

Pupil premium grant expenditure

Report to Parents: 2018/19



Number of Students and pupil premium grant (PPG) received	
Total number of students on roll (Spring 2019)	1242
Total number of students currently eligible for PPG	123
Total amount of PPG received	£132,620
Amount of Year 7 Catch up Funding	£11,211
Total amount of PPG	£143,831

Previous performance of disadvantaged pupils (pupils eligible for free school meals within the last 6 years or in local authority care for at least six months)			
New measures from 2016/17	2016/17	2017/18	2018/19
% of pupils achieving Grade 4 or above in English	56.3	60	58
% of pupils achieving Grade 4 or above in Mathematics	53.1	56	42

Support for 2018/19
The Pupil Premium Grant was used to support key interventions and support strategies in School such as Maths and Literacy interventions, child advocacy, support workshops, mentoring, curriculum support, individual support programmes, equipment and educational activities. We also used the grant to encourage students to attend important curriculum related school visits and in certain circumstances assistance with transport or uniform.
Curriculum and Well Being Support for 2018/19
One to one support was offered on a priority basis to assist students in reaching their potential. In Maths and English additional lessons are timetabled to provide focussed support. We again planned a mentoring programme which offers students both academic and behaviour support, also workshops, such as reading and spelling to assist in providing strategies for achieving in school. An annual plan of revision workshops and master classes specifically designed to ensure students achieve their potential in their examinations was arranged both during the year and at key examination times. This also includes confidence building workshops and support. We have also made provision for emotional health support.
Measuring the impact of Pupil Premium spend in 2018/19
The school has evaluated the impact of its intervention programme at the end of 2018/19 academic year; our evaluation focussed on academic improvement and where possible how pupils' self-confidence, well-being and participation has developed as a consequence of any intervention strategies.

