



LAURENCE JACKSON SCHOOL

Improving life chances



Pupil Premium and Year 7 Catch Up Premium Analysis 2014-2017

The Government provides Pupil Premium funding, which is additional to main school funding, in order to address the current inequalities between students that are receiving Free School Meals or have in the last six years and those students who do not.

This Pupil Premium funding is allocated to schools every year and it is for each school to then decide how the Pupil Premium funding is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

New measures have been included in the performance tables that capture the achievement of those deprived pupils covered by the Pupil Premium. From September 2012, schools were required to publish online information about how the premium has been used.

Initially, the use of this PPG was focussed only on those students who were, at the time of published results, on PUPIL PREMIUM (ie the relevant Summer GCSE Results). This has now changed and any student who is on Free School Meals or has been in the last 6 years is included (called 'Ever 6' measure by the DfE), as are Children Looked After (CLA) students and Service Children.

Pupil Premium Grant (PPG)

In 2016-17, Laurence Jackson School prioritised the use of the Pupil Premium as follows:

- Free School Meal (PUPIL PREMIUM) students who are under-achieving
- PUPIL PREMIUM students who are in danger of underachieving
- KS4 PUPIL PREMIUM students
- KS3 PUPIL PREMIUM students
- All Children Looked After (CLA)
- Service Children in Education

At LJS we used the Pupil Premium and Year 7

Pupil Premium:

Catch Up Premium to fund the following activities:

2014-15 Pupil Premium

Total number of students on roll (September 2014/15)	1223
Total number of students eligible for PPG ('Ever 6')	320
PPG received per PUPIL PREMIUM student	£935
PPG received in 2014-15	£299,200

2015-16 Pupil Premium

Total number of students on roll (September 2015/16)	1208
Total number of students eligible for PPG ('Ever 6')	330
PPG Predicted per PUPIL PREMIUM student	£935
PPG received in 2015-16	£308,550

2016-17 Pupil Premium

Total number of students on roll (September 2016/17)	1202
Total number of students eligible for PPG ('Ever 6')	346
PPG Predicted per PUPIL PREMIUM student	£935
PPG Predicted in 2016-17	£323,510

2017-18 Pupil Premium

Total number of students on roll (September 2017/18)	1210
Total number of students eligible for PPG ('Ever 6')	323
PPG received per PUPIL PREMIUM student	£ 935
PPG received in 2017-18	£ 302,005

Catch Up Premium to fund the following activities:

Year 7 Catch Up Premium:

2014-15 Year 7 Catch Up Premium

Total number of students on roll (September 2014)	1223
Total number of students eligible for Y7 Catch Up	21
Y7 Catch Up Received per student <L4	£500
Year 7 Catch Up Received in 2014-15	£10,500

2015-16 Year 7 Catch Up Premium

Total number of students on roll (September 2015)	1208
Total number of students eligible for Y7 Catch Up	20
Y7 Catch Up Forecast per student <L4	£500
Year 7 Forecast in 2015-16	£10,000

2016-17 Year 7 Catch Up Premium

Total number of students on roll (September 2016)	1202
Total number of students eligible for Y7 Catch Up	N/A
Y7 Catch Up Forecast per student <L4	£500
Year 7 Forecast in 2016-17	£10,000

