

## Pupil Premium Progress Report 2018-2019

### Objectives of Pupil Premium Expenditure

Across the Grimsby sites, our key aim is to continue to narrow the gap between pupil premium and non-pupil premium students. We use Pupil Premium funding to remove barriers to learning and promote experiences that benefit students in the wider spirit of education. We have a strong focus around supporting academic progress for students and are highly attuned to the variety of barriers that Pupil Premium students face.

The key principles are:

- To raise self-esteem and aspirations of students;
- To raise academic progress rapidly to catch up and match non-disadvantaged peers;
- To enhance the existing provision and learning for the benefit of disadvantaged students (and their non-disadvantaged peers during whole school initiatives);
- To use Heads of Centres to target quality first teaching and support, to accelerate progress through individualised learning and guidance;
- To promote and raise parental support and involvement;
- To provide an effective, suitable and broad curriculum across academies.

### Anticipated Pupil Premium Income per site 2018-2019 (based upon last year Census)

<b>Phoenix Park Academy</b>	<b>£40340</b>
<b>Sevenhills Academy</b>	<b>£22440</b>
Monies to fund support for PP & PP+ students, including staff & interventions.	

## Pupil Premium Cohorts– Half Termly Data

### HT1 Cohort

Phoenix House	Park House	Sevenhills
19 of 37 are PP = 51%	35 of 57 are PP = 61%	16 of 47 are PP 34% (two unknowns)
14 PP are Male = 38%	27 PP are Male = 47%	12 PP are Male = 26%
5 PP are Female = 13%	8 PP are Female = 14%	4 PP are Female = 8%

\*Data as of November 14<sup>th</sup> 2018

### HT2 Cohort

Phoenix House	Park House	Sevenhills
22 of 41 are PP = 54%	50 of 82 are PP = 61%	23 of 60 are PP = 38%
14 PP are Male = 34%	35 PP are Male = 43%	16 PP are Male = 27%
8 PP are Female = 20%	15 PP are Female = 18%	7 PP are Female = 11%

\*Data as of January 7<sup>th</sup> 2019

### HT3 Cohort

Phoenix House	Park House	Sevenhills
23 of 40 are PP = 58%	57 of 85 are PP = 67%	36 of 73 are PP = 49%
21 PP are Male = 53%	39 PP are Male = 46%	23 PP are Male = 32%
2 PP are Female = 5%	18 PP are Female = 21%	13 PP are Female = 18%

\*Data as of February 15<sup>th</sup> 2019

### HT4 Cohort

Phoenix House	Park House	Sevenhills
22 of 37 are PP = 59%	61 of 86 are PP = 71%	32 of 73 are PP = 44%
20 PP are Male = 54%	44 PP are Male = 51%	19 PP are Male = 26%
2 PP are Female = 5%	17 PP are Female = 20%	13 PP are Female = 18%

\*Data as of April 5<sup>th</sup> 2019

### HT5 Cohort

Phoenix House	Park House	Sevenhills
25 of 37 are PP = 68%	61 of 87 are PP = 70%	33 of 78 are PP = 42%
22 PP are Male = 59%	44 PP are Male = 50%	19 PP are Male = 24%
3 PP are Female = 8%	17 PP are Female = 20%	14 PP are Female = 18%

\*Data as of June 4<sup>th</sup> 2019

### HT6 Cohort

Phoenix House	Park House	Sevenhills
22 of 31 are PP = 71%	67 of 99 are PP = 68%	37 of 87 are PP = 43%
19 PP are Male = 61%	49 PP are Male = 49%	19 PP are Male = 22%
3 PP are Female = 10%	18 PP are Female = 18%	18 PP are Female = 21%

\*Data as of July 12<sup>th</sup> 2019

The half-termly data demonstrates the ebbs and flows of our cohort on each respective site. Park House also includes the SEMH provision 'Parkside' for vulnerable learners.

The sites with most notable Pupil Premium growth are Park House and Phoenix House. Other notable observations include the growth of the male Pupil Premium population at Phoenix House and conversely the growth in HT2 and rapid drop off in HT3 of females at the site. Park House site (including Parkside) have seen growth in numbers as the building work was completed, however % ratios remain comparative and steady with a slight uptick in HT4 and further increase during HT6.

