



**Working together to reduce educational disadvantage**

**A second year of collaborative work on the**

**Pupil Premium**

**in**

**Peak 11 schools**

**September 2016**

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## **Foreword**

I am delighted that, for the second year, the Peak 11 Federation is publishing this report detailing its use of the Government's pupil premium funding to attempt to address disadvantage in education. The fact that our federation chooses to produce this document, and the hard work of the many individuals in schools that it describes, illustrates the priority that we give this work.

If we have learnt one lesson from our efforts it is that making a difference to educational outcomes and to social mobility doesn't happen overnight. It is a long job but it is one to which our staff are incredibly committed. The collaborative work of the Peak 11 Pupil Premium Group provides a forum to share ideas, those that work and those that don't, and helps support strong leadership of the disadvantaged student agenda across the High Peak and Derbyshire Dales.

A notable success this year has been the extension of the pupil premium peer review model across almost all of the federation's schools. These peer reviews have received very positive feedback from headteachers and Ofsted teams alike and perhaps point one way to that elusive goal of a "self-improving school system".

We hope that you find the report useful.

**Simon Grieves**

**Head of Chapel-en-le-Frith High School**

**Chair of the Peak 11 Federation**

# Executive summary

## Content of report

This report summarises the work of the Peak 11 Pupil Premium Group during 2015/16 and sets priorities for 2016/17.

It is based upon the minuted discussions and decisions during the working group meetings in 2015/16 and written reports from eight out of the eleven participating schools. (See Appendix for individual reports).

Outcomes to date and themes emerging from the collaborative work are noted. There are two interesting case studies from individual schools.

## Structure of Peak 11

The 11 secondary schools in the High Peak and Derbyshire Dales have worked together as the Peak 11 Federation since 2004. Seven are 11-18 and four are 11-16 schools; three are academies; two are faith schools. The most northerly and southerly schools in this largely rural area are 40 miles apart. The federation works primarily through a number of working groups, set up or disbanded according to need.

## Factual overview of 2015/16

In 2014 a Pupil Premium working group was set up to work collaboratively to improve the outcomes for pupils entitled to the premium in Peak 11 schools. 10 schools participated.

In 2015/16 11 schools participated. The Pupil Premium Group met five times and clusters of schools also met separately to work on a range of chosen topics particularly relevant to their schools.

## Outcomes and emerging themes

Importance of the collaborative approach. We recognise that there are no quick fixes to raising the attainment of pupils entitled to the premium but are strongly of the view that by working collaboratively all schools have made progress they would not otherwise have made.

Comment on emerging themes is on pages 7 -12 under the following headings:

- Working on changes at greater depth
- Strategic level engagement and support
- Work on pupil premium as part of whole school improvement
- Staff appointments
- Use of data and monitoring systems to measure impact
- Extension of practical classroom strategies
- CPD
- Pupil Premium students as individuals

## **Our Priorities for 2016/17**

- Improve the attendance of PP students
- Improve the engagement and behaviour of boys entitled to the premium
- Ensure high standards of literacy, especially of lower prior attainers and of boys
- Foster high levels of parental engagement

## The Peak 11 Context 2016

The eleven secondary schools in the High Peak and Derbyshire Dales, known as Peak 11, have a long history of collaborative work. In 2004 they formed a soft federation, building on their earlier collaboration from 1999 as a “work related learning partnership” set up to provide collaboratively for pupils whose needs were not being met by the national curriculum.

All eleven schools, ranging in size from quite large to very small, are still members of Peak 11. Seven are 11-18 schools, four are 11-16. Two are faith schools. Three are now academies. The eleven schools together serve a largely rural area of small market or old mill towns with, in many areas, a scattered population. Transport is a major issue for most of the schools, the most northerly and southerly of which are some 40 miles apart.

High Peak and the Dales would not be classed overall as an economically disadvantaged area but it contains pockets of acute deprivation, judged on IMD indicators, and much “hidden poverty” as a result of a low wage rural economy.

Much of the federation’s work is done through regular, well-attended meetings of working groups, usually chaired by a Head teacher or Deputy. These groups have been set up and disbanded over time in response to changing circumstances. Their function is to share good practice, provide peer support and a solution based approach to a wide range of issues. Working groups currently include a Heads Executive, a Pastoral Panel, a Curriculum Group, Business Managers Group, Chairs of Governors Group, and several groups of Heads of Department of key subjects.

The Pupil Premium group was set up in 2014, on the initiative of two Deputy Heads. It was originally set up for 1 year but after very productive collaborative work in their first year all participating schools wished to continue to work together in 2015/16.

This report records some of their individual and collective experiences in their second year - 2015/16.

## **Summary of the work of the Pupil Premium Group in 2015/16**

In 2014 Pupil Premium Group members embarked on a journey together to improve the outcomes of pupils in their schools who were entitled to Pupil Premium funding. The work in 2015/16 is best understood as the second stage of this journey.

The group was established with the following purpose:

***To build on existing collaboration and recognise the priority of improving the outcomes and achievement of 'disadvantaged' students by:***

- *Sharing good practice in using the Pupil Premium to improve outcomes, including strategies, ideas, resources.*
- *Undertaking action research*
- *Developing models for school to school support and challenge*

### **The start of our journey - key points of our work in 2014 / 15**

- Ten Peak 11 schools participated.
- An initial audit was carried out to identify main concerns re PP in all Peak 11 schools, in order to focus the work of the group.
- The whole group met each half term to plan collaborative work and discuss progress or challenges.
- Between meetings the ten participating schools worked together as self-directing groups, as two trios and one quad of schools, based partly on geography but also on socio-economic contexts and the proportion of cohort supported by Pupil Premium.
- A wide range of projects was undertaken: peer reviews of their pupil premium provision by one trio of schools; reviews of funding models and Pupil Premium plans: shared HE visits and innovative events for Pupil Premium pupils by the quad.
- In July 2015 a report was produced and widely circulated. It contained five case studies of successful collaborative work of the trios and quad, and four case studies of the Pupil Premium work of individual schools.
- The report was well received within and beyond Peak 11 and Peak 11 Heads Executive supported the group's request to continue to work together in 2015/16.

### **Based on the above work - our priorities for 2015/16 set in July 2015 were to:**

- Thoroughly review the impact of initiatives that we started in 2014-15. Adapt and adopt these as appropriate
- Increase our focus on the things that make a real difference to students in the classroom

- Develop the level of our collaboration by extending support and challenge through Peer Review

## **The second stage of our journey – a factual overview of our work in 2015 / 16**

- In 2015/16 all eleven Peak 11 schools participated, though not all to the same degree.
- The whole group met five times and the trios and quad met according to need.
- A key development was the extension of the peer review programme, through the work of a Deputy Head member who offered this as part of his work for NPQH. This has proved to be an influential and successful programme with now seven schools having the experience of a peer review of their PP provision over the two years.
- Inevitably as circumstances and personnel changed in individual schools, the availability of some members for collaborative work was affected. This impacted on the work that both trios were able to do together, though not on the work of the quad. The quad organised a programme of events and visits for PP students to raise aspirations, and also worked together closely on in-school developments related to PP provision.
- However, all schools have pursued their in-school work on PP and discussed progress and results at meetings of the whole group. Most participating schools have worked to further develop and embed management and classroom initiatives started in 2014/15. Individual school reports in the Appendix give the important detail of the work of the eight schools that submitted a report.
- The whole group meetings were well attended and proved extremely valuable opportunities for peer support in this often challenging area of work. They also provided a forum for knowledge exchange and discussion about e.g.:
  - specific classroom strategies to help improve PP outcomes e.g. seating plans, marking PP students' work first, monitoring systems, use of data. All these were being piloted in several Peak 11 schools
  - the Self Regulated Strategy Development approach to writing, and an external tutoring programme for Maths, both being used successfully by one school
  - briefings on internal staff development events and programmes in several schools to raise the profile of Pupil Premium work and to increase understanding of its complexity among all staff
  - reports on external events relevant to PP work attended by members
  - external inputs e.g. on Sport and Disadvantage
  - reviews of relevant reports e.g. NFER research report for the DfE "Supporting the attainment of disadvantaged pupils: articulating success and good practice"<sup>1</sup>.

