

Pupil Premium Grant Expenditure Report to Governors – 2015/16

Forest Gate Community School received additional funding based on the number of disadvantaged pupils at our school who were eligible for Free School Meals (FSME6) at any point in the last 6 years, as outlined below. The intended outcome of this funding is to close any gaps in progress and attainment between disadvantaged pupils and other pupils which is a national key focus for schools.

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	1036
Total number of pupils eligible for PPG	565
Eligible for FSM on census day	208
Amount of PPG received per pupil	£935
Total amount of PPG received	£548,845

Analysis of Pupil Premium and Non-Pupil Premium Cohort

We have commissioned a report of our cohort. This shows there is negligible difference on the Index of Multiple Deprivation Measure between our disadvantaged and non-disadvantaged students, as below. **Band A is most deprived and Band J is least deprived.**

Index of Multiple Deprivation (IMD): FGCS Figures Jan 2016

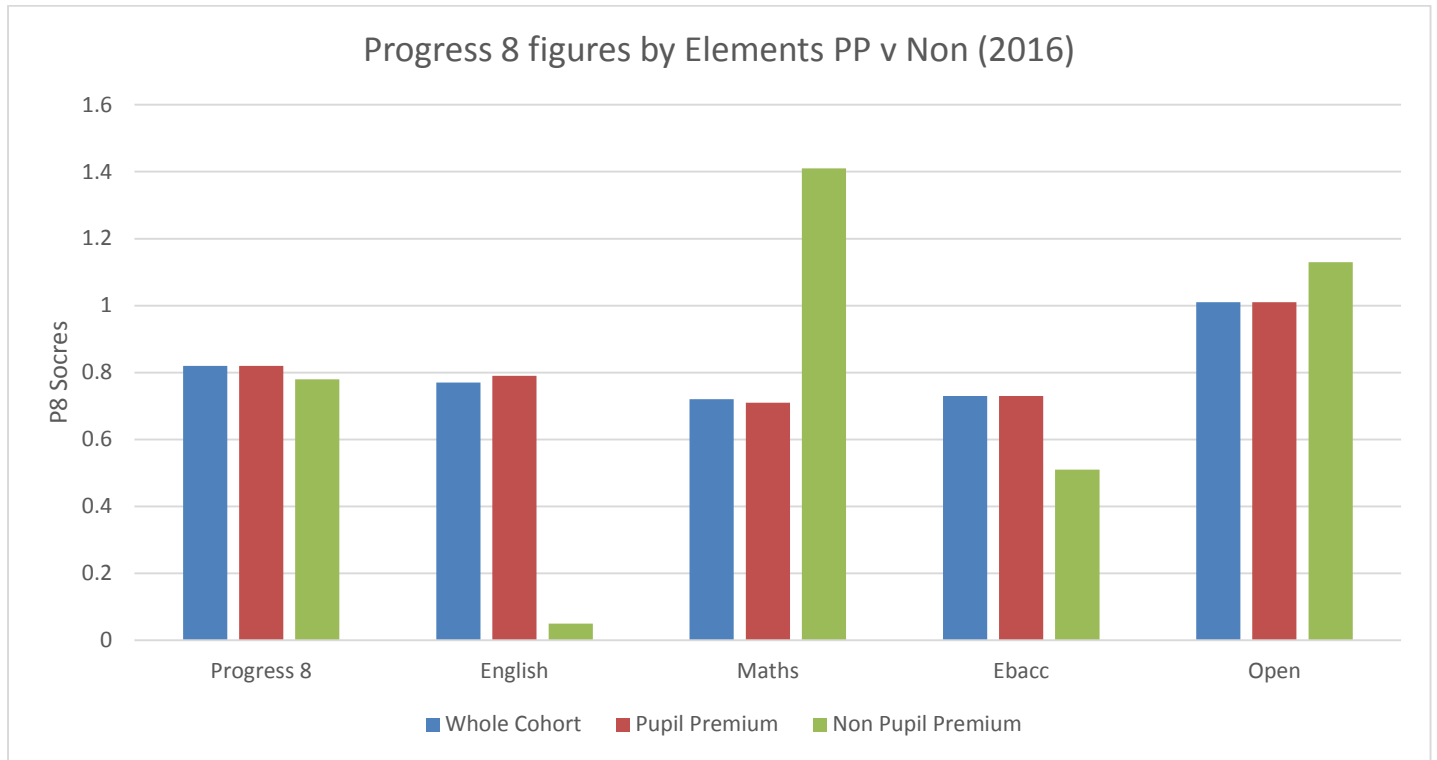
Deprivation Decile	All (Whole School)	Pupil Premium	Non Pupil-Premium
	%	%	%
A	3.9	4.2	3.7
B	29.4	30.7	27.8
C	48.5	49.1	47.7
D	13.3	11.9	15.0
E	4.5	3.4	5.9
F	0.2	0.4	0.0
G	0.2	0.4	0.0
H	0.0	0.0	0.0
I	0.0	0.0	0.0
J	0.0	0.0	0.0