## Pupil Premium Attendance Comparisons – Half Termly Data

### Half Term 1

Attendance	Phoenix PP	Phoenix NPP	Park PP	Park NPP	Sevenhills PP	Sevenhills NPP
KS2	96%	96%	N/A	N/A	N/A	N/A
KS3	77%	63%	34%	59%	79%	79%
KS4	N/A	N/A	40%	53%	80%	78%
Parkside	N/A	N/A	37%	53%	N/A	N/A
Total	87%	80%	37%	55%	80%	78%

### Half Term 2

Attendance	Phoenix PP	Phoenix NPP	Park PP	Park NPP	Sevenhills PP	Sevenhills NPP
KS2	97%	96%	N/A	N/A	N/A	N/A
KS3	59%	61%	N/A	N/A	72%	73%
KS4	N/A	N/A	41%	64%	77%	75%
Parkside	N/A	N/A	48%	60%	N/A	N/A
Total	78%	79%	45%	62%	75%	74%

### Half Term 3

Attendance	Phoenix PP	Phoenix NPP	Park PP	Park NPP	Sevenhills PP	Sevenhills NPP
KS2	95%	100%	N/A	N/A	N/A	N/A
KS3	58%	83%	50%	63%	66%	75%
KS4	N/A	N/A	42%	63%	71%	76%
Parkside	N/A	N/A	67%	50%	N/A	N/A
Total	77%	93%	53%	59%	69%	76%

### Half Term 4

Attendance	Phoenix PP	Phoenix NPP	Park PP	Park NPP	Sevenhills PP	Sevenhills NPP
KS2	96%	75%	N/A	N/A	N/A	N/A
KS3	56%	78%	53%	N/A	65%	65%
KS4	N/A	N/A	35%	53%	56%	71%
Parkside	N/A	N/A	61%	41%	N/A	N/A
Total	76%	77%	50%	47%	61%	68%

### Half Term 5

Attendance	Phoenix PP	Phoenix NPP	Park PP	Park NPP	Sevenhills PP	Sevenhills NPP
KS2	88%	97%	N/A	N/A	N/A	N/A
KS3	60%	48%	73%	N/A	58%	67%
KS4	N/A	N/A	34%	48%	37%	60%
Parkside	N/A	N/A	67%	38%	N/A	N/A
Total	74%	73%	58%	43%	48%	64%

### Half Term 6

Attendance	Phoenix PP	Phoenix NPP	Park PP	Park NPP	Sevenhills PP	Sevenhills NPP
KS2	92%	90%	N/A	N/A	N/A	N/A
KS3	59%	70%	50%	54%	62%	65%
KS4	N/A	N/A	37%	50%	40%	77%
Parkside	N/A	N/A	62%	11%	N/A	N/A
Total	76%	80%	50%	38%	51%	71%

## Pupil Premium Impact 2018-2019 – All Sites Data Totalled

Term	AUT 1		AUT 2		SPR 1		SPR 2		SUM 1		SUM 2	
	Non	PP	Non	PP	Non	PP	Non	PP	Non	PP	Non	PP
<b>% Attendance</b>	69%	62%	69%	63%	72%	63%	68%	65%	60%	60%	64%	55.5%
<b>% Behaviour Points</b>	81%	78%	77%	78%	77%	80%	74%	76%	68%	78%	81%	79%
<b>No. Excluded days</b>	18	0.5	5	12.5	6	9	12.5	16.5	11.5	8	10.5	9
<b>SEMH improvement</b>	Base-lining	Base-lining	60%	62%	60%	62%	66%	80%	77%	82%	79%	84%
<b>Reading Progress</b>	Base-lining	Base-lining	75%	86%	79%	74%	71%	70%	73%	82%	84%	76%
<b>Literacy Progress</b>	57%	61%	77%	73%	83%	79%	81%	79%	77%	79%	80%	77%
<b>Numeracy Progress</b>	59%	58%	86%	80%	85%	81%	83%	80%	76%	77%	76%	76%

### What impact do we make?

A strength is supporting all learners with their SEMH progress, notably PP who lead their non-pp peers by 5% at 84% Vs 79%. This has steadily risen term on term with a Summer 2 high over previous terms. This strength is fundamental to our provision and a core aspect of our work.

