

Analysis and challenge toolkit for school leaders: secondary

| Financial year | Amount of Pupil Premium funding |
|----------------|---------------------------------|
| 2011-12 | £214,232 |
| 2012-13 | £366,947 |
| 2013-14 | £530,100 |
| 2014-15 | £345,165 |

| | 2012-13 | | | 2013-14 | | | 2014/15 | | |
|--|---------|---|-----|---------|---|-----|---------|-------|-------|
| Percentage of FSM pupils | 69.9% | | | 69.9% | | | 44.3% | | |
| Number of FSM pupils eligible for the Pupil Premium | @£488 | = | 587 | @£623 | = | 587 | 359 | @935 | = 359 |
| Number of looked after pupils eligible for the Pupil Premium | @£488 | = | 2 | @£623 | = | 2 | 5 | @1900 | = 5 |
| Number of service children eligible for the Pupil Premium | @£200 | = | 0 | @£250 | = | 0 | 0 | @300 | = 0 |
| Total | | | 589 | | | 589 | | | |

Where are the gaps in Year 11?

| Year 11: | 2011 gap between FSM and non FSM | 2012 gap between FSM and non FSM | 2013 gap between FSM and non FSM | 2014 gap between FSM and non FSM | 2015 predicted outcome for FSM | 2015 predicted outcome for non FSM | 2015 Predicted gap | Comments/ contextual information |
|--|---|---|---|---|---------------------------------------|---|---------------------------|---|
| Attainment – 5+ A*-C passes including English and mathematics | FSM 51% N 75% | 57% 52% | 63% 55% | 39% 54% | 44% | 59% | 15% | |
| Attainment – average points score in English | FSM 37.9 N 39.0 | 37.1 36.7 | 38.1% 37.0% | 36.4% 37.8% | | | | |
| Attainment – average points score in mathematics | FSM 34 N 39 | 36.7 38 | 38.1% 38.9% | 33.0% 37.4% | | | | |
| Attainment – average points score (best eight GCSEs) | | | | | | | | |
| Attainment – average points score (best eight GCSEs including equivalents) | | | | | | | | |
| Achievement – expected progress in English | FSM 93% N 94% | 82% 76% | 91% 72% | 78% 77% | | | | |
| Achievement – more than expected progress in English | FSM - N - | 51% 39% | 39% 29% | 44% 42% | | | | |
| Achievement – expected progress in mathematics | FSM 69% N 91% | 79% 83% | 82% 81% | 63.1% 67.1% | | | | |
| Achievement – more than expected progress in mathematics | FSM - N - | 39% 42% | 33% 31% | 31% 34% | | | | |

Achievement – value-added score (best eight GCSEs)

Achievement – value-added score (best eight GCSEs including equivalents)

Attendance

| | | | | |
|-----------------------|------------|--------|------|------|
| Persistent absence | FSM 15.3% | 7.8% | 3.9% | 2.5% |
| | N 13.7% | 10.9% | 2.9% | 2.1% |
| Fixed-term exclusions | FSM 19.86% | 24.9% | 8.5% | 7.2% |
| | N 9.52% | 16.04% | 7.1% | 2.7% |

Where are the gaps (other year groups)?

Year group

Year 7

| 5+ FSM Y | | | 5+ FSM N | | |
|----------|----|----|----------|-----|-----|
| En | Ma | Sc | En | Ma | Sc |
| 3% | 5% | 8% | 16% | 23% | 28% |

Based on KS2

What does your data analysis tell you about the relative attainment and achievement of FSM and non-FSM pupils for each year group? Are there any gaps? To what extent are gaps closing compared with previous years' data?

Noticeable gaps between FSM & non FSM, favouring non FSM in English (13%), maths (18%) and Science (20%) compared to 2013 when there was a 10% points gap in favour of non FSM

Year 8

| 5+ FSM Y | | | 5+ FSM N | | |
|----------|-----|-----|----------|-----|-----|
| En | Ma | Sc | En | Ma | Sc |
| 40% | 33% | 50% | 56% | 59% | 74% |

Based on Year 7 T3

Noticeable gaps between FSM & non FSM, favouring non FSM in English (16%), maths (26%) and Science (24%) compared to 2013 when there was a 10% points gap in favour of non FSM

