

AXE VALLEY COMMUNITY COLLEGE  
2015-16

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

Overview:

Disadvantaged students at Axe Valley are offered help, enrichment and support from Transition until their last day. Staff are always aware of who they are and give time and encouragement to ensure that their experience matches their peers. We see many places across the school where this focus leads to a narrowing of the gap between these students and their colleagues and it is our primary concern that this gap is always a priority for leadership, teachers and support staff at Axe Valley.

- Barriers to progress in terms of attendance, special educational need, social and personal behaviour and welfare are tackled across the school from a joined up approach to pastoral, educational and social care and strides have been made in helping disadvantaged students to feel more like they can call on us for what they need. Long term school absence is a growing trend nationally and we are using our colleagues in agencies across the support network in Devon to tackle these issues. A Breakfast club, begun this year, has grown and will continue and offers students an opportunity to have all they need in terms of a healthy breakfast, a friendly face to talk to and any materials they might need for the day on hand which has helped to improve our attendance levels for PP students.
- For the first time, teachers were given PP specific teaching and learning tools and strategies by David Didau, author of The Learning Spy, to tackle Literacy problems in disadvantaged students and this program of T&L focus groups is going on into next year.
- Students are given ample opportunities for mentoring from the staff and local community members, a programme that has been a notable success this year and is continuing on next year with an extension for yr 10 mentees into year 11, all the way up to their exams. There is still a gap between these students and others but we are striving to challenge this and make disadvantaged students as likely to succeed as their colleagues and go on to develop into well-educated young people with as much chance to succeed as any student at Axe Valley.
- The REACH programme has again been successful in its new trimmed format, offering the best of what was seen in the year before and trying new courses and experiences for REACH students. Students having a say in what is good and what is not is demonstrative in making the REACH programme better year on year and helps us to ensure that pupil progress and growth is at the heart of what we offer here.
- Music tuition has helped integrate more disadvantaged students in the community projects run locally and this is a great use of the PP funding to give another dimension to disadvantaged students experience at school.
- Small group tuition after school in English Maths and Science had a positive impact for some students and meant that they were able to access the help they needed from the professionals that taught them.
- Book scrutiny work across a range of disadvantaged students all year by the PP Lead meant that colleagues could reflect more readily on the experiences of these students and raised the profile of the Pupil Premium. This work will continue into next year with the addition of a PP Voice forum.

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

INTENDED OUTCOMES	ALLOCATION OF RESOURCES	IMPACT	EVALUATION AND NEXT STEPS
<p><i>RAISE PP ACHIEVEMENT IN CORE SUBJECTS BY END OF YR 11</i></p>	<ul style="list-style-type: none"> <li>• Run programme of catch-up through appointment of three intervention leads; include 1-2-3 tuition, pre-teaching tier 2 vocab and revision sessions / NG / £4320 + £5871 EC / From Nov 2015</li> <li>• Run programme of catch-up through appointment of intervention teacher and HLTA; includes 1-2-3 tuition, pre-teaching units, and revision sessions / IL / DC £10692 + £9,888 (PTr) / From Nov 2015</li> <li>• Run programme of catch-up tuition, including: sixth formed 1-2-3 peer tuition, after school teacher-led 1-2-3 tuition / DT + MM / £5650 + £500 / From Nov 2015</li> <li>• Create PP action group to plan, co-ordinate and monitor progress of intervention programme; reduce teaching load for Year 11 Leader / JSC / £3840 / from Nov 2015 +£600 Cover + £100 Prom Tickets + £2640 Study Clubs + revision resources</li> </ul>	<p><i>Attainment 8 – All: 4.76 Non PP 4.91 PP 4.1 Gap 0.8 almost 1 grade difference</i>  <i>Progress 8 : All -0.22 Non PP -0.1 PP -0.71 which means that disadvantaged students were more than a grade below their peers in the progress they made</i>  <i>English Attainment: All 4.97 Non-PP:5.11 PP: 4.36 Gap of over a grade in English</i>  <i>Maths Attainment: All: 4.9 Non-PP:5 PP:4.44 A gap of over a grade</i>  <i>Science Attainment:</i>  <i>Biology All: -2.16 Non PP: -2.6 PP:-4.8</i>  <i>Chemistry All: -1.4 Non:-1.2 PP-2.4</i>  <i>Physics All: -1.4 Non:-1.2 PP-2.4</i>  <i>Core: ALL:-3.94 NON:-3.67 PP -5.05</i>  <i>Additional: ALL:-2.36 NON:-2.02 PP:-3.79</i>                      This makes PP students about a third of a grade or less below their peers across the three subjects/core Science.  <b>INTERVENTION:</b>  <b>SUMMARY:</b></p> <ul style="list-style-type: none"> <li>• Maths intervention very focussed this year with DC paid intervention lead. Impact is clear with PP students doing much better than last year and attainment/progress gap closing in maths from 2014/15</li> <li>• A*-C gap was 23.8% and has now closed to 18.3%.</li> <li>• 3 LOP gap was 22.1% and has closed to 19.7%.</li> <li>• English intervention had a good impact on attainment but not on progress – gap wider than Maths unlike last year. Literature gap was much</li> </ul>	<ul style="list-style-type: none"> <li>• Work on a parity of intervention with English and Maths</li> <li>• Allocate budget for solid and focused intervention in EN MA</li> <li>• Pre-teach valuable Tier 2 vocab and Maths techniques to PP students across KS3 and 4.</li> <li>• Focus support on CIC students across the spectrum.</li> <li>• Continue with afterschool interventions inc. Late Bus and staff training.</li> <li>• Work with JSc and GH to ensure time is available for HOY to work with PP students intervention programmes. Monitoring of intervention attendance is essential.</li> </ul>