Attendance term on term has been a whole school challenge with non-pp consistently outperforming pp students.

Behaviour points remain broadly consistent between pp/non-pp groups with a notable improvement in Summer 1 for PP vs non pp by 10% but this steadied toward Summer 2 period. It is interesting to note that PP students typically hover around the 78% mark for behaviour indicating the groups behaviour is largely consistent and positive.

Total number of excluded days for PP is 55.5 days lost and non pp is 63.5 days lost to date. A not insignificant difference.

Each site has a Pupil Premium Activity plan that promotes improved progress for Pupil Premium students in the areas of Reading, SEMH and Attendance.

**Mid Year Phoenix House:**

Phoenix House Reading Progress		
	Starting Position	Mid Year Position
Pupil Premium	74%	71%
Non- Pupil Premium	79%	10% (further baselining)

Phoenix House SEMH Progress		
	Starting Position	Mid Year Position
Pupil Premium	78%	78%
Non- Pupil Premium	50%	50%

Phoenix House Attendance Progress		
	Starting Position	Mid Year Position YTD
Pupil Premium	79%	74%
Non- Pupil Premium	73%	74%

**End of Term 6 Phoenix House:**

Phoenix House Reading Progress		
	Starting Position	End of Term 6 Position
Pupil Premium	74%	94%
Non- Pupil Premium	79%	77%

Phoenix House SEMH Progress		
	Starting Position	End of Term 6 Position
Pupil Premium	78%	78%
Non- Pupil Premium	50%	50%

Phoenix House Attendance Progress		
	Starting Position	End of Term 6 Position
Pupil Premium	79%	80%
Non- Pupil Premium	73%	82%

Phoenix House Pupil Premium activity	How to measure success	Impact of activity	Cost of activity																					
NGRT Reading Assessment scheme	Accurate reading age measure to be consistently used	<p>Clear measure of reading age.</p> <p>PP start position 74% PP end position 94% +20% progress over academic year.</p> <p>Whole school progress from Baseline:</p> <table border="1" data-bbox="1218 555 1796 831"> <thead> <tr> <th></th> <th>KS2</th> <th>KS2</th> <th>KS2</th> <th>KS3</th> <th>KS3</th> <th>KS3</th> </tr> </thead> <tbody> <tr> <td>Pathway</td> <td>1</td> <td>2</td> <td>3</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>English</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>83%</td> <td>50%</td> <td>100%</td> </tr> </tbody> </table>		KS2	KS2	KS2	KS3	KS3	KS3	Pathway	1	2	3	1	2	3	English	100%	100%	100%	83%	50%	100%	£500
	KS2	KS2	KS2	KS3	KS3	KS3																		
Pathway	1	2	3	1	2	3																		
English	100%	100%	100%	83%	50%	100%																		
Class reading sets for group reading activities	Guided reading activities Whole class and group reading Helps maintain focus on reading and captures interest	<p>Improvement in engagement levels and rise in reading ages.</p> <p>PP start position 74% PP end position 94% +20% progress over academic year.</p>	£500																					
Rapid Plus reading programme And online library	Intervention for students to scaffold reading and build ability and plug gaps in phonic knowledge.	<p>Improved reading ages. Increased understanding in all aspects of the curriculum.</p> <p>PP start position 74% PP end position 94% +20% progress over academic year.</p>	£1800																					

Celebration of attendance	Attendance for Phoenix House students meets or exceeds PRU average 67.3%	<p>Improved attendance for students attending Phoenix.</p> <p>Students attend more than national PRU average, YTD 69%.</p> <p>Weekly prize draws in place for 100%, Breakfast celebration for 100%, KS3/4 reward trip for 85% or above</p> <p>End of academic year, 18 students with above PRU average attendance, of which 11 are PP.</p> <p>3 PP students below the target.</p>	£1000
Craft materials	Wet play and lunch activities – build community ethos and engagement in new activities Learn new skills.	<p>Fewer incidents in 'free' time. Improved social skills Confidence and pride boosted.</p> <p>PP SEMH Progress for Phoenix: Consistent 80% Behaviour Points.</p>	£100
Play equipment for KS2&3	Active students exercising and enjoying the outdoor space Presentation to community – I want the school to reflect what we do on the inside to everybody on the outside. The students deserve a place to play!	<p>Pride in their school. Active and exercising through place and 'free' time. Football 5 a side space developed.</p> <p>(Being installed over summer break July 2019 and Aut term 2019)</p>	TBC
Rapid Phonics	Linked to our reading focus.	<p>Boost engagement with books and stories. To listen to words and how they are pronounced.</p> <p>PP start position 74% PP end position 94% +20% progress over academic year.</p>	£500

