

Pupil Premium Impact report 2015-16

Intervention	Sutton Trust Summary	Details	Current Impact	Allocation
Feedback	High impact for very low cost	NUAST adopted a development task system of feedback, in which students were set specific things they could improve on through diagnostic feedback and then given time to make these improvements and be marked again	QA showed that staff embraced development tasks well. Student work improved where these were done	£0
Mentoring	Low impact for moderate cost, +1 month	All PP students plus other critical Year 11 students had an SLT or senior teacher mentor	Student focus was improved and mentoring allowed NUAST to discover further PP interventions that were necessary	£0
Free school meals for PP students	No Sutton Trust data	Pupil Premium students entitled to free school meals have these paid for from Pupil Premium money.	This is a necessity rather than a planned intervention. While it ensures that PP students on FSM will get lunch, it does not necessarily link to direct impact	£6,100
Pupil Uniform	Low impact for low cost	PP students had uniform paid for on a case by case basis according to need, decided upon by Head of Year. 22 Students had some items of uniform paid for.	This allowed students to access the school and curriculum on the same footing, academically and socially as their non-PP peers	£1044.94
Providing access to enrichment and learning trips	Moderate Impact for Moderate cost, +3 months	PP money was used to give students access to enrichment trips that they would not otherwise have been able to afford. These include <ul style="list-style-type: none"> • Engineering trip to Harry Potter world • English theatre trip- an Inspector Calls • Big Bang trip- science These were allocated on a case by case basis	17 students across year 10 and 11 were given access to enrichment and learning trips relating to core subjects that otherwise they would not have had access to. This enriched their learning and put them on a level footing with less disadvantaged peers. Again, this helped NUAST to have extremely little PP gap	£583
Purchase of GCSE revision guides and digital	Moderate impact for moderate cost, +4 months	41 students benefited from Exam revision guides being purchased. These were primarily in all three sciences. English Literature and ICT	This enabled NUAST to close the gap between the resources available to PP students and those that were not disadvantaged. Revision guides were	£2665.41

resources for PP students			recommended and advertised to all students and PP students were able to have these through PP money- thus having the same access as their peers. This enabled them to have the same chance and therefore achieve similar results to non-PP peers	
Travel Costs paid for via PP money	No Sutton Trust data	Unlike most Secondary schools, in which travel can be provided for free by the school or LA, pupils at NUAST have to pay for public transport and some come from significant distances (over 10 miles). Attendance is the first priority for any achievement and if students struggled financially to get to school it is essential to help them	Bus cards were bought for 16 different pupils to enable them to come to school. Attendance was still an issue for some of these pupils for a variety of reasons, but not financial. In addition, a number of students received short term bus fares to get home or to get to school the next day where they were not able to provide this for themselves	£3060
Winter Clothing	No Sutton trust data	A small number of pupils (3) were coming to school in winter weather without adequate winter clothing or a coat, using public transport. Coats were purchased for three pupils on grounds of welfare	This had an impact on the welfare and attendance of three pupils whose attendance was already poor, and for whom missing school would have been even more likely without adequate winter clothing.	£105
Small group maths tuition	Moderate impact for moderate cost	Small group tuition in maths for PP students who were underachieving plus other students. This was not taken from the PP budget.	Moderate impact on maths results compared to previous AP data	£2150
Other	No Sutton trust data	Rock Racer Kit and toolkit for one pupil, LAC of most concern. This was to provide engineering enrichment, raise aspirations and provide rewards and incentives from his PP money.	This pupil, who was at risk of exclusion and achieving no GCSEs was able through this and other methods above to complete year 11 and his exams and go on to EET	£521.68
Ideas 4 careers	No Sutton Trust Data	PP students and vulnerable students identified as possible NEET have 1-2- 1 careers advice and guidance provided throughout Y11. Whole year careers events also take place for Y10 in preparation for their work experience	100% of PP students have a place for employment or further study after Y11.	£780

Summary Report

The data seen in the table below indicates that in terms of progress 8 there was no gap in progress for PP students with PP students actually making greater progress than non-PP students. Figures for attainment show a small gap in student attainment for PP students against other.

		All Pupils	Pupil Premium	Other Pupils	Gap
2015-16	Progress 8	-0.17	-0.05	-0.24	+0.12
	Attainment 8	48.19	47.06	48.96	-1.9

Pupil premium money spend and impact was reviewed throughout the year to ensure that money was targeted at intervention that achieved the highest outcome for students. PP funding was used to ensure that students were able to come to school regularly and engage with the curriculum on the same level as their peers. Travel costs and temporary bus fare arrangements used a large allocation of PP funding along with free school meals. Some of our PP students had significant issues with attendance and therefore our priority was ensuring we could get them into school. While attendance issues still remained for some, improvement was seen in attendance during the year.

Clothing to enable pupils to match our expectations, as well as winter clothing to stay warm was also a significant factor in making sure these pupils came to school. Purchasing revision guides, small group teaching and paying for educational visits helped closed the gap between PP and non PP by giving them access to the same revision and learning opportunities as their peers. The fact that there was no final gap in P8 suggests that this was an effective strategy.