



Pupil Premium Report 2016-2017

Challenge Yourself, Celebrate Achievement, Focus on Success, Learn for life

Pupil Premium Grant Expenditure

Pupil Premium Expenditure is additional funding allocated to schools to provide targeted support for looked after Children and those eligible for Free School Meals. The extra funding is provided to maximise the achievement of these students and to close the gap that exists between students from disadvantaged and more affluent backgrounds.

At the Camden Centre for Learning we have a higher proportion that average of students who are eligible for Pupil Premium.

| Breakdown of Pupil Premium Funding | | | | | |
|---|----------------|-------------|------------|---|----------|
| Year | Special School | KS4 PRU | KS3 PRU | Additional Funding LAC Students | Total |
| 2014-15 | £ 27,115.00+ | £ 14,025.00 | £ 8,415.00 | £5,000 LAC PP+ received March 31 2015 from Camden | £54, 555 |
| 2015-16 | £ 27,115.00+ | £ 13,090 | £ 9,350.00 | £11,000 LAC PP+ received March 31 2016 | £60,555 |
| 2016-17 | £ 25,245 | £ 25,245 | £ 9,350 | £924 PP+ OOB students | £60,764 |

| | 2014-2015 | 2015-2016 | 2016-2017 | 2014-2015 | 2015-2016 | 2016-2017 | 2014-2015 | 2015-2016 | 2016-2017 |
|------------------------|-------------|---------------------|-------------|-------------|---------------------|-------------|-------------|-------------|-------------|
| | Sp.Sch | Sp.Sch | Sp.Sch | KS4PRU | KS4PRU | KS4PRU | KS3PRU | KS3PRU | KS3PRU |
| Total % of PP STUDENTS | 83% | 91% | 85% | 36% | 50% | 40% | 52% | 57% | 67% |
| No of FSM | 25 (69%) | 27 (82%) | 30 (75%) | 14 (31%) | 19 (45%) | 17 (38%) | 10 (48%) | 12 (52%) | 13 (62%) |
| No of LAC | 7 (19%) | 5 (15%) | 5 (13%) | 2 (4%) | 5 (12%) | 2 (4%) | 3 (14%) | 1 (4%) | 2 (10%) |
| Total number on roll | 36 | 33 | 40 | 45 | 42 | 45 | 21 | 23 | 21 |

Pupil Premium Expenditure

We have used this funding, together with additional funds to deliver a wide range of interventions that have proved to be effective in improving engagement, attendance and raising achievement. These interventions are tailored to meet individual student needs to maximise engagement and progress. The progress of these students is monitored closely and the effectiveness of the interventions evaluated.

There are a range of interventions offered which include:

Interventions to Support Engagement and Attendance

- Breakfast Club
- Rewards to promote good attendance
- PACE :Engagement and Monitoring Programme

Interventions to Remove Barriers and Support Parental Engagement

- School Home Support worker to promote effective partnership working

Interventions to Support Pupil Progress and Academic Achievement

- Targeted literacy and numeracy support
- Strategies to promote Reading including Reading Rewards
- Additional Study Support for students at KS4 in Year 11
- Personalisation of the curriculum to broaden the offer available including a range of vocational activities to support the engagement of the most disaffected and hard to reach students

Pupil Premium Data Analysis
CCfL 2016-17 Outcome Data

| Key Indicators | All Students | FSM | Gap | LAC | Gap | Comments |
|--|--------------|--------|---------|-------|---------|---|
| Attendance | | | | | | |
| All CCfL | 73% | 74% | +1% | 61% | -12% | FSM students across all groups attend at roughly the same rate as all students. Across the whole of the CCfL and special school there is either no gap or FSM students are attending at a very slightly higher rate. Attendance of LAC students needs to improve across the PRUs where LAC students are not attending at the same rate as all students. The dip is particular evident at KS3, in part because attendance of all students is higher at KS3 and because this relates to 2 students who have very complex needs which impacted upon their attendance. On the special school roll (5 students) the attendance of the LAC students is in line with attendance of all students |
| KS3 PRU | 74% | 75% | +1% | 44% | -30% | |
| KS4 PRU | 69% | 69% | 0% | 64% | -5% | |
| All Special | 75% | 76% | +1% | 76% | +1% | |
| Exclusions | | | | | | |
| All CCfL : Numbers | 70 | 49 | 21 | 2 | +68 | Total numbers of exclusions show that FSM and LAC students receive fewer exclusions than all students but this is only because there are fewer students in these categories than all students. |
| Exclusions as a % of the school population | 66.04% | 49.23% | +19.81% | 1.89% | +64.15% | |
| KS3 PRU: Numbers | 10 | 7 | 3 | 0 | 0 | |
| Exclusions as a % of the school population | 9.43% | 6.60% | +2.83% | 0 | 0 | |
| KS4 PRU: Numbers | 16 | 3 | 13 | 0 | 0 | |
| Exclusions as a % of the school population | 15.09% | 2.83% | +12.26% | 0 | 0 | |
| All Special : Numbers | 44 | 39 | 5 | 2 | +42 | |
| Exclusions as a % of the school population | 41.51% | 36.79% | +4.72% | 1.89% | +39.62% | |

