

## Bower Park Academy - Pupil Premium Impact Statement 2014-2015

<p><b>Impact</b></p>
<p><u>Leadership</u></p> <p>Heads of Departments were challenged by the Pupil Premium Champion to provide evidence for interventions for target pupils. This has led to the development of more transparency and accountability for the impact on pupil's performance.</p> <p>Heads of Departments were provided with data highlighting gaps within their subject area. This allowed HODs to target specific pupils and then work towards improving the performance of students in the lessons in their subject area.</p> <p>Staff are able to identify Pupil Premium Grant (PPG) eligible students, and this is enabling teachers to start to plan and target better the pupils accordingly.</p>
<p><u>Mathematics</u></p> <p>In Mathematics, of the students who received targeted intervention out of lessons;</p> <p>100 % of the 2 students that had 1 to 1 sessions with the Head of Department made expected or above expected progress.</p> <p>66% of the 6 pupils that worked with a mathematics teacher made above or expected progress</p> <p>75% Of the 9 pupils that received targeted intervention from the Mathematics Instructor made above or expected progress.</p> <p>100% of the 5 pupils that received targeted intervention from the Mathematics Teaching Assistant made above or expected progress.</p>
<p><u>English</u></p> <p>In English, a school refuser engaged in one to one sessions with an English teacher, and this pupil made expected progress and achieved a Grade C in English Language.</p> <p>The 30 laptops that were part funded from the PPG were put to good use in the department, and enabled students to improve the quality and presentation of coursework and group presentations.</p>
<p><u>Science</u></p> <p>In Science, a Physics tutor worked with 10 triple science students. All achieved an A* to C grade. However, only 30% achieved their target grade.</p>

### Literacy

In Literacy, of the students who received targeted interventions out of lessons;

18 pupils worked in small groups to complete phonics sessions with the Literacy Coordinator. The average progress in months from the initial to the final test was 18.5 months, with some pupils making up to 28 months progress.

100% of pupils showed progress.

18 pupils worked in small catch up groups with the Literacy Teaching Assistant to improve their reading ages; the average progress in months for pupils that received this intervention was 13 months, with the highest progress being 24.

In this group 2 pupils showed regression; one student by -1 month and another by -4.

### Fixed term exclusions

There were 14 pupils that had FTE. 11 of these were PP.

4 students were permanently excluded 4 of these were PP.

All of these pupils received ongoing support from the Hub and were excluded only after the school had put in place all other interventions and support.

### Internal exclusions

The number of students removed from lessons to ensure that students can progress in lessons reduced over time throughout the academic year.

Students removed from lessons were provided with support to ensure that they did not fall behind in lessons.

### Counsellor Provision

50 students eligible for the PPG accessed this service, out of 97 students seen overall.

Students were able to receive counselling for a variety of personal issues, helping them to address ongoing problems in their home/school life. This has assisted students by helping them to increase their self-esteem, and in turn by being able to refocus on their learning.

### Curriculum Provision

The following departments accessed funding from the PPG in order to support students' progress

MFL - Differentiated reading and listening resources. The reading resources provided a positive impact by improving reading levels. However, the listening resources did not enable students to improve.

Hospitality - Food in Focus software was very helpful in aiding the less able. It also enabled them to access higher grades. The funding was also used to provide ingredients for the examination. All but one pupil achieved A\*-C grade, as they were able to trial recipes repeatedly without fear of cost. Resistant Materials - Resources purchased helped to improve the presentation of pupils' work and therefore led to an increase in their overall grade.

Graphics — A Graphics package kit enabled PP students to have access to important drawing equipment at home. This led to increased knowledge and improvement in the quality of their work.

Revision Books - A range of revision resources were purchased, which were accessed by students when needed.

### Educational Visits

272 students eligible for the PPG attended trips. There were 18 trips in total, with various educational outcomes. A proportion of the funding was used to provide access for students to attend the trips. The impact on students included increased confidence and independence, enhanced understanding of subject/course content, higher personal aspirations, increased communication/teamwork skills, increased problem solving skills, greater understanding of different cultures and improved MFL speaking skills.

### Summer School

A second successful summer school was organised and run by the Pupil Premium Champion. This increased pupils confidence, which has helped to make for a smoother transition from KS2.

### Rewards

Of the funding used on purchases for students, 57% of students eligible for the PPG received behaviour rewards.

Areas for Improvement

- The tracking of interventions and their impact needs to be improved. The impact needs to be evaluated in more detail and reported.
- As mentioned above, staff are able to identify their Pupil Premium students. The emphasis now needs to be on how they ensure Pupil Premium students make progress in lessons.
- Seek Student voice from PPG eligible students on what extra help they need in class and what support they need in order to improve their life chances.
- Make use of the Sutton Trust and EEF research into interventions which improve outcomes for disadvantaged pupils.