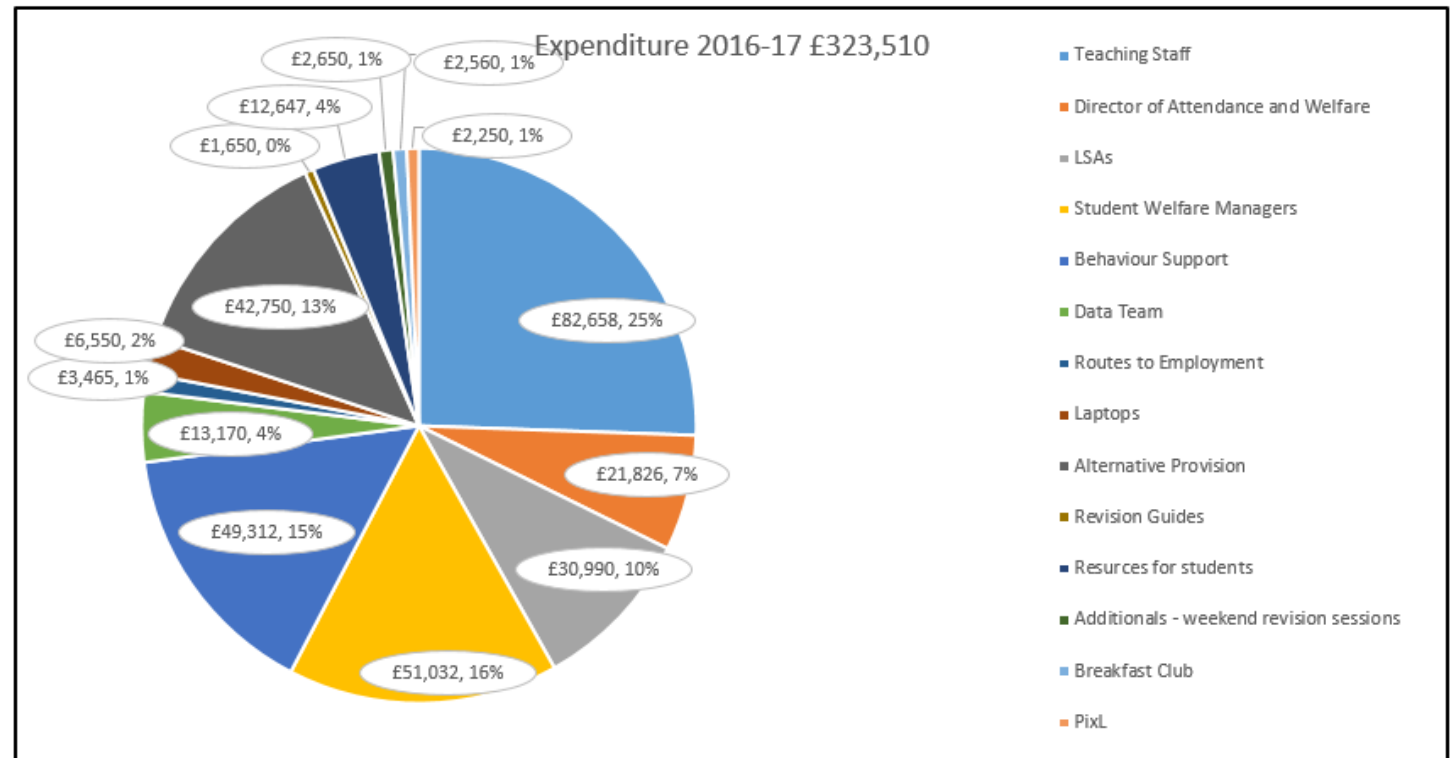
2017-18 Year 7 Catch Up Premium

Total number of students on roll (September 2017)	1210
Total number of students eligible for Y7 Catch Up	N/A
Y7 Catch Up Forecast per student <L4	£500
Year 7 Forecast in 2017-18	£10,000

Pupil Premium 2016-2017

Pupil Premium 2016-17

	£
Expenditure	£323,510
Salaries and Interventions:	
Teaching Staff	£82,658
Director of Attendance and Welfare	£21,826
LSAs	£30,990
Student Welfare Managers	£51,032
Behaviour Support	£49,312
Data Team	£13,170
Routes to Employment	£3,465
Laptops	£6,550
Alternative Provision	£42,750
Value Added amounts:	
Revision Guides	£1,650
Resurces for students	£12,647
Additional - weekend revision sessions	£2,650
Breakfast Club	£2,560
PixL	£2,250
Grand Total	£323,510