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<sup>1</sup> NFER research report for the DfE "Supporting the attainment of disadvantaged pupils: articulating success and good practice".

8 schools have produced a report in the agreed standard format on work in 2015/16 (See Appendix). In the next section we report outcomes and try to highlight and evaluate key themes that emerged from our work in 2015/16.

## **Outcomes and emerging themes from our work in 2015/16**

The report on work in 2014/15 was produced in July 2015, too soon to be able to measure any impact of the work done during that year. In 2016 the group was very keen to move on from a largely narrative report of successful initiatives to a report based on data and measurable outcomes wherever possible, and to begin to evaluate the impact of the work over the past two years.

### **Reporting**

A standard report format was agreed for 2015/16 so that we could try to measure impact. It included data on Progress and Outcomes, Attendance, Behaviour, Destinations etc. as well as national data for comparison under certain headings.

8 schools used this form to audit the performance of PP students in their school and so to start to evaluate the impact of the in-school and collaborative work that had been undertaken. (See Appendix for copies of all reports received). Qualitative comments were also requested on e.g. what had changed in their schools as a result of working collaboratively. The individual reports give a clear picture of the variation in circumstances of individual schools and their outcomes for PP students. The comments in the reports also show the considerable progress that has been made in many participating schools in addressing the challenges they had identified in 2014.

### **Outcomes - What is the data telling us?**

2016 exam results have underlined our recognition that improving the performance of young people supported by Pupil Premium is a substantial challenge with no 'quick fixes'. Outcomes fell short of predictions in many schools, and Progress 8 averages were negative for this cohort in most, if not all, Peak 11 schools. The achievement gap still exists, even where it has narrowed.

A specific issue in a number of schools was the performance of lower prior attaining boys entitled to pupil premium, pointing to the need to remain focused on boys' engagement and the literacy needs of lower prior attainers. As accountability measures shift this presents the challenge of providing a curriculum that simultaneously motivates and 'counts'. For some schools this issue was quite cohort specific: the next Year 11 cohort of pupil premium supported students is quite different in profile in some schools. In at least one case it is weighted to high prior attaining girls.

The gap between predictions and actual outcomes may also point to the need to focus further on strategies to promote resilience throughout the exam period and to enhance revision skills and habits.

Our priorities for the coming year reflect the stubborn, long term barriers to achievement that impact on significant numbers of young people entitled to pupil premium support: improving attendance; promoting positive behaviour; securing

deeper parental engagement; and ensuring higher standards of literacy, particularly for boys.

It is clear that we are not reporting a single uniform pattern across all the participating schools. Inevitably, the commitment to, and ability to, effect change varied across the eleven schools in 2015/16. A few Peak 11 schools faced particular challenges in 2015/16, including long term absence of key staff, and they made less progress than they had hoped. But Peak 11 has always recognised that this will be so in any initiative undertaken by its groups – schools that are “struggling” for any reason at any time do still benefit and are encouraged to participate when they can.

It is also important to note that the changes that did occur did not result from a single grand initiative but from a range of different approaches used by different schools according to their own circumstances and resources. For example, a high performing school with a fairly small group of PP pupils nevertheless made significant changes, in both management and classroom practice, to improve the performance of their PP pupils. A school with some major whole school issues over performance has seen work to improve the performance of their quite sizeable cohort of PP students as a major part of their school improvement plan, with some very encouraging results. A school with “reasonable” performance has recognised the need for attitude change by some staff so that PP performance is not seen as the responsibility only of a person with the overall responsibility for PP pupils. This school used CPD and some imaginative initiatives to address this.

This diversity of circumstances across schools, and therefore diversity of measures needed to address under performance of their PP students, is very significant. It highlights that just as there is no “typical PP student” there is no universally appropriate set of strategies for all schools to adopt. An honest critical assessment is needed of what changes must be made and how the funding could be most effectively used, and this is the approach that has been fostered via the Pupil Premium working group since 2014.

## **Key themes emerging**

The school reports in the Appendix show that the nature of the challenges faced and the changes introduced to deal with them vary from school to school. But we believe that after two years’ work we can begin to see key themes emerging from the work of the Pupil Premium Group.

### **The importance of the collaborative approach**

Working collaboratively is not an easy option. Meetings, especially in a large rural area, can involve long journeys and they incur a cost; classes have to be covered, causing disruption to teaching, and expense; discussion with other schools takes time. But when group members were asked in June 2016 what they had gained from membership of the group they were unanimous about the value that the Pupil Premium group had been to them and their schools. They replied that they had gained:

- Development of leadership capacity
- Building of capacity
- Sharing of ideas
- Support
- Focus
- Increased effectiveness
- Classroom strategies
- Benchmarking
- Enabled to make things happen (e.g. visits) that a small school could not have facilitated alone

There is no doubt that over the two years the collaborative approach has been a very important factor in helping to improve outcomes for PP students in Peak 11 schools. The individual reports from schools (Appendix) frequently mention how much a person or school has benefitted from collaborating with other schools on PP work. Members of the group have gained in confidence by sharing ideas, strategies, plans, monitoring and other documents via the PP group and the trios and quad. Many have become more effective change agents for PP provision in their own schools by having a forum in which to air their own concerns confidentially, to ask for help, to discuss the case for necessary changes, to participate in reviews by a “critical friend” etc.

### **Working on changes at greater depth**

In the group’s first year in 2014/15 there was sharing of ideas, plans and systems, and many schools made changes as a result. But the actions were largely individual one-off initiatives. In 2015/16 there is widespread evidence of new developments but also continued work on many of the initiatives begun in 2014/15, and actions taken to greater depth after the initial trial period. (It is interesting to note that the NFER report lists “work as a greater depth” as one characteristic of schools that work successfully to raise PP attainment).

### **Strategic level engagement and support**

A very important new trend we saw in 2015/16 was changes / developments designed to improve PP outcomes introduced at strategic level in a number of schools. These decisions by senior teams were evidence of their support for practical and other changes e.g. the allocation of new staff roles or new appointments; the introduction of rigorous systems to monitor attendance or the impact of interventions; or changes in teaching and learning strategies.

### **Work on Pupil Premium as part of whole school improvement**

Some SLTs began to link work on PP performance with wider initiatives to narrow the gap generally, recognising the effect of PP performance on whole school figures. (The incorporation of work to improve PP performance into whole school improvement strategies, rather than as an array of separate initiatives, is again a characteristic

noted by NFER<sup>2</sup> of schools with successful strategies to improve the performance of PP students).

The quite widespread involvement of senior teams in this new way is a strong indication of the increased recognition of the importance of improving PP outcomes and the raised profile of Pupil Premium work across Peak 11 in 2015/16. It is also a credit to the work in their schools of the members of the PP Group whose role as change agents cannot be underestimated.

## **Staff appointments**

One indication of the increase in support of SLTs was the creation in a number of schools of new staff roles or appointments linked to work with PP students. Examples noted were Learning Mentors, a Pastoral Support Officer, an Attendance Officer, a Pupil Premium Coordinator, and pupils appointed as Pupil Premium Champions in one school. Allocating scarce resources to new staff roles indicates very clearly the recognition by SLTs of the importance of work to maximise the achievement of PP students as part of wider school improvement.

