



## **Pupil Premium Grant Academic Year 2015-16**

Pupil Premium funding is received from government according to the number of students on roll who are, (or who have been in the last 6 years), eligible for Free School Meals or who have been 'looked after' in local authority care. The government allocated a specific pupil premium grant to every school, in 2015-16 this was £935.

In 2015-16 there were 784 students who were eligible so we received a grant of £733,040

The government's aim in providing this funding is to reduce the achievement gap that exists between students who have received free school meals and those who have not. In 2013, this gap nationally for 5 A\*-C grades including English and maths was 26%. Research shows that these students face reduced life chances. Any children that they have are also less likely to achieve. Little Ilford School has bucked this trend for several years now, closing the gap and enabling our students to reach their full potential. This is our continuing mission and one we gladly undertake.

The Pupil Premium Grant is used at Little Ilford to develop a curriculum and school ethos that supports not only the pupil premium students but all of our learners, both in and out of lessons. A range of strategies are used by the school to provide direct support and provision for students to improve engagement, health and achievement.

The progress results over the last 3 years show how effective our use of this funding has been. We have targeted key areas of the curriculum as well as the wider school activities to ensure our disadvantaged students close the gap with their peers.

### **2015-16 Data Update**

The results for the cohort 2015-16 have been released but as yet are unvalidated by the government's statistical analysis group RAISEonline. The results for 5 A\*-C including English and maths show that overall, the gap was closed between the Disadvantaged (Pupil Premium Ever 6) and Non-Disadvantaged students in our latest results. This was due to a combination of both the disadvantaged group improving (the boys improved by 11%) and because the non-disadvantaged group's results fell 4.5%. This was against a national picture where attainment also fell slightly in some areas.

# Little Ilford School

2016 KS4 VA

## Overview

KS4 Attainment 2016 · Actual results  
253 pupils

KS4 Progress 2016 · Value Added  
253 matched pupils

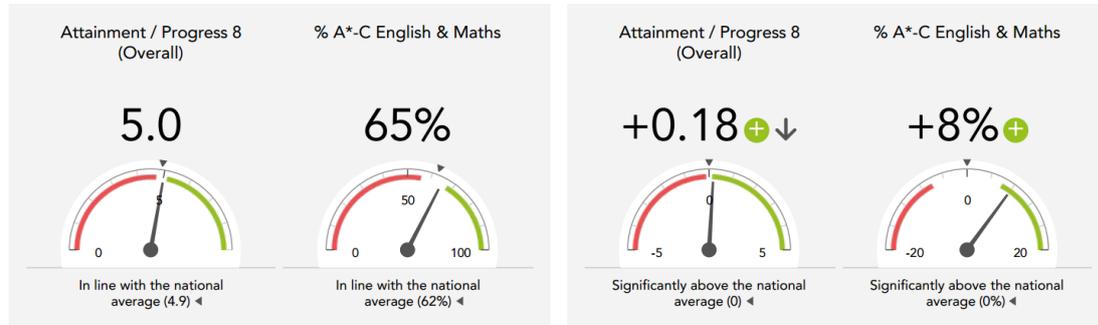


Figure 1. Using information from the Fischer Family Trust (FFT), we can see that overall, the school is in line, or slightly above, the national picture.

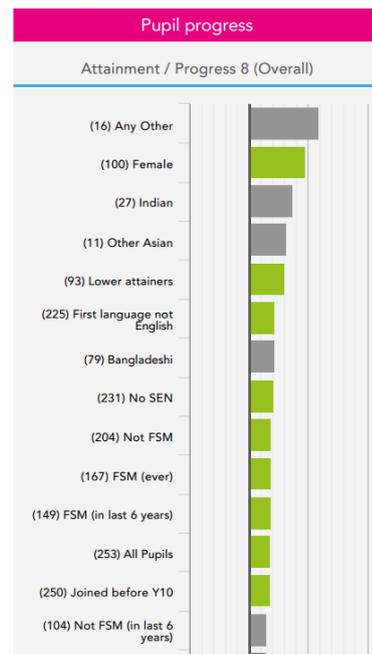
It is worth noting too that the way the GCSE exams are to be assessed and reported has changed this year and will change for the next 3 years, at least. This year, one of the key measures is called the Basics figure and is for those students achieving English and maths at A\* - C grades. This year, disadvantaged students achieved 60% and Non-disadvantaged students 71% a gap of 11%, however down from a gap of 17% last year.

