

**MAYFIELD SCHOOL PUPIL PREMIUM REPORT 2016-17**

<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.
Primary Summer School for a week in August provided free of charge for Primary pupils	£8,000	All PP children are invited to attend the Summer School so that they can stay in touch with learning over the summer holidays. Additionally, Year R students who haven’t reached a ‘Good Level of Development’ at the end of EYFS and Year 1/2 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 1/2 progress and attendance data</li> </ul>	90 infant children attended the Summer School in August 2017. 42 of these children were either PP children or children who had not met ARE. Pupils 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.
An additional teacher of English to reduce class sizes and ensure that individual needs can be more easily met.	£39,000	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 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>	In spite of having smaller groups, the progress gap for Year 11 in English widened significantly in 2017. Persistent absence was a significant limiting factor for many PP pupils on the new 1-9 course which does not have a coursework element.
An additional teachers of Mathematics to reduce class sizes and ensure that	£39,000	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	<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>	Smaller teaching sets in Maths contributed to a small increase in the Progress 8 score for the Maths Element in 2017. However, the score for non-disadvantaged pupils

individual needs can be more easily met		meet individual needs in the classroom, breaking down the barriers to learning for PP students.		increased by a greater amount and the gap between disadvantaged and non-disadvantaged pupils widened.																												
An English Intervention Manager to provide personalised support for vulnerable students who are at risk of falling behind	£26,000	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>	The role of the Intervention Manager changed in 2016-17 to focus more on KS3 pupils. In Year 8 38% of PP pupils achieved ARE compared to 55% of other pupils. In Year 7, 47% of pupils achieved ARE compared to 48% of other pupils.																												
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	£26,000	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	£7,000	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. Additional capacity was also commissioned through Portsmouth City Council for 12 pupils who were particularly at risk of becoming NEET.	<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>	Of the 2016 leavers, 93% of disadvantaged pupils progressed to further education or training compared to 97% of other pupils. The data for 2017 leavers will be available in November.																												
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>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td></td> <td>91.4%</td> <td>89.9%</td> </tr> <tr> <td>Non PP</td> <td></td> <td>95.7%</td> <td>94.5%</td> </tr> <tr> <td>Nat average</td> <td></td> <td>95%</td> <td>94.8%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Persistent Absence</th> <th>2016-17</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td></td> <td>29.3%</td> <td>20.9%</td> </tr> <tr> <td>Non PP</td> <td></td> <td>10.2%</td> <td>5.3%</td> </tr> </tbody> </table>	Attendance	2016-17	2015-16	2014-15	PP		91.4%	89.9%	Non PP		95.7%	94.5%	Nat average		95%	94.8%	Persistent Absence	2016-17	2014-15	2013-14	PP		29.3%	20.9%	Non PP		10.2%	5.3%
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				Nat average		12.4%	5.8%
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	- Records of meetings	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 2017-18 to share best practice and information on key underachieving pupils.			
Free Music Instrumental Tuition	£5,000	Support and enhance cultural experience for students and support engagement in wider learning beyond lessons	- Number of PP students receiving free Music tuition				
Alternative Provision Courses for KS4 students including 1-6pm provision	£70,000	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.	- Number of PP students receiving alternative provision - Range of courses and opportunities offered as alternative provision to PP students - Individual progress tracking to determine the effectiveness of provision	In 2016-17, 6 disadvantaged pupils in Year 10 accessed full-time college and a further 5 disadvantaged pupils in year 10 and 11 accessed 1-to-1 home tuition provided by the school. The progress of each pupil is monitored by the AHT (Narrowing the Gaps) and success was variable. Year 10 pupils did not engage well with the college provision and pupils will be reintegrated into school for Year 11.			
Year 11 Easter School and May Half-term Revision	£15,000	Pupils from disadvantaged backgrounds often do not have study facilities at home and struggle to revise independently over the holidays. Pupil Premium funding was used to fund an extensive programme of revision classes during the Easter holidays and May half-term. Tutors and mentors work with PP pupils to ensure that they attend.	- Number of classes running - Numbers of PP pupils attending revision classes.	Mr Gibson to provide data			
Lower School Homework Club established after school on 3 days per week	£7,000	Disadvantaged students have access to ICT facilities and adult support after school to enable them to research and complete their Prep assignments	- Number of students attending Homework Club, both PP and non-PP - Prep completion rates for PP and non-PP students	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	£20,000	Two additional Apprentice Teaching Assistants are deployed in Year R to provide targeted support for disadvantaged	- Lesson observations - Planning documentation	5 out of our 8 (63%) disadvantaged children achieved their GLD at the end of Year R in 2016, which is above the LA percentage of			

