

### MAYFIELD SCHOOL PUPIL PREMIUM REPORT 2015-16

<b>Pupil Premium used for:</b>	<b>Amount allocated (£)</b>	<b>Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?</b>	<b>How will this activity be monitored, when and by whom? How will success be evidenced?</b>	<b>Actual impact: What did the action or activity actually achieve? If you plan to repeat this activity, what would you change to improve it next time?</b>
A dedicated member of the Leadership Team with the remit of “Narrowing the Gap” in the achievement of vulnerable groups, including those on Free School Meals, children in care and the children of service families	£40,000	PP students have a champion at Senior level in the school to ensure that their range of needs are met. Strategies to support PP students will be cohesive and there will be close monitoring of the impact of provision and interventions. School leaders will be held to account by Governors for the success of the strategies that are used to support disadvantaged children.	<ul style="list-style-type: none"> <li>- Half-termly standing item on Governors’ Curriculum and Progress Committee</li> <li>- PP Governor</li> <li>- KS4 Outcomes</li> <li>- Internal school achievement, attendance and progress data to show narrowing of the gaps</li> </ul>	Pupil Premium is a standing item on the half-termly Governors Curriculum and Progress Committee where a 6 weekly report on the outcomes for disadvantaged pupils is scrutinised. Pupil Premium funding is also regularly discussed at the Finance and Personnel Committee. Elizabeth Crook is our nominated Pupil Premium Governor who acts as a champion for disadvantaged pupils. Sara Williams acts as a champion for pupils from Service Families.
Year R/1 Summer School for a week in August provided free of charge for year R/1 pupils	£8,000	Year R students who haven’t reached a ‘Good Level of Development’ at the end of EYFS and Year 1 children who are not meeting Age Related Expectations are invited to attend for a Summer School to boost learning and to ensure that key skills are not lost over the summer break.	<ul style="list-style-type: none"> <li>- % of PP students attending Summer School</li> <li>- Year 1 progress and attendance data</li> </ul>	56 infant children attended the Summer School in August 2016. 24 of these children were either PP children or children with SEND. Students enjoyed the activities and parental feedback was very positive. Teaching staff will monitor the long-term impact on the children’s learning when we return after the summer break.
One-to-one or small group tuition in English and Mathematics for upper school students	£25,000	PP students who are falling behind with their GCSE courses are provided with intensive tuition by a trained teacher of English to tackle their identified areas of weakness. In Maths, the school bought in additional capacity from the Hackney Learning Trust at intervals through the spring term to work with identified pupils.	<ul style="list-style-type: none"> <li>- Number of PP students supported by English and Maths tutors</li> <li>- Progress of individuals reviewed half-termly</li> <li>- KS4 outcomes</li> <li>- Internal progress data</li> </ul>	74% of Pupil Premium students in Year 11 2016 made at least Expected Progress in English, which is higher than the percentage of all pupils who make at least Expected Progress nationally. 57% of Pupil Premium students made at least Expected Progress in Maths. This suggests that the English model of intervention with more regular weekly input is more effective for spring 2017.
Two additional teachers of English to reduce class sizes and ensure that	£76,000	Average class sizes in English have fallen since the introduction of Pupil Premium funding. This will enable teachers to plan more effectively to meet individual needs in	<ul style="list-style-type: none"> <li>- Lesson observations</li> <li>- Book looks</li> <li>- Monitoring of seating plans</li> <li>- Drop-ins</li> </ul>	There has been a 32% increase in disadvantaged pupils making Expected Progress in English since 2014. Our percentage for disadvantaged pupils is now

