

Pupil Premium case studies 2016-17

Pupil Premium- Y7- Pupil A

Issues before interventions;

Poor self-esteem.

History of self-harming, family difficulties and low confidence.

Difficulties engaging with adults and trust issues.

Pupil A has made good progress which has been noted in his recent set of reports. Specific details are as follows :

Department – Pupil A has been identified through teachers mark book and lesson observations will have noted that Pupil A is PP.

HOY: had one to one conversations with Pupil A together with SENCO/Deputy SENCO to keep constant track of his progress. Organisation has proved to be his biggest problem with many homework detentions early on but this number has decreased significantly now indicating a real improvement. Some of the money has recently gone into helping him secure a place on the year 8 residential which will help his self-confidence, challenge him physically and enrich his experience of school life. All of these elements will help Pupil A progress.

Outcomes – Pupil A is now more confident, has less times when he cannot cope with issues that arise and has academically improved. He is now fully settled and I feel he is in a good place to move into year 8 and the challenges he will find.

Pupil Premium- Y8

Issues before interventions

- **Homework organisation** – 4 HW detentions in a half term results in a PLP being issued. Pupil B received 5 HW detentions (2 in one day 13/10/17) and so was issued with a PLP on 14/10/17.
- **Attendance** – Pupil B's lates to school. All arrivals before 9am. 4 without a valid reason in a half term results in a PLP.
 - Term 1 – 5 lates to school
 - Term 2 – 7 lates to school
 - Term 3 – 3 lates
 - Term 4 – 4 lates

Interventions

- Homework report from October 14th. Monitored by parents and tutor everyday and HoY at end of every week. Reports run for 2 and a half weeks.
- Tutor spoke to Pupil B after every late to school to check for a valid reason.
- HOY spoke to Pupil B to encourage prompt arrival at school.
- Term 3 into 4 – HOY and tutor met with Pupil B to discuss how he gets to school to find solution to lates. HOY looked up bus timetables with Pupil B and discussed with him which one he usually got. HOY found buses 5 and 10 minutes earlier from the same bus stop.
 - Pupil B is to get ready more quickly

- Pupil B is to bus that leaves 5 minutes earlier from Texaco station in Chelt so gets to Glos earlier and can get the earlier 10 bus out to school.
- To encourage him to arrive on time Term 4 lates already gained were wiped (metaphorically) so he was starting clean with his new 'bus time trial.
- HOY and tutor checked in with Pupil B to see if new bus time was working and positively reinforced periodically.

Outcomes

- No HW detentions since being on report in Term 1.
- Term 5 – 1 late to school.

Pupil C

Context

Pupil C has relatively modest target grades but in PP1 was under-achieving (an average of one grade below target/subject - 2 grades below in maths) so I was interested to see if the laptop that his pupil premium money part-funded at the end of y8 had funded might have any impact.

Interventions

Contact with Mum was necessary from the start of the year as Pupil C was regularly late for registration. Various reasons were given (by both him and Mum) and it became necessary to place him in detention on a number of occasions – ultimately seven in total.

Pupil C was placed on a homework and attendance report following PP1 and this was continued following the exams.

Pupil C receives additional support in Maths, English, Biology and Physics. Maths report that he has an ability to understand and use skills quickly, but he then believes that he has mastered the topic and fails to cement them. In English he was getting help in comprehension, but progressed well and was released from support at Easter. This was a similar situation in Physics being released in May. However, biology has continued all year where his poor organisation is a real cause for concern.

Outcomes

In the y9 exams (held earlier than normal this year) Pupil C had closed the added value gap to 0.55, though maths was still -2 at grade 3.

In PP2 released in June he had slipped slightly to 0.65. Maths remaining stubbornly consistent on grade 3.

Pupil C's punctuality has improved significantly over the last third of the year, though there are still some slippages.

Pupil Premium Case Study- Year 10

Pupil D has been identified as Pupil Premium since Year 8 and he continues to make excellent progress throughout Key Stage 4. His recent set of exam results are a true reflection of his abilities and he is performing well in each of his subject areas.

Specific details are as follows:

Department – Pupil D has been identified through teachers mark book and lesson observations will have noted that Pupil D is PP.

Pupil D has spent all of his individual Pupil Premium funding on extra music lessons. Music is an area of real strength for Pupil D, where he has performed in numerous concerts and performances for the school.

HOY – HOYs have formally met with Pupil D to review his academic progress and to ensure everything is being done to support him within school.

Concerns – apart from the odd social issue there are no concerns at all for Pupil D and his academic progress. Pupil D is less confident with Geography & Chemistry which he finds challenging and the high TMT creates more pressure.

Outcomes – Pupil D continues to be a confident and mature student and needs to continue to work hard and develop an outstanding work ethic to achieve the grades he rightly deserves.

Pupil D to seek advice and guidance from subject teachers in Chemistry and Geography to ensure he reaches his TMT.

Year 11

Pupil E

Context

Pupil E has high TMT grades and was identified as underperforming throughout Year 10. Pupil E is a sociable student and contributes to the Music department through his musical abilities. He interacts well with students and staff alike.

Interventions

Contact with Mum is regular and Mum was called in for a meeting and admitted that his work ethic could be improved.

Pupil E was part of the HOY intervention in Year 10 and continued to be closely monitored by teachers, tutor and HOY throughout KS4. He was also focused on throughout lesson observations in lessons.

Pupil E did additional Maths and English intervention every Wednesday respectively throughout Year 11. Pupil E was also part of various subject support group and actively engaged in this support, particularly in Year 11.

Pupil E was invited to a session with an external speaker which focussed on revision techniques and motivation to revise.

Revision guides and materials were provided in all of his subjects.