Year 9

| 5+ FSM Y | | | 5+ FSM N | | |
|----------|-----|-----|----------|-----|-----|
| En | Ma | Sc | En | Ma | Sc |
| 53% | 61% | 65% | 66% | 78% | 77% |

Based on Year 8 T3

Noticeable gaps between FSM & non FSM, favouring non FSM in English (13%), maths (17%) and Science (12%) compared to 2013 when there was a little gaps between FSM and non FSM

Year 10

| 6+ FSM Y | | | 6+ FSM N | | |
|----------|-----|-----|----------|-----|---------|
| En | Ma | Sc | En | Ma | Sc (C+) |
| 35% | 55% | 45% | 50% | 70% | 61% |

Based on Year 9 T3 (Science is based on C+)

Noticeable gaps between FSM & non FSM, favouring non FSM in English (12%), maths (15%) and Science (16%) compared to 2013 when the significant gap between FSM and non FSM was only in maths , favouring the non FSM

Where are the gaps (other eligible groups)?

Group

Comment on predicted outcomes in 2015 and any gaps. Consider attainment, progress, attendance and exclusions.

Looked after children

Year 11 : One student who is on track to achieve all her GCSE s including English and Maths

Year 10: Two students, both students are track to achieve 5A*-C incl E & M. On their last assessment at the end of Year 9, one of these students achieved Level 5 in English and Level 6 in maths. The other student achieved level; 4A in English and Level 7a in maths.

Year 8: Two students. On their last assessment at the end of Year 7, one of these students achieved Level 6 in English & Maths. The other student achieved level 6 in English and Level 7 in maths. Both students have 100% attendance

All looked After Children have a learning mentor who monitors their progress alongside their attainment managers .

Service children

NA

Reflective questions

To what extent are the strengths and priorities suggested by this data clearly evident in the school's self-evaluation and improvement plans? If any are missing, outline them below and add them to your improvement plan, or use the separate planning and evaluation outline on page 12.

Which strengths are not reflected in your self-evaluation?

The outcomes for 2014 shows that in both English and Maths , there is no significant gap in the progress of students not eligible for pupil Premium compared to those eligible for pupil Premium .

Which priorities are not reflected in your school improvement plans?

Most priorities are reflected in the School Improvement Plans under teaching & learning. However we will need to closely monitor the prediction of a 15% gap between FSM and non-FSM in current Year11.

Planning and evaluation outline

| Pupil Premium used for: | Amount allocated to the intervention / action (£) | Is this a new or continued activity/cost centre? | Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale | Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful? | How will this activity be monitored, when and by whom? How will success be evidenced? | Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time? |
|--------------------------------|--|---|--|---|---|--|
| Achievement for All | £20,457 | Continued | Include 50 students from Years 7 to 11. Each student was provided with a link person who monitored their learning and progress in school. Ensures school, maintain a sharp focus on the aspiration, access and achievement of vulnerable pupils. | These student begin to progress in line with expectations and beyond. Parents/Carers are more engaged in supporting their students to progress academically in school. Student's wider participation increases. | Middle leader leading on bursaries, senior leader leading on progress, attendance, punctuality, extended schools co-ordinator leading on participation in out of school hours activities. | Progress data shows that students who were on the AFA programme generally made good or better progress. |
| Additional Maths Staff | £38,750 | Continued | Class sizes reduce to support targeted intervention | Maximise students' progress in all year groups | Termly by Head of Maths/SLT | Improvement in KS3 & Year 10 progress & attainment outcomes |
| AEN Consultancy | £30,540 | Continued | Development of AEN provision at Woodside High School to ensure that we meet the needs | Teachers understand the needs of these children better and | Senior team and AEN department. Evidenced by lesson | Enabled students to be assessed by Educational Psychiatrists and |