## **Use of data and monitoring systems to measure impact**

In several schools rigorous data monitoring systems were set up or authorised by SLT to track the impact of PP interventions. For example, in one school regular meetings were started of HODs / HOY and SLT to monitor the progress of all PP students. In several schools systems were introduced to monitor attendance more rigorously and follow up absences very promptly with increased home – school liaison. Several schools further developed work scrutiny programmes. Several increased the focus on the early secondary years of PP students, not just Y11, with transition programmes, summer schools for PP students coming into Y7; and so on. Strategies to try to ensure a successful primary / secondary transition had been shared in 2014/15 but were extended and adopted by additional schools in 2015/16.

Another SLT required all staff to identify strategies they would use to improve PP performance. Whereas in 2014/15 staff members were allowed free choice and there was no follow up, in 2015/16 each member of staff had to choose three strategies to use and to specify how they would use and monitor them and were held accountable for impact. This was another example of an increasingly whole school approach, with accountability for all staff.

## **Extension of practical classroom strategies**

A number of practical classroom strategies to improve PP attainment were shared in 2014. In 2015 these improvement strategies were adopted by more schools and their implementation refined further, with increased focus on stretch and challenge of PP students and adoption of data tracking and systems to monitor the effectiveness of measures introduced. Individual school reports in the Appendix give more detail of this

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<sup>2</sup> Op cit.

process. Peer mentoring, seating plans with PP students at the front, PP books marked first, refinement of questioning techniques, increase in home school contact on achievement, are all mentioned in the school reports.

## **CPD**

A new trend observed was the report by a number of schools of CPD programmes related to improving PP outcomes. Some CPD concerned teaching and learning strategies, or new systems to monitor PP performance. An important development was CPD in several schools designed to increase the understanding of all staff about their role in, and shared responsibility for, improving PP outcomes. Although in some schools this approach met some resistance it is clearly an important step in implementing a whole school approach to school improvement and indicates a school's recognition of this.

It is a nationally reported phenomenon that many staff regard PP students as the responsibility of the person who has named responsibility for PP in the school, whereas research shows that optimum improvement in PP outcomes comes from a whole school approach. One school reported for example that many staff in their school had previously not known which pupils in their classes were entitled to the premium. The school put up thumbnail photos of all PP students in the staff room with a brief profile. Another school introduced a one page profile of each PP student with all their achievements, and barriers to their achievement specified, with a plan to address their specific needs.

## **PP students as individuals**

There is also evidence of another quite widespread trend in 2015/16 which lay behind many of the changes made – namely recognising PP students as individuals and trying to provide an approach to meet their specific needs as far as possible. This philosophical stance is very different from the approach to PP students as potentially a group sharing common characteristics that was often the case in the past. The NFER report <sup>3</sup> highlighted the importance of recognising the individuality of all PP students and of meeting their individual needs as far as possible.

Several Peak 11 schools worked specifically in 2015/16 to raise the aspirations of PP students, with more focused advice on HE and careers, HE and other visits, as well as involving PP students in setting and monitoring their own targets. In some cases increased home school contact was put in place where this was helpful. The Saturday Superstars scheme at Chapel en le Frith High School (See Case Study 1) was a sustained and very successful initiative designed to raise aspirations of a wide range of disadvantaged students, including those entitled to the premium.

It can be seen from the outcomes and key themes listed that we are not reporting a picture of universal progress and success in in 2015/16, and the success achieved has been hard won. But we feel that there is powerful evidence now that collaborative

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<sup>3</sup> Op cit.

work via the Pupil Premium Group has undoubtedly raised the profile of work to improve the outcomes of pupils entitled to the Premium, as the group initially set out to do. And in 2015-16 we have largely done what we set out to do in July 2015.

- ✓ Collaborative work has facilitated effective collaboration across Peak 11, and progress has been faster than it would otherwise have been in many schools.
- ✓ All participating schools have undertaken some targeted actions to improve outcomes for PP students, although all would acknowledge that there has been variation in the in-school support for the work, the resources available and the amount and depth of work undertaken.
- ✓ There is clear evidence of recognition at senior management level in the most active schools of the importance of work to address PP underachievement, and a willingness to frame new strategies, introduce new systems, use data to monitor impact, and appoint new staff where necessary.

### **Our priorities for 2016/17 are:**

Based on the results from our work to date our priorities are to:

1. Improve attendance of PP students
2. Ensure high standards of literacy, especially of lower prior attainers and of boys
3. Foster higher levels of parental engagement

# **School Case Study 1: Disadvantaged students' engagement: Chapel-en-le-Frith High School's "Saturday Superstars"**

## **Context:**

Chapel-en-le-Frith High School is a highly inclusive and academically successful community school. Typically the school will have 8 to 12 children in care on roll at any time. In addition, the school has a FSM cohort that amounts to around 16-18% of the overall school population.

## **Why did we decide to develop the "Saturday Superstars"?**

The "Saturday Superstars" began in the academic year 2014-2015. The aim of the Saturday morning sessions is to raise the engagement levels and enjoyment of school and the learning experience, with a group of Year 8 students who have made little progress since entering secondary school. Priority is given to the pupil premium students who fulfil this criterion. The focus of the sessions delivered is to actively engage the students in their learning. Each session must aim to address key English and/or Maths skills and concepts, although a traditional Maths or English lesson is not the desirable outcome.

The programme is funded from Pupil Premium funds.

The school has retained the programme in 2015/16 and has further developed it because:

- The school, despite narrowing the gap between disadvantaged and other students within the school, as well as the disadvantaged group outperforming "other" nationally, still has a firm commitment to ensuring the PP cohort reach their full potential.
- The disadvantaged student subgroup is a key Ofsted focus.

## **What did we do?**

The Saturday School has run after the Easter holiday, in the first half of the summer term, although the final week, the reward trip, has run after the Whit half term holiday both years.

The Year 8 students are supported by teachers, teaching assistants and student leaders, who in the second year were selected from the Year 9 students who had attended previously as Year 8 participants.

The programme runs for 6 weeks, with the final week being a reward trip for the students who have attended the school-based sessions. In the second year we introduced an extra 'team building' session at the beginning to help the students develop some group identity from the outset.

The groups are organised with pastoral information at the forefront of setting decisions. Crucial to the success of the Saturday School is encouraging the Year 8 students to try new activities, learn new skills and possibly, most importantly, to collaborate with others outside their immediate friendship group. The use of the student leaders in particular is to facilitate and support fledgling friendships developing.

The sessions are fun, practical and active suiting the kinaesthetic learning style more than traditional lessons do. The groups are small, which softens the dynamics between the students, making working together a part of the norm and non-threatening.

Student leaders in the second year lead on the playtime games and activities, which was a huge success. The student leaders were able to unobtrusively befriend the more isolated and vulnerable members of the group and integrate them in a way the adults just wouldn't have been able to.

The prolific awarding of certificates and prizes for "Saturday Superstars" at every session meant that the students were rewarded in a tangible and immediate way for their engagement in the morning sessions. The majority of these students would rarely, if ever, be recognised in such a public celebration of success in front of their peers.

The reward trip at an indoor outdoor centre has proved hugely popular. The team building activities are tremendous and the students are actively encouraged to challenge themselves, which they do, and then absolutely relish the satisfaction succeeding brings.

## **What has the impact been?**

### ***Positive impacts***

- Feedback from parents and students has been extremely positive.
- Improved relationships between students and between staff and students. Quite a few of our 'TA's' were freelancing office staff! The office staff have since remarked that it has enhanced their relationships with students and their own skills when interacting with students on a daily basis.
- Parents and students have reported a boost in confidence during and following the sessions, due to students knowing more people, having fun and benefitting from the recognition they received.
- The opportunity to provide a leadership role for Year 9 students. These students conducted themselves fantastically well and aided the staff in delivering sessions – an unbelievable achievement.
- All participants, staff and students, felt they had belonged to something very special, a definite positive group identity was established. This was a brand new feeling for some of the students to feel they belonged to a group of peers.

