

## **Pupil Premium**

### **How we use the Pupil Premium Funding:-**

We have been able to use the Pupil Premium Fund to enhance strategies to improve achievement for those pupils who are counted in the funding allocation.

In 2012 the GCSE results met or exceeded the school targets and standards have continued to rise over a number of years. The following examples of support have been provided:-

- Individual tutoring in English and Maths
- Group tutoring in Maths
- Intensive study days in English
- Intensive revision weeks in Maths
- Revision Schools during holidays
- Individual support and intervention for underperforming pupils
- Super Learning Days throughout the year
- Reward Scheme to encourage better attendance and achievement
- A Learning Mentor to support pupils throughout Key Stage 4
- Targeted counselling for pupils with emotional needs
- Additional support for pupils with greater learning needs
- Additional support for pupils whose first language is not English
- Alternative education programmes for targeted pupils
- Additional support for pupils with low levels of literacy on entry to Year 7
- 'Catch-up' programmes for pupils in Year 7 below Level 4 in English and /or Maths.
- Support for families
- Support for the local school community.

The above strategies are reviewed annually as part of the School Improvement Process approved by the Governing Body, who receive regular updates on the progress of pupils each term.

### **Impact:-**

The Impact of strategies to improve achievement during 2012-13 for these pupils in Year 11 is summarised below. Generally, standards of achievement improved well and any 'gaps' between this group and other pupils in school have been significantly reduced or eliminated:-

### **Attainment:-**

The gap between Pupil Premium and non-Pupil Premium pupils achieving 5 or more GCSEs at grade C and above including English and Maths has been eradicated.

The gap between FSM and non-FSM pupils achieving GCSE grades A\*-C in Maths closed significantly from 28% in 2012 to 11% in 2013 with FSM boys performing particularly well.

The gap between FSM and non-FSM pupils achieving GCSE grades A\*-C in English rapidly reduced from 28% in 2012 to 7% in 2013.

The gap of 32% in 2011 between FSM and non-FSM pupils achieving grades A\*-C in core science has been eliminated in 2013. As a result there is no gap in 2013.

#### **Progress:-**

In Maths, the gap between Pupil Premium (PP) and non-PP pupils making 3+LP closed from 27% in 2012 to 15% in 2013.

Similarly the gap between PP and non-PP making more than expected progress in Maths, closed in 2013 to 16% compared to 21% in 2012. As a result, PP pupils have improved at a faster rate in Maths.

In English the percentage of PP pupils making expected progress in 2012 was 54% and in line with the National Average for this group. However, in Moor Park this rate increased to 59% in 2013.

As a result, the gap between PP and non-PP pupils making 3 levels of Progress has closed in English to just 7% from 28% in 2012 and 36% in 2011.

#### **Attendance:-**

Pupil Premium funding has also supported attendance strategies for all pupils in Year 7 to Year 11.

The percentage of pupils who are persistently absent has decreased and as a result attendance has improved. The rate of persistent absence for PP pupils is 3.7% below the national average of 12.8% for this group and this is an improvement of 0.6% in Moor Park compared to the previous year.

#### **Conclusion:-**

We plan to continue using these strategies as we are very proud of the achievements of all our pupils. Recent information from Ofsted confirms that we successfully raised the proportion of disadvantaged pupils who make expected progress in English and Maths in 2012 compared to 2011. We aim to continue this improving trend by using the Pupil Premium to support the cost of providing the above provision and to meet the additional needs of pupils as they arise.