

Pupil Premium 2015-6 case studies:

The Crypt School received £36,000 of Pupil Premium grant from the government in respect of the last (2015-6) academic year. Over (sixty) individual pupils accessed this fund directly for learning support and resources. Support was given for items such as: laptops, extra-curricular trips, book and journals, music lessons, sports equipment, travel expensive to interviews and school uniform. Students were encouraged to identify and prioritise those items that would make the greatest impact on the learning and, as such, had a large say in what items would be funded. In addition to funding individual items, the Pupil Premium at the Crypt School was used to fund various group activities such as targeted support for Maths, English and Science.

Maths Interventions

There were four lunchtime support sessions a fortnight; one each for Years 7-10. These sessions ran throughout the year. There were approximately six students per session who had been nominated by their class teacher. The progress of the students was reviewed through class work and cohort tests which happened on a frequent basis. The work done in the sessions set by the class teacher or the Head of Department either complimented the work being done in class at the time or responded to work that had caused problems in the tests.

Pupil A – attended most PP targeted sessions. He has been learning to be more controlled, measured with his responses to help him process the task set. Once he had grasped the concepts he was more than able to produced work of a good standard; he was willing and able to help other students (without being asked) in the session in an empathic way. He responded well in a small group and has made sustained progress towards his target level.

Pupil B – attended all the sessions during the year. At the start of the year he was a very nervous learner. When he did not produce a correct response he was overly apologetic. As the sessions progressed we worked on improving his confidence – with lots of praise, making him feel safe to give his opinion on tasks and maths problems. His confidence has grown, he no longer is apologising for his mistakes and he is willing to share his ideas with the group. He is now consistently working at his target level for the year.

English Interventions

PP funds have been used by the department this year to provide a range of interventions. This has included lunchtime and Easter revision sessions for PP students (in all key stages), as well as the provision of key revision guides for the same students. PP funds have also been used by the department to pay for students, particularly at KS5 level, to attend enriching and challenging A-level lecture days, Creative Writing workshops and performances of set texts.

Student C (Y13) is a student studying both A-level English Literature and Creative Writing in the department. Her ALIS predictor is grade B and her TMT is set as grade A. Throughout the year, she has been supported by in-class intervention by her teachers for both subjects and after school sessions. Her resit modules and revision guides were paid for by the department. She also had a lecture trip paid for and the department organised for her to attend a University based workshop. As a result of these interventions, her coursework is now more in line with her target grades (grade B for both subjects), and her practise examination results have also reflected progress (B grade in March mock). Her work has only continued to improve since then and she achieved her TMT in the Summer.

Student D (Y11) is a studying both GCSE English Literature and English Language in the department. His TMT is set as grade A. During the course of the year he received one to one specialist support on tasks across the school day, his revision guides were funded and he also attended an exam workshop day paid for by PP funds. As a result of these interventions, his coursework achieved a secure A grade (in line with his TMT) and his practise examination results have also reflected progress (A grade in Jan mock). His work has continued to improve as he ultimately produced A* responses.

Science interventions:

Support was provided by lunch time support sessions, after school sessions and the distribution of revision guides at no cost to the student

Student E (Y10) - Following the informal exam week students were selected from the year 10 cohort to attend support sessions every other week. Following this intervention Student E received a D and an E in his two end of topic tests before achieving a D in his end of year exam which means he has achieved his year 10 TMT.

Student F (Y11) - has an end of year 11 TMT of an A, however he scored a G in his PP1 assessment. Based on this he was selected for the support group and which met every other week. Once attending support his grade improved rapidly, resulting in a D in his December mock. Following further support and assessment he achieved a C in his February mock and finally a B in his final exam.

Key Stage 4:

All pupil premium students sitting GCSE exams were given sets of revision guides and text books to help them prepare and revise. In addition, they were given free access to revision talks and supported financially for the Easter Revision clinics. Pupil Premium money was also used to equip a revision room where they had full access to resources need to help them prepare. In addition, they were prioritised for sessions with the Careers Advisor.

Student G has been at the Crypt since Y7. He is a very high achieving student who is striving towards Oxbridge or other Russell Group Universities to study either Maths or Science. During his time at Crypt, Student G has grown both socially and academically and is a well-respected member of his year group. He has been an identified and taken part within the Oxbridge programme and has had a number of interviews with the headmaster and deputy headmaster which has allowed him to raise his own aspirations for his future. Student G has always been a model student and continually been rewarded with commendation letters and praise following each set of assessments throughout KS4. He has also taken part in A*/A grade departmental revision days, the maximise study skills day, Easter revision clinics, revision lecture week and Further Maths A*/A grade support sessions. This led to great success as he achieved 11A* and 1 A grade in August.

Student H has suffered from severe anxiety and stress throughout Key Stage 4. There were long periods of time in Year 10 in particular that Student H was school refusing and did not access the external support offered by CYPS. Following length consultation with Student H, his mum, CYPS and the school it was agreed that Student H would return on a reduced timetable, focusing on just the core subjects (English, Maths, and Science). In the December exam period, Student H did not cope well with the pressured environment of the exams and had a lengthy absence from school again until February half term. Another revised timetable was put in place to manage his workload and a detailed plan was put in place to support him in his final exams. We finally saw a marked improvement in Student H's attendance and he has been able to attend all of his exams in a positive and impressive manner. Student H received numerous amounts of 1-1 support from his HOY. He had the opportunity to sit down with members of staff on a 1-1 basis for further support as well as private study opportunities. It was also arranged for Student H to sit his exams in on his own to manage his stress levels and control the exam environment as much as possible. This led to fantastic success for him as he achieved 5 A and 1 B grade in his core subject GCSEs which was way above what was expected in light of his lengthy absences and mental health challenges.