Interventions

Interventions	Action	Predicted Impact	Evidence	Cost
<p>Academic Interventions</p> <p>Alternative Provision. College Courses. Equipment/Ingredients/Materials. Curriculum Enrichment. Curriculum Entitlement. Daily Reading Programme. Disapplied MFL. In class support. Intervention English/maths. Learning Mentor. Likely lads & Goodies Gals workshops. Modified Timetables. Nurture group/ Secondary Ready. Power of 2. (Num. Intervention) SEN personalised strategies. Toe by Toe. (Lit Intervention) Routes to Employment interventions. Appointment of a PP Mentor. (Y11) Inclusion of performance management DAC targets for all teachers.</p>	<p>Y7-11</p> <ul style="list-style-type: none"> Personalised interventions as identified on the 'barriers to learning' document after interrogation of data after each progress check – Y7-11 Purchase of additional externally commissioned alternative education for challenging PUPIL PREMIUM students Purchase of Routes to Employment SLA and WEX support to reduce occurrence of PUPIL PREMIUM students becoming NEET CPD for staff delivering interventions (where appropriate) Tracking of PUPIL PREMIUM achievement by Data and YL teams. Monitored termly – development and use of 'barriers for learning' document monitored and updated termly; Bespoke interventions to be identified by mentor and actioned 	<ul style="list-style-type: none"> Improved academic outcomes for PUPIL PREMIUM students At the end of each year and particularly Summer of Y11 Improved P8 in English and Maths, at the end of each year and particularly Summer of Y11 Improved outcomes at the end of Y11 <p style="text-align: center;">As above</p>	<ul style="list-style-type: none"> All assessment data from 4Matrix for all PC's – all years. Closing of the gap for PP/DAC students <p style="text-align: center;">As above</p>	<p style="text-align: center;">See Table total above & Pie chart</p>

<p>Attendance Interventions</p> <ul style="list-style-type: none"> • Appointment of Director of Attendance and Welfare (DoA&W) • Attendance Letters & Monitoring • DoA&W Referral & drop in sessions • Positive feedback to student • SWM 1:1 meetings • SWM Interventions focussed on PUPIL PREMIUM students • SWM Parental Contact 	<ul style="list-style-type: none"> • Student Welfare Managers x5 • Appointment of Director of Attendance and Welfare (DoA&W) for LJS • Increased home - school liaison for PUPIL PREMIUM students to engage parents • Tracking of PUPIL PREMIUM attendance by Data and SWM teams. Monitored termly • Completion of barriers to learning document. 	<ul style="list-style-type: none"> • Improved PUPIL PREMIUM attendance –all years to be at least in line with NA for PP/DAC students; • Reduction in persistent absence for PP/DAC cohort – see weekly data sheet • Improved academic outcomes for PUPIL PREMIUM students At the end of each year and particularly Summer of Y11 • Improved outcomes in English and Maths, at the end of each year and particularly Summer of Y11 • Improved P8 at the end of Y11 in E/M; • Gap closing between PP/DAC and non PP/DAC 	<p>As above</p>		
<p>Behaviour Interventions</p> <ul style="list-style-type: none"> • Anger/self esteem management • Breakfast/Lunch Club • BSA In Class Support • BSS • Counselling Service – delivering group work • Time 4 you counselling service • Endeavour staff and use of Resolution Centre • Outside agencies • PSP/CWB/CAF • SWM – x5 	<ul style="list-style-type: none"> • Purchase of additional externally commissioned alternative education for challenging PUPIL PREMIUM students • Gateway team resources inc staffing • Student Welfare Managers x5 • Counsellor x2 – delivering bespoke sessions to groups of students • Tracking of PUPIL PREMIUM behaviour by Data, Gateway, and YL teams. Monitored termly 	<ul style="list-style-type: none"> • Improved academic outcomes for PUPIL PREMIUM students At the end of each year and particularly Summer of Y11 – see 4Matrix data , PC analysis and gap analysis over 3 years • Improved P8 in English and Maths, at the end of each year and particularly Summer of Y11 • Improved behaviour – reduction in behaviour events - see weekly behaviour data sheet 			
<p>Enrichment Activities</p> <ul style="list-style-type: none"> • Lunchtime sessions in SEN department • Music Lessons – Partial and full funding • Trips – funding • The Jackson Club 	<ul style="list-style-type: none"> • Hardship funding for PUPIL PREMIUM students (uniform, Options, equipment, trips, educational visits etc) • Staffed area of support and team building activities on a lunchtime. 	<ul style="list-style-type: none"> • Improved academic outcomes for PUPIL PREMIUM students At the end of each year and particularly Summer of Y11 • Improved P8 in English and Maths, at the end of each year • Improve confidence and self-esteem of students 			
				<p>£323,510</p>	