## Pupil groups

KS4 Pupil groups performance 2016

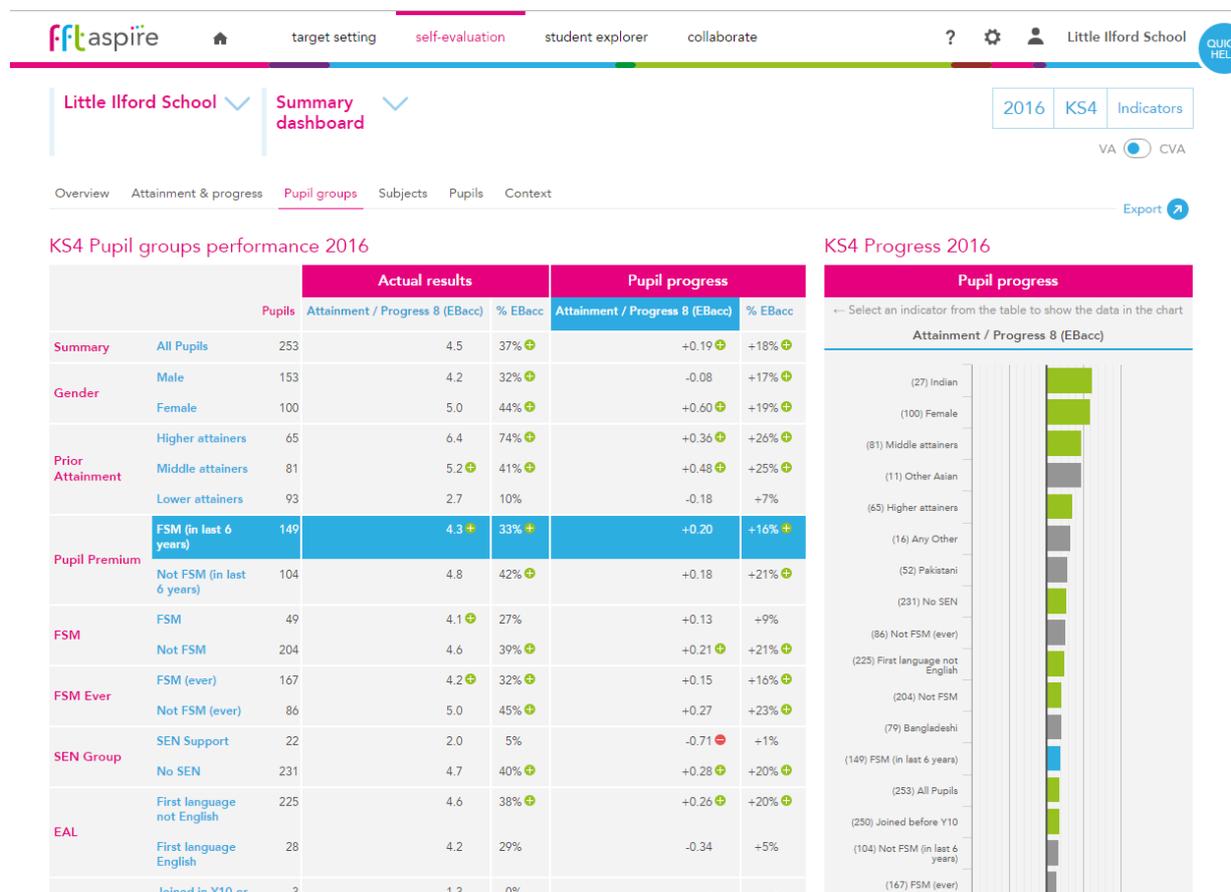
	Pupils	Actual results			Pupil progress			
		Attainment / Progress 8 (Overall)	% A*-C English & Maths	% EBacc	Attainment / Progress 8 (Overall)	% A*-C English & Maths	% EBacc	
<b>Summary</b> All Pupils	253	5.0	65%	37%	+0.18	+8%	+18%	
<b>Gender</b>	Male	153	4.7	63%	32%	-0.02	+7%	+17%
	Female	100	5.3	69%	44%	+0.48	+10%	+19%
<b>Prior Attainment</b>	Higher attainers	65	6.2	97%	74%	+0.03	+3%	+26%
	Middle attainers	81	5.3	77%	41%	+0.15	+6%	+25%
	Lower attainers	93	3.9	37%	10%	+0.30	+14%	+7%
<b>Pupil Premium</b>	FSM (in last 6 years)	149	4.8	61%	33%	+0.19	+8%	+16%
	Not FSM (in last 6 years)	104	5.2	71%	42%	+0.15	+8%	+21%
<b>FSM</b>	FSM	49	4.6	57%	27%	+0.12	+7%	+9%
	Not FSM	204	5.0	67%	39%	+0.19	+9%	+21%
<b>FSM Ever</b>	FSM (ever)	167	4.8	61%	32%	+0.19	+8%	+16%
	Not FSM (ever)	86	5.3	73%	45%	+0.15	+8%	+23%
<b>SEN Group</b>	SEN Support	22	3.2	23%	5%	-0.14	+4%	+1%