### ***Possible negative impacts***

- When this idea was initially launched there was quite fierce opposition from a small minority of the teaching staff, who felt this initiative would ultimately threaten their conditions of service. Staff who have taken part have quietly promoted the success of the Saturday sessions, which led to new staff becoming involved in the second year.
- The fun lessons delivered at a Saturday School can't be replicated during normal school!

## **Legacy: How are we building on this?**

The programme is now in the second year of running, with planning for the third Saturday Superstars commenced.

As the figures below show, there has been an increase on PP student participation in the second year, with 100% attendance to the school based sessions.

Cohort:

		Invited		Attended	
		PP	Non-PP	PP	Non-PP
Year 8		8	54	6	28
		13%	87%	18%	82%
Year 10				3	3
				50%	50%

		Invited		Attended	
		PP	Non-PP	PP	Non-PP
Year 8		31	34	17	21
		48%	52%	45%	55%
Year 9		7	23	3	12
		23%	77%	20%	70%

Attendance:

	Attendance		Overall	Reward Trip	
	PP	Non-PP		PP	Non-PP
Year 8	100%	97%	98%	15	19
				88%	90%
Year 9	100%	74%	78%	3	9
				100%	75%

As each year passes it is envisaged that there will be an increase in PP participation as “ex-Saturday Superstars” are invited back as student leaders, further extending the potential of our PP cohort. Below are some quotes from parents and students:

His attitude has been better, calmer and he’s enjoying school more. It has helped him understand different situations.

The prizes and certificates made him feel part of something, a feeling that he belonged in school of a 1000! And he was very proud to be part of it.

The sessions are fun and you learn in a fun way

## Case study 2: Buxton Community School – The Aspire Scheme

# ASPIRE

In September 2015 the school built a new and inclusive centre called ASPIRE.

The school is proud of this provision and the support it provides:

- Aspire is an innovative supportive area of the school where vulnerable students can be helped to overcome their barriers to learning alongside a team of trained and committed staff.
- Using smells, specific colours and inspirational displays, ASPIRE has been designed to provide a calm and welcoming learning environment away from the main body of the school. It has become a point of reference and inspiration for other schools in Derbyshire as part of the Attachment Aware programme.
- It has a particular focus on our disadvantaged students and also provides support for more vulnerable and/or challenging students.

**A** - Aspiration  
**S** - Success  
**P** - Progress  
**I** - Inspire  
**R** - Resilience  
**E** - Engage

### ASPIRE:

- Gives emphasis to literacy and numeracy support to build on the interventions already within in maths and English
- Supports students in other subject areas where there is underachievement (particularly Y10 and Y11)
- Works in conjunction with other key staff (SLT, Directors of Progress, SENCO, Middle Leaders and Pastoral Managers) so that bespoke packages of intervention can be created.
- Guides and supports the work of our 'Closing the Gap' (CTG) teachers.

### ASPIRE has introduced and supported creative interventions across the school to raise attainment, such as:

- The Community Arts Project
- Positive support, assertive mentoring, ASDAN classes, off-site provision, work based experience, life skills work and behaviour modification.
- Building on the skills learnt on the Attachment Aware Programme
- Creative Mentoring using external providers
- Peer mentoring, nurture groups, summer school
- Fresh Start
- High quality 1-1 tuition with CTG staff
- Reading groups
- Supporting parents by building positive relationships with external agencies, parent groups, home visits

### ASPIRE also has a key role in developing strategies within the classroom which will impact on the attainment of disadvantaged students. These have included for example:

- Training to raise staff awareness of attachment issues, to “inspire and light the blue touch paper” and to give confidence in implementing strategies which work
- Using MINTClass seating plans effectively
- Checking disadvantaged students work first during lessons, giving plenty of verbal feedback and prioritise students in any activities likely to improve attention and engage and planning differentiation to support engagement

- Taking extra care how homework is set and marking disadvantaged students homework as a priority
- Robust use of data to measure the impact of strategies. Track, monitor and evaluate **IMPACT**

## ASPIRE 'IMPACT' - an environment for change

**Attitudinal surveys:** are completed by students in conjunction with teacher supporting them at the start of their Aspire intervention and at its completion or at present time for those who are long term supported in Aspire.

Average attitudinal score before support in Aspire – 47      Average attitudinal score after time in Aspire – 74

80% of Y11 disadvantaged students who received additional support in ASPIRE maintained or improved their P8 from the start of the year

75% of Y10 disadvantaged students who received additional support in ASPIRE maintained or improved their P8 from the start of the year

**Teacher Feedback** - Qualitative feedback completed by teachers involved to monitor impact. 95% positive.

*“Much more confident in discussing poetry and using terminology such as simile and metaphor.”*

*“Will now achieve a GCSE grade in this subject.”*

*“Has grown in confidence and now understands the mathematical concept we are working on.*

*“Confidence in reading and written work is improving.”*

*“A positive relationship has been established.” “Has caught up Y10 work missed due to poor attendance.” “She is now up to speed with the class.*

*“Now understands how to plan a practical investigation.” “Eager to complete work during our sessions.”*

*“Moved up a sub-level in latest tracking.*

## **APPENDIX**

**Reports were received from the following schools:**

**Anthony Gell**

**Buxton Community School**

**Chapel en le Frith High School**

**Glossopdale Community College**

**Highfields School**

**Lady Manners School**

**New Mills School**

**St Philip Howard Catholic Academy**

**Pupil Premium Report 2015-16: Anthony Gell School**

**Overall Position June 2016:**

**Progress and Outcomes for Students:**

	PP 3 /4 LP En	Other 3/4LP En	National all 3/4LP En	PP 3/4LP Ma	Other 3/4LP Ma	National all 3/4LP Ma
2015	53/11	73/36	69/30	53/21	80/44	66 / 30
2016 Proj	60/25	89/45		65/40	90/63	

	PP Best 8 VA	Other Best 8 VA	National PP Best 8 VA	PP P8	Other P8	National P8
2015	971.3	1012.5	976	-0.35	0.04	
2016 Proj	990	1027		-0.05	0.47	

**Attendance:**

	PP % sessions missed	All Pupils % sessions missed	National All Pupils % sessions missed	PP % Persistent Absence (85%)	All Pupils % Persistent Absence	National All Pupils % Persistent
2015	8.9	5.1	5.2	7.9	2.8	5.6
2016 Terms 1-5	7.0	4.5		7.1%	4.13	

**Behaviour:**

Permanent Exclusion - 0.00 Vs 0.13 NA

Fixed term Exclusions – 1.92% Vs 16.47% NA

**Destinations:**

School DS = 88% vs 85% NA

**2014-15 Baseline – update on progress over 2 years – What has changed in your school as a result of working collaboratively? what has been done (brief) – so what? Impact?**

September 2014	June 2016
<p><b>Key issues identified:</b></p> <ul style="list-style-type: none"> <li>• Gap at KS4 cut considerably, focus now on maintaining this progress at KS4 and applying successful strategies at KS3</li> <li>• Attendance Officer to be appointed, this role will include additional pastoral responsibilities to address the gap in attendance of PP students across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• 4/19 of the 2015 cohort did not attend school during their Year 11. Hence gaps widened on key DS vs non-DS indicators. In addition long term absence of 1 learning mentors created consistency issues and hence compounded the widening of gaps outlined above. A new Learning Mentor team was in place from January 2016 with revised areas of focus and accountability. This has led to a more consistent approach, but has had limited time to impact summer 2016 predicted outcomes.</li> <li>• Attendance officer appointed January 2015. Attendance figures have improved (94.9% to 95.5%). We now have regular attendance focused DS meetings, attendance panels introduced, attendance focused assemblies and rewards and recognition.</li> </ul>

**School Response to Priorities set by group in summer 2015: What impact has work on these priorities had?**

**Peer Review** – with SWM’s focus on leading peer reviews in other Peak 11 schools the follow up AGS peer review has not been carried out. Two colleagues from Chapel-en-le-Frith High School will be leading the peer review at AGS during the autumn term next academic year. However, best practice identified from other schools will be incorporated into strategic planning form next academic year.