Performance of disadvantaged pupils
(pupils eligible for free school meals or in local authority care for at least six months)

	2013-14	2014-15	2015-16
% of PP pupils making expected progress in English	85	93	94
Within school gap for English expected progress	-3	-5	+23
% of PP pupils making expected progress in maths	78	73	81
Within school gap for Maths expected progress	-6.6	-12	-9
Expected progress in English: FGCS disadvantaged pupils compared to non-disadvantaged pupils nationally	FGCS FSM/CLA: 80% National FSM/CLA: 75% (+5%) (P8 0.01) *	FGCS FSM/CLA: 93% National FSM/CLA: 75% (+18) (P8 0.6) *	Progress 8 English FGCS PP: 0.79 (P8) ** FGCS/NA: (Low 0.75/0.16, Middle 0.88/0.11, High 0.55/0.05)
Expected progress in Maths: FGCS disadvantaged pupils compared to non-disadvantaged pupils nationally	FGCS FSM/CLA: 70% National FSM/CLA: 71% (-1) (P8 0.77)	FGCS FSM/CLA: 73% National FSM/CLA: 71% (+2) (P8 0.4)	Progress 8 Maths FGCS PP: 0.71 (P8) ** FGCS/NA: (Low 1.00/0.19, Middle 0.72/0.12, High 0.33/0.06)
Within school Basic (EM) Gap	-25	-8	+23
Attendance of PP	TBA	95.1%	95.6%
Within school Attendance gap	TBA	-0.45	-0.6
Within school Exclusions gap	TBA	-25.3	-13.1

Note: * source SISRA, ** source RAISE online

Graph 1: P8 scores broken down by element and by PP v Non PP



Note:

Pupils included in progress measure (PP 168/Non PP 3)

Key Stage 2 scores for English PP students were: 4, B and B. Actual GCSE grades were C, D and C.

Key Stage 2 scores for Maths PP students were: 5, B and B. Actual GCSE grades were A, B and D.

Summary of PPG spending 2015/16

Objectives in spending PPG

- We particularly focused on improving levels of progress for students in receipt of the pupil premium in English and Maths by increasing our staffing in English and Maths. This allowed us to run intervention sessions in English and Maths.
- We have focused on improving the attendance of our disadvantaged students through employing a school home support worker.
- We have targeted the money, using the EEF guidance, on strategies that most benefit the disadvantaged pupils. For example, we have spent money on training staff in using techniques to improve feedback to students, and on peer mentoring.

Summary of the year

Successes

- **For English and Mathematics, overall, our disadvantaged students make better progress than national non-disadvantaged students. This is an exceptional achievement.**
- Some student groups make significantly more progress than the national for both Maths and English.
- We have seen our overall scores for basics (5A*C EM) improve from 70.6% to 75%.
- Progress in English has improved significantly and there is no gap between disadvantaged and non-disadvantaged students.
- Progress in Maths has improved and the gap has narrowed.
- We have improved the attendance of our disadvantaged students.
- The school is improving outcomes for students overall because they are attaining and progressing better than the previous year.
- Our disadvantaged students are improving at a faster rate than the national due to our spending (see table below).
- Attainment gap for 5A*C EM increased from -8 to +23. This gap is positively widened for the first time.
- Significant gaps for the high attaining students have been reduced from last year: 3A*/A the gap between PP and non PP is 7% and 5A*/A PP students are 8% more than non PP students.