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| | | | of all AEN learners The consultancy also enables students to be assessed by Educational Psychiatrists and Occupational Therapists | can target their teaching strategies more effectively. Referrals dealt with immediately and effectively. Interventions put in place swiftly | observations and outcomes. | Occupational Therapists. Overall, AEN learners made expected or above expected progress in 2014. |
| Aspirational Days | £2400 | Continued | Aimed at all Year9 students (158). Over 2 days professionals and high profile individuals from a diverse range of industries, work with students enabling them to relate their education to world of work | A motivational programme that raise students' awareness of different career pathways and strategies to stay on track. It is also to encourage them aspire to higher education. | Careers lead / SLT Each student will complete an evaluation form. | Every student enrolled in a post-15 establishment with a higher proportion on academic pathways that will lead to higher education |
| BBC School News Report | £507.86 | Continued | Aimed at 15-20 KS3 students, the group will meet regularly at school and on dates to be specified by the BBC they will be filming, with a Live News Day. The project is run by an extended schools co-ordinator supported by a BBC journalist | To develop team work, communication & creative skills, improve confidence, develop community awareness, and become more aware of British values. | Extended schools lead on SLT. Students will provide feedback through evaluations | We expect that the outcomes will be to motivate students to aim higher |
| Black & Minority Ethnic Programme (BAME) | £925 | New | Cambridge University is providing outreach events to attract academically able. | To raise students' aspirations To give the students valuable learning | Gifted & talented Coordinator University staff | Experience enabling students to confidently apply to "good universities" |

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| | | | Residential stays and university stays are included. This begins in year 10 and continues into yr. 11 &12 | experience in a University setting | and pupil feedback | |
| Boosters | £60,900 | Continued | KS4: Period 7 for all subjects. Takes place throughout the academic year KS3: AEN department run boosters for students with Recognition, Processing & Literacy, Reading & Maths Refreshments provided | Re-enforce learning that takes place in lesson Maximising student potential to ensure that they achieve their predicted grades and expected levels of progress | Analysis of progress at middle and SLT level via line management meetings during the academic year | School in the top 1% for value added across the country. The overall % of students achieving 5A*-C at GCSE increased from 81% to 96%, the highest the school ever achieved. 2014 GCSE results also showed an improvement in the outcomes of department, that offered booster: Art , English literature, French, Geography, History, ICT, Additional and Btec Science. |
| Boxing Clever | £2,016 | Continued | There are currently 18 KS3 students participating. They are identified by Inclusion Team, Student Support Centre & Attainment Managers. | Help students with anger management, self-esteem, focus, reinforces discipline while keeping students physically active | Lead Learning Mentor. Monitored through behaviour reports, Pastoral Support, lesson | Students & Lead Learning mentors Feedback - enjoyed the programme and it helped them to reflect & make positive changes. |
| Brilliant Club | £1,041 | Continued | Tutorials delivered in school by PhD tutors to targeted G&T students in Y8 & Y10, | Students write and submit a 2,500 word essay. Introduced pupils to | G&T co-ordinator/ Inclusion Lead | This year students achieved grades 2H1 and 1 |

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| | | | Launch & first tutorial are held at Sussex University. Graduation trip and final tutorial at Oxbridge College | a higher level of education and based on pupil feedback has raised their expectations | | |
| Chrysalis Partnership | £1,442 | Continued | Targeted G&T students working with other schools in the authority raising aspirations and visiting universities | Raised aspirations | G&T co-ord/Inclusion lead | On-going programme |
| Drama & Glee Club | £8,400 | Continued | KS3 & KS4: Students develop skills at KS3 Club. Students enjoyed club and attended regularly; RWISDA n. Students from years 7 – 10 took part in lunchtime, afterschool and weekend | Improved outcomes at GCSE; production of a successful school play. Community audience for public performances Increased sense of worth and well-being. Improved interpersonal relationships Improved public speaking, performance and confidence | Heads of Drama & Arts & Music Depts. | 61%AC Drama GCSE Successful performance Riverside Audience Feeder primary schools. Audience engaged. Over 50 students involved in school play Students proud of achievement Audience impressed and inspired (students, staff and parents) |
| Drama & Glee Club | £8,400 | Continued | | | | |
| Duke of Edinburgh | £4,600 | Continued | The programme is aimed at a select group of Year 9 and 10 pupil premium students | To provide the students the opportunity to develop skills for | Extended schools lead | 14 Students achieved Bronze Awards equipping students with confidence, self- |