**Teaching and Learning – using strategies that have impact in the classroom**

A new T&L QA process has been introduced during 2015/16 academic year. These changes have been a priority and now established, our aim is to adopt some of the T&L strategies shared via the Working Group in to our planning for next academic year.

**Good practice**

Developments of the new attendance procedures have been established and the need for improved attendance has a higher visibility throughout the school.

Redesign and relocation of the Learning Mentor intervention teaching space has increased the number of students supported.

## Pupil Premium Report 2015-16: Buxton Community School

### Overall Position September 2016:

#### Progress and Outcomes for Students:

	PP 3/4LP En	Other 3/4LP En	Nat all 3/4LP En	PP 3/4LP Ma	Other 3/4LP Ma	National all 3/4LP Ma
2015	53/13	63/23	69/30	39/9	62/25	66 / 30
2016	62/24	72/44		43/8	67/24	

	PP Best 8 VA	Other Best 8 VA	National PP Best 8 VA	PP P8	Other P8	National P8
2015			976			
2016	974	1001		-0.4 (*-0.22)	-0.07	

(\* a very small number of Y11 disadvantaged students (x3) have had a disproportionate impact on the results for that cohort e.g. without them the P8 changes from -0.42 to -0.21)

#### Attendance:

	PP % sessions missed	All Pupils % sessions missed	National All Pupils % sessions missed	PP % Persistent Absence (85%)	All Pupils % Persistent Absence	National All Pupils % Persistent
2014/15	8.9	5.0	5.2	8.9	5.8	5.6
2015/16 Terms 1-5	8.4	5.0		9.0 (*7.8)	6.2	

(\* disaggregating two students who came to the school in Y11 and did not attend)

September 2014	September 2016
<p><b>Key issues identified:</b></p> <ul style="list-style-type: none"> <li>To address the gap in maths and English particularly</li> <li>Address PA situation and improving reducing the gap with regard to attendance</li> <li>Creating an audit which clearly defines interventions for students and builds throughout the year and tracks progress of pp students across the school</li> <li>Review of pp policy for website and creating a clear provision map</li> <li>Looking at how being an 'inclusive' school does impact on gaps and how we can address this whilst still being inclusive</li> <li>Implementing a new pastoral system which will impact on the learning, progress and pastoral care of all students. This will incorporate a</li> </ul>	<p>Attainment and Progress</p> <p>The overall picture across the school shows sustained levels of improvement in attainment and progress throughout the year groups and including disadvantaged students.</p> <p>Changes which are making significant impact include:</p> <ul style="list-style-type: none"> <li>New Headteacher joined the school January 2015</li> <li>Key messages regarding aspiration, progress and accountability firmly embedded with students, teachers and parents</li> <li>Focus for middle leaders on school priorities is clear and in particular their role in improving outcomes for target students including disadvantaged. All staff have received training on AFL strategies to close the gaps and secure greater progress for every student.</li> <li>Departments are committed to raising attainment of disadvantaged students by implementing key teaching and learning strategies linked to marking and feedback and differentiation. This will be further embedded from September 2016. MINT seating plan software is used across the school to identify and support target students. All teaching staff attends weekly meetings which focus on sharing good practice around selected underachieving disadvantaged students. There is also weekly teaching and learning briefings to discuss strategies Target students have Student Plans which better informs teachers of individual needs.</li> <li>Use of data to inform and drive the school forward is robust. The school has moved to four tracking points with early evidence based identification of underachievement leading to clear strategies for improvement.</li> </ul>

<p>specific 'Intervention' team.</p> <ul style="list-style-type: none"> <li>• Incorporating the role of Virtual School for LAC with the school</li> </ul>	<ul style="list-style-type: none"> <li>- The school has engaged heavily with external partners in several areas. This has included for example the Peak 11 School peer to peer review of disadvantaged provision which was extremely beneficial. There has also been close liaison which three other peak 11 schools in sharing good practice in working with disadvantaged students with a particular focus on raising the aspirations of the more able. Consultancy work with maths and science, focused staff CPD, developmental work with English consultancy and cross phased moderation is having an impact on outcomes for disadvantaged students in these areas.</li> <li>- New pastoral support structures are in place and enhance the capacity and quality of support and intervention right across the school and including disadvantaged students.</li> <li>- The Y7 transition process has been enhanced and extremely successful. This has included formulating a Y7 student transition team which included disadvantaged students and further developing the school's 'Fresh Start' provision. There is strong improvement in reading and literacy for this year group and a marked improvement in behavior. For all key stage 3 year groups there has been a drop in behavioral incidents compared to previous year.</li> <li>- A new Intervention Team was formed in September 2015 consisting of an AHT, Director of Intervention, Intervention Leader, Alternative Curriculum Leader and a full time Counsellor. The team is building expertise in dealing with the most complex needs and caring for our most vulnerable students (disadvantaged, looked after children, at risk of permanent exclusion, students returning from extended absence, school based anxiety etc).</li> <li>- The school has a fully functioning ASPIRE and GATEWAY run by a highly motivated, caring and committed team where there is: <ul style="list-style-type: none"> <li>Clear focus on our disadvantaged students</li> <li>Support is provided for more vulnerable and/or challenging students. This has made a difference in term of progress and attendance</li> <li>Emphasis is given to literacy and numeracy support to build on the interventions in maths and English</li> <li>'Other' students are supported in subject areas where there is underachievement (particularly Y10 and Y11)</li> <li>The team works in conjunction with other key staff</li> <li>SLT, Directors of Progress, SENCO, Middle Leaders, Closing the Gap (CTG) teachers</li> <li>It Guides and supports the work of our CTG staff</li> <li>Provides and supports other creative interventions which can and are being used across the school</li> <li>Rigorously tracks the impact of these students</li> </ul> </li> <li>- Work with the Virtual School has become embedded during 2015/16 in the care of our looked after children. We were also successful in our bid to be part of the County Attachment Aware Programme and in achieving the Award. Alongside the Director of Intervention we have been an integral part of delivering workshops at subsequent Attachment Aware courses. It has enabled us to become more aware as a staff of attachment issues and develop work on for example emotional coaching. We look forward to developing this work at BCS throughout 2015/16.</li> </ul> <p><b>Attendance</b>  Overall attendance has maintained at 95% (Autumn/ Spring comparisons) and remains above the national figure (2015)  The school implemented a range of strategies to improve attendance of all students including disadvantaged students. These strategies are showing</p>
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	<p>impact and becoming embedded.</p> <ul style="list-style-type: none"><li>- Attendance of disadvantaged students is improving. This is an area for further development.</li><li>- The attendance of Y7 – 10 disadvantaged students shows a marked improvement. Attendance of a small minority of Y11 disadvantaged students has a disproportionate impact which is acknowledged and intensive work with all these students is ongoing.</li><li>- Persistent absence is closely monitored. Measures in place to secure further improvement.</li></ul>
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**Pupil Premium Report 2015-16: Chapel en-le Frith High School**

**Overall Position June 2016:**

**Progress and Outcomes for Students:**

In 2015 44% achieved 5A\*-C EM, compared to 76% of other pupils and 62% national for all pupils. 2016 projections suggest .....