		<p>narrower for A*-C 14.4% –compared to Language 31.1% and in terms of 3LOP Literature had a gap of only 8.3% compared to 36.8%.</p> <ul style="list-style-type: none"> <li>• Science – gap still wide for Science core and additional. Attendance to MM sessions questionable.</li> </ul> <p>SUMMARY: Additional support with trained support staff in Maths had a positive impact on the results with the attainment gap closing by 5.5% and progress gap closing by 2.4% . Sometimes patchy intervention in English (1 intervention lead missing for last few weeks due to illness) did not help PP students. Attendance was an issue across the school with PP students not necessarily taking opportunities where they lay.</p>	
<p><i>IMPROVE THE QUALITY OF TEACHING AND LEARNING ACROSS THE SCHOOL</i></p>	<ul style="list-style-type: none"> <li>• Identify and support PP students who do not use marking and feedback to improve / NG £8400/ -/ From Nov 2015</li> <li>• Identify PP students where work falls below presentation standards; provide equipment, training as required / NG / £2000/ From Dec 2015</li> <li>• Teachers have regular trio planning sessions with challenge and engagement focus / MS / - / From Nov</li> <li>• Create extra teaching set in English, Maths and Science at KS4 / KC / £60,000 / From</li> </ul>	<p><i>IMPACT ON STUDENTS:</i></p> <ul style="list-style-type: none"> <li>• NG ran book scrutiny to raise profile of PP students across the school and liaised with staff and HOY when there were significant issues with particular students’ work and feedback.</li> <li>• DDidau session was felt by 90% of staff to be Good or better in survey. Staff were asked to use trio planning time to embed literacy techniques from the training across the school and made aware of disadvantaged students’ struggles with literacy in later life.</li> <li>• Mentoring programme improved for this year and students reactions much more positive. Over 80% of students asked to continue into year 11 and this is being done for 2016/17</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring programme extended to both year 10 and 11 with extra sessions planned</li> <li>• Literacy Across the curriculum a focus for NG/LJ for PP staff training sessions with NG/LJ running termly drop in clinics and whole staff training</li> <li>• Book scrutiny tightened and improved to include: Student Voice panel, book scrutiny, student trails and feedback to HOD’s about work seen. This will be done after every data trawl (x4) (NG) with teaching</li> </ul>

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

	<p>Sep 2015</p> <ul style="list-style-type: none"> <li>• Run programme of mentoring with external business people and governors / NG + KP / £250 / From Sep 2015</li> <li>• Create ASPIRE opportunities for PP/ LS/£750+£1110/ From Sept 2015</li> </ul>		<p>staff expected to respond to comments about enhanced feedback for PP students.</p> <ul style="list-style-type: none"> <li>• PP students books will be marked first by every teacher all year to raise profile and focus the feedback on progress</li> <li>• Enhanced feedback for all PP students with literacy goals given by every teacher</li> <li>• G&amp;T/PP students given mentoring by all staff to help increase progress across all subjects</li> </ul>
<p><i>INCREASE PARTICIPATION OF PP STUDENTS IN EXTRA CURRICULAR ACTIVITIES</i></p>	<ul style="list-style-type: none"> <li>• Run the REACH programme, delivering skills workshops, careers workshops and incentive schemes / NG + KP / £5000+£7920 KP / From Oct 2015</li> <li>• Provide free music tuition for all PP students Y7-11 / NG / £13335 Ongoing</li> <li>• Run Late Bus service Tue, Wed and Thu / KP /£3420/ Ongoing</li> </ul>	<p><i>REACH PROGRAM IMPACT:</i>  <i>PP students did not achieve well in Music this year. More needs to be done to retain PP students on Music GCSE courses through the tuition we offer.</i></p> <p><i>NOTES ON REACH CLUBS</i></p> <ul style="list-style-type: none"> <li>• Talk the Talk workshop well attended and real impact seen with report from academic study to follow from Talk the Talk.</li> <li>• Bushwhacker was a success as was the Trill Farm trip with students very enthused by the day out and inspired to eat well, get out more and take an interest in the world around them.</li> <li>• Mentoring programme in a new form was much better with over 80% of students asking to continue into year 11. Programme will be extended here and given much more time if mentors are willing.</li> <li>• Careers days had a mixed reception with some STEM work well received and others not. This</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced and improved REACH program after evaluation</li> <li>• Business people as Mentors to continue and expand to 5 sessions over 2 terms for year 10 and 11 Jan-May 2017</li> <li>• Include PP students from Seaton/ACPS and St Mary's in Talk the Talk programme as part of Transition work</li> <li>• Monitor and evaluate As-</li> </ul>