Areas for improvement

- Progress outcomes for students vary between departments.
- Improve outcomes for MAS further, MAS co-ordinator and deputy are in place
- Improve SEN progress
- Reduce the gap in external exclusion between PP and non-PP.

Notes and queries

- Future spending for 16/17 is likely to be reduced and will not be firmed up until an indicative budget has been received in April 2017.
- The main costs here are staff costs built into our curriculum plan
- Why is our non PP cohort starting from an academically higher point than our PP children when the data suggests they share similar backgrounds? If our PP and non-PP cohort are equally deprived, what accounts for the attainment gaps?
- 2015/16 non PP cohort was very small. This made comparison difficult.

Record of PPG spending by item/project 2015/16

The figures below are approximate amounts

Item/project	Budget	Spend	Objective	Outcome
Breakfast Club established to provide a free breakfast to all students (target 100/day) to ensure students are physically prepared for the learning day.	£15,000	£11,887	To improve the attendance of students in the school overall, and to narrow the gap between the attendance of disadvantaged students and their peers.	Objective partially met: Attendance has risen to 95.6% however there is still a small gap between attendance of PP and Non PP.
The provision of a home school support officer	£36,000	£37,656	Home visits carried out by School Home Support officer ensuring all families, especially the hard to reach, are contacted and communication is regular and attendance is improved and maintained. FSM Applications processed and advice and guidance on benefit entitlement given.	Objective met: Attendance has improved. Behaviour improved for students worked with. (A separate report exists for this area of work.)
Deployment of staffing in the Open Access Breakout Space with extended opening hours increasing availability of ICT to students with no home access.	£8,000	£4,875	To improve overall achievement within the school in this area of severe deprivation by making the school's resources available to more children.	Objective met: Exam results have risen to 75% A*-C EM.
Staffing levels increased in English and Maths to accommodate a range of 1:1, smaller class sizes and small group interventions	£240,000	£323,346	To provide a range of small group interventions to students in Maths and English. See below for detailed analysis.	Objective met: Expected progress in English is 71%. For disadvantaged students, expected progress in English is 94%. Maths expected progress is 90% (for PP students it is 81%) The expected progress of all disadvantaged students in Maths and English is better than non-PP students nationally.
Teaching and Learning Communities established to improve the professional practice of teaching	£60,000	£79,139	To improve feedback given by teachers through assessment for learning techniques.	Objective met: We created a new leadership post of Teaching Standards Leader to ensure that all teachers, but particularly new staff, are

staff delivering improved classroom performance benefiting all students				teaching all students to a high standard using effective feedback. A training programme in place for NQTs and new staff and a twilight programme for all to implement improved teaching techniques.
Additional Teaching Assistants employed in EAL and Deputy SENCO/Whole School Literacy coordinator	£35,000	£39,912	To provide targeted 1-1 support for students on withdrawal to improve their literacy	Objective met: Additional TAs have been employed. Staff changes have occurred in this area. TAs are no longer deployed along faculty lines and are centrally managed by PC and GB. They are set challenging PMR targets to increase accountability. Deputy SENCO/Whole School Literacy coordinator appointed.
Admin and data support	£15,000	£15,000	Development of school data systems and information analysis and reporting.	Additional information available to Governors and school leadership.
Humanities staffing increased to allow smaller group sizes and team teaching	£65,000	£81,072	To increase results in History and Geography.	Objective Partially met: Geography results: 74% (PP: 74%/ NPP: none) History results: 91% (PP: 90%/ NPP: 100%)
Additional AHT post responsible for Pupil Premium	£75,000	£76,680	To improve outcomes for PP students.	Objective Partially Met: Gap between PP and non PP has reduced.

