

Longcroft School and Sixth Form College
2016-17 Pupil Premium expenditure and impact report

Summary Information					
School	Longcroft School and Sixth Form College				
Academic Year	2016/17	Total PP Budget	£203,700		
Total number of pupils	1081	Number of pupils eligible for PP	264		

Review of expenditure							
Academic Year	2016/17	Total PP Budget	203,700	Total number of pupils	1081	Number of pupils eligible for PP	264

1. Maximise PPG Progress at KS3			
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Desired outcome	Success criteria	Expenditure	Impact
<ul style="list-style-type: none"> Leadership is effective in driving provision for PP pupils across KS3 to ensure improved outcomes in all subject areas and that the gap is narrowed between PP and Non-PP pupils. 	<ul style="list-style-type: none"> Improved outcomes for PP pupils in line with National across all subject areas. Gap is narrowed between PP and non PP pupil outcomes across all subject areas. Improved reading outcomes for PP pupils to enhance access to other curriculum areas 	£7850	At the end of KS3 (Y8 in July 2017) the progress gap between PP and Non-PP was +0.07 with attainment for both groups above expectations.

2. Maximise PPG Progress at KS4			
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Desired outcome	Success criteria	Expenditure	Impact
<ul style="list-style-type: none"> Leadership is effective in driving provision for PP pupils across KS4 to ensure improved outcomes in all subject areas and that the gap is narrowed between PP and Non-PP pupils. 	<ul style="list-style-type: none"> Effective collaborative working between Curriculum Leaders and Assistant Heads to ensure accurate assessment for learning drives curriculum provision. 	£27,350	<p>The impact was positive for Service children but FSM/FSM6 students the progress achieved was too low.</p> <p>The outcomes for students at the end of KS4 in receipt of the Service PP grant was +0.33</p>

	<ul style="list-style-type: none"> Improved outcomes for PP pupils in line with National across all subject areas. Gap is narrowed between PP and non PP pupil outcomes across all subject areas. 		The outcomes for disadvantaged students was -0.87.
3. Maximise PPG Progress at KS5			
<ul style="list-style-type: none"> Leadership of KS5 is effective in driving secure assessment for learning to inform curriculum provision and effective teaching and learning. Improved outcomes at KS5 for PP pupils and narrowing of the gap between PP and non-PP pupils. 	<ul style="list-style-type: none"> Effective collaborative working between Curriculum Leaders and Assistant Heads to ensure accurate assessment for learning drives curriculum provision. Improved outcomes for PP pupils in line with National across all subject areas. Gap is narrowed between PP and non PP pupil outcomes across all subject areas. 	£8250	<p>The impact was seen in student outcomes at the end of the Key Stage and particularly in their destinations (4 x HE including 1 x Russell Group; 2 x Apprenticeship) but also in retention between Years 12 and 13 and can be evidenced as a success.</p> <p>The L3VA score was -0.35 compared to -0.1 for Non-disadvantaged.</p>
4. Effective Teaching and Learning Support			
<ul style="list-style-type: none"> Local Authority support will be effective in supporting rapid improvements in the effectiveness of teaching and learning across all subjects and key stages and in particular for PP pupils. Teaching and learning ambassadors work collaboratively to ensure all staff are meeting the needs of PP pupils through the development of effective strategies and differentiation. 	<ul style="list-style-type: none"> Teaching and learning across the school is good or better across all subjects and ensures that PP pupils have equal accessibility to learning as non-PP pupils. Outcomes for PP pupils across all subjects and all key Stages are in line with National and the gap is narrowed between PP and non-PP pupils. 	£37,200	Overall outcomes for disadvantaged students did not improve relative to national, so the effect of any improvements seen in practice is not yet manifesting itself in exam outcomes. However, progress to the end is KS3 for this group has improved and is on track to be better than national by the end of Year 11. The progress gap is small and the attainment is above national expectations.

<ul style="list-style-type: none"> Curriculum Teams work effectively to ensure curriculum provision is adapted to ensure accessibility for all PP in particular PP pupils. 			
5. Effective Attendance Support			
<ul style="list-style-type: none"> Leadership of attendance team will be effective in ensuring rapid improvements in the attendance of PP pupils across all Key Stages ensuring data is in line with National and the gap between PP and Non-PP is narrowed. 	<ul style="list-style-type: none"> All PP pupils attend school at least 95% of the time and are accessing effective teaching and learning. Effective support plans are in place for vulnerable pp pupils to ensure attendance is 95% or better, and pupils are accessing effective teaching and learning. Outcomes for PP pupils across all subjects and all Key Stages are in line with National and the gap is narrowed between PP and non-PP pupils. 	£77,300	<p>The percentage of PP students achieving this threshold did not increase sufficiently. Continued work is required in this area. PP students with good attendance (95% or better) did achieve outcomes in line with national expectations.</p>
6. Effective QA Processes			
<ul style="list-style-type: none"> Leadership of QA is effective in ensuring that teaching and learning across all subjects and Key Stages is at least good or better for all pupils, in particular PP pupils. Leadership is effective in ensuring that outcomes for PP pupils are rapidly 	<ul style="list-style-type: none"> Improved outcomes for PP pupils in line with National across all subject areas and all Key Stages. Gap is narrowed between PP and non PP pupil outcomes across all subject areas and all Key Stages. Quality of teaching is at least good or better and is 	£20,050	<p>The cost allocated related to an Assistant Headteacher's time, review time for Curriculum and Year Leaders 130 hours of QA activity by SLT. While the actions were undertaken, the impact was greatest in KS3.</p>

<p>improved through identification and implementation of effective teaching strategies and provision.</p>	<p>effective in differentiating for PP pupils and demonstrates quality provision.</p> <ul style="list-style-type: none"> • Quality Assurance demonstrates equal accessibility to teaching and learning opportunities for PP pupils in line with non-PP pupils. 		<p>At the end of KS4 the progress gap between PP and Non-PP was -0.31 but the gap between disadvantaged and non-disadvantaged was -0.7. This gap is too large.</p> <p>At the end of KS3 the PPG progress gap is much smaller at -0.1 with the attainment of both groups above expectations. The gap for disadvantaged is -0.01 and attainment is above expectations.</p>
<p>7. Curriculum Provision to meet needs of PPG students</p>			
<ul style="list-style-type: none"> • Leadership of curriculum provision is effective in ensuring that the curriculum offer meets the accessibility needs of all PP pupils across all subjects and all Key Stages. 	<ul style="list-style-type: none"> • QA of teaching and learning and data shows that the curriculum is accessible to all PP pupils. • Alternative curriculum provisions are effective in ensuring PP pupils continue to make rapid progress and reach attainment targets. • Enrichment opportunities enhance learning and the development of life skills for PP for all PP pupils across all subjects and Key Stages. • Improved outcomes for PP pupils in line with National across all subject areas and all Key Stages. • Gap is narrowed between PP and non PP pupil outcomes across all subject areas and all Key Stages. 	<p>£25,500</p>	<p>All students continue to have equal access to the subjects available in the Ebacc and Open baskets, no student is denied access to any course.</p> <p>In KS4 there remains an attainment gap in the EBacc basket of 1.78 and in the Open basket of 1.65.</p> <p>However, at the end of KS3 attainment is higher overall for both groups, and although there is a gap, both groups are doing better than their expected flight path.</p>