



Pupil Premium Report

2017-2018

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
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
2017-18	£ 25,245	£ 25,245	£ 9,350	£2554	£62,394

	2015- 2016	2016- 2017	2017- 2018	2015- 2016	2016- 2017	2017- 2018	2015- 2016	2016- 2017	2017- 2018
	Sp.Sch	Sp.Sch	Sp.Sch	KS4 PRU	KS4 PRU	KS4 PRU	KS3 PRU	KS3 PRU	KS3 PRU
Total % of PP Students	91%	85%	85%	50%	40%	45%	57%	67%	50%
No of FSM	27 (82%)	30 (75%)	26 (79%)	19 (45%)	17 (45%)	23 (38%)	12 (52%)	13 (62%)	8 (50%)
No of LAC	5 (15%)	5 (13%)	2 (6%)	5 (12%)	2 (4%)	1 (2%)	1 (4%)	2 (10%)	0 (0%)
Total number on roll	33	40	33	42	51	51	23	21	16

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
- 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 2017-18 Outcome Data

Key Indicators	All Students	FSM	Gap	LAC	Gap	Comments
Attendance						
All CCfL	70.20%	68.40%	-2.2	65.80%	-4.4	FSM students across all groups attend at roughly the same rate as all students. Across the whole of the CCfL there is either no gap or a minimal gap at less than 2% difference. Attendance of LAC students looks like a significant gap however at KS3 this equates to one student who was LAC to another authority but was residing in Camden. The care placement in Camden broke down and he was moved out of borough and although transport was provided whilst they found a more local school the journey was extremely long and the turbulence of moving care placement and knowing he was changing school impacted greatly on attendance.
KS3 PRU	64.60%	63.20%	-1.4	0		
KS4 PRU	74.60%	75%	+0.4	69.60%	-5	
KS3 Special	78.50%	79.1%	+0.6	63.5%	-15	
KS4 Special	68.1%	63.60%	-4.5	67.40%	-0.7	
Exclusions						
All CCfL : Numbers	103	68	35	2	101	Total numbers of exclusions show that FSM and LAC students receive fewer exclusions than all students.
Exclusions as a % of the school population	92%	61%		2%		
KS3 PRU: Numbers	15	11	4	1	14	
Exclusions as a % of the school population	13%	10%	2%	1%	12%	
KS4 PRU: Numbers	38	20	18	1	37	
Exclusions as a % of the school population	34%	18%	16%	1%	33%	
All Special : Numbers	50	37	13	0	50	
Exclusions as a % of the school population	45%	33%	12%	0	0	

Post 16 Progression Data	All	FSM	Gap	LAC	Gap	
27 Students included in the destination data 6 special school roll, 21 PRU roll						
All CCfL - EET	70%	60%	-10%	34%	-36%	See Attainment and Standards Report for full breakdown. In September 30% of students were NEET, 40% if you just looked T FSM and 34% if you looked at LAC. However numbers are Low the LAC student equates to 2 students and therefore fluctuations are significant
All CCfL - NEET	30%	40%	+10%	34%	+ 4%	
Special School Roll - EET	56%	67%	11%	0	0	
Special School Roll - NEET	33%	33%	0	50%	+ 17%	
KS4 PRU Roll - EET	69%	45%	-24%	100%	+ 31%	
KS4 PRU Roll - NEET	26%	44%	+18%	0		

SEN Targeted Intervention

Key Indicators 2017-18	All Students	FSM	Gap	LAC	Gap	Comments
Reading - Students making expected or above expected progress in Reading						
All CCfL	90%	100%	+10%			KS3 and 4 PRU FSM students outperformed all students in reading progress by 10-17% 100% of FSM students made expected and above progress in their single word reading.
KS3 PRU	90%	100%	+10%	-	-	
KS4 PRU	83%	100%	+17%	-	-	
KS3 Special	100%	100%	0	100%	0%	
KS4 Special	80%	100%	+20%	-	-	
Spelling - Students making expected or above expected progress in Spelling						
All CCfL	81%	90%	+9%			FSM students outperformed all students in spelling progress by up to 20%.
KS3 PRU	80%	100%	+20%	-	-	
KS4 PRU	75%	83%	+8%	-	-	
KS3 Special	100%	100%	0	100%	0%	
KS4 Special	67%	75%	+8%	-	-	
Comprehension - Students making expected or above expected progress in Comprehension						
All CCfL	71%	64%	-7%			KS3 Special FSM students outperformed all students in comprehension progress by 10%. KS3 and 4 PRU FSM students progressed in line with their peers in reading comprehension.
KS3 PRU	100%	100%	0	-	-	
KS4 PRU	33%	33%	0	-	-	
KS3 Special	50%	60%	+10%	-	-	
KS4 Special	100%	0	-100%	-	-	
Numeracy - Students making expected or above expected progress in Numeracy						
All CCfL	61%	67%	+6%			KS3 and 4 Special FSM students outperformed their Special Roll peers in numeracy progress by 13-22%
KS3 PRU	63%	50%	-13%	-	-	
KS4 PRU	57%	40%	-17%	-	-	
KS3 Special	78%	100%	+22%	0%	78%	
KS4 Special	43%	60%	+17%	-	-	