Total PPG received	£548,845
Total PPG expenditure	£669,567
PPG remaining	0

Summary of the main barriers to achievement faced by Pupil Premium students

- Literacy/numeracy skills were lower than non PP students on entry
- Poor study and planning skills – many needed further support from school to ensure they make at least as much progress as other students
- Family issues and financial circumstances that had a significant impact on educational outcomes (for example: no permanent residence impacting on a place to study, social and emotional challenges being experienced in family households)
- Restricted access to resources necessary such as laptops/internet outside of school hours which is a barrier to PP students making as much progress as others
- Sheer volume of PP students is a challenge itself
- Parental engagement of some PP students

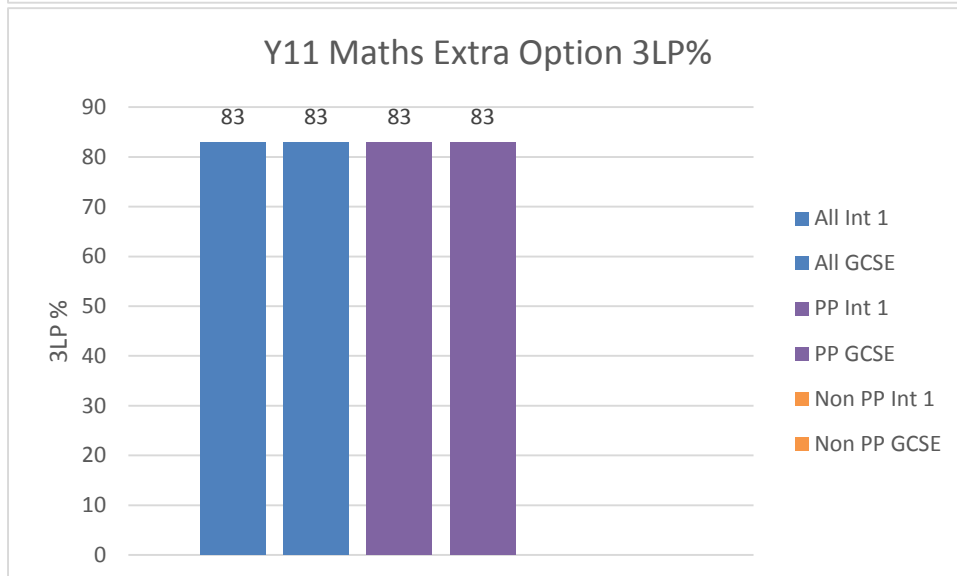
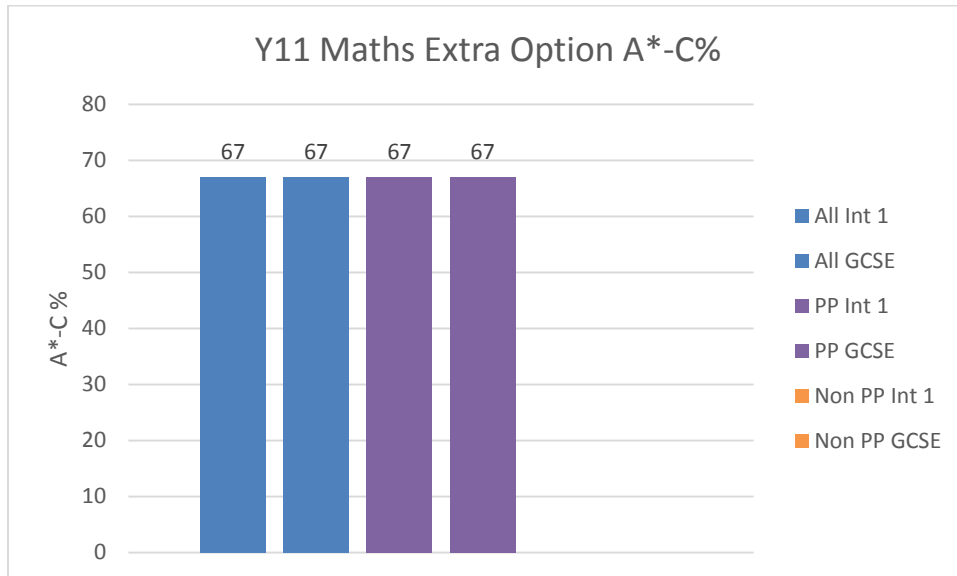
Planned expenditure 2016/17 The figures below are approximate amounts Next review date November 2017		
Item/project	Budget	Objective
Breakfast Club established to provide a free breakfast to all students (target 100/day) to ensure students are physically prepared for the learning day.	£12,000	To improve the attendance of students in the school overall, and to narrow the gap between the attendance of disadvantaged students and their peers. Pupils eligible for PP will have a positive progress 8 score. Pupils eligible for PP will achieve or exceed their target grades by the end of the year. This will be evidenced via outcomes from written assessments in December, March and their final GCSE outcomes in the Summer.
The provision of a home school support officer	£36,000	Home visits carried out by School Home Support officer ensuring all families, especially the hard to reach, are contacted and communication is regular and attendance is improved and maintained. FSM Applications processed and advice and guidance on benefit entitlement given.
Deployment of staffing in the Open Access Breakout Space with extended opening hours increasing availability of ICT to students with no home access.	£10,000	To improve overall achievement within the school in this area of severe deprivation by making the school's resources available to more children. Increase the number of PP students who attend extended day curriculum sessions before and after school. Reduce the number of PP students that do not have access the computer and/or the internet outside of school hours in order to ensure they use online resources to assist in their learning. This will be evidenced via outcomes from extended day registers, attitudinal surveys, pupil feedback, e-learning programme usage.
Staffing levels increased in English and Maths to accommodate a range of 1:1, smaller class sizes and small group interventions	£250,000	To provide a range of small group interventions to students in Maths and English. Pupils eligible for PP will make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. This will be evidenced via outcomes from improved DPR judgements made by teachers. Summative Assessments

