOTES ON REACH CLUBS</i> Music students' feedback in focus group proved very popular.</p>	<ul style="list-style-type: none"> • Focus on high impact areas of REACH. • Extend wider invitation of Business people as Mentors to continue and expand.

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		<p>Rewards system effective in engaging students and as a result 31% of all PP students went on a trip. KS3 much more engaged than KS4.</p> <p>Mentoring by local business people of PP students had a positive impact on students who engaged. 6/13 mentees 8xC+ grades inc. En/Ma.</p> <p>Festive Charity Initiative/Trill Farm – impact included high participation, high confidence boost, and team building skills.</p> <p>ASPIRE IMPACT: Overall ASPIRE PP students were 75% 5A*-C En/Ma.</p>	
<p><i>IMPROVE THE QUALITY OF LEARNING FOR PP STUDENTS</i></p>	<ul style="list-style-type: none"> • Additional classes to create extra teaching group in English and Maths to improve quality of teaching and learning <u>£60000</u> • Increase SLT capacity to provide extra support, training and guidance to all teachers/middle leaders on effective use of assessment data and monitoring system for progress of PP and other groups <u>£12662</u> • Stationary for PP students <u>£200</u> • School uniform grant <u>£250</u> • PSHE <u>£650</u> 	<p>IMPACT ON STUDENTS:</p> <ul style="list-style-type: none"> • Extra Class Time in KS4 – 7 hours En/Ma per fortnight for yr 11, 8 hours En/Ma per fortnight. • Extra Classes in KS4: Yr 11 – 7 classes for En/Ma. • Intensive program of Walking Talking Mocks (WTM), one to three intervention and Pep Talks. • Student exit survey reported: <ol style="list-style-type: none"> 1. 89% PP students felt WTM was the most effective. 2. 79% finding 1-2-1 tuition next most effective program. 3. 78% found Pep Talks had real impact before exams. 	<ul style="list-style-type: none"> • Staff training for engaging PP students across all subjects with David Didau.
<p><i>IMPROVE ATTENDANCE FOR PP STUDENTS</i></p>	<ul style="list-style-type: none"> • Breakfast club <u>£400</u> • Late bus to enable pupils to attend revision sessions after school <u>£3420</u> • Work with Local Area Partnership (LAP) money to reduce exclusions, increase attendance and re-integrate disenfranchised students. 	<p>BEHAVIOUR:</p> <ul style="list-style-type: none"> • Reduced exclusions within year. Challenging rigorous work with yr10 and high expectations set. • Behaviour points logged has seen a huge reduction, particularly with yr 10 as a result of this work. • Reduced incidence behaviour logs: 81% of PP students have reduced behaviour logs as a result of targeted use of LAP funding. <p>ATTENDANCE</p> <ul style="list-style-type: none"> • LAP students attendance was at 86% for this year 	<ul style="list-style-type: none"> • Support students' attendance with improved program of Breakfast Club with EC to support students daily – stationary, uniform and breakfast homework club.