Active English writing scheme (KS2)	Focus on writing skills to improve literacy levels at all levels	Improved outcomes and early intervention to plug gaps in knowledge and literacy abilities whole school. Spelling and SPAG awareness improved.  (Still being embedded)	TBC																												
iPads - 25	Use of educational Apps to support learning of all students Development on ICT Skills Enables use on online library Allows targeted learning through use of app programs	Improved levels of engagement  Literacy and Numeracy skills  Helps students to progress  (iPads ordered for Aut 1 2019)	£8000+																												
Intervention Area	For use to support students who need interventions.	Calm environment. Students can be supported by various interventions.  Progress from Baseline: <table border="1" data-bbox="1218 842 1796 1225"> <thead> <tr> <th></th> <th>KS2</th> <th>KS2</th> <th>KS2</th> <th>KS3</th> <th>KS3</th> <th>KS3</th> </tr> </thead> <tbody> <tr> <td>Pathway</td> <td>1</td> <td>2</td> <td>3</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>English</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>83%</td> <td>50%</td> <td>100%</td> </tr> <tr> <td>Maths</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>83%</td> <td>50%</td> <td>100%</td> </tr> </tbody> </table>		KS2	KS2	KS2	KS3	KS3	KS3	Pathway	1	2	3	1	2	3	English	100%	100%	100%	83%	50%	100%	Maths	100%	100%	100%	83%	50%	100%	£300
	KS2	KS2	KS2	KS3	KS3	KS3																									
Pathway	1	2	3	1	2	3																									
English	100%	100%	100%	83%	50%	100%																									
Maths	100%	100%	100%	83%	50%	100%																									



Power Maths	Increase mathematical skills and embed processes		KS2	KS2	KS2	KS3	KS3	KS3	£500
		Pathway	1	2	3	1	2	3	
		Maths	100%	100%	100%	83%	50%	100%	
Whole school progress from Baseline.									

**Mid Year Park House:**

Park House Reading Progress		
	Starting Position	Mid Year Position
Pupil Premium	12%	40%
Non- Pupil Premium	13%	58%

Park House SEMH Progress		
	Starting Position	Mid Year Position
Pupil Premium	66%	86%
Non- Pupil Premium	44%	75%

Park House Attendance Progress		
	Starting Position	Mid Year Position YTD
Pupil Premium	44%	47%
Non- Pupil Premium	54%	58%

**End of Term 6 Park House:**

Park House Reading Progress		
	Starting Position	End of Term 6 Position
Pupil Premium	12%	86%
Non- Pupil Premium	13%	73%

Park House SEMH Progress		
	Starting Position	End of Term 6 Position
Pupil Premium	66%	100%
Non- Pupil Premium	44%	92%

Park House Attendance Progress		
	Starting Position	End of Term 6 Position
Pupil Premium	44%	45%
Non- Pupil Premium	54%	48%

Park House Pupil Premium activity	How to measure success	Impact of activity	Cost of activity
<p>Project kit cars to address engagement and attendance.</p>	<p>Students work on reading skills and following instructions with the end result being a completed race car they to compete against one another. Aim to engage students to improve attendance. 4 students engaged in project.</p> <p>Attendance Before:  Student 1 36%  Student 2 67%  Student 3 51%  Student 4 47%</p>	<p>Improved engagement, reduction in incidents as used before crisis. Used by all groups when needed and also on Fridays.</p> <p>Attendance After:  38%  72%  56%  52%</p> <p>All students had to read instructions in order to build car.</p> <p>2 Students completed Functional Skills L1.</p>	<p>£1000</p>
<p>Celebration of attendance</p>	<p>Attendance for PP students last academic year was 49%.</p> <p>Students will be awarded weekly for excellent attendance.</p>	<p>Improved attendance for students attending Park House.</p> <p>Attendance assemblies are not embedded at Park House.</p> <p>PP attendance at Park House for academic year: 45%</p> <p>End of academic year, 20 students with above PRU average attendance, of which 14 are PP.  22 PP students below the target.</p>	<p>£1000</p>