		(In School testing) and written assessments (Formative) in December, March and June.
Teaching and Learning Communities established to improve the professional practice of teaching staff delivering improved classroom performance benefiting all students	£80,000	To improve feedback given by teachers through assessment for learning techniques.
Additional Teaching Assistants employed in EAL and Deputy SENCO/Whole School Literacy coordinator	£35,000	To provide targeted 1-1 support for students on withdrawal to improve their literacy.
Admin and data support	£15,000	Development of school data systems and information analysis and reporting. Data tracking of PP students to show impact of all intervention.
Humanities staffing increased to allow smaller group sizes and team teaching	£65,000	To increase results in History and Geography.
Additional AHT post responsible for Pupil Premium	£75,000	To improve outcomes for PP students.

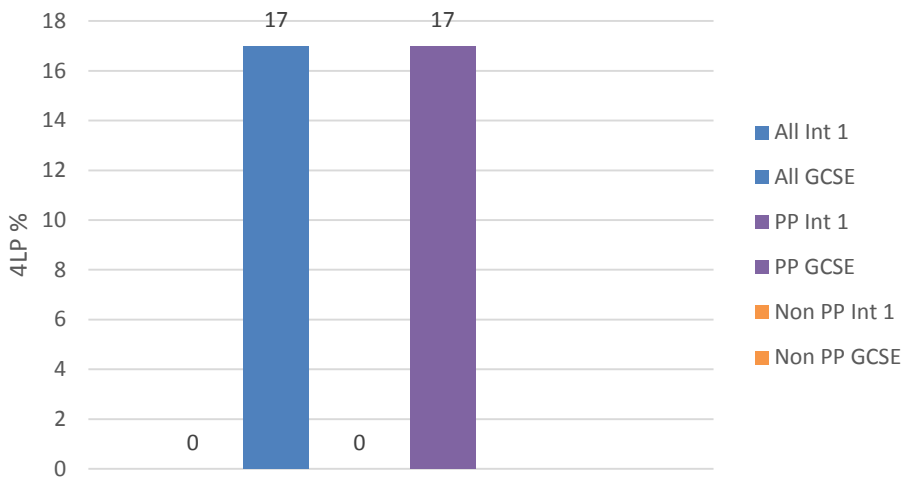
Total: £578,000

Appendix 1: Intervention analysis 2015-16

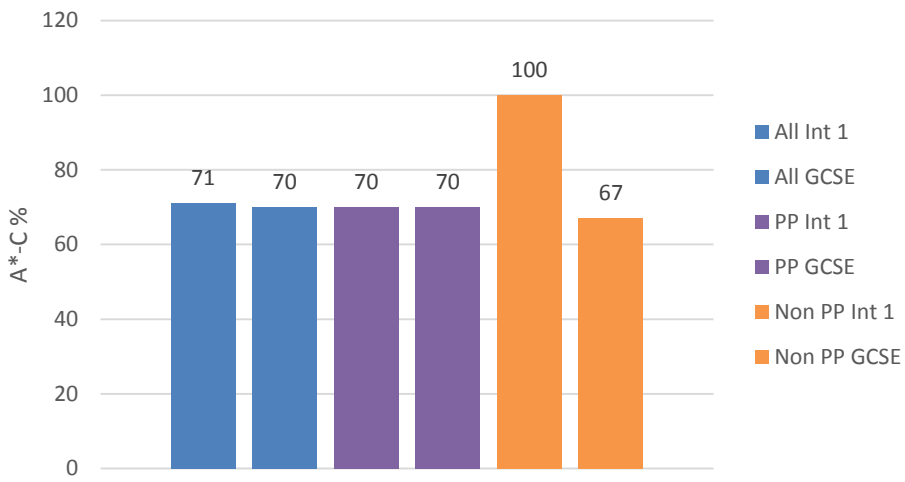
Maths: As the graphs below show there is an increase in the results between Interim Assessment 1 (Interim 1) undertaken in November 2015 and the GCSE result of August 2016 showing that interventions were successful across the students and one had more impact on PP students.

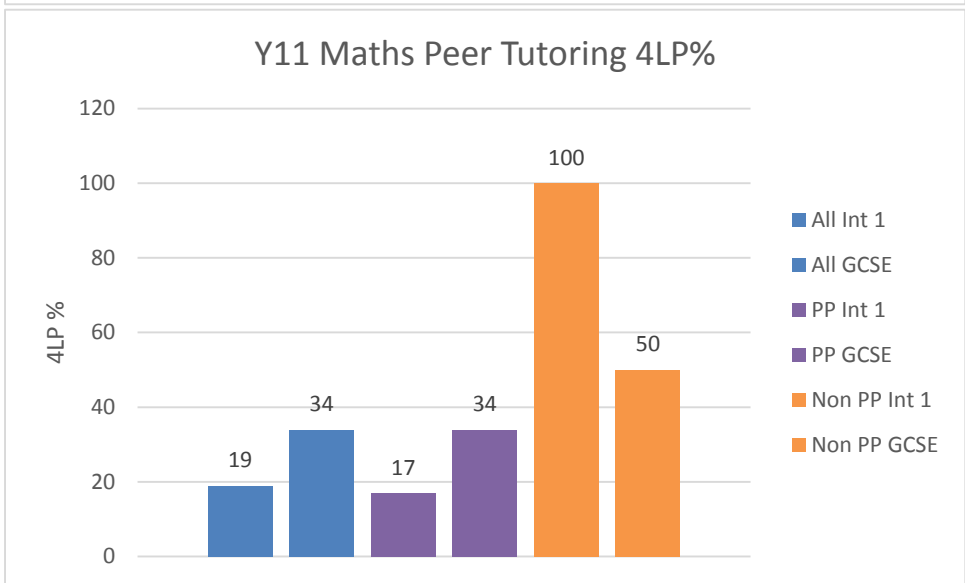
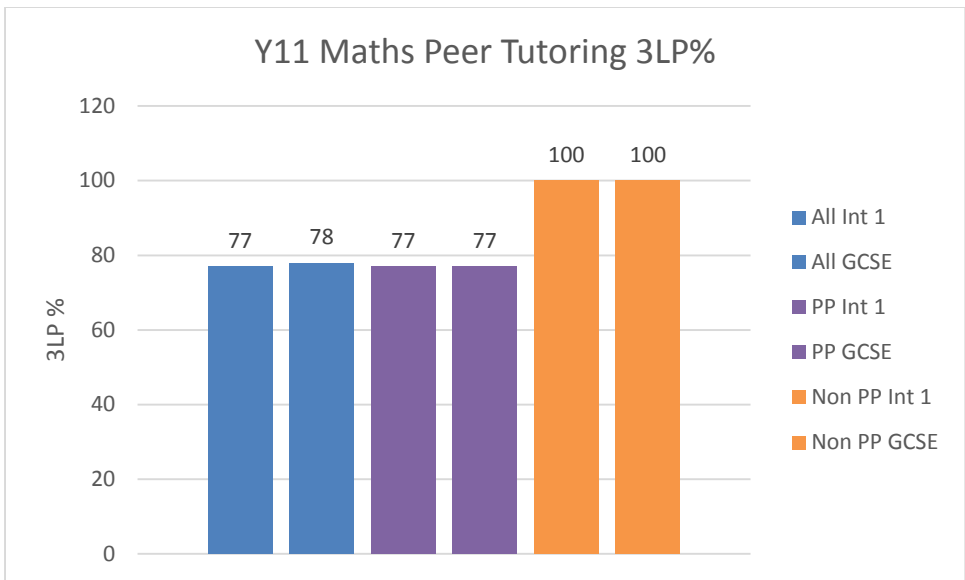