		<p>package will be re-tailored to encourage as much participation in future as possible, promoted by NG/JSc</p> <ul style="list-style-type: none"> <li>• Festive workshops successful again – this year we will extend them to the PP students at Seaton/ACPS and St Mary’s to strengthen the bond between the schools at Transition</li> </ul> <p><i>ASPIRE IMPACT:</i></p> <ul style="list-style-type: none"> <li>• Overall :ASPIRE PP students were able to make progress between their final series of mock examinations and final examination grades in the summer series (average D- march vs average B summer 2016) with intensive interventions such as academic mentoring, enhanced feedback, university visits, exam skills workshops and parent meetings. 100% of ASPIRE PP students engaged in some after school tuition including mathematics, English, textiles, art science and ICT and utilised the late bus to facilitate this. English Literature, English Language and textiles progress was most accelerated. 100% Post 16 ASPIRE PP students have engaged in full time education studying A levels with a view to complete UCAS applications in Y13.</li> </ul>	<p>pire/PP students, teachers to offer mentoring for these students as part of enhanced feedback to PP students</p> <ul style="list-style-type: none"> <li>• JSc and NG to promote REACH program through assembly and targeting ASPIRE/PP students throughout the year.</li> <li>• Music tuition students monitored by YA- take up, length of time studied and GCSE uptake.</li> </ul>
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<p><i>IMPROVE ATTENDANCE FOR PP STUDENTS</i></p>	<ul style="list-style-type: none"> <li>• Run breakfast club with opportunity for homework support / NG + ECo / £3000 / From Oct 2015</li> </ul>	<p><i>BEHAVIOUR:</i></p> <ul style="list-style-type: none"> <li>• Significant decrease through the year of 80%.</li> <li>• Term 1 - 46 days – 12 pupils</li> <li>• Term 2 – 15 days – 5 pupils</li> <li>• Term 3 – 9 days – 3 pupils</li> <li>• Exclusion rates drop by 95% once alternative curriculum is implemented</li> </ul> <p><i>ATTENDANCE</i></p> <ul style="list-style-type: none"> <li>• Now 35-40 students accessing the Breakfast Club every morning. Homework support is informal. Increase uptake on breakfast club by 20 students achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• Support students' attendance with improved program of Breakfast Club with EC to support students daily – stationery, uniform and increased focus on homework management in breakfast club time. Move to Yr11 area in the morning and offer extra TA support if necessary</li> <li>• Continue work with LAP students to consistently set high and challenging targets that they can achieve with support and continue upward trend in good behaviour and attendance.</li> </ul>
<p><i>INCREASING PP STUDENTS CONTINUING IN EDUCATION BEYOND GCSE</i></p>	<ul style="list-style-type: none"> <li>• Careers advice and training PROGRAMS (WORK EXPERIENCE) =£5305</li> <li>• Peer Tuition from 6<sup>th</sup> form in Science £350</li> </ul>	<p><i>CAREERS ADVICE</i></p> <ul style="list-style-type: none"> <li>• 80% pass rate for PP students in Chemistry, Physics and Biology (5 students). Engagement much better than year before due to involvement with DT and focus on attendance to mentoring sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor programme will begin again with 6<sup>th</sup> form mentors - TBC</li> </ul>

£155,210.00

Allocation FSM6

£2,400.00

Allocation FSM6 - service students

-£2,769.00

Adjustment excluded students (2@ £935 1@ £899)

**£154,841.00**

**Total PP Funding 2015-16**

-Expenditure @ 154,891

Balance: -£50