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| | | | | work and life and fulfil their potential; participating in physical activity; doing volunteering work in their community; motivation for learning. | | esteem, self-reliance, teambuilding and communication skills. |
| EAL ASDAN | £9,136 | Continued | Language development programme for targeted KS4 students | School has a high intake of non-English speaking new arrivals Provision allow Students to reach level 2 (equivalent to B in GCSE), and also to improve their English GCSE | HOD EAL/Inclusion lead | 100% of last year's ESOL group achieved level 2 ASDAN (equivalent to B GCSE grade). |
| EAL Withdrawal KS3 | £18,500 | Continued | Targeted non English speaking students at KS3 | Intensive programme to support integration into all mainstream lessons | HOD EAL, Inclusion lead | 95% of the KS3 EAL withdrawal groups made 3-11 sublevels of progress in one year |
| Education London | £12,600 | Continued | Provide consistent support for the English & Maths department to ensure we recover our position from last year's GCSE outcomes. | English & Maths department achieves target | Half termly review of student progress and outcomes in assessment and controlled assmt. | Summer observation cycle reported 98%2+ and 48% grade 1. |
| Extended Schools: Film Club | £2,280 | New | An intimate and informal gathering where students can encounter ideas, | Make students more positive about school and may integrate isolated or | Attendance Registers Termly Sample | Impact to be assessed at the end of the year |

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| | | | experiences and emotions that may not be everyday topics of discussion but which could shape their thinking. | disengaged child who would find that setting more comfortable. | reviews from students Film club Coordinator | |
| Extended Schools: Glee Club | £3,040 | New | Students get together to sing short choral works, especially part songs in a fun and friendly environment | Students would develop self-confidence and self-esteem, contributing to the development of an inclusive ethos and community spirit. | Attendance registers Performances Glee Club teacher and other support staff | Impact to be assessed at the end of the year |
| Extended Schools: Music | £13,902 | Continued | Providing the pupil premium and AEN students an opportunity to receive instrumental tuition and work with professional musicians at a reduced rate to help promote music skills on an instrument. | Students have an opportunity build on their ensemble and technical skills. It will improve the students' confidence, self-esteem, technical skills and social awareness. | Register will be taken to monitor attendance and pupils will have an opportunity to showcase their work. | The BTEC cohort benefited from the extra provision last year hence they over exceeded their BTEC grade. |
| Extended Schools: Radio Station | £800 | New | Run by KS4 students, it is mainly an on-line based radio station with the ability to have live broadcasts, stream materials and access online revision materials | The aim of the radio station is to enhance the school community ethos and further enhance students' communication, presentation & project management skills | Verbal feedback Evaluation forms Size of audience at events Extended School Co-ordinator and SLT leadership | Impact to be assessed at the end of the year |

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| <p>Extended Schools: School Trips</p> | <p>£80,025</p> | <p>New</p> | <p>Year 7 Camping trip (Transition) :Team building for Y7 staff team Excel Y11 'Careers Expo' trip : advice and information about career paths, college pathways and higher education End of year trips for Year 7-11 : Motivational and Provide a curriculum enrichment opportunity Educational Visits: Subject-specific Curriculum enrichment experiences to support student development</p> | <ul style="list-style-type: none"> •Team building, friendship and bonding experience for students •Provide experience, advice and information about career paths, college pathways and higher education •Focus Y11 on the exam preparation •Motivational and rewarding visit for year groups •Provide a curriculum enrichment opportunities | <p>Attendance levels in y7 Behaviour log TTAs for y7, progress and attainment Exam outcomes Destination pathways for Y11 Attendance registers Staff and student feedback</p> | <p>Impact to be assessed at the end of the year</p> |
| <p>Extended Schools: Sports</p> | <p>£9,120</p> | <p>New</p> | <p>Provide extracurricular clubs to students to develop their skills in a chosen sport. It gives an opportunity to all students to participate in a wide range of sports</p> | <p>Higher Sports achievements as the activities provide more opportunities to practice skills and develop healthy lifestyle through lifelong participation in sport. Improved socially interaction and self-discipline through team sports</p> | <ul style="list-style-type: none"> •Self-evaluations •Attendance •Achievement levels in sports •Sports teams competing with other schools in specific sports Led by head of PE dept. | <p>Impact to be assessed at the end of the year</p> |