individual needs can be more easily met.		the classroom, breaking down the barriers to learning for PP students.		above the percentage for all students nationally. There has been a 29% increase in the percentage of disadvantaged pupils achieving an A*-C grade in English since 2014. The percentage of disadvantaged pupils achieving an A*-C grade in English is now close to the national average for all other pupils.
An additional teachers of Mathematics to reduce class sizes and ensure that individual needs can be more easily met	£38,000	Average class sizes in Maths have fallen since the introduction of Pupil Premium funding, particularly at KS4. This has enabled teachers to plan more effectively to meet individual needs in the classroom, breaking down the barriers to learning for PP students.	<ul style="list-style-type: none"> <li>- Lesson observations</li> <li>- Book looks</li> <li>- Monitoring of seating plans</li> <li>- Drop-ins</li> </ul>	There has been a 12% increase in disadvantaged pupils making Expected Progress in Maths since 2014 and our gap with non-disadvantaged pupils is now 5%, considerably lower than the national gap. There has been a 15% increase in disadvantaged pupils achieving an A*-C grade in Maths since 2014 and out in-school gap is now 6%, considerably lower than the national gap for this measure.
An English Intervention Manager to provide personalised support for vulnerable students who are at risk of falling behind	£25,000	An English specialist to work with PP students across all year groups in English. Support can either be in-class or by withdrawal to focus on particular skills.	<ul style="list-style-type: none"> <li>- Number of PP students supported</li> <li>- Progress of individuals reviewed half-termly</li> <li>- Internal progress data</li> <li>- Internal and external exam results</li> </ul>	Internal tracking of current pupils shows that there are no gaps in the percentage of disadvantaged and non-disadvantaged lower school pupils making Expected Progress in English at the end of the 2016 academic year. The role of the Intervention Manager is now being developed to work more alongside pupils in their lessons rather than withdrawing them for additional catch-up support.
A flexible support fund to meet individual needs	£5,000	A flexible fund to support equal access to curriculum opportunities for PP students. This can be used to buy revision guides or materials or enable PP students to go on trips that they wouldn't otherwise be able to access	<ul style="list-style-type: none"> <li>- Number of PP students supported by this fund</li> <li>- Range of activities supported by this fund</li> <li>- Case studies</li> </ul>	This fund was used in a variety of ways to support children from disadvantaged backgrounds to access parts of the school experience that they would not otherwise be able to afford.
A Home-Family Link Worker	£24,000	Children in care receive targeted support from a full-time professional to enable them to thrive at school. PP students who face challenging family backgrounds receive appropriate support to enable them to attend and achieve at school.	<ul style="list-style-type: none"> <li>- Number of PP students supported by Home-Family Link Worker</li> <li>- Records of meetings and interventions</li> <li>- Case studies</li> <li>- Progress and attendance data</li> </ul>	Where there is a need for intervention the PP students are dealt with first. All TAC meetings are attended which has improved communication with external agencies. Key students know that the HFLW is their main contact in school if support is required. Where attendance is the concern there has