Impact to Date for Year 7 2014/18 Literacy and Numeracy Catch-up (<L4)

Catch Up Premium for 2017-18: There is currently no guidance available from the DfE on what scaled score for English Reading and Maths would qualify a student for Year 7 catch-up premium. As such, the DfE has stated that funding will be based on the data available from previous year.

Progress from KS2

Students intake group 2016-17 who failed to achieve at least a Level 4 in Reading and/or Maths or equivalent at Key Stage 2 went on to make good progress in both English and Maths 2016-17 (Y7)

Progress from KS2 2014/15			Progress from KS2 2015/16			Progress from KS2 2016/17		
	Expected Progress	Better than		Expected Progress	Better than		Expected Progress	Better than expected
English	84.2%	73.7%	English	93.9%	84.4%	English	83.3%	61.1%
Maths	78.9%	63.2%	Maths	85.3%	71.3%	Maths	61.1%	38.9%

Interventions

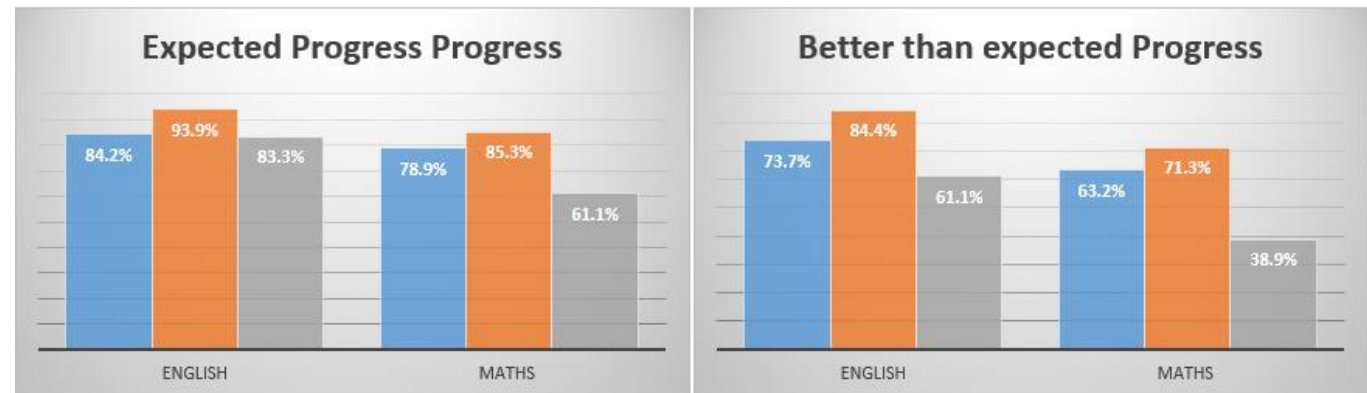
Students have access to many interventions.

Literacy Interventions

- Reading Centre for Extra English/ Reading.
- Toe by Toe.
- English department interventions.
- English boundary leaper programme.

Numeracy

- Power of Two programme.
- Maths department interventions.
- Maths boundary leaper programme.



Attendance

- 88% (17) of these students have attendance of over 90%.
- 41% (7) of these students have attendance of over 95%.
- DoAW is working closely with this group of students.

Behaviour

53% (9) of this group of students have 25 Behaviour points marked against them. These include, C3 Detentions, Remove sanctions and Internal/External exclusions.

SEN

88% (15) of these students have an SEN need, of which:

- 2 have an Education Health care Plan.
- 11 are K – SEN Support.
- 2 are school identified SEN aware students.

All SEN students have a support plan that will include personal information, strategies and individual interventions.