	PP 3 /4 LP En	Other 3/4LP En	National all 3/4LP En	PP 3/4LP Ma	Other 3/4LP Ma	National all 3/4LP Ma
2015	68/42	81/32	69/30	68/26	82/44	66 / 30
2016 Proj	54.8/16.1	71.5/36.8		61.3/12.9	79.7/33.6	

	PP Best 8 VA	Other Best 8 VA	National PP Best 8 VA	PP P8	Other P8	National P8
2015	1013.4	1026.4	976			
2016 Proj	991	1021.6		-0.19	0.26	

**Attendance:**

	PP % sessions missed	All Pupils % sessions missed	National All Pupils % sessions missed	PP % Persistent Absence (85%)	All Pupils % Persistent Absence	National All Pupils % Persistent
2015	7.2	4.9	5.2	10.0	4.0	5.6
2016 Terms 1-5	10.0	4.8		13.8	4.0	

**Destinations:**

	%								
	Furth Ed Coll	Other Further Ed Provide	6 <sup>th</sup> Form (state funded)	Sixth form College	Special School	Apprent ishps	Destin not sustained	Destin not sustained /NEET	Activity not captured
PP	32	36	8	16	0	8	0	4	0
Other	23	20	5	47	1	7	3	1	2

**2014-15 Baseline – update on progress over 2 years – What has changed in your school as a result of working collaboratively? what has been done? So what? Impact?**

September 2014	June 2016
<p><b>Key issues identified:</b></p> <ul style="list-style-type: none"> <li>• 3 LOP English and maths are good – 5 x A* - C (EM) not so good</li> <li>• Lots of good work @ KS4 – not so strong @ KS3.</li> <li>• Lots of good pastoral stuff – Perhaps too little academic?</li> </ul>	<ul style="list-style-type: none"> <li>• 3LOP English and maths remain strong. 5A*-C (EM) has improved dramatically</li> <li>• Science, technology and maths clubs to target underachievement with PP students being a priority have developed and are working well. Maths have also used PP students in a Maths Leader role to encourage upper ability PP students to become involved in the extra-curricular life of the school Saturday School for year 8 and 9 students has run for 2 years now and has proved hugely successful.</li> <li>• The academic picture has strengthened through the initiatives detailed above and the impact of the Teaching and Learning initiatives around seating plans, marking and feedback.</li> </ul>

**School Response to Priorities set by group in summer 2015: What impact has work on these priorities had?**

**Peer Review**

The peer review in 2015 was extremely useful and has since informed our practice.

**Teaching and Learning – using strategies that have impact in the classroom**

- Marking PP books first.
- Seating PP students towards the front of the classroom
- Purposely asking questions of PP students in the class and asking for more detailed responses
- Being aware of the possibility of difficulty accessing SMHW and providing photocopies of homework etc.
- Checking target grades of PP students to ensure sufficient stretch and challenge.

## Pupil Premium Report 2015-16: Glossopdale Community College

### Overall Position June 2016:

#### Progress and Outcomes for Students:

In 2015 **35.8% of DS pupils** achieved 5A\*-C EM, compared to **61.3%** of other pupils and 62% national for all pupils. 2016 projections suggest that **38%** will achieve 5A\*-C EM compared to **66%** of other pupils. This means that because of a rise in outcomes on prediction for other pupils the gap between DS and other pupils has widened from **-25** in 2015 to **-28** in 2016.

Boys performance (target group) has declined at 5A\*-C EM from 28.6% in 2015 to 23.5% in 2016 on predictions. 3/4 LOP in English for boys has risen significantly on prediction (41%/15% in 2015 to 53%/18% on predictions in 2016) but Maths has declined at 3 LOP from 43% in 2015 to 35% in 2016 but has improved for 4LOP from 14.3% in 2015 to 18% on predictions for 2016.

	PP 3 /4 LP En	Other 3/4LP En	National all 3/4LP En	PP 3/4LP Ma	Other 3/4LP Ma	National all 3/4LP Ma
2015	49/10	66/25	69/30	48/15	69/33	66 / 30
2016 Proj	60/25	75/45		50/21	69/40	

	PP Best 8 VA	Other Best 8 VA	National PP Best 8 VA	PP P8	Other P8	National P8
2015	954.6	1004.4	976			
2016 Proj	972.1	1008.2		-0.32	0.18	

#### Attendance:

	PP % sessions missed	All Pupils % sessions missed	National All Pupils % sessions missed	PP % Persistent Absence (85%)	All Pupils % Persistent Absence	National All Pupils % Persistent
2015	9.2%	4.4%	5.2	24.7%	8.2%	5.6
2016 Terms 1-5	9.8% (9.3%)	4%		39.6% (ON NEW 90% FIGURE)	6.5%	

**Behaviour:** Overall fixed term exclusions are below the NA, but for FSM students they are greater than NA as are permanent exclusions. 51% of classroom call-outs are for DS. Over 50% of serial “offenders” are DS. A number of interventions are in place to support each of these students and address longer term issues e.g. Ed Psych or MAT involvement, alternative curriculum provision, the Hub (inclusion room) and the Hive (inclusion base on the Hadfield Site)

**Destinations:** Destination data is positive with 85% of DS students going on to a sustained education or employment/training destination – matching the NA. 39 out of 59 Glossopdale DS went on to school sixth form which is significantly above the NA.

**2014-15 Baseline – update on progress over 2 years – What has changed in your school as a result of working collaboratively? what has been done? So what? Impact?**

September 2014	June 2016
<p><b>Key issues identified:</b></p> <ul style="list-style-type: none"> <li>• Levels of progress in Maths</li> <li>• Levels of progress in triple science</li> <li>• Underachievement of PP boys</li> </ul>	<p>With the exception of expected progress in Maths for boys the key issues show predicted improvements on 2014-15 outcomes with progress in English being significantly better and also for girls in Maths. More than expected progress shows significant improvement particularly in English. Boys have significantly improved their performance in English but expected progress in Maths shows a small improvement in more than expected progress and a decline in expected progress from 43% last year to 35% predicted for 2016 results.</p> <p>Predictions for levels of progress in triple Science show significant improvement especially in Biology and Chemistry although the cohort was smaller.</p>

**School Response to Priorities set by group in summer 2015: What impact has work on these priorities had?**

**Peer Review**

- St Phillip Howard, New Mills and Buxton School have worked together on the following:
  - The Pupil Premium Policy, Protocols and Action Plans
  - Strategies and interventions – sharing good practice: (classroom strategies)
  - The funding allocation – how it is used and recorded: (Revised action plan)
  - How data can be best used to track progress
  - The importance of demonstrating impact and how this could be achieved Primary to secondary transition and developing good practice of summer schools: (Our first summer school was very effective, with 60% attendance by DS)
  - Raising aspirations of our more able disadvantaged students (2 trips have gone to Sheffield Hallam University in the last 2 academic years, we have had a literacy day, a classics day and a trip to the Velodrome: (Improvements in more than expected progress in Maths and English)
  - Work scrutiny has been undertake jointly: (Marking and Feedback is an emerging strength: OFSTED 2016)

**Our external review by Anthony Gell and SPH provided excellent feedback on strengths and areas for development.**

**Teaching and Learning – using strategies that have impact in the classroom**

- Students know their targets and can talk confidently about their progress. This has been enhanced by target stickers being prominent on all student books which make it very easy for all to see progress. Marking is strength within the school. Staff mark regularly, setting appropriate targets which students respond to by repeating work, answering supplementary

questions or expanding pieces of work. This was particularly evident in English with Milestone Assessment sheets provided good student feedback and the opportunity for peer assessment.