| Post 16 Progression Data | All | FSM | Gap | LAC | Gap | Total PP | Gap | |
|--|-----|------|------|------|------|----------|------|---|
| 27 Students included in the destination data 6 special school roll, 21 PRU roll | | | | | | | | |
| All CCfL - EET | 79% | 100% | +21% | 100% | +21% | 93% | +14% | Overall there is an increase in EET for pupil premium students both FSM and LAC students are outperforming all students |
| All CCfL - NEET | 18% | 0 | 0 | 0 | 0 | 0 | 0 | |
| Special School Roll - EET | 70% | 100% | +30% | 100% | +30% | 100% | +30% | |
| Special School Roll - NEET | 30% | 0 | 0 | 0 | 0 | 0 | 0 | |

| | | | | | | | | |
|---------------------|-----|-----|---|---|---|-----|-----|--|
| KS4 PRU Roll - EET | 78% | 86% | 0 | 0 | 0 | 86% | +8% | |
| KS4 PRU Roll - NEET | 11% | 0 | 0 | 0 | 0 | 0 | 0 | |

Achievement and Progress

| Attainment : | All | FSM | Gap | LAC | Gap | Total PP | Gap | |
|--------------------------------------|--------|------|-------|-----|------|----------|-------|---|
| KS4 PRU | | | | | | | | 100% of All students achieved accreditation. Across the board Pupil Premium students outperformed all students where there was no gap it was because 100% of students across the board achieved accreditation. |
| 5 or 5+ A*-C GCSEs inc. Eng. & Maths | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 5 or 5+ A*-C GCSEs | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 1 A*-C or more GCSEs | +26.6% | +25% | -1.6% | 0 | 0 | 25% | -1.6% | |
| 5 or more A*-G GCSEs | 33.3% | +25% | -8.3% | 0 | 0 | 25% | -8.3% | |
| 1 or more A*-G GCSEs | 66.6% | +75% | +8.4% | 0 | 0 | 75% | +8.4% | |
| KS4 Special School | | | | | | | | |
| 5 or 5+ A*-C GCSEs inc. Eng. & Maths | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 5 or 5+ A*-C GCSEs | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 1 A*-C or more GCSEs | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 5 or more A*-G GCSEs | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 1 or more A*-G GCSEs | 30% | 20% | -10% | 50% | -20% | 28.5% | -1.5% | |

SEN Targeted Intervention

| Key Indicators 2016-17 | All Students | FSM | Gap | LAC | Gap | Comments |
|---|--------------|------|-----|-----|-----|---|
| Reading - Students making expected or above expected progress in Reading | | | | | | |
| All CCfL | 72% | 79% | 7 | 0 | NA | Pupils on Special School roll in receipt of FSM made greater progress in reading compared with their peers who do not receive PP funding. At KS3 PRU Roll students made greater progress in their reading compared to those who are not in receipt of PP funding. At KS4 the gap between pupils in receipt of FSM and those not is minimal. |
| KS3 PRU | 82% | 100% | 18 | 0 | NA | |
| KS3 Special | 55% | 69% | 14 | | | |
| KS4 PRU | 92% | 87% | -5 | 0 | NA | |
| KS4 Special | 50% | 75% | 25 | 0 | NA | |
| Spelling - Students making expected or above expected progress in Spelling | | | | | | |
| All CCfL | 79% | 81% | 2 | 0 | NA | In total, students who attract PP funding make greater progress than those who do not. KS4 students on Special Roll make greater progress in spelling than their peers who do not qualify for FSM. |
| KS3 PRU | 100% | 67% | -33 | 0 | NA | |
| KS3 Special | 100% | 92% | -8 | | | |
| KS4 PRU | 50% | 50% | 0 | 0 | NA | |
| KS4 Special | 33% | 100% | 67 | 0 | NA | |
| Numeracy - Students making expected or above expected progress in Numeracy | | | | | | |
| All CCfL | 85% | 67% | -18 | 0 | NA | Students who do not qualify for FSM make greater progress in numeracy than those who meet the criteria for FSM. The difference is, however, marginal for KS3 Special Roll students. |
| KS3 PRU | 90% | 67% | -23 | 0 | NA | |
| KS3 Special | 73% | 69% | -4 | | | |
| KS4 PRU | 80% | 56% | -24 | 0 | NA | |
| KS4 Special | 92% | 80% | -12 | 0 | NA | |