KS4 Progress 2016



Breaking this down further to show the progress of student groups, we see that there has been a closing of the gap in all areas and that progress rates of the disadvantaged students is actually above that of the non-disadvantaged students (0.19 compared to 0.15).

For the English Baccalaureate (Ebacc), 33% of our disadvantaged students achieved this, compared to 26% in the country as a whole and 42% for non-PPG in the school. This is a significant measure as the Ebacc is used by colleges and universities as a measure of success and allows students to opt for the harder, facilitating A-levels such as maths, history and sciences. In order to achieve this standard, students must have studied double science, history or geography and a language and achieved grades C or above in each of these.



We try to ensure that each of our strategies has the desired impact and that they are cost effective. We carried out a student and parent survey in June 2016; reference to the results shall be made throughout this document. We also asked for feedback from staff, particularly from those involved in implementing the various strategies, interventions and activities.

## Examples

1) **Pastoral Achievement Leaders** are used to ensure that all students can fully access the curriculum by:

- a) ensuring good attendance and punctuality through regular monitoring
- b) monitoring of progress by individuals and groups across all subjects and working with key stakeholders to put appropriate support in place
- c) working with parents to create a close partnership
- d) developing strategies to help students at difficult periods e.g. bereavement or family break up

### Impact:

- Attendance at Little Ilford School is consistently above the national figure:

<b>Year</b>	<b>School</b>	<b>National</b>
2014-15	96.1%	94.9%
2015-16	96.41%	94%
PPG 2015-16	97%	91%

This is particularly striking when comparing the figures for disadvantaged students at Little Ilford with the national figure.

- Our partnership with parents continues to be strong with very high rates of attendance to parents' evenings (consistently well over 90%) and excellent feedback from parent voice surveys. Our FLIS group (Friends of Little Ilford School) is going from strength to strength.
- We have developed and maintain strong links with a range of partners including: UEL; Mosaic and Lifeline Mentoring; Brilliant Club; London Fire Brigade (LIFE); Police Cadets and the Little Ilford Learning Zone.
- Monitoring of the Praise and Behaviour points system has shown that this has a big impact on behaviour and achievement. Our pastoral staff and Senior Leadership Team closely monitor trends and activities to ensure that we, as a school, focus our efforts in the correct areas. For example, disrupting learning was a concern two years ago, but after working with staff and students on this, numbers of incidents fell in 2015-16. A survey in 2016 showed both students and parents see the value of this system: 80% of students and 70% of parents said that the Praise Points had had a positive effect on learning. Students are regularly rewarded with texts sent home, certificates and prizes.

**2) Extended Curriculum – Clubs and enrichment:** If our students are to reach their full potential, it is essential that we develop the whole student and offer them wider experiences and opportunities. The LILLS (Little Ilford Lifelong Learning Skills) are embedded throughout the curriculum and form the basis of our approach. Our new Enrichment Co-ordinator monitors the provision and use of our extra curricular

activities to ensure they reflect our students' needs and interests as well as being value for money.

In February 2015 we employed a Visits Co-Ordinator to monitor the provision and running of trips to ensure all students have access to appropriate trips and visits. We have re-established the Duke of Edinburgh scheme and recently, 17 of our Year 11 students undertook the gruelling 15 mile trek which concludes the course.

We work closely with ELBA (East London Business Alliance) to give students more experience of business environments where they can develop a clearer understanding of careers as well as apprenticeships and trades. Our Careers School also gives students in Years 7 and 8 an understanding of the world of work and the range of careers that may be available to them when they have left education.