- Literacy work across the school is given a high priority e.g. Rewind, Accelerated Reader, tutor time reading, the Hive activities and extended writing INSET for teaching staff.
- We have successfully implemented one-to-one maths and English support through YIPIYAP (gap year tutors). Excellent feedback was received from students and Heads of Department about the effective deployment of this resource used for withdrawal during lesson times, before school, lunch times and after school. A particular focus in English was homework and reading. This successful strategy has been shared with other Peak 11 schools and the authors of this report are implementing YIPIYAP next year in their own schools.
- Classroom strategies from Buxton have also been trialled e.g. marking PP books first.

## Pupil Premium Report 2015-16: Highfields School

### Overall Position June 2016:

#### Progress and Outcomes for Students:

In 2015 50% achieved 5A\*-C EM, compared to 74% of other pupils and 62% national for all pupils. 2016 projections suggest the gap could widen: 50% 5A\*-C EM compared to 81% for other pupils. However, Progress is predicted to improve.

	PP 3 /4 LP En	Other 3/4LP En	National all 3/4LP En	PP 3/4LP Ma	Other 3/4LP Ma	National all 3/4LP Ma
2015	70 / 43	85/62	69/30	69 / 15	81 / 46	66 / 30
2016 Proj	70 /52	94 / 83		69 / 32	86 / 55	

	PP Best 8 VA	Other Best 8 VA	National PP Best 8 VA	PP P8	Other P8	National P8
2015	983.1	1015.9	976.3	-0.38	0.21	
2016 Proj	1010.2	1023		0.23	0.42	

**Attendance:** (% overall per group v school and national, Persistent absence )

	PP % sessions missed	All Pupils % sessions missed	National All Pupils % sessions missed	PP % Persistent Absence (85%)	All Pupils % Persistent Absence	National All Pupils % Persistent
2015	7.9	4.9	5.2	11.4	5.1	5.6
2016 Terms 1-5	8.0	5.1		10.3	4.7	

#### Behaviour:

Fixed Term Exclusions (FTE)

	Number / % of PP students with FTE	Number / % of all students with FTE	Number / % of PP students with repeat FTE	Number / % of all students repeat FTE	National % with a FTE	National % with repeat FTE
2014	26 /12%	13 / 6%	52 / 4.3%	21 / 1.6%	3.68%	1.34%

Permanent Exclusions

1 Pupil Premium student has had a permanent exclusion in the past 4 years

#### Destinations:

94% of all students from the 2013 cohort were in sustained education, employment or training, compared to national average 92%. (% PP?)

**2014-15 Baseline – update on progress over 2 years – What has changed in your school as a result of working collaboratively? what has been done (brief) – so what? Impact?**

September 2014	June 2016
<p><b>Key issues identified</b></p> <ul style="list-style-type: none"> <li>• Closing achievement gaps</li> <li>• Attitudes and behaviour of a significant group of PP students (current Y11)</li> <li>• Knowing individual students better</li> <li>• Attendance gap</li> <li>• Smart use of data for tracking and intervention</li> <li>• In year movement between school</li> </ul>	<ul style="list-style-type: none"> <li>• Achievement gaps have closed, through a determined focus on PP, and the development of a wide ranging strategy. E.g % of PP students making expected progress in English and Maths has risen from 59% in both subjects in 2014 to 70% in both subjects in 2015. Peer review through P11 has led us to think carefully about the progress of all PP groups including most able, and directing roles of key staff to the needs to PP students.</li> <li>• PP Co-ordinator work has led to a much better knowledge of individual PP students, leading to more tailored interventions and programmes. Expectation that staff knows PP students in classes and plan for needs not fully embedded but improved.</li> <li>• More focused careers and HE advice for PP students – use of specific talks / activities / visits. Much of this has been inspired by work with other P11 schools, and their input</li> <li>• Analysis of tracking by group embedded, leading to more focused intervention with PP students a priority, leading to improvements in progress.</li> <li>• Attendance gaps continue to be an issue. Sessions missed for FSM students fell from 10.1% in 2013 to 7.6% in 2014 but rose slightly to 7.9% in 2015. Current attendance data is in line with this. Persistent absence has fallen from 17% in 2013 to 10.8% in 2015.</li> </ul>

**School Response to Priorities set by group in summer 2015: What impact has work on these priorities had?**

**Peer Review**

Peer Review in February 2016 focused on areas for development identified in the report from the June 2015 visit. These included the progress of the most able students and the prominence of classroom strategies to improve the progress of PP students. Good progress was recognized in these areas, but data analysis prompted further challenge on students from some specific starting points in Maths. Whilst at the time improvements appeared to be taking place in attendance the second half of the year brought a decline in attendance, underlining the fact that this is an area for continued focus. Closing gaps in progress, attendance and behaviour is a key priority on our 2016-17 improvement plan.

**Teaching and Learning – using strategies that have impact in the classroom**

We introduced core teaching and learning principles for closing gaps in 2015-16. These include knowing students, seating strategically, involving actively in each lesson – e.g. direct at least one question, differentiation and quality feedback to be acted upon. Evidence of ‘take up’ by teachers and

hence impact is mixed. This will continue to be pursued under the school improvement plan priority of closing gaps in progress, attendance and behaviour.

## Pupil Premium Report 2015-16: New Mills School

### Overall Position June 2016:

#### Progress and Outcomes for Students:

In 2015 48% achieved 5A\*-C EM, compared to 55% of other pupils and 62% national for all pupils. 2016 projections suggest the gap could widen: 36% 5A\*-C EM compared to 60% for other pupils.

	PP 3 /4 LP En	Other 3/4LP En	National all 3/4LP En	PP 3/4LP Ma	Other 3/4LP Ma	National all 3/4LP Ma
2015	65/15	77/26	69/30	75/10	57/20	66 / 30
2016 Proj	65/39	94/65		57/17	74/37	

	PP Best 8 VA	Other Best 8 VA	National PP Best 8 VA	PP P8	Other P8	National P8
2015			976	-0.16	0.03	
2016 Proj	990	1028		-0.07	0.46	

#### Attendance:

	PP % sessions missed	All Pupils % sessions missed	National All Pupils % sessions missed	PP % Persistent Absence (85%)	All Pupils % Persistent Absence	National All Pupils % Persistent
2015	9.2	6.1	5.2	14.5	7.8	5.6 13.6 (90%)
2016 Terms 1-5	8.5	5.6		23.6 (90%)	11.0 (90%)	

#### Behaviour:

No PEx of PP students in last 2 years. Fixed terms exclusions for PP rose in 2014 5 FTEs / 4.17% with 2 repeat FTEs / 1.67%

#### Destinations:

In the latest data set available (2012/13 cohort), more D students attend sustained mainstream education than nationally (89% v 80%), and this percentage is close to the proportion for other students nationally (91%). More D pupils attend FE, Sixth Form College or other FE provider than the other pupils in the cohort, but fewer attend school sixth form.