Pupil E was invited back into school during Y11 Study Leave and worked in school throughout the exam period. He has received free canteen vouchers to spend at breakfast and lunch.

Pupil E was also given funds towards the German exchange & Poland trip in order to support his knowledge and skills of the German & History GCSE.

Pupil E has also signed up for NCS Summer 2017.

Outcomes

Pupil E has worked hard to close the gap between Key Stages.

He has a mature attitude to school work and his motivation levels have led to success.

GCSE 2017	B	B	5	4	B	B	6	A	B	B
TMT	A	A	6	6	A	B	6	B	A	
Subjects	Biology	Chemistry	English Lang	English Lit	Geography	German	Maths	Music	Physics	RE short

Pupil F

Context

Pupil F has been identified as underperforming from Year 10. His tends to rush work and does not focus as much as he could. Pupil F is also EAL. Pupil F has a good group of friends but sometimes lacks confidence when speaking to teachers.

Interventions

Contact with parents is regular and Mum has been called in for a meeting and admitted that his work ethic could be improved.

Pupil F was part of the HOY intervention in Year 10 and continued to be closely monitored by teachers, tutor and HOY throughout KS4. He was also focused on throughout lesson observations in lessons. Pupil F spent time in KS4 on report and effort did improve in the short term.

Pupil F did additional Maths and English intervention every Wednesday respectively throughout Year 11. He was also part of various subject support group and actively engaged in this support, particularly in Year 11. Pupil F was invited to a session with an external speaker which focussed on revision techniques and motivation to revise. Revision guides and materials were provided in all of his subjects.

Pupil F was invited back into school during Y11 Study Leave and worked in school throughout the exam period. He has received free canteen vouchers to spend at breakfast and lunch. Pupil F was failing Maths and English (below 5) after his January assessments so it was agreed that he would drop Engineering to focus on other subjects.

Outcomes

Pupil F motivation has improved and he has worked hard to close the gap between Key Stages.

He has a mature attitude to school work which bodes well for post 16.

His GCSE 2017 grades were as follows.

GCSE 2017	A*	C	A	5	5	D	5	C	B
TMT	B	C	B	6	6	C	5	B	
Subjects	Biology	Business	Chemistry	Eng Lang	Eng Lit	History	Maths	RE	RE short course

Year 12- Pupil G

Issues before interventions:

Poor self-esteem.

Poor body image untidy uniform.

Serious difficulties at home involving Social Services and leading to Pupil G moving house.

Not having the appropriate resources or finance to access the learning and achieve her full potential.

Interventions:

Purchase of resources – laptop to enable Pupil G to work at home

Free School Meals

Regular meeting with Social Services by Head of Pastoral

1:1 interviews

Purchase of uniform to improve Pupil G's self-esteem and ability to socially interact.

One to one meetings to develop Pupil G's trust in adults and self-confidence.

Organising for Pupil G to attend a residential trip – offering opportunities for the development of the whole individual and develop her social skills.

Strategic withdrawal from English.

Outcomes:

Pupil G now confidently approaches teachers for support and help.

Pupil G has a strong friendship group.

Pupil G became part of the School's netball team.

Pupil G has become more confident and happy and sees herself going to university and beyond. She is now working in line with her predicted grades and in some cases exceeding them (Sport Study – A grade). This means that she can look at a range of Universities including Russell Group institutions. The school has been financially supporting her in visits to them to ensure she is able to make an informed decision.

Pupil G says: "I have received a lot of support from the school since joining in September" "The School has also paid for resources so I don't miss out on opportunities such as school trips"

PUPIL H- Year 12

Issues before interventions;

Poor self-esteem.

Social difficulties.

Moving from previous school because of dysfunctional interactions and social anxiety.

Interventions;

Teacher support.

1:1 Pastoral support

Revision guides.

Being part of the Co-Ed committee, interacting with pupils and parents.

Representing the School on public occasions.

Outcomes

Excellent emotional development. Pupil H is now very confident and involved in School life. He has built a strong group of friends and is working in line with his predicted grades.

Pupil H says: "I'm very pleased with my first year at Crypt. Teachers have supported me in all subjects and I have received guidance and revision guides" "I've also received lots of support for any issues throughout the year and have had opportunities to get involved in lots of stuff"

Year 13- PUPIL I**Issues before interventions:**

Very poor attendance 70.8% at the end of year 12

Poor attainment related to poor attendance

Interventions;

1:1 termly meetings

Attendance report

Meeting with parents

Letters home

Revision sessions

Pastoral and academic support

Careers' appointments

Outcomes

Great improvement in attendance, from 70.8% to 84.91%, and excellent progress achieving three A grades in his last mock exams.

Pupil I Says: "Attendance and improving Economics and Maths are going well. I am currently working hard on achieving a B in Further Maths this summer"

She achieved a B in Further Maths, alongside an impressive A* grade in Maths. She also achieved a C grade in Economics. She has moved onto study Business Management at Oxford Brookes University.

Year 13- PUPIL J

Issues before interventions;

Poor self-esteem.

History of self-harming, family difficulties and low confidence.

Difficulties engaging with adults and trust issues.

Interventions;

Tactical withdrawal from History

Revision sessions

Purchase of resources such as calculators, folders etc.

1:1 Pastoral and academic support

Opportunities to contribute to school life

Careers' appointments

Outcomes

Excellent emotional development. Fantastic achievement, particularly in Maths – A grades in the last mock exams. Good improvement in Further Maths,

Pupil J says: "I feel I have improved much this year, particularly in Further Maths. I am struggling with Macroeconomics so I will attend 1:1 support with subject teacher"

His final grades were an A grade in Maths, B in Economics and D in Further Maths. He has moved onto Swansea University to study Economics.