Health is also a key outcome we aim to deliver. Our Healthy Schools Co-ordinator runs fitness classes as well as a programme of education for healthy eating. We employ an external Educational Psychologist and external mentors to help break down barriers to learning and work with other agencies to help ensure good mental health.

The reintroduction of music to the curriculum in 2014 has led to over 300 students taking free music lessons in a variety of instruments during the Autumn term of 2016. Paying for these lessons with peripatetic teachers has been shown by the Sutton Trust as an excellent use of funding, developing students not just in music but across the curriculum and in their self-esteem.

We work closely with Little Ilford Learning Zone to share facilities and personnel. We have worked with Scope4Success to develop a sports based Gifted and Talented programme which, although in its infancy, has shown some very positive results.

“Enrichment has a big impact on pupils achievement. Being able to take trips out at low cost to PPG students means that they are able to experience a range of inspirational experiences that drives and motivates them in their class work.” (Matt Young – Curriculum Team Leader, Drama).

**3) Careers Advice** – All students are offered careers advice and we run a variety of workshops and assemblies for every year group to ensure students have high aspirations and can plan their progress carefully. This is planned and co-ordinated through our Aspirations and Destinations Co-ordinator.

Impact:

- Our NEETS figure is consistently very low (only 2 students in the previous 2 cohorts).
- All students have received at least one and, for most PPG students, two one-to-one careers interviews by Year 11.
- All students attend university visits to raise aspirations from Year 7.
- Students are identified for extra input and support e.g. Gifted and Talented, key ethnic groups, Looked After Children and those on the SEND register.

- In our survey, careers advice was seen by 85% of parents and 90% of students as having an important an effect on their outcomes; 80% of students and parents felt university and business visits had also been positive.

We continually monitor and evaluate all of the strategies and interventions we put into place for our students and have our students' wellbeing and achievement at the heart of all we do: Learning Together, Achieving Together, Succeeding Together.

## Impact of Pupil Premium 2015-16

### Overview:

<b>Pupil Premium 2015/16</b>	
Number of eligible students	<b>760</b>
Amount received per pupil	<b>£935</b>
Total funding received	<b>£710,600</b>
Total spend	<b>£736,003</b>

### Impact Data:

<b>Key Groups/data</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<b>5A*-C inc. E+M School All</b>	63	61	60
<b>5A*-C inc. E+M National All</b>	55	57	56
<b>5A*-C inc. E+M School NPPG</b>	72	69	63
<b>5A*-C inc. E+M School PPG</b>	57	52	56
<b>5A*-C inc. E+M National PPG</b>	36	37	36
<b>EBacc School NPPG</b>	31	42	42
<b>EBacc PPG</b>	29	27	<b>33</b>
<b>EBacc National</b>	24	29	28
<b>EBacc National PPG</b>	10.9	11	11

### Key Expenditure

<b>Activity</b>	<b>Area</b>	<b>Cost (£)</b>
<b>3 x Higher Level Teaching Assistants (HLTAs)</b>	<b>English</b>	<b>497,490</b>
<b>3 x Ethnic Minority Achievement (EMA) teachers</b>	<b>Study Plus (English)</b>	
<b>3 x Higher Level Teaching Assistants</b>	<b>Maths</b>	
<b>Behaviour Support HLTA</b>	<b>SEN</b>	
<b>Year 11 Support Staff</b>	<b>Year 11 Team</b>	
<b>Reducing Pupil Teacher Ratio 3 x English Teachers</b>	<b>English</b>	

<b>Reducing Pupil Teacher Ratio 3 x Maths Teachers</b>	<b>Maths</b>	
<b>Increased Budget</b>		
<b>Study Club</b>	<b>Year 11</b>	<b>7,484</b>
<b>Brilliant Club Membership</b>	<b>G&amp;T</b>	<b>5,400</b>
<b>Accelerated Reader Programme</b>	<b>Reading/English</b>	<b>4,733</b>
<b>Reading Resources (including newspapers)</b>	<b>Reading/Tutor time</b>	<b>9,700</b>
<b>Debate Mate Subscription</b>	<b>Years 8-11</b>	<b>1,000</b>
<b>Student Rewards and Hospitality</b>	<b>Years 7-11</b>	<b>8,378</b>
<b>Social Inclusion</b>	<b>Years 7-11</b>	<b>5,860</b>
<b>External Educational Psychologist</b>	<b>Years 7-11</b>	<b>5,100</b>
<b>East London Business Alliance membership</b>	<b>Years 7-11</b>	<b>5,000</b>
<b>Internal Counselling Services</b>	<b>Years 7-11</b>	<b>9,442</b>
<b>Restart Learning (attendance intervention)</b>	<b>Years 7-9</b>	<b>4,740</b>
<b>Lifeline Mentoring</b>	<b>Years 9-11</b>	<b>10,000</b>
<b>Offsite provision (short and long term)</b>	<b>Years 7-11</b>	<b>84,140</b>
<b>Music Peripatetic Staff</b>	<b>Years 7-11</b>	<b>38,300</b>
<b>Total</b>		<b>696,767</b>