CCfL: Pupil Premium 2016-2017

Planning & Evaluation

| Pupil Premium used for: | Amount allocated to the intervention /action £ | Brief summary of the intervention/action including details of year groups and pupils involved + timescale | How will this activity be monitored? When? Who? How will success be evidenced? | ACTUAL impact: What did the intervention/action actually achieve? Be specific: 'As a result of this action....' |
|--|--|--|--|--|
| Pastoral /Attendance | | | | |
| <ul style="list-style-type: none"> Breakfast Club | £6,500 | <p>The aim of the intervention is to increase attendance as well as to provide a healthy breakfast for students on arrival so they have a positive start to the day and are ready to engage in learning.</p> <p>Aims to Increase Engagement Improve Attendance</p> | <p>Half termly attendance data Progress against baselines Improved punctuality</p> | <p>Total Attendance for 2016/17 Total CCfL: All students All students 73% FSM 74%, LAC 61% - FSM students are attending at approximately the same rate as all students. There is a gap of 12%with LAC students. This is mainly around 1 or 2 very complex students at KS3 who were also having significant difficulties in their family/placements. This gap is slightly reduced when we count lates as attendance All students 77% FSM 79% LAC students 70%</p> <p>KS3 PRU All students 74%, FSM 75%, LAC 44%. Again, the biggest gap is LAC students and all students. This comprised of 2 students, both students home placements were fragile which</p> |

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| | | | | <p>had a significant impact on attendance</p> <p>KS4 PRU All students 67%, FSM 69%, LAC 66%. There is very little variation at KS4 PRU re FSM, LAC, All students.</p> <p>Special School All students 75%, FSM 76%, LAC 76% There is very little variation at KS4 PRU re FSM, LAC, All students.</p> |
| <ul style="list-style-type: none"> Attendance Initiatives | <p>£2,000 Trips/rewards/vouchers</p> | <p>To offer a range of interventions to improve attendance of students Weekly rewards Weekly raffle End of term trips</p> | <p>Termly attendance data Progress against baselines Improved punctuality</p> | <p>As Above</p> |
| Engagement/Mentoring | | | | |
| <ul style="list-style-type: none"> Pace Mentoring Programme for students who are disaffected/disengaged in school and are at risk of exclusion | <p>£32,642.12</p> | <p>1:1 mentoring giving young people an opportunity to build up positive relationships with appropriate adults who will in turn help them to develop the skills needed to engage in and be part of the local and community by helping them to develop perseverance and resilience to deal with difficult family and life situations. The confidence and optimism to take part in a wider range of activities and learning opportunities and the motivation to want to achieve.</p> | <p>Remaining in education</p> <p>Individual Data profiles demonstrate holistic outcomes on all student sin receipt of PACE</p> | <ul style="list-style-type: none"> 18 Students accessed PACE throughout the academic year, of these, 15/18 (83%) were eligible for Pupil Premium. 14/18 (78%) attended at KS3 and of these 11/14 (79%) were eligible for PP. Out of the 11 eligible, 10 remained in full time education (91%) through the support of PACE intervention. 1 student had a reduced programme due to the his level of need and his inability to access full time provision. |

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| | | | | <p>PACE remained engaged throughout this time to support increased engagement and attendance.</p> <ul style="list-style-type: none"> 14/18 (22%) students attended KS4, 100% of whom were eligible for pupil premium. All remained engaged in education and achieved accreditation at the end of KS4. <p>See attendance data above and individual case studies</p> |
| Whole School Literacy Initiatives | | | | |
| Reading Initiative | £1,000 Books | <p>Reading strategy to improve reading levels across the school</p> <p>Purchasing of reading books / boxes highlight whole school reading time on the timetable</p> <p>Incentives to reward good reading</p> <p>Targeted Intervention</p> | <p>WIAT Standardised Scores</p> <p>Literacy baselines</p> <p>Attainment and Progress termly reviews</p> | <p>Pupils on Special School roll in receipt of FSM made greater progress in reading compared with their peers who do not receive PP funding. At KS3 PRU Roll students made greater progress in their reading compared to those who are not in receipt of PP funding.</p> <p>At KS4 the gap between pupils in receipt of FSM and those not is minimal.</p> <p>See Reading Intervention data outcomes above.</p> |
| Additional Study Classes Year 11 | £1,000 | <p>Students attended before school club, Lunchtime</p> <p>2 Day Easter and half term additional study classes</p> <p>Spring 2 40% attendance</p> | | <p>Impact on final attainment 2017</p> <p>6 students attended regularly</p> <p>67% were pupil premium</p> |