				been an improved attendance to school or alternative provision has been sought.																																
Intensive careers support from a fully trained Careers Adviser	£5,000	PP students receive additional targeted support from our Careers Adviser to secure a positive destination after Mayfield. PP students at risk of becoming NEET are quickly identified and support is provided to ensure that they have an appropriate plan in place for September.	<ul style="list-style-type: none"> <li>- Number of PP students seen by Careers Adviser</li> <li>- Number of repeat referrals of PP students</li> <li>- Case studies</li> <li>- % of PP students who become NEET compared to % of non-PP NEET students</li> </ul>																																	
An Educational Welfare Officer and Support Officer (Attendance)	£27,500	Additional capacity given to Attendance Office to target and support PP students whose attendance is a barrier to achievement.	<ul style="list-style-type: none"> <li>- Attendance % of PP students and non-PP students compared to national averages</li> <li>- % of PP students and non-PP students who are persistently absent compared to national average</li> <li>- Case studies</li> </ul>	<table border="1"> <thead> <tr> <th>Attendance</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>89.9%</td> <td>89.6%</td> <td>87.4%</td> </tr> <tr> <td>Non PP</td> <td>94.5%</td> <td>94.9%</td> <td>93.8%</td> </tr> <tr> <td>Nat average</td> <td>94.8%</td> <td>94.9%</td> <td>94.1%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Persistent Absence</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>20.7%</td> <td>20.9%</td> <td>25.4%</td> </tr> <tr> <td>Non PP</td> <td>6.9%</td> <td>5.3%</td> <td>7.5%</td> </tr> <tr> <td>Nat average</td> <td>5.6%</td> <td>5.8%</td> <td>6.6%</td> </tr> </tbody> </table>	Attendance	2014-15	2013-14	2012-13	PP	89.9%	89.6%	87.4%	Non PP	94.5%	94.9%	93.8%	Nat average	94.8%	94.9%	94.1%	Persistent Absence	2014-15	2013-14	2012-13	PP	20.7%	20.9%	25.4%	Non PP	6.9%	5.3%	7.5%	Nat average	5.6%	5.8%	6.6%
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Pupil Premium Champions in Core Departments	£9,000	There is a post holder in each of the core subjects to champion the needs of PP students, to monitor the progress and challenge underachievement. They will share their analysis of performance data with Heads of House and work collaboratively to remove barriers to progress for disadvantaged pupils	<ul style="list-style-type: none"> <li>- Records of meetings</li> </ul>	The Pupil Premium Champions lead on data analysis within English, Maths and Science and challenge colleagues where the progress of individual PP students is a cause for concern. It is our intention to get the PP Champions working more as team across departments in 2016-17 to share best practice and information on key underachieving pupils.																																
Free Music Instrumental Tuition	£3,000	Support and enhance cultural experience for students and support engagement in wider learning beyond lessons	<ul style="list-style-type: none"> <li>- Number of PP students receiving free Music tuition</li> </ul>																																	
Alternative Provision Courses for KS4 students including 1-6pm provision	£40,000	Additional capacity created in the Base and in 1-6pm for PP students who need alternative provision in order to succeed at school. Bespoke curriculum and college access for a small number of upper school PP students	<ul style="list-style-type: none"> <li>- Number of PP students receiving alternative provision</li> <li>- Range of courses and opportunities offered as alternative provision to PP students</li> <li>- Individual progress tracking to determine the effectiveness of provision</li> </ul>	Individual case studies from Year 11 in 2016 show the positive impact that Pupil Premium Funding had on the life chances of two students who had not attended school since year 9. Both pupils accessed college courses and were supported by home tutors to achieve 4 A*-G grades each. They have both now progressed to Apprenticeships and further study.																																

Lower School Homework Club established after school on 3 days per week	£5,000	Disadvantaged students have access to ICT facilities and adult support after school to enable them to research and complete their Prep assignments	<ul style="list-style-type: none"> <li>- Number of students attending Homework Club, both PP and non-PP</li> <li>- Prep completion rates for PP and non-PP students</li> </ul>	8 disadvantaged pupils make use of the Homework Club on a regular basis. Pupil feedback about the homework is very positive. Analysis of Lower School Prep completion rates show that the gap for disadvantaged pupils is narrowing.
Appointment of 3 Apprentice Teaching Assistants in the Infant Section	£20,000	Two additional Apprentice Teaching Assistants are deployed in Year R to provide targeted support for disadvantaged students. One additional Apprentice is deployed into Year 2 to support preparation for our first ever set of SATs in May 2017.	<ul style="list-style-type: none"> <li>- Lesson observations</li> <li>- Planning documentation</li> <li>- % of disadvantaged students achieving a GLD at the end of Year R and passing the Phonics Screening Test in Year 1</li> </ul>	8 out of our 11 (73%) disadvantaged children achieved their GLD at the end of Year R in 2016, which is above the LA percentage of non-disadvantaged children achieving the GLD. All 14 disadvantaged children in Year 1 passed their Phonics Screening Test. This demonstrates strong progress for these children in Year 1 as four of these pupils had not managed to achieve their GLD at the Year R.
The development of alternative 'Prep' projects for year 7 and 8	£10,000	Tracking of completion for Prep projects showed that some disadvantaged pupils were struggling to meet the demands of the extended projects. Two Assistant Headteachers have collaborated on writing and resourcing an alternative suite of Prep projects which are more accessible for all pupils.	<ul style="list-style-type: none"> <li>- High quality alternative Prep projects are made available to pupils who struggle to access the mainstream projects</li> <li>- Prep completion rates for disadvantaged students match those of non-disadvantaged students</li> </ul>	The prep completion rates for disadvantaged students are improving and the gap with non-disadvantaged students is narrowing. The alternative Prep projects have proved more accessible and pupils with SEND have received additional support from Aspire. Compulsory referrals to Homework Club have also had a positive impact.
Lunchtime Buddy Club and ICT Club	£5,000	Disadvantaged students have a safe and secure place to spend their lunchtimes.	<ul style="list-style-type: none"> <li>- Student surveys</li> <li>- Number of students using the Buddy Club and ICT Club</li> </ul>	There are around 15 pupils who attend the Buddy Club on a regular basis. 5 of these are pupils for whom the Pupil Premium provides support. The pupils' feedback said they felt safe in the club and although they enjoyed playing table top games, it was a nice place to just sit and chat or sit quietly alone if they wanted to. They also felt it was a good place to ask the adults for help if they had a problem.