### Curriculum Intervention:

<b>Area/Posts</b>	<b>Allocation (£)</b>	<b>Details</b>	<b>Outcomes/Impact</b>
<b>Bengali Girls Mentor</b>	<b>750</b>	<b>A mentoring system for mid-phase admission and Looked After Children</b>	<b>Improved proficiency in the use of English; improved wellbeing; increase in friendship groups.</b>
<b>History Coursework Trip</b>	<b>3,765</b>	<b>Students undertook a trip to the battlefields of France in order to support their coursework and History syllabus.</b>	<b>Coursework has been written and a review of its quality compared to previous years will be undertaken.</b>

<b>Food Tech</b>	<b>600</b>	<b>Providing the basic materials for students to cook.</b>	<b>The enables all students to enjoy and participate in their lessons and leads to improved results. 33.3% A*-C overall in 2014 rising to 44.4% for PPG only in 2015. 83% of students said they found this useful.</b>
<b>Study Guides</b>	<b>Approx. £1,000 per department Science (x2) Geography History Technology PE</b>	<b>Students have been provided with study guides and work books at Key Stage 4 in order to use as revision aids and homework resources.</b>	<b>Study Guides have been used in several departments including Science and History who have both shown consistently strong results over time but still with a gap (approximately 15%). Our aim this year will be to measure the effectiveness and impact by using student/staff voice, results, Show My Homework and book looks. 89% of students said this was a useful intervention.</b>
<b>Weekend and Holiday Revision Sessions</b>	<b>17,205</b>	<b>Students attended targeted support sessions.</b>	<b>Reviews have been carried out by each department. 78% of students agreed that this was a useful intervention.</b>
<b>PE Clothing and Uniform for Exams</b>	<b>1,000</b>	<b>As part of the GCSE exam, students have to have a particular uniform in addition to their normal PE kit.</b>	<b>PPG students making more progress than non PPG students (78.3%).</b>

<b>PE Qualifications</b>	<b>1,000</b>	<b>Students take additional qualifications (e.g. in badminton and table tennis) in order to support their GCSE and increase the range of skills and sports they learn.</b>	<b>“</b>
<b>Sports Gifted &amp; Talented</b>	<b>7,506</b>	<b>Students are identified/apply to attend our sports enrichment programme which runs weekly fitness and sports training sessions.</b>	<b>Football teams have been developed in all year groups and regularly play in local and national fixtures. They have already won several tournaments and 5 students have had professional trials at football clubs.</b>
<b>Girls Karate</b>	<b>£940</b>	<b>Girls were invited to weekly karate sessions with a qualified instructor.</b>	<b>Improve discipline, fitness and wellbeing.</b>
<b>Guildford Shakespeare Company</b>	<b>£500</b>	<b>A Drama company was invited in to develop the understanding of students for their English curriculum for the 2016/17 GCSE cohort.</b>	<b>Improved understand of key texts in order to improve GCSE outcomes (2016/17)</b>
<b>Total Spend</b>	<b>39,266</b>		

## **Year 7 literacy and numeracy catch-up premium**

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve [the expected standard](#) in reading or maths at the end of key stage 2 (KS2). In 2016 to 2017 schools will receive the same overall amount of year 7 catch-up premium funding they received in 2015 to 2016, adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2016 census. This means that this year Little Ilford School will receive £86,000.

### **How year 7 literacy and numeracy catch-up premium will be used 2016-17**

Pupils who need extra support from the year 7 catch-up premium will be identified based on a number of key data: KS2 results (scaled score below the expected score of 100); Proof of Progress tests (carried out in September 2016); and teacher assessment.