Y11 Maths Extra Option 4LP%



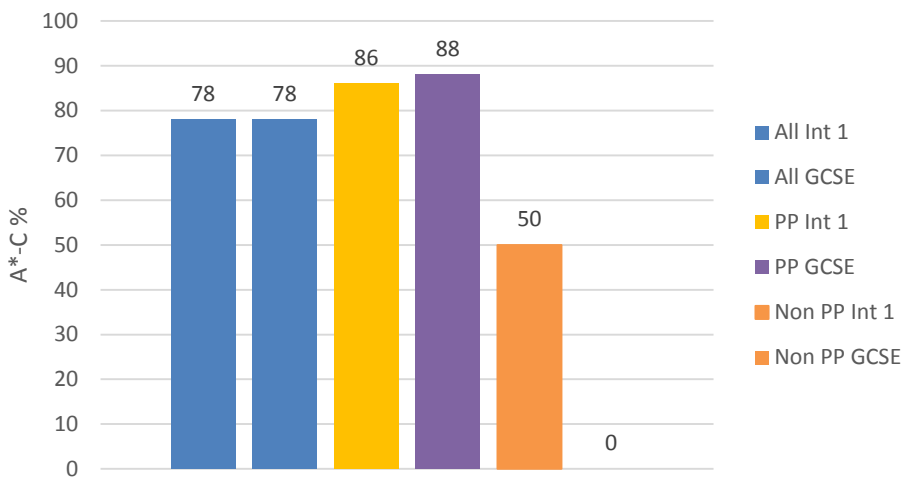
Y11 Maths Peer Tutoring A*-C%



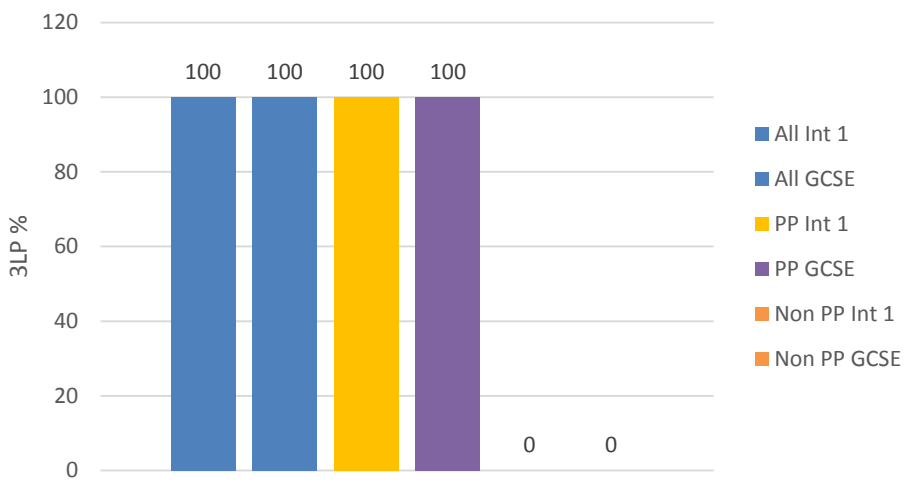


English: As the graphs below show there is an increase in the results between Interim Assessment 1 (Interim 1) undertaken in November 2015 and the GCSE result of August 2016 showing that interventions were successful across the students and 3 of the interventions had more impact on PP students.