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| Extended Schools: Travel project | £100 | New | To encourage our students to be more active in the way they travel to school. Students' bikes checked and fixed (free of charge), BMX training sessions, Bike maintenance workshop. Participation in a static bike race | The students will also think and learn about the effect that different travel options make to their health and the environment. Develop a team of Youth Travel Ambassadors | Extended School coordinator | Woodside High School has been accredited with a Bronze Award for our STARS School Travel Plan. This means that we are making a healthy contribution to promoting safe and active travel among our students. |
| Family Forum | £1,730 | Continued | Aimed at encouraging closer links between home and school and support the welfare and education of families and students. Meet at least once every term. Target numbers can vary between 20 – 100 depending on the focus of the evening | Support school and family social interaction, and provide a non-biased forum for sharing information on issues that impact our students. To maximise the educational experience of every child | Parents/carers and staff to fill in a feedback /evaluation form at the end of each session. Extended School coordinator/SLT | In November 18 colleges/Sixth Forms and university institutions attended the Careers Fair, focused on progression pathways and entry requirements. Equally, the Year 9 Family Forum meeting focused on the curriculum offer at Key Stage 4 was also well attended. Feedbacks from parents have shown their appreciation for our support in these areas. |
| First Story | £8,583 | Continued | 15-14 students from students in year 8 & 9 work with an author in residence on writing an anthology. Two | Four anthologies already published. Students are also expected to improve their current | HOD English, Literacy lead, Inclusion lead | Progress is evident in pupil outcomes. On-going and dynamic programme. |

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| | | | students will have the opportunity to go on a 5 day residential workshop in the summer run by First Story. | reading ages by reading books from a recommended book list. | | |
| Holiday Revision sessions | £14,425 | Continued | They take place in school during the autumn, spring and summer half term breaks as well as during the Easter Holiday./ Mainly involves KS4 students across every department | The provision exists to support and prepare students for examination enabling them to achieve their target grades and make the expected level of progress between the key stages | Outcomes of external examination results. SLT | Over the years the school have surpasses national benchmarks The overall % of students achieving 5A*-C in 2014 was 96%, the highest the school ever achieved. The school is in the top 1% for Progress 8 |
| Inclusion - Working with agencies | £63,460 | Continued | Targeted vulnerable students: speech and language therapist, CAMHs, Behaviour Intervention, Boxing Clever, School Counsellor, Open Door therapists, Educational Psychologists, Insight. | Students feeling able to contribute and participate fully in their lessons | AEN team, Referral Panel, SLT Inclusion lead | School Counsellor: 20 students received counselling CAMHs: 12 students referred. Speech & Language: 90 students referred, assessed and continually monitored. Educational Psychologist: 27 students referred and currently monitored. |
| LAC | £11,400 | New | Laptops provided for each child One-to-One mentoring in English and Maths for three students in | To enable these students to have as much support as possible in school in order to achieve | PEP meetings twice per year | Impact to be assessed at the end of the year |

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| | | | KS4 Pastoral mentor who supports the students during the school week | they best they can in the their GCSEs All 7 students to be happy in school, have a 95%+ attendance, achieving their targets | | |
| Maths Watch VLE | £500 | Continued | All students in KS3 and Ks4 have access to this provision. | Maths Watch meets our desired outcome and benefits the students as they have 24/7 online learning access. | HOD Maths | As a result 61% of students secured a C+ result in the GCSE exam and 85% made the expected levels of progress. |
| Mentors | £124,293 | Continued | Mentoring has included one-to-one support for individual students and small group support for students with a range of issues, at both KS3 & KS4. Mentors also liaise and worked effectively with external agencies who work with students | The desired impact of this provision is to maximise student achievement, reduce exclusions, and provide excellent support for Children who are Looked After or vulnerable. | Head of Inclusion department | Reduction in persistent absences, fixed term exclusion and commendable progress made by LAC students |
| Nurture | £26,220 | Continued | Aimed at those learners who are experiencing far greater than average difficulty accessing a mainstream curriculum. Their attainment is significantly below | To prepare for mainstream education/eventual (re)integration to mainstream education. To develop basic literacy and life | Head of Inclusion department | September 2014, three students were in the nurture group and by October 2014 one student had made sufficient progress to return to mainstream |

