

Evaluation of Pupil Premium (PP) Plan - 2013/2014

Total Number of Students on roll at Townley	1438
Number of PP students on roll at Townley (Y7 to Y11)	133
% of PP students on roll at Townley	9.2%
Total PP Budget for 2013/2014 (including some carried forward from 2012/2013)	£112,475

Author: RBA

Definitions

Term	Meaning
Free School Meals (FSM)	Students who are in receipt of free school meals
Ever-6	Students who have now ceased to receive free school meals but who will now continue to attract Pupil Premium funding for the school for a period of 6 years afterwards
Pupil Premium (PP)	Students who are termed as "FSM" or "Ever-6" and who attract the Pupil Premium funding for the school
Children Looked After (CLA)	Students who have been in the care of the Local Authority for at least one day. Such students attract a higher level of Pupil Premium funding for the school
Disadvantaged	Students who are either registered for the Pupil Premium or who are "CLA"
Other	Students who are not Disadvantaged

Performance of Pupil Premium Students.
Based upon 19 Disadvantaged Students in a yeargroup of 209.

Table A: English Baccalaureate

Students	% Achieving the English Baccalaureate
Disadvantaged	89
Other	81

Table B: A*-C Grades

Students	% Achieving Five A*-C Grades including English and Mathematics
Disadvantaged	100
Other	98

Table C: Average Points Scores (APS)

English		
Students	APS – School	APS – Nationally
Disadvantaged	50.4	40.4
Other	49.9	
Mathematics		
Students	APS – School	APS – Nationally
Disadvantaged	48.5	40.1
Other	51.7	

Table D: Expected Levels of Progress

English		
Students	% Making Expected Progress - School	% Making Expected Progress - Nationally
Disadvantaged	95	58
Other	93	75
Mathematics		
Students	% Making Expected Progress	% Making Expected Progress - Nationally
Disadvantaged	95	48
Other	97	71

Exclusions

The incidence of student exclusion at Townley is extremely low. However, last year there were no exclusions involving Disadvantaged Students at Townley. In comparison, nationally, Disadvantaged Students represent a significant proportion of total exclusions, being between four and five times the rate of exclusions compared to other students.

Impact

Last year's Townley students achieved the best overall set of GCSE results in the school's history. Specific interventions were employed with all students in the yeargroup – including those who were Disadvantaged - and these clearly had an impact on the results of all students.

The greatest impact of the use of PP funding was clearly seen in English, where the percentage of Disadvantaged Students who made expected progress was in excess of the figures for other students, where the English Value Added figure for Disadvantaged Students was also above that for other students and where the APS for Disadvantaged Students was also higher than for other students. The APS figures for English also compare very favourably with the national figure, showing that the difference in the school's APS and the national APS for Disadvantaged Students is greater than the similar comparison between the APS figures for other students. The gap has effectively been narrowed in English.

In mathematics, the gap has been narrowed but not by as much as for English and this will be a key target for 2014/2015, both in terms of progress and APS.

Within the group of Disadvantaged Students, a number of students experienced serious emotional and other personal issues that affected their experience of school life. As a result, a number of these students were also either registered under SEND as School Action or School Action Plus, or were included on the school's vulnerable list, managed by our capable Student Services team. Specific PP funds are used to support this key work within the school, both to pay permanent staff salaries and to bring in expert help, support and advice through peripatetic colleagues. Although difficult to quantify, there is no doubt that a number of our students actually managed to make it through to the end of Year 11 in no small measure due to the specific targeted support provided by the pastoral teams within the school. In some cases, this success was also despite poor attendance compared to their peers.

The greatest item of expenditure last year was on employing two Academic Tutors to work (predominantly) with the 19 Disadvantaged Students in Year 11. The support offered ranged from generalised advice on how to approach the stresses of the examination season through to highly specialised advice and help with revision techniques, time management and also numerous examples of subject-specific techniques. The vast majority of this support was delivered through 1-2-1 sessions with students on a weekly or fortnightly basis, from October 2013 to May 2014. A number of the Disadvantaged Students supported in this way were also registered as SEND (School Action or Action Plus) and/or were on our vulnerable list. A questionnaire was used to glean feedback from these students and the feedback received was very positive. The results of this have been used to plan further 1-2-1 support for 2014/2015.

Key Targets for 2014/2015, based upon the data from 2013/2014:

- To maintain the 'closed gap' in the APS of English (Disadvantaged student's APS = 50.4, other student's APS = 49.9)
- To further 'close the gap' in APS for Mathematics between the Disadvantaged Students (APS = 48.5) and other students (APS = 51.7)
- To further improve the Value Added Scores for Disadvantaged students specifically in Mathematics, Science, Humanities and Languages, and to further close this gap between Disadvantaged Students and other students
- To increase the proportion of Disadvantaged students who join Townley with a Level 5 in mathematics and who go on to make better than expected progress in mathematics