Disadvantaged students – Self Evaluation Summary

Report to SLT, Governors, Inspectors – Updated October 2017

Context and key priorities for 2017-18

(key issues emerging in 2016/17 which impacted on outcomes)

Total DAC students attending LJS 2017-18:

DAC Students in Year 7 - 80 Year 8 - 67 Year 9 - 75 Year 10 - 53 Year 11 – 59

Pupil Premium funding 2016-17

Total number of students on roll (September 2016)	1210
Total number of students eligible for PPG ('Ever 6')	323
PPG Predicted per FSM student	£935
PPG Predicted in 2017-18	£302,005

Year 11 (2017-18) Composition of DAC students:

High Ability 99 students / **18 DAC students** / **0 DAC with SEN** student

Middle Ability 102 students / **28 DAC students** / **4 DAC with SEN** students

Low ability 26 students / **13 DAC students** / **8 DAC with SEN** students

A*-C (9 to 4) En & Ma 'diminishing the gap' has varied over the past 3 years and as a result this continues to be a whole school priority.

Whole School DAC/PP Profile – October 2017/18

2016/17	DAC/PP Student	2017/18	DAC/PP Student
7	71 (HA – 18, MA - 32, LA- 21)	7	69 (HA – 28, MA - 33, LA- 8)
8	80 (HA – 27, MA - 46, LA- 7)	8	67 (HA – 8, MA - 33, LA- 16)
9	53 (HA – 9, MA - 38, LA- 6)	9	75 (HA – 23, MA - 44, LA- 8)
10	59 (HA – 16, MA - 31, LA- 12)	10	53 (HA – 11, MA - 35, LA- 7)
11	61 (HA – 13, MA - 36, LA- 12)	11	59 (HA – 18, MA - 28, LA- 13)
Total	324	Total	323

Diminishing the Gap (3 year comparison for all students, DAC and Gaps)

Pupil Premium (DAC)	2014-15	2015-16	2016-17
Progress 8	-1.07	-0.48	-0.94
Attainment 8	3.38	4.1	3.34
% A*-C English	43.90%	52.50%	(4 to 9) 55.2%
% 3+ LoP English	42.40%	76.30%	(En progress 8)-0.74
% 4+ LoP English	4.60%	32.20%	(En Attainment 8) 3.9
% A*-C Maths	31.80%	50.90%	(4 to 9) 46.6%
% 3+ LoP Maths	27.30%	50.90%	(Ma progress 8)-0.63
% 4+ LoP Maths	6.10%	18.60%	(Ma Attainment 8) 3.5
GAP Progress 8	-1.05	-0.33	-0.45
GAP Attainment 8	-1.83	-1.09	-1.24
GAP 5 A*-C Inc En & Ma	-39.9%	-26.1	N/A



