

Arts and Media School

Pupil premium - Review – Autumn 2015

Action	Rationale	Cost	How impact will be measured	Review Autumn 2015
Lower class sizes	This enables greater teacher intervention for individual students therefore enabling more rapid progress in learning	2015/16 =£198,000 <i>Calculated by estimating difference in cost between teaching staffing requirements to run classes of 25 and classes of 30 multiplied by the Ever 6 percentage.</i>	The percentage of students, in receipt of pupil premium, who achieve: <ul style="list-style-type: none"> • 5+ A*-C grades including English and Maths • The Ebac group of GCSEs • Progress in English and Maths 	<p>Year 11 2015</p> <p>Pupil premium students:</p> <ul style="list-style-type: none"> • 49.2% achieved 5+ A*-C grades including English and Maths (National figure 2014 all students 57%) • 16.4% achieved the E-BACC group of GCSEs • 92.3% made expected progress in English • 69.8% made expected progress in Maths <p>Y11 2015/16</p> <p>Pupil premium students:</p> <ul style="list-style-type: none"> • 62.5% are projected to achieve 5+ A*-C grades including English and Maths • 7.5% are projected to achieve the E-BACC group of GCSEs (this is low at present due to not all Sciences being entered – this will change in the new term) • 95% are projected to make expected progress, or better, in English (National figure 2014 for • 86.3% are projected to make expected progress, or better, in Maths

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Alternative provision	To enable students to remain engaged in Education and secure post 16 progression routes for these students	2015/16 We have secured an education pathway for 15 students who were placed into the Alternative Provision programme = £37,800	Information about student completion of courses and progression on courses through post 16 and attendance which is managed by Islington education and is transparent on the CLM portal for all Islington's school welfare agencies to see and share. Student results / outcomes.	<p>Year 11 2015/16</p> <ul style="list-style-type: none"> • Of the 15 students who attended AP 14 were in receipt of pupil premium. • Out of the 15 students, 5 started an AP course in Y10 • At present 9 out of the 15 students on AP are Yr 11 and are on Vocational courses alongside functional skills in Maths and English, the students will stay on in college and progress onto level 2 in Yr 12 after their first year at the college. • Students are also receiving support from Islington AP team to ensure they are making progression as well as having weekly tutorial at the college with their tutor.
Transition from KS2 to KS3	To ensure transition is successful for those with an academic or emotional need	2015/16 transition funding is being withdrawn. We will endeavour to run this as a self funded option as it is felt that it is a very successful way of initiating students into	Retention levels of Year 7 students.	<p>Summer 2015 Y6 to 7 summer school ran with specific funding providing students with the opportunity to:</p> <ul style="list-style-type: none"> • Build positive relationships with staff and peers. • Work on Literacy and numeracy to prevent the summer slump • Opportunity for students to acclimatise to the school prior to starting in September. <p>Pupils from a more deprived background find the summer school particularly useful.</p>

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		secondary school life.		
Promoting the use of data	To ensure early identification of need and rapid intervention to meet the needs of students	2015/16 =£25,000 Proportion of Data Manager salary	termly data produced which is discussed at all levels across the school in a systematic and consistent way and utilised to plan future interventions.	Data is collected regularly and used to inform action by SLT, Subject teams, Year teams and colleagues who deliver support programmes. Current work is under way at AMS to implement our new model for assessing without levels at KS3.
Enrichment activities	Enables students to experience a wide range of activities that boosts confidence, raises expectations and builds social capital.	2015/16 £15,000	The comparative uptake of enrichment opportunities by students in receipt of pupil premium. Enrichment Coordinator to provide breakdown of attendance details.	All students from Years 7 to 11 have taken the opportunity to engage in an enrichment activity. There are a wide variety of clubs run before school, at lunch and after school and uptake is keenly encouraged. Increased levels of confidence gained from participation within the clubs available is seen to boost attainment across all subjects. Registers are kept and analysed.
Additional academic classes	Supports students in preparation for examinations so improving students outcomes. This is	2015/16 M4 Speech and language teacher £30,000	The percentage of students, in receipt of pupil premium, who achieve: 5+ A*-C grades including English and	Year 11 2015 Pupil premium students: <ul style="list-style-type: none"> • 49.2% achieved 5+ A*-C grades including English and Maths (National figure 2014 all students 57%) • 16.4% achieved the E-BACC group of GCSEs • 92.3% made expected progress in English

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<p>RWC and Year 9 Support pathway</p> <p>AIM</p>	<p>especially important for those students without the facilities or support to study at home.</p>	<p>All teaching staff receive time in lieu at times specified throughout the year. £5,000 proportion of cover costs. Plus</p>	<p>Maths The ebac group of GCSEs Attendance at extra classes.</p> <p>Individual student case studies being compiled. As data builds up over time this will provide useful data which will allow us to quantify the effectiveness of these programmes.</p>	<p>• 69.8% made expected progress in Maths</p> <p><u>Y11 2015/16</u> Pupil premium students:</p> <ul style="list-style-type: none"> • 62.5% are projected to achieve 5+ A*-C grades including English and Maths • 7.5% are projected to achieve the E-BACC group of GCSEs (this is low at present due to not all Sciences being entered – this will change in the new term) • 95% are projected to make expected progress, or better, in English (National figure 2014 for 86.3% are projected to make expected progress, or better, in Maths <p>After school sessions in key subjects run on a rota with all students invited. Sessions are aimed at boosting the results of those students on the C/D borderline.</p>

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		mentor costs 1 session per week		
Improved access to IT	Supports students in preparation for examinations so improving students outcomes. This is especially important for those students without the facilities or support to study at home.	Included in funding for additional classes	Use of IT facilities out of lessons.	Use of computer facilities after school and at lunch time continue to be popular with students. Who attends depends on the demands on the students at the time.
Changes to KS3 model	4 periods of English, Maths and Humanities taught at KS3	1 x English teacher 1 x Maths 1 x Humanities costed at 70% = £85,000		The decision to increase the number of periods taught at KS3 for these core subjects was made during the curriculum planning process in early 2015. The impact of the allocation of this additional time will be monitored going forward to ascertain whether the additional cost is seen to be paying dividends as students progress through to KS4
Targeted Support Leaders of learning in place for: Speech and language,	Ensures the capacity to identify barriers to learning which are caused by / linked to complex needs and	Difference between previous TA costs and the new SLL model. Costed at	SLLs will: With teachers evaluate pupils' progress through a range of assessment activities.	The impact of the introduction of SLLs will be monitored going forward using group data to assess progress. Pupil premium students will be assessed in greater detail to ensure that the interventions put in place are working to address imbalance between FSM and Non FSM students.

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autism, dyslexia, EAL, English and Maths	deprivation. Once identified the appropriate internal and external support can be put in place to enable all students to maximise their learning. Working with families to ensure a shared understanding of how to support students with learning.	70% of total = £21,000	<p>Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.</p> <p>Monitor pupils' participation and progress, and provide constructive feedback to pupils in relation to their progress and achievement.</p> <p>Assist in maintaining and analysing records of the progress of pupils with SEN and EAL, in English</p> <p>Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for</p>	

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			<p>specific children.</p> <p>Support the teaching staff with reporting pupils' progress and achievements, at parents meetings</p>	