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| | | Summer 1 49% attendance | | <p>English The students that attended these revision classes: 4/6 (67%) students made their expected attainment grade. 2/6 (33%) students made one grade below their expected level.</p> <p>Maths The students that attended these revision classes: 3/6 (50%) students made their expected attainment grade. 3/6 (50%) students made grades below their expected attainment, two at one grade below and one at 2 grades below.</p> <p>Science 2/6 (33%) students made 1 grade above their attainment grade. 2/6 (34%) students made their expected attainment grade.</p> |
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| Literacy and Numeracy Interventions | | | | |
| <ul style="list-style-type: none"> • Catch up Literacy • Precision Spelling • Phonographics • Catch up Numeracy • Dyslexia Stile • Toe By Toe • Power of 2 • WIAT Assessments • WRAT Assessments • Comprehension Cards • Functional Skills Practice Papers | £29,457 | Recruitment of an additional Targeted Intervention Co-ordinator to provide tailored intervention to identified students | Progress against literacy and numeracy baselines Progress through whole school data analysis | See Intervention Data above Reading Intervention Spelling Intervention Numeracy Intervention |

| Family work: | | | | |
|---|----------------------------------|---|---|---|
| <ul style="list-style-type: none"> School Home Support | % Salary Contribution £12,417 | To provide effective home school support by working with students struggling to be successful and attend in school due to complex family issues. To work with the whole family to resolve and find solutions to the complex family and personal issues and to encourage parental engagement in school life and their child's education. | Case Studies Termly Evaluations Parent Evaluations Annual Report | 17 Families received support in total during 2016/17 71% of these (12/17) FSM students As a result of this <ul style="list-style-type: none"> home school support was strengthened with improved relations between home and school Removing barriers to non attendance Removing poverty barriers applicants for help from SHS (school clothes, dining table & chairs, cooker) welfare fund applications housing support DLA Applications Supporting parents into employment In addition 11 families supported during student reintegration process into mainstream 64% were families eligible for PP 73% (9/11) successfully returned to mainstream |

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| | | | | The support focussed on visits to mainstream school, preparation for school interviews, on-going home school liaison, financial support for school uniform |
| Increased Vocational Offer to Increase Engagement and Secure Accreditation | | | | |
| To broaden the curriculum offer and to offer a range of curriculum accreditation in addition to GCSEs to ensure engagement of all students | <p>Music tuition £6,600</p> <p>Food Ingredients and Catering Opportunities 4,500.00</p> | <p>Pupil Premium students in particular were targeted for these courses to increase engagement and ensure accreditation and post 16 progression</p> <p>All activities to enhance these curriculum areas were offered at zero cost to students including</p> <ul style="list-style-type: none"> ○ Joint project with the Round House including a range of theatre trips ○ All catering course costs covered ○ All travel costs | NEET Data Accreditation engagement and outcome data | <p>A range of wider curriculum accreditation was on offer to support engagement including See outcome data</p> <p>9 students undertook Food Level 1/2 course All achieved accreditation with 7 out of 9 students (78%) of these students being eligible for pupil premium Out of the 78% 5 achieved Level 1 5/7 (71%) and 2 /7 929%) achieved Level 2.</p> |
| External Vocational | | | | |
| Silverdale Motor Mechanics | <p>£4,800</p> <p>4 students</p> <ul style="list-style-type: none"> • 2 Year 11 • 1 Year 10 • 1 Year 9 | To identify personalised vocational opportunities for all young people to increase engagement during school and support students to remain in education, employment or training | Student Engagement Attendance Increased accreditation NEET data | <p>Overall there is an increase in EET for pupil premium students both FSM and LAC students are outperforming all students</p> <p>Silverdale One day motor mechanics Programme to increase personalization of timetable and increase engagement 100% (4 /4) were PP students</p> |

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|--------------------------|----------------|--|--|---|
| Boxing/Mentoring | £3,375 | | | <p>Engagement in Silverdale Project increased engagement of identified students.</p> <p>Boxing /Mentoring Programme 2 students engaged in the boxing /mentoring programme, whilst both students engagement was not good the engagement in mentoring /Boxing session was good and ensured students did not become completely disaffected.</p> <p>1 day a week Vocational programme 1 student who was pupil premium engaged in the programme and successfully achieved a BTEC Level 1 Pass. This student has successfully transferred to college.</p> <p>3 students undertook this course, 1 being Pupil premium and she successfully completed the course and wanted to pursue and career in child care as a result of this.</p> |
| Kings Cross Construction | £1,000 | | | |
| Teens and Toddlers | £2,000 | | | |
| Total | £98,874 | | | |