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PP Student Vs Non CFSM	Number of Students	# Low PA Group	# Middle PA Group	# High PA Group	Progress 8 Score for Group	Attainment 8	# 9-4 En & Ma	9-4 En & Ma	# 9-5 En & Ma	9-5 En & Ma	# EBACC	EBACC	# 9-4 English	% 9-4 English	# 9-5 English	% 9-5 English	# 9-4 Maths	% 9-4 Maths	# 9-5 Maths	% 9-5 Maths	Progress 8 English	Progress 8 Maths	Progress 8 EBACC	Progress 8 Open
All Students	247	21	118	108	-0.6	42.88	151	61.1%	101	40.9%	56	22.7%	191	77.3%	151	61.1%	164	66.4%	112	45.3%	-0.32	-0.48	-0.36	-1.11
ALL PP	58	11	33	14	-0.94	33.40	23	39.7%	12	20.7%	5	8.6%	32	55.2%	22	37.9%	27	46.6%	16	27.6%	-0.72	-0.63	-0.76	-1.46
Non PP	189	10	85	94	-0.49	45.79	128	67.7%	88	46.6%	51	27.0%	159	84.1%	129	68.3%	137	72.5%	96	50.8%	0.19	-0.43	-0.23	-1.00
PP GAP					-0.45	-12.39		-28.1%		-25.9%		-18.4%		-29.0%		-30.3%		-25.9%		-23.2%	-0.91	-0.20	-0.53	-0.46
Boys PP	29	6	16	7	-1.1	32.49	11	37.9%	7	24.1%	1	3.4%	15	51.7%	11	37.9%	15	51.7%	8	27.6%	-0.90	-0.48	-0.94	-1.80
Boys Non PP	102	6	47	49	-0.71	42.89	66	64.7%	50	49.0%	17	16.7%	78	76.5%	61	59.8%	73	71.6%	56	54.9%	-0.52	-0.25	-0.41	-1.43
Boy PP GAP					-0.39	-10.40		-26.8%		-24.9%		-13.2%		-24.7%		-21.9%		-19.8%		-27.3%	-0.38	-0.23	-0.53	-0.37
Girls PP	29	5	17	7	-0.78	34.30	12	41.4%	6	20.7%	4	13.8%	17	58.6%	11	37.9%	12	41.4%	8	27.6%	-0.59	-0.79	-0.58	-1.12
Girls Non PP	87	4	38	45	-0.25	49.23	62	71.3%	38	43.7%	34	39.1%	81	93.1%	68	78.2%	64	73.6%	40	46.0%	0.18	-0.64	-0.02	-0.50
Girls Non PP GAP					-0.53	-14.93		-29.9%		-23.0%		-25.3%		-34.5%		-40.2%		-32.2%		-18.4%	-0.77	-0.15	-0.56	-0.62
Current FSM	18	6	7	5	-0.73	32.82	9	50.0%	6	33.3%	0	0.0%	10	55.6%	9	50.0%	9	50.0%	6	33.3%	-0.38	-0.38	-0.73	-1.22
PP Students Non Current FSM	40	5	26	9	-1.03	33.66	14	35.0%	7	17.5%	5	12.5%	22	55.0%	7	17.5%	18	45.0%	10	25.0%	-0.91	-0.75	-0.77	-1.57
PP students with SEN need	17	7	8	2	-1.09	24.06	3	17.6%	1	5.9%	1	5.9%	4	23.5%	3	17.6%	4	23.5%	2	11.8%	-0.75	-0.62	-1.21	-1.51

Impact made on 2016/17 results:

It is not possible to compare the DAC gap with the new performance figures for the reformed GCSE (9 to 1). However the current DAC gap is for Progress 8 is -0.45 and for 9 to 4 English and Maths it is -28.1% and 9 to 5 English and Maths is -25.9%, other figures included above.

Issues identified from 2016/17 analysis:

DAC Attainment 2016-17 GCSE results

- The DAC gap continues to be an overall school priority.
- We also need to ensure that those students with an SEN need who are also DAC receive appropriate SEN intervention where necessary.



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DAC Progress Summary 2016/17 for Y7-11 based on PC3/PC4

Progress Measure	2016/17 Year 7 PC3	2016/17 Year 8 PC3	2016/17 Year 9 PC3	2016/17 Year 10 PC4	2015/16 Year 11 Results	2016/17 Year 11 Results
English Expected Progress	86%	69%	46%	-0.01	-0.35	-0.74
GAP With Non DAC	-8%	-4%	-19%	-0.48	-0.37	-0.55
Maths Expected Progress	65%	53%	12%	-0.63	-0.43	-0.63
GAP With Non DAC	-21%	-3%	-33%	-0.79	-0.27	-0.2
DAC A*-C (9-5) English and Maths				47% (GAP -26%)	45% (GAP -21%)	40% (GAP -28%)
DAC Progress 8 Score				-0.34	-0.5	-0.94
Non DAC Progress 8 Score				0.41	-0.16	-0.49
Progress 8 GAP				-0.75	-0.34	-0.45

* KS4 Excepted Progress = Progress 8 Score

- Y11 (2017) results show an increase in gap to -28% for 9 to 5 in E/M.
- **40%** (2016/17) DAC achieved 9-4 grade in E/M.
- Progress 8 English was -0.74
- Progress 8 Maths was -0.63
- The Progress 8 score for DAC students 2016/17 was -0.94.