<p>BKSB assessment tool</p>	<p>Students will be assessed termly to show progress in Maths and English.</p>	<p>Greater reliability of data and more accurate way of presenting progress. Progress data supports this.</p> <p>English start point Nov 2018 54% making progress</p> <p>English end point Jul 2019 84% making progress</p> <p>Maths start point Nov 2018 54% making progress</p> <p>Maths end point Jul 2019 88% making progress</p>	<p>£1000</p>
<p>Reading scheme</p>	<p>Intervention for Parkside students with dyslexia or low level literacy will engage with reading.</p> <p>Students will complete small tests on the computer to measure progress in their comprehension skills.</p>	<p>Improved reading levels Improved engagement in reading Improved performance in literacy for students with SEN.</p> <p>Parkside English Aut 1 progress: 18%</p> <p>Parkside English Sum 2 progress: 64%</p>	<p>£656.74</p>
<p>Residential to Kenwick Park for 5 identified students.</p>	<p>Measurement of Emotional Aspects based on SPOT tool. Improve team work.</p> <p>Doyles SPOT SEMH Tool Start point: Student 1 73 Student 2 104 Student 3 111 Student 4 108 Student 5 114</p>	<p>Improved attendance, engagement, relationships with staff/peers and willingness to work as a team.</p> <p>Doyles SPOT SEMH Tool End point: Student 1 132 Student 2 164 Student 3 221 Student 4 292 Student 5 185</p>	<p>£1000</p>

<p>Metal detectors to be used during Forest School and on the residential. Can also be used during Friday's rewards.</p>	<p>Student's engagement and participation during lessons. Can be measured through attendance and improved SPOT SEMH points.</p> <p>Doyles SPOT SEMH Tool Start point:  Student 1 118  Student 2 156  Student 3 140  Student 4 77  Student 5 97</p>	<p>This will allow students to understand the importance of patience, teamwork, taking turns, and working silence.</p> <p>Doyles SPOT SEMH Tool End point:  Student 1 197  Student 2 162  Student 3 202  Student 4 142  Student 5 143</p>	<p>£1000</p>
<p>Nunny Farm</p>	<p>Improved attendance and identify students to complete a project looking at CCE and antisocial behaviour.</p>	<p>Identified students to complete a programme of work to prevent involvement in CCE and antisocial behaviour.</p> <p>One student attended 3/3 sessions.</p> <p>Feedback from students during farm day/sessions held at Park House was positive with 29/33 engaging in the experience.</p> <p>(Phoenix House KS2 also enjoyed the project)</p>	<p>£400</p>
<p>Greenpower Kit Car</p> <p>Have been awarded 50% of the full amount, originally £2750)</p>	<p>Students will work together to build and race an electric kit car at weekend events throughout the academic year.</p>	<p>Improved attendance and engagement.</p> <p>Will focus on SEMH needs that have been identified through the SPOT tool, will also develop skills needed for college.</p> <p>(cont. below)</p>	<p>£1425</p>

	<p>Doyles SPOT SEMH Tool Start point:</p> <p>Student 1 111  Student 2 108  Student 3 140  Student 4 97</p>	<p>Doyles SPOT SEMH Tool End point:</p> <p>Student 1 221  Student 2 192  Student 3 202  Student 4 142</p> <p>4 students involved in the project with 2 students racing the car.</p> <p>Students raced from 26 position and finished 9<sup>th</sup> during weekend events.</p> <p>Raised profile of the school.</p> <p>Formed industry links.</p>	
Greenpower Kit Car – additional parts	<p>Students will work together to repair the car and ensure its race ready.</p> <p>As above</p>	<p>Improve team work and relationships between staff/students.  Will give students some ownership and develop skills needed for college.</p>	656.23
Living room experience at Parkside	<p>Average collective Parkside SPOT SEMH Tool score before:</p> <p>101</p>	<p>SEMH sense of home and belonging. Present students with a sense of ownership. Students research, budget, order, purchase items and then install.</p> <p>Average collective Parkside SPOT SEMH Tool score after:</p> <p>144</p>	£100