**Total Expenditure: £368,500**

**Pupil Premium Income: £364,333**

## Pupil Premium Evidence of Impact Autumn 2016

Performance Indicator	2014 actual outcome for PP students	2014 Actual outcome for other students	2014 actual Gap (national gap)	2015 Actual outcome for PP students	2015 Actual outcome for other students	2015 Actual Gap (national gap)	2016 Actual outcome for PP students	2016 Actual outcome for other students	2016 Actual Gap	Comments/ contextual information
5+ A*-C passes including English and mathematics	30%	45%	-15% (-26%)	45%	55%	-10% (-27%)	44%	54%	-10%	There was a very slight fall in the percentage of PP students achieving 5 A*-C grades including English and Maths in 2016, but our gap with non-disadvantaged pupils remained constant at 10%, considerably below the national gap.
Average Attainment 8 Score per pupil				36.1	45.2	-9.1	44.2	47.4	-3.2	There was a significant improvement in the Average Attainment 8 Score per pupil for disadvantaged pupils. Our in-school gap narrowed by more than half a grade per pupil
Progress 8 Score				-1.00	-0.47	-0.53	-0.12	-0.11	-0.01	In 2015, there was a significant gap with disadvantaged pupils making more than half a grade less progress compared to non-disadvantaged students. This gap has closed completely in 2016 and disadvantaged pupils now make progress that is broadly in line with national expectations.
% achieving the Ebacc	9%	14%	-5%	15%	21%	-6%	7%	12%	-5%	The in-school gap in the percentage of pupils achieving the English Baccalaureate has remained constant at 5% for the last three years.
% making Expected Progress in English	42%	53%	-11% (-17%)	59%	68%	-9% (-17%)	74%	79%	-5%	There has been a 32% increase in disadvantaged pupils making Expected Progress in English since 2014. Our percentage for disadvantaged pupils is now above the percentage for all students nationally.
% achieving A*-C in English	38%	55%	-17%	50%	69%	-19% (-22%)	67%	69%	-2%	There has been a 29% increase in the percentage of disadvantaged pupils achieving an A*-C grade in English since 2014. The percentage of disadvantaged pupils achieving an A*-C grade in English is now close to the national average for all other pupils.
% making Expected Progress in mathematics	45%	59%	-14% (-23%)	54%	69%	-15% (-23%)	57%	62%	-5%	There has been a 12% increase in disadvantaged pupils making Expected Progress in Maths since 2014 and our gap with non-disadvantaged pupils is now 5%, considerably lower than the national gap.
% achieving A*-C in Maths	43%	61%	-18%	55%	72%	-17% (-25%)	58%	64%	-6%	There has been a 15% increase in disadvantaged pupils achieving an A*-C grade in Maths since 2014 and out in-school gap is now 6%, considerably lower than the national gap for this measure.
Value-added score (best eight GCSEs including equivalents)	946	977	-31 (-30)	924	959	-35 (-32)	Not yet available	Not yet available	Not yet available	
% achieving a Good Level of Development at end of EYFS				70%	87%	-17%	73%	82%	-9%	8 out of our 11 (73%) disadvantaged children achieved their GLD at the end of Year R in 2016, which is above the

										LA percentage of non-disadvantaged children achieving the GLD.
<b>% passing the Phonics Screening Test at the end of Year 1</b>							100%	96%	+4%	All 14 disadvantaged children in Year 1 passed their Phonics Screening Test. This demonstrates strong progress for these children in Year 1 as four of these pupils had not managed to achieve their GLD at the Year R.