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| | | | average for their age and, typically, cannot be measured in terms of National Curriculum levels. | skills. | | |
| One to one | £3,800 | Continued | The D/C borderline line students in Science & Maths are paired with an academically able student for a 20 minute revision session twice weekly in the run up to the external GCSE exams. | To maintain an improvement in the high percentage pass rate at GCSE and enable more students to achieve their predicted grades. their | Heads of Science & Maths | Data from last year shows that this provision had a major impact on the results in 2014. The GCSE results will be used again to evaluate the effectiveness of this provision in 2015. |
| Peer mentoring | £2,160 | Continued | Students who are on target for A/A* mentor students whose target is C, in Science & Maths Sessions run for 6 weeks before an exam | To raise students' Science & Maths grades to above a C To allow more able students valuable mentoring experience | Heads of Science & Maths | In science 22 students (grade G – D) were involved in the peer mentoring group. 86% of this group gained or surpassed their target grade in the summer exams. |
| Renaissance Reading | £59,225 | Continued | Aimed at increasing the reading ages of all our students. Our Y7, Y8, Y9 and Y10 students are the focus of the programme. | Students reading ages must match their chronological age. Average reading age of 10 to be increased to 14 | Renaissance Reading core team, Year Attainment Managers & KS3 lead | Progress is evident in pupil outcomes. Participation has improved from 70% to 98%. Whole school average reading ages for the (2013-2014) improved by 11months from 10.04-11.03. |
| Spiritual, Moral, Cultural & Social (SMCS) | £7,600 | Continued | Providing students with a range of opportunities both | For Woodside students to become fully rounded 21st | SLT, PRS department, Extended | Students participation in fund raising activities for different |

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| | | | curricular and extra-curricular to develop a greater understanding and awareness of the issues facing modern society. These experiences involve working with a range of external providers including Oxfam, Diversity Role Models, Stonewall, Sex FM, Eco-Schools and others. | century global citizens with a broad range of experiences. For students to develop an understanding of the importance of respect for all people regardless of ethnicity, religion, sexuality or gender. | Schools staffing, External Agencies, Student Voice, PASS Attitudinal Surveys, Kirkland Rowell, Feedback from external agencies and partner organisations | courses, reduction in bullying and homophobic incidents and outcomes of attitudinal and Kirkland Rowell surveys, are indicators of the positive impact of these various programmes . |
| Student Support Centre | n/a | Continued | Targeted vulnerable students in KS3 & KS4 The programme is aimed at students with low self-esteem, low confidence levels, specific difficulties such as ADHD, anxiety or shyness, friendlessness, and behavioural or emotional problems.. | Students feeling able to contribute and participate fully in their lessons as they become more confident and emotionally resilient | AEN team, Referral Panel, SLT Inclusion lead | Approximately 68 students accessed provision in the SSC during this period. Of these 12 had ongoing access to provision in SSC. Of these 68 students 22 were referred on for further intervention – Behaviour intervention, HEWS or counselling. |
| TA - in-class support | n/a | Continued | Aimed at Students on the AEN Register | To facilitate access to the curriculum, to raise attainment, to facilitate achievement for all, to 'close the gap' in achievement | AEN team, SLT Inclusion lead | |

Self-review questions for Governing Bodies

Governors' knowledge and awareness

1. Have leaders and governors considered research and reports about what works to inform their decisions about how to spend the Pupil Premium?
2. Do governors know how much money is allocated to the school for the Pupil Premium? Is this identified in the school's budget planning? *This information is shared and discussed at finance & Curriculum sub-committee meetings as well as at full governing body meeting*
3. Is there a clearly understood and shared rationale for how this money is spent and what it should achieve? Is this communicated to all stakeholders including parents? *This information is displayed on the School's website, to which parents have access.*
4. Do governors know how the school spends this money? What improvements has the allocation brought about? How is this measured and reported to governors and parents via the school's website (a new requirement)? *This information is shared with governors at Governing Body meetings with specific reference to the direct impact of the funding as is evident in the employment of extra staff to facilitate one-to-one and small class sizes.*
5. If this funding is combined with other resources, can governors isolate and check on the impact of the funding and ascertain the difference it is making? *The documentation governors receive provide the detail financial commitment for each strategy employed and measureable or identifiable expected outcome .*
6. Do governors know whether leaders and managers are checking that the actions are working and are of suitable quality? *Governors receive feedback on the progress and impact of the various programmes at governing body meetings.*