Go Karts	<p>Students will work together to build and maintain a petrol powered go cart throughout the academic year.</p> <p>Generate interest in the course.</p> <p>Student intake for course before purchase:</p> <p>2 students</p>	<p>Students studying motor vehicle mechanics understand how combustion engines and vehicle mechanical systems work. Students engagement in course is encouraged through practical application of skills and experiences.</p> <p>New project for next academic year.</p> <p>Student intake for course after purchase:</p> <p>5 students</p>	£400
NGRT		<p>Improve literacy levels of all students.</p> <p>To be delivered Autumn term 2019</p>	£600

**Mid Year Sevenhills:**

Sevenhills Reading Progress		
	Starting Position	Mid Year Position
Pupil Premium	52%	60%
Non- Pupil Premium	60%	64%

Sevenhills SEMH Progress		
	Starting Position	Mid Year Position
Pupil Premium	62%	75%
Non- Pupil Premium	60%	73%

Sevenhills Attendance Progress		
	Starting Position	Mid Year Position YTD
Pupil Premium	62%	67%
Non- Pupil Premium	69%	72%

**End of Term 6 Sevenhills:**

Sevenhills Reading Progress		
	Starting Position	End of Term 6 Position
Pupil Premium	52%	67%
Non- Pupil Premium	60%	69%

Sevenhills SEMH Progress		
	Starting Position	End of Term 6 Position
Pupil Premium	62%	80%
Non- Pupil Premium	60%	84%

Sevenhills Attendance Progress		
	Starting Position	End of Term 6 Position
Pupil Premium	62%	56%
Non- Pupil Premium	69%	69%



Sevenhills Pupil Premium activity	How to measure success	Impact of activity	Cost of activity
Celebration of attendance	Attendance for Sevenhills students meets or exceeds PRU average 67.3%	<p>Improved attendance for students attending Sevenhills.</p> <p>Students attend more than national PRU average, YTD 67.4%.</p> <p>Weekly prize draws in place for 100%</p> <p>Breakfast celebration for 100%</p> <p>KS3/4 reward trip for 85% or above</p> <p>End of academic year, 31 students with above PRU average attendance, of which 19 are PP.</p> <p>9 PP students below the target.</p>	£1000
Rapid Reading Plus reading programme	Intervention for students to scaffold reading and build ability and plug gaps. Scheme to target students with low reading age engaging them with reading material closer to their actual age.	<p>Improved reading ages. Increased understanding in all aspects of the curriculum.</p> <p>After baselining 52% PP Feb 2019 Progress 67% Current PP Progress</p> <p>By comparison non-pp 60% non-PP Feb 2019 Progress 69% Current non-PP Progress</p>	£1500

IPads - 30	Use of educational Apps to support learning of all students Development on ICT Skills Enables use on online library Allows targeted learning through use of app programs	Improved levels of engagement Literacy and Numeracy skills Helps students to progress  (On hold pending ICT strategy spend)	Option to lease over 3 year period. £8000
SEMH break out communal rooms	For use to support students who need interventions. Personalised space for each key stage to use at break times.	Reduction in incidents at break times. Calm environment. Students can be supported by various interventions.  KS3 & KS4 rooms-Estates team have renovated the room. Ready for next academic year.  (Still being completed July 2019)	£1000
Taxis to promote attendance and support SEMH progress.	Students can attend school and learn and be supported with their SEMH needs.	SEMH progress: Starting position PP 62% Progress End of year position PP 75% Progress  PP Attendance before taxi intervention 55%  PP Attendance after taxi intervention 61%  Those PP students receiving taxi intervention achieved an average improvement in their Doyles SPOT score of 40 points.	£8500