The funding will continue to be used to pay for:

- Additional teaching in Study Plus and Numeracy classes which are intensive small-group teaching classes
- Additional teachers in English and maths to ensure students are taught in smaller class sizes.
- External services and materials such as Lexia, Magic Link Handwriting, drama companies and AQA support
- Teaching assistants and in class team teaching and support.

### **How year 7 literacy and numeracy catch-up premium was used 2015-16**

Additional teaching staff are the main use of our funding. Little Ilford employs an additional 4 teachers to teach English, 3 additional teachers for maths and 6 HLTAs to support in English and maths.

#### **Study Plus and Numeracy Classes:**

This is a provision developed by our Maths and EMA teams which helps to support students whose Key Stage 2 English and maths results are below level 4. Schools receive additional funding for this and in 2015-16, Little Ilford received an additional £86,000 which was used in this area along with PPG funding.

In these lessons, students are taught in small groups of no more than 12 students with a focus on the teaching of specific skills:

- a. Development of students' writing and numeracy, to secure level 5+ and then GCSE grade C+ (grade 5+ from 2017).
- b. Support in transferring literacy skills into their English lessons.
- c. Increased verbal feedback, due to small groups, and greater opportunity for students to apply targets in the lesson, raising self-esteem.
- d. Teaching specific 'types' of writing from across the curriculum.
- e. Developing key mathematical skills which are transferable throughout the curriculum.

The EMA team are also responsible for Mid-Phase Admissions, meeting with new students and their families and ensuring that the appropriate support is put in place when students join us through the year.

Reducing class sizes for lower ability students is a key aim of the school. It enables teachers to work more closely with individuals giving them the help and support they need. It has been one of the main reasons why our results have been so positive in the past 5 years.

#### Impact:

Between 2010 and 2015, our English rates of progression for KS2 level 3 and below have significantly exceeded national rates of progression. In 2015, 80 % of students who attended Study Plus achieved 3 levels of progress and 40% achieved 4 levels of progress. One stand-out student even exceeded this, achieving 6 levels of progress. In our survey, 83% of students and 88% of parents said that this had had a positive impact on their learning.

The most recent RAISE online (March 2016) information from the government also shows that our students, whether PPG or Non-PPG, attain higher maths and English results than nationally expected and make better progress.

It can also be seen on the latest results (2016) that the lower attaining group make significant progress in many of the key indicators including in English and maths +0.34 in English and 0.86 in maths. This means that on average, they have achieved a third of a grade higher in English and almost a full grade higher in maths compared to others in the country; this group is the third highest group in the school for progress.

### KS4 Pupil groups performance 2016

	Pupils	Actual results		Pupil progress		
		Attainment / Progress 8 (English)	Attainment / Progress 8 (Maths)	Attainment / Progress 8 (English)	Attainment / Progress 8 (Maths)	
<b>Summary</b>	All Pupils	253	5.2 ↓	5.2 ↑	+0.06 ↓	+0.52 ↑
<b>Gender</b>	Male	153	4.9	5.1	-0.18 ↓	+0.44 ↑
	Female	100	5.6 ↓	5.4 ↑	+0.42 ↑	+0.64 ↑
<b>Prior Attainment</b>	Higher attainers	65	6.0 ↓	6.5	-0.25 ↓	+0.25
	Middle attainers	81	5.4 ↓	5.4 ↑	-0.02 ↓	+0.34 ↑
	Lower attainers	93	4.5 ↑	4.2 ↑	+0.34 ↑	+0.86 ↑
<b>Pupil Premium</b>	FSM (in last 6 years)	149	5.0 ↑	5.0 ↑	+0.10	+0.51 ↑
	Not FSM (in last 6 years)	104	5.3	5.5	-0.00 ↓	+0.53 ↑
<b>FSM</b>	FSM	49	5.0 ↑	4.7 ↑	+0.18	+0.33
	Not FSM	204	5.2 ↓	5.3	+0.03 ↓	+0.56 ↑
<b>FSM Ever</b>	FSM (ever)	167	5.1 ↑	5.0 ↑	+0.12	+0.51 ↑
	Not FSM (ever)	86	5.3	5.6	-0.07 ↓	+0.53 ↑
<b>SEN Group</b>	SEN Support	22	3.8	3.4	+0.03	+0.46
	No SEN	231	5.3 ↓	5.4	+0.06 ↓	+0.52 ↑
	First	225	5.2 ↓	5.2 ↑	+0.10 ↓	+0.54 ↑

### KS4 Progress 2016