Leaders and managers' actions

1. Do the school's improvement/action plans identify whether there are any issues in the performance of pupils who are eligible for the Pupil Premium?
Data is analysed termly for each year group, individual departments and classes. The analysis looks at both attainment and progress. Interventions are evaluated and further intervention is put in place where necessary to support these vulnerable groups.
2. Do the actions noted for improving outcomes for Pupil Premium pupils:
 - give details of how the resources are to be allocated?
 - give an overview of the actions to be taken?
 - give a summary of the expected outcomes?
 - identify ways of monitoring the effectiveness of these actions as they are ongoing and note who will be responsible for ensuring that this information is passed to governors?
 - explain what will be evaluated at the end of the action and what measures of success will be applied?*This is in a detailed evaluation document and summarised in this document.*
3. Is the leader responsible for this area of the school's work identified?
Yes, this is the Headteacher.
4. How do governors keep an ongoing check on these actions and ask pertinent questions about progress ahead of any summary evaluations?
Document presented at Governors meeting.
5. Are the progress and outcomes of eligible pupils identified and analysed by the school's tracking systems? Is this information reported to governors in a way that enables them to see clearly whether the gap in the performance of eligible pupils and other pupils is closing?

Detailed analysis of all groups of students is done three times per year and presented at leadership meetings. A detailed exam analysis for Year 11 is given to governors twice annually.

Pupils' progress and attainment

1. Does the summary report of RAISEonline show that there are any gaps in performance between pupils who are eligible for free school meals and those who are not at the end of key stages? (Look at the tables on the previous pages of this document for some indicators to consider)

Raise indicate that the school is in the top 1% for Progress 8 measures.

2. Do the school's systems enable governors to have a clear picture of the progress and attainment of pupils who are eligible for the Pupil Premium **in all year groups across the school**, not just those at the end of key stages?

Yes

3. If there are gaps in the attainment of pupils who are eligible for the Pupil Premium and those who are not, are eligible pupils making accelerated progress – are they progressing faster than the expected rate – in order to allow the gaps to close? Even if all pupils make expected progress this will not necessarily make up for previous underperformance.

The school identifies any child who is underperforming and intervenes swiftly and effectively as highlighted in overall progress of our students.

4. Is the school tracking the attendance, punctuality and behaviour (particularly exclusions) of this group and taking action to address any differences?

The school does this for all groups of students.

Overall, will governors know and be able to intervene quickly if outcomes are not improving in the way that they want them to?

Appendix A - Cost Analysis

| Subject | Cost | Notes |
|--|----------|---------------|
| Achievement for All | £20,457 | |
| Additional Maths Staff | £38,750 | |
| AEN Consultancy | £30,540 | See Inclusion |
| Aspirational Days | £2400 | |
| BBC School News Report | £507.86 | |
| Black & Minority Ethnic Programme (BAME) | £925 | |
| Boosters | £60,900 | |
| Boxing Clever | £2,016 | |
| Brilliant Club | £1,041 | |
| Chrysalis Partnership | £1,442 | |
| Drama & Glee Club | £8,400 | |
| Duke of Edinburgh | £4,600 | |
| EAL ASDAN | £9,136 | |
| EAL Withdrawal KS3 | £18,500 | |
| Education London | £12,600 | |
| Extended Schools: Film Club | £2,280 | |
| Extended Schools: Glee Club | £3,040 | |
| Extended Schools: Music | £13,902 | |
| Extended Schools: Radio Station | £800 | |
| Extended Schools: School Trips | £80,025 | |
| Extended Schools: Sports | £9,120 | |
| Extended Schools: Travel Project | £100 | |
| Family Forum | £1,730 | |
| First Story | £8,583 | |
| Holiday Revision sessions | £14,425 | |
| Hooked on Books | | |
| Inclusion - Working with agencies | £63,460 | |
| LAC | £11,400 | |
| Maths Watch VLE | £500 | |
| Mentors | £124,293 | |
| Music - extended schools clubs | £13,902 | |
| Nurture | £26,220 | |
| One to one | £3,800 | |
| Peer mentoring | £2,160 | |
| Renaissance Reading | £59,225 | |
| School Trips | £80,025 | |
| Spiritual, Moral, Cultural & Social (SMCS) | £7,600 | |

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|---|-----------------|---------------------------|
| Student Support Centre | n/a | |
| TA - in-class support | n/a | Cost not previously incl. |
| Urban Futures | £0 | Funded by DWP |
| Total Cost | £658,780 | |
| Total number of pupils to benefit: | 810 | |
| Average spend per pupil 2013/14 | £813.31 | |
| Pupil premium Income 2014/15 | £488,070 | |