## Pupil Premium Impact 2017-2018 (For Comparison)

Term	AUT 1		AUT 2		SPR 1		SPR 2		SUM 1		SUM 2	
Criteria	Non	PP	Non	PP	Non	PP	Non	PP	Non	PP	Non	PP
% Attendance	62.5%	62.8%	71%	64%	71%	66%	69%	70%	68%	69%	68%	63%
% Behaviour Points	69%	58%	75%	85%	76%	79%	71%	80%	72%	78%	74%	76%
No. Excluded days	6.5	15	23	17	14.5	8	26	14.5	21	11.5	9	11
SEMH improvement	59%	42%	83%	70%	83%	82%	82%	86%	82%	86%	79%	82%
Reading Progress	82%	87%	84%	72%	72%	73%	90%	81%	85%	89%	85%	89%
Literacy Progress	70%	76%	75%	72%	71%	70%	62%	68%	64%	69%	72%	70%
Numeracy Progress	79%	76%	85%	72%	78%	73%	63%	70%	65%	68%	71%	69%

Examining termly assessment data between Non-PP and those students in receipt of the PPG funding is illustrated above.

### Brief analysis of last academic year data:

- Attendance for PP students remains above National PRU average **66.4% (17 May 2018 DfE National Statistics release)** and typically consistent with non-PP peers. There was a dip Aut 2 and Spr 1 however, this corrected thereafter for the remainder of the year until Sum 2 when it dipped.
- Positive Behaviour Points remain consistently above non-PP peers despite a slow start.
- The number of excluded days is considerably less over time for students in receipt of PPG funding.
- Despite a slow start in Autumn terms 1 & 2, students showing progress in their respective SEMH targets is broadly consistent between groups and improving towards the end of the academic year for PP over non-PP.
- PP students are making better reading progress than their non-PP peers (despite dips in Aut 2 and Spr 2), sometimes considerably.

- Literacy progress oscillates between groups for the beginning of the year and then PP students' progress accelerates past non-PP for the latter half of the academic year until it becomes broadly equal.
- Throughout the start academic year, PP student's numeracy progress is below non-PP peers, however intervention generally reversed this trend in the Spring and Summer terms.

<b>Possible Future PPG Spending</b>
<p style="text-align: center;"><b>Curriculum and Learning</b></p> <ul style="list-style-type: none"> <li>• New courses (especially vocational at Park House) to align curriculum across sites, particularly KS4 ensuring it is appropriate, balanced and broad.</li> <li>• Additional responsibilities for teachers. This year we have appointed Key Stage Co-ordinators to add capacity and distribute leadership (not funded by PPG). The model of additional responsibility and accountability can be part funded by PPG for focussed Pupil Premium intervention e.g. intervention teacher.</li> <li>• Literacy and numeracy support programmes and specialist software to support independent learning. Programmes including Maths Whizz, Lexia, RWI and MyMaths. We are currently running Time Table Rockstars to promote numeracy at KS2 as example.</li> <li>• Homework and home learning support software, SuccessMaker, to provide students with access to resources online and to further support independent learning. Such learning support software may be useful for engagement and home learning.</li> <li>• Staff CPD</li> <li>• Speech and Language Therapy (Mable Therapy)</li> <li>• Teaching assistants to support intervention programmes</li> <li>• Curriculum enrichment</li> <li>• Adult Literacy e.g. Dad and lad reading club</li> </ul>
<p style="text-align: center;"><b>Social, Emotional and Behavioural</b></p> <ul style="list-style-type: none"> <li>• Education Welfare Officer and legal support services to promote positive attendance habits</li> <li>• After-school Education Provision (Clubs)</li> <li>• Improved facilities, IT resources and accommodation (Post incident learning Apps/Clickr to help children articulate themselves)</li> <li>• Refinement of the PLG nurture programme considering the development of the Park House SEMH provision to be built for academic year 2018-19</li> <li>• Therapeutic interventions e.g. Lego Therapy/CBT</li> </ul>
<p style="text-align: center;"><b>Enrichment Beyond the Curriculum</b></p> <ul style="list-style-type: none"> <li>• CEIAG Co-ordinator</li> <li>• University Access Programmes</li> <li>• Trips and Visits</li> <li>• Music Tuition</li> <li>• Motivational Speakers</li> <li>• Co-curricular activities, including a robust enrichment programme</li> </ul>