DAC Attendance and PA Profile for 2016-17 - Table B

- DAC student's annual attendance for all years in 2014-17 is lower than non-DAC students. DAC attendance decreased in 2016-17 by 2% (91.4%) with the attendance GAP for 2016-17 (4.6%) increasing 1.8%.
- The attendance of DAC students in 2016/17 was adversely effected by unauthorised holidays, Illness as was as unauthorised absences. This impacted the overall DAC attendance significantly.
 - 185 days lost due to unauthorised holidays.
 - 1227 days lost due to authorised Illness
 - 1942 days lost due to unauthorised absences.
- June O'Hanlon to work closely with SWMs to continue their close monitoring and intervention via attendance monitoring programme. An increase home visits and LOA penalty notices to be issued in 2017/18 for persistent absentees as well as students with significant absence patterns.

Table B

Year Group	DAC Attendance 2014-15	DAC Attendance 2015-16	DAC Attendance 2016-17
7	94.3%	94.3%	92.1%
8	92.6%	93.2%	92.8%
9	93.3%	91.7%	92.2%
10	92.9%	93.2%	87.1%
11	92.1%	94.3%	92.8%
Whole School DAC	93.0%	93.4%	91.4%
Whole School non DAC	95.6%	96.2%	96.0%
GAP	-2.6%	-2.8%	-4.6%
DAC Target	93.5%	93.5%	93.5%



DAC Persistent Absence (based on <90% attendance) Table C:

Table C

Year Group	DAC <90% Attendance 2014-15	DAC <90% Attendance 2015-16	DAC <90% Attendance 2016-17
DAC PA (<90%)	12.4%	10.8%	13.1%
Non DAC PA (<90%)	27.0%	18.3%	25.5%
DAC PA Gap	-14.6%	-7.5%	-12.4%

The percentage of DAC students with <90% has increased in 2016/17 to 13.1%, this is 2.2% lower than 2014/15. The gap has widened from -7.5% (2015/16) to -12.4% (2016/17) for the same period.

Behaviour Summary 2014-2017

DAC Fixed Term Exclusions for 2014-2017:

The number of DAC FT exclusions increased from 2014 to 2017 with the gap has remained the same at -4.6% for 2016/17 and is lower than 2014/15 by 0.9%.

Year Group	DAC Fixed Term Exclusions (Number of Students) 2014-15	DAC Fixed Term Exclusions (Number of Students) 2015-16	DAC Fixed Term Exclusions (Number of Students) 2016-17
DAC FT Exclusions	6.3%(20)Days 116	7.1%(23) Days=136	8.4%(27) Days=215
Non DAC FT Exclusions	0.8%(7)Days 31	2.5%(22)Days=136	3.7%(34)Days=221
DAC FT Gap	-5.5%	-4.6%	-4.6%

School Strategies for 'Closing the Gap' for 2016-17 and next steps for 2017-18

Improving the Outcomes, Progress and Achievement of all students, with a focus on DAC 'Closing the Gap', CLA, and SEN K. Targeting the Middle Ability L4 boys and the gender gaps.

- Key focus on PP/DAC students for all staff and whole school priority linked to performance management
- Pupil Premium champion/mentor role created to concentrate on DAC students and intervention
- Staff given a specific DAC PM objective for all classes Y7-11
- Close monitoring on PP/DAC students with current SEN status and current FSM
- 1:2:1 interview meetings with the DAC students for Y11 X3/Year.
- Action plan with key milestones
- Tracking and monitoring DAC students, working with all departments to address their needs.
- Specific intervention strategies personalised to meet the needs of our DAC students.
- Professional Conversation meetings to address underachieving (DAC) students.
- Progress Check analysis and follow up by KS3/4 leaders
- Parental contact/partnership.
- Annual DAC Student Shadowing review
- Tracking of holist information for DAC students using the Barriers to Learning document and subsequent action related to 'barrier' eg attendance/behaviour/academic/SEN
- YLs given a specific DAC intervention group to monitor for all year groups.