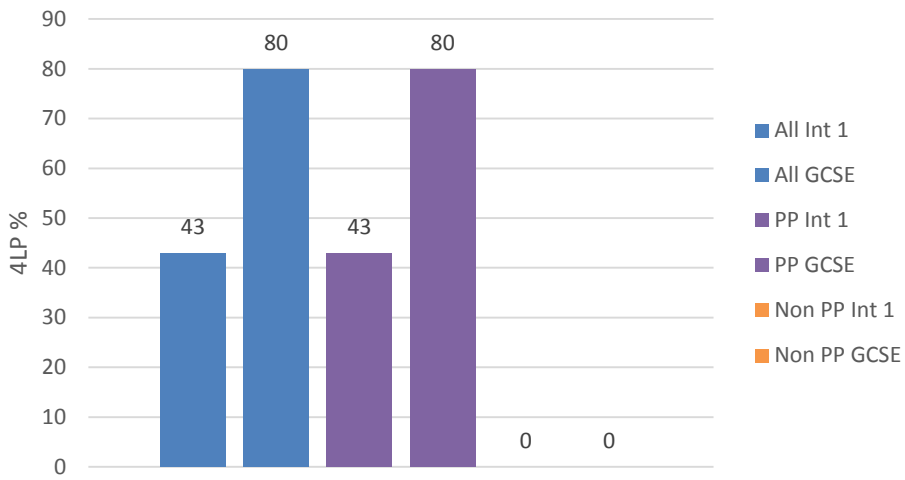
Y11 English Extra Option A*-C%



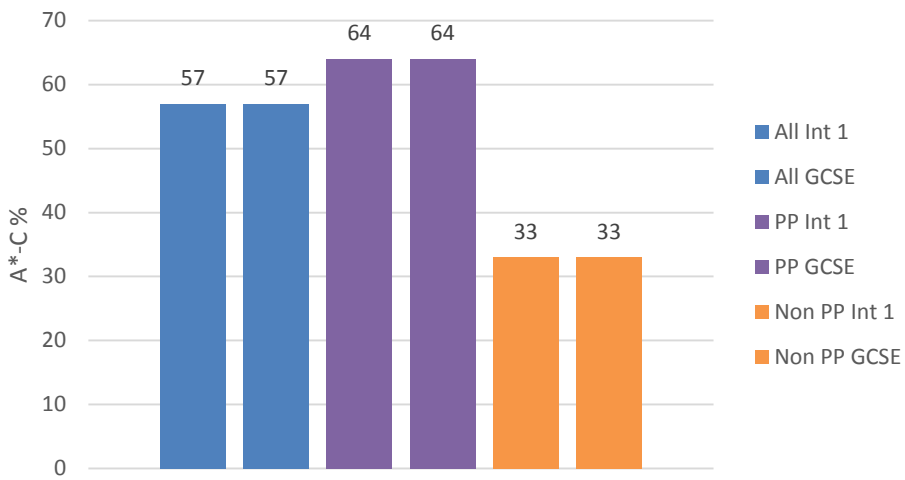
Y11 English Extra Option 3LP%



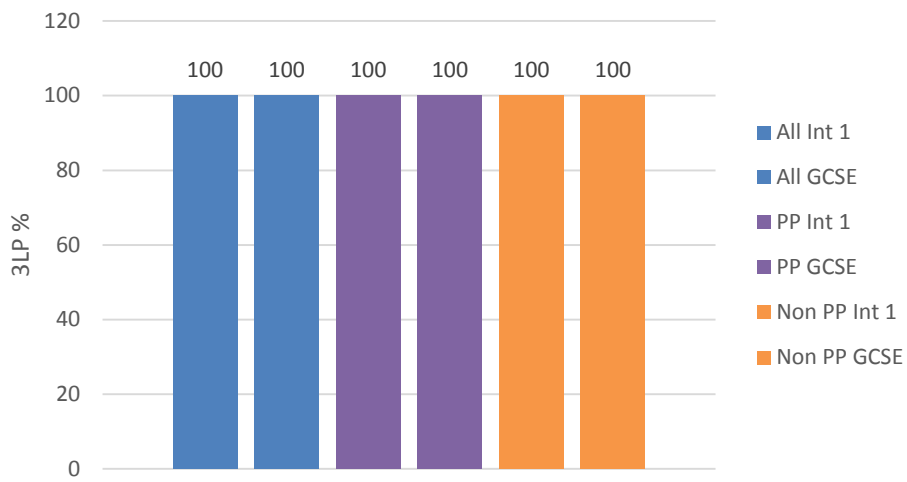
Y11 English Extra Option 4LP%



Y11 English Small group A*-C%



Y11 English Small group 3LP%



Y11 English Small group 4LP%