* Please note intervention data is for Year 7-10

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 	£9,000	<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 2017/18</p> <p>As a result of this action there is no significant gap between all and PP students with the exception of 1 student. See notes above CCfL attendance is too low however it is almost 4% higher than the national average for PRUs (70.25 compared to 66.1%) 41% of students improved their attendance from baseline and of these 57% were PP students</p>
<ul style="list-style-type: none"> Attendance Initiatives 	£3,500 Trips/rewards/vouchers	<p>To offer a range of interventions to improve attendance of students</p> <p>Weekly rewards Weekly raffle End of term trips</p>	<p>Termly attendance data Progress against baselines Improved punctuality</p>	As Above
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 	£35,000	<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</p>	<p>Remaining in education</p> <p>Individual Data profiles demonstrate holistic outcomes on</p>	<p>18 Students accessed PACE throughout the academic year</p> <p>Of these 14 (78%)were eligible for Pupil premium</p>

		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.	all students in receipt of PACE	All remained in education during the academic year See attendance data
Whole School Literacy Initiatives				
Literacy and Numeracy Interventions				
<ul style="list-style-type: none"> Catch up Literacy Precision Spelling Phonographix Catch up Numeracy Dyslexia Stile 123 Maths Power of 2 WIAT Assessments WRAT Assessments Comprehension Cards Functional Skills Practice Papers Twinkl Precision Maths Rapid Reading Talk about Text 	£35,000	<ul style="list-style-type: none"> Regular staff training to deliver these interventions. Advice and modelling from educational psychologist and speech and language therapist. 	<ul style="list-style-type: none"> Progress against literacy and numeracy baselines Progress through whole school data analysis 	<p>See Intervention Data analysis above.</p> <p>Please note intervention data is for Year 7-10</p> <p>As a result of these interventions, KS3 and 4 PRU students and Year 10 Special Roll students in receipt of Pupil Premium, out-performed their peers in single word reading progress as well as progress in spelling by up to 20%.</p> <p>KS3 and 4 Special FSM students outperformed their Special Roll peers in numeracy progress by 17-22%</p>
Family work:				
<ul style="list-style-type: none"> School Home Support 	% Salary Contribution £12,262	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	Case Studies Termly Evaluations Parent Evaluations Annual Report	31 individuals were worked with by SHS worker in 2018/19 of these 23 (74%) were in receipt of pupil premium.

		<p>solutions to the complex family and personal issues and to encourage parental engagement in school life and their child's education.</p>		<p>As a result of this</p> <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 <p>In addition 12 families were supported during student reintegration process into mainstream 8/12 67% were PP families</p> <p>The support focussed on visits to mainstream school, preparation for school interviews, on-going home school liaison, financial support for school uniform</p>
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Increased Vocational Offer to Increase Engagement and Secure Accreditation				
		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	Students remained engaged in education and even though they did not all achieve the accreditation they undertook the course and gained experience to support transition at 16
Teens and Toddlers	4 students accessed the course £5,000 1 student = £1,600			50% pass rate of teens and Toddlers course
Music Tuition	3 students accessed 2 pupil premium £4,895 2 students £3,263			All 3 students engaged in music tuition 1 of whom secured accreditation
Hair and Beauty	3 students 1 PPP Total £12,345 1 student = £4,115			1/3 Students achieved were Pupil Premium students all 3 students achieved accreditation
Full time vocational courses WKW	3 - 2 Students PP £7,500 per student 2 students = £15,000			2 students achieved expected accreditation (1 of whom was pp) 1 student is in Year 10 and is on track to achieve, his attendance has increased to 67% after refusing to attend at all in the autumn term
Total	£83,740			