**2014-15 Baseline – update on progress over 2 years – What has changed in your school as a result of working collaboratively? what has been done? So what? Impact?**

September 2014	June 2016
<p><b>Key issues identified:</b></p> <ul style="list-style-type: none"> <li>• Increasing PP numbers</li> <li>• PP 3LP maths</li> <li>• Maintaining narrowed gap</li> <li>• Y10 low attainment</li> <li>• OFSTED!</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing PP numbers led to the use of PP funding to part fund three HLTA's and three Year managers. This staffing have a direct remit for PP students, the HLTA's as an academic support resource and the YM's as a pastoral one. Their work was had measurable impact in a wide range of areas from Science controlled assessment grades to percentage attendance at parents evenings. As a direct result of their work each PP student is now known at a greater depth.</li> <li>• Our OFSTED Inspection Dashboard states "From at least 5 out of every 6 starting points, the proportion of disadvantaged KS4 pupils making and exceeding expected progress in English &amp; in mathematics was similar to that of other pupils nationally."</li> <li>• The 2015 results were hugely successful in Maths for PP students. This is predicted to fall this year; this is partially due to unstable staffing in Maths last year. We now have a Maths faculty comprise of nearly all new staff who are laying foundations for long term success.</li> <li>• Our current Y11 (last year's Y10 mentioned in Sept 2014) are sig- on entry. A significant amount of extra intervention has been put in place for this year group at a subject level and a cross-subject level to try to increase progress and attainment. Throughout this year staff have been predicting the attainment of D students to rise and the attainment of ND students to also rise, creating an increased gap. This has altered in the final data collection to showing a fall for D students. This, along with other evidence, has led to accuracy of predictions being a whole school focus for next year</li> <li>• In Sept 2014 NMS was judged to have serious weaknesses. In July 2015 it was judged to be requires improvement with good leadership</li> </ul>

**School Response to Priorities set by group in summer 2015: What impact has work on these priorities had?**

**Peer Review**

In undertaking peer review NMS had the opportunity to gather together all aspects of work for D students and scrutinize it internally as well as externally. The report arising from this highlighted strengths (Leadership at all levels, Rigour of data analysis at all levels, Self-reflection, YM & PL, HLTA impact, Regular marking, Pupil voice) and potential vulnerabilities (KS4 group sizes, DIRT, Linked catch up and PP funding, Number of meetings, Confidence in predictions, PA , EBacc). This led to a full review of how PP and catch up funding is spent and structural and procedural changes for 2016-17.

We have appointed a new HLTA (funded via PP) to lead the student support centre. This is a centre for students who need extra or alternative provision in their curriculum in order to improve behaviour

and/or attendance and/or outcomes. Any student can be referred for consideration for a place in student support centre, but would only gain a place via consultation between the year manager, progress leader and SLT link. A place would be for a specified purpose, for a specified time frame and specified time table. D students have priority for places in the student support centre.

The number of meetings has been addressed through a streamlining of our processes and development of a new intervention tracker so work is not duplicated. We are now able to see the interventions any student has received and measure the impact of those.

As mentioned above, confidence in predictions is a whole school priority for next year, and this has fed into, and will be supported by, our approach to life after levels and our new target setting and reporting protocols.

### **Teaching and Learning – using strategies that have impact in the classroom**

All staff have received training on strategies that have high impact with D students using EEF and Peak 11 as sources. All D students are known to staff and they are aware that these students need to be planned for. This is not yet embedded. The main drive has been to improve the standard of learning and teaching overall, which will obviously benefit D student. This has been achieved with 86% of lessons now being judged as good or better.

**Pupil Premium Report 2015-16: St Philip Howard Catholic Academy**

**Overall Position June 2016:**

**Progress and Outcomes for Students:**

	PP 3 /4 LP En	Other 3/4LP En	National all 3/4LP En	PP 3/4LP Ma	Other 3/4LP Ma	National all 3/4LP Ma
2015	62/24	83/31	69/30	57/19	72/35	66 / 30
2016 Proj	75/20	89/46		60/10	76/33	

	PP Best 8 VA	Other Best 8 VA	National PP Best 8 VA	PP P8	Other P8	National P8
2015	983.9	1011.4	976	-3.93	-4.95	
2016 Proj	981.59	1017.0		-0.44	0.14	

**Attendance:**

	PP % sessions missed	All Pupils % sessions missed	National All Pupils % sessions missed	PP % Persistent Absence (85%)	All Pupils % Persistent Absence	National All Pupils % Persistent
2015	8.8	6.0	5.2	13.1	6.7	5.6
2016 Terms 1-5				6.6	11.1	

**Behaviour:** (based on 2015 Raise Online)

0 PEX whole school

FTE- 8.2% FSM (10pupils in total with 3 repeat offenders)

**Destinations:** Post 16 Colleges, Apprenticeships, Employment

**2014-15 Baseline – update on progress over 2 years – What has changed in your school as a result of working collaboratively? What has been done? So what? Impact?**

September 2014	June 2016
<p><b>Key issues identified:</b></p> <ul style="list-style-type: none"> <li>• Move focus away from year 11 to the other groups across all year groups and all departments. To narrow the gap earlier.</li> <li>• Challenge and stretch PP Pupils</li> <li>• PP to achieve Beyond expected outcome</li> </ul>	<ul style="list-style-type: none"> <li>• 2 PP Champions now been appointed- SW and DH who will cover Raising Aspirations and More Able</li> <li>• Yr11 PP group to work with PP Champions on a Friday afternoon in St.Mary’s Hall on exam preparation and techniques</li> <li>• Staff CPD on teaching and learning- led by PP Champions- introduction of classroom teaching strategies provided staff with ideas on how to narrow the gap- IMPACT- all departments now have 3 areas of focus for PP which enables them to narrow the gap.</li> <li>• Peer mentoring – to do peer reading and work with</li> </ul>

<ul style="list-style-type: none"> <li>• Newly appointed HOYS to monitor PP Pupils</li> <li>• Monitoring the impact of the interventions</li> </ul>	<p>younger pupils. Accelerated reader programme is used effectively in this area. All pupils involved in this programme have improved their previous reading scores, some by as much as 11months.</p> <ul style="list-style-type: none"> <li>• Effective feedback to pupils- PP books marked first. PP Champion employed to raise aspirations and has been working with Yr9 boys on being lead learners- IMPACT- eg. One boy has been moved up a group to top half of the year group to challenge him more and as a result has had no removals or behaviour incidents.</li> <li>• Rigorous monitoring of impact of interventions- IMPACT- P6 lessons- Triangulation between HOD, HOY and SLT- meetings held to discuss to data, focus for each subject and vulnerable groups regularly. HOD/HOY are quickly able to address any pupils of concern and act upon it. Attendance at P6 was excellent particularly by DA pupils- regularly feedback to home and letters sent, clearly indicating any additional support.</li> <li>• PP pupils have attended 3 days with the other schools involved in our quad which looked to both challenge and stretch them- Yr9/10 went to Sheffield Uni, Yr9 went to Velodrome and Yr7 and 8 went to do a Classics day and New Mills School. IMPACT- Pupils felt empowered, motivated and eager to do well. Behaviour and attendance has improved for some as they feel motivated to do well.</li> </ul>
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**School Response to Priorities set by group in summer 2015: What impact has work on these priorities had?**

**Peer Review**

Peer review was in March 2016. Gave me an opportunity to experience what a potential OFSTED inspector would be looking for, what questions they may ask, what preparation/information needs to be produced beforehand. It was invaluable experience and very helpful.

My 2016 PP plan will now focus on the development of the areas identified in the report and enable me to write a more rigorous plan which holds all staff accountable for the provision of Pupil Premium.

The Peer review highlighted significant improvements in attendance since the employment of the Pastoral Support Officer and the aim is that PP pupils' attendance in particular will continue to improve especially in Year 9 and 10

Teaching and Learning – using strategies that have impact in the classroom

CPD sessions carried out by PP Champions which focused on a tracker to be used by departments which looks at Data, interventions, attendance, attitude and behavior to learning for all PP pupils.

Second half of the sessions looked at raising aspirations and classroom strategies that staff could use. Departments were then given the classroom strategies given by Peak 11 PP group. Each department had to choose 3 strategies that they would focus on for Summer Term 2. IMPACT from some of the departments showed that: PP pupils benefited from working with MA Non PP pupils in Technology with 100% of Yr10 PP pupils get their target in their mock exam for Graphics. Other evidence includes: Lead learners in PE especially Yr9 boys- been a more positive attitude to learning, improvement in behavior and as a reward they lead a Tennis tournament for the Primary schools at the local tennis club.

These strategies will continue to be used in September. It is now school policy from September that all Classes will have seating plans with PP pupils identified and all PP pupils' books will be marked first.

## Participating schools and contact details

School	Representative on the Pupil Premium Group	Role in school	Contact details
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