Assistants in the Infant Section		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>- % of disadvantaged students achieving a GLD at the end of Year R and passing the Phonics Screening Test in Year 1</li> </ul>	non-disadvantaged children achieving the GLD. 7 out of 10 disadvantaged children in Year 1 passed their Phonics Screening Test. There were 16 disadvantaged pupils in Year 2 in 2017. They outperformed the other pupils in reading, but a gap existed in writing and maths.
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>	Miss Richards to provide data.
Lunchtime Buddy Club and ICT Club	£7,000	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.
Interventions and additional support for the children of service families	N/A	5 service children in Primary were offered priority places in the 2017 Summer School. Service children a priority group and are proactively encouraged to access Easter School and revision opportunities. Referrals from Service families are given priority access to the Home Family Link Worker and the ELSA in Primary. Service children are able to access support from the flexible support fund if financial constraints exist for the family.	<ul style="list-style-type: none"> <li>- Number of Service Children accessing Summer School and Easter School</li> <li>- Number of Service Children accessing support services such as the Home Family Link Worker and Primary ELSA</li> </ul>	3 out of the 5 service children in Primary accepted Summer School places and attended for the whole week. Service children in Year 11 achieved well with a Progress 8 score of +0.12 compared to -0.22 for all other pupils.

**Total Expenditure: £360,500**

**Pupil Premium Income: £369,845**

## Pupil Premium Evidence of Impact Autumn 2017

Performance Indicator	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 National gap)	2017 Actual outcome for PP students	2017 Actual outcome for other students	2017 Actual Gap	Comments/ contextual information
<b>Average Attainment 8 Score per pupil</b>	36.1	45.2	-9.1	41.8	47.7	-5.9	<b>38.42</b>	<b>43.15</b>	<b>-4.7</b>	The Attainment 8 Scores for 2016 and 2017 aren't directly comparable as a different points system was used in both years. However, the Attainment 8 score saw a slight narrowing of the gap.
<b>Progress 8 Score</b>	-1.00	-0.47	-0.53	-0.45	-0.29	-0.16 (-0.12)	<b>-0.36</b>	<b>-0.27</b>	<b>0.09</b>	The Progress 8 Gap for disadvantaged pupils narrowed for the second year in a row and is now lower than the national gap for 2016
<b>Progress 8 Score English</b>				-0.18	-0.12	-0.06	<b>-0.73</b>	<b>-0.21</b>	<b>-0.52</b>	The gap on the Progress 8 English element widened significantly with the introduction of the new 1-9 GCSE
<b>Progress 8 Score Maths</b>				-0.34	-0.32	-0.02	<b>-0.26</b>	<b>-0.21</b>	<b>-0.05</b>	Disadvantaged pupils made better progress in the Maths element than in 2016, but the gap with other pupils still widened.
<b>Progress 8 Score Ebacc Element</b>				-0.73	-0.60	-0.13	<b>-0.65</b>	<b>-0.63</b>	<b>-0.02</b>	Disadvantaged pupils made better progress in the Ebacc element than in 2016 and the gap with other pupils narrowed.
<b>Progress 8 Score Open Element</b>				-0.42	-0.07	-0.35	<b>+0.01</b>	<b>+0.15</b>	<b>-0.14</b>	Disadvantaged pupils made better progress in the Open element than in 2016 and the gap with other pupils narrowed.
<b>% achieving 4-9 or A*-C in English and Maths</b>	48%	58%	-10%	47%	57%	-10%	<b>41%</b>	<b>60%</b>	<b>19%</b>	The gap for disadvantaged pupils achieving the new 4-9 grades in English and Maths widened in 2017.
<b>% achieving the Ebacc</b>	15%	21%	-6%	6%	12%	-6%	<b>5%</b>	<b>7%</b>	<b>-2%</b>	Due to changes in options choices, only 8% of disadvantaged pupils were entered for all elements of the Ebacc in 2017
<b>% achieving 4-9 or A*-C in English</b>	50%	69%	-19% (-22%)	67%	69%	-2%	<b>50%</b>	<b>64%</b>	<b>-14%</b>	Gap widened compared to 2016 equivalent figure.
<b>% achieving 4-9 or A*-C in Maths</b>	55%	72%	-17% (-25%)	58%	64%	-6%	<b>50%</b>	<b>64%</b>	<b>-14%</b>	Gap widened compared to 2016 equivalent figure.
<b>% achieving a Good Level of Development at end of EYFS</b>	70%	87%	-17%	73%	82%	-9%	<b>63%</b>	<b>85%</b>	<b>-22%</b>	There were 8 disadvantaged pupils in Year R in 2017. 5 of them achieved GLD with reading and writing being the main area where they fell short.
<b>% passing the Phonics Screening Check at the end of Year 1</b>				100%	96%	+4%	<b>64%</b>	<b>88%</b>	<b>-24%</b>	There were 10 disadvantaged pupils in Year 1 in 2017. 7 of them passed the Phonics Screening check, down on last year's pass rate.
<b>Year 2 % at ARE in Reading</b>							<b>87%</b>	<b>75%</b>	<b>+8%</b>	There were 16 disadvantaged pupils in Year 2 in 2017.
<b>Year 2 % at ARE in Writing</b>							<b>69%</b>	<b>75%</b>	<b>-6%</b>	They outperformed the other pupils in reading, but a gap

<b>Year 2 % at ARE in Maths</b>							<b>69%</b>	<b>75%</b>	<b>-6%</b>	existed in writing and maths. 56% of our disadvantaged pupils achieved ARE in reading, writing and maths compared to a Portsmouth average of 53% for disadvantaged pupils.
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