



Pupil Premium Report

2015-2016

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
2012-13	£ 17,444.00	£ 13,706.00	£ 9,968.00		£41,118
2013-14	£ 25,200.00	£ 31,500.00	£ 15,300.00		£72,000
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

	2012-2013	2013-2014	2014-2015	2015-2016	2012-2013	2013-2014	2014-2015	2015-2016	2012-2013	2013-2014	2014-2015	2015-2016
	Sp.Sch	Sp.Sch	Sp.Sch	Sp.Sch	KS4PRU	KS4PRU	KS4PRU	KS4PRU	KS3PRU	KS3PRU	KS3PRU	KS3PRU
Total % of PP STUDENTS	78%	73%	83%	91%	57%	64%	36%	50%	78%	78%	52%	57%
No of FSM	26	26 (63%)	25 (69%)	27 (82%)	22	12 (48%)	14 (31%)	19 (45%)	18	16 (70%)	10 (48%)	12 (52%)
No of LAC	2	4 (10%)	7 (19%)	5 (15%)	2	4 (16%)	2 (4%)	5 (12%)	3	2 (9%)	3 (14%)	1 (4%)
Total number on roll	36	41	36	33	42	25	45	42	27	23	21	23

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
- Employability Project to prepare our Year 11 students for the world of work and to offer work experience opportunities

Pupil Premium Data Analysis
CCfL 2015-16 Outcome Data

Key Indicators	All Students	FSM	Gap	LAC	Gap	Comments
Attendance						
All CCfL	75%	75%	0%	68%	-7%	FSM students across all groups attend at roughly the same rate as all students, slight dip at KS3 PRU similar to last year however across the whole of the CCfL and special school there is either no gap or FSM students are attending at a higher rate. Attendance of LAC students needs to improve - LAC attendance strategy group in place. AH lead looking at this. The biggest gap is at KS3 however this was 1 student.
KS3 PRU	74%	69%	-5%	39%	-35%	
KS4 PRU	73%	71%	-2%	67%	-6%	
All Special	77%	80%	+3%	73%	-4%	
Exclusions						
All CCfL : Numbers	127.5	101	+26.5	14	+ 113.5	Total numbers of exclusions show that FSM and LAC students receive less exclusions than all students but this is only because there are fewer students in these categories than all. Exclusions of students as a % of the school population is a more helpful indicator. This shows there are very small variances across all groups. LAC students are excluded less, with the exception of LAC students at KS4 PRU, which interestingly had higher attendance of LAC students.
Exclusions as a % of the school population	1.43%	1.91%	-0.48%	1.27%	+0.16%	
KS3 PRU: Numbers	17	11	+6	0	0	
Exclusions as a % of the school population	0.74%	1.22%	-0.46%	0	0	
KS4 PRU: Numbers	49	31	+18	13	+36	
Exclusions as a % of the school population	1.31%	1.72%	-0.41%	2.80%	-1.11%	
All Special : Numbers	68	59	+9	0	+68	
Exclusions as a % of the school population	2.06%	2.27%	-0.21%	0	0	

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	67%	78%	+15%	0	-67%	54%	-13%	Overall the FSM students are outperforming all students Yet again it is our LAC students where we have a gap 2 NEET 2 in custody (1* classed as LAC due to being in custody)
All CCfL - NEET	19%	22%	-3%	50%	-31%	31%	-12%	
Special School Roll - EET	33%	66.5%	+30.5%	0	0	54%	+21%	
Special School Roll - NEET	50%	33.5%	+16.5%	66.5%	-15.5%	50%	0	
KS4 PRU Roll - EET	76%	83%	+7%			71%	-4%	
KS4 PRU Roll - NEET	10%	17%	-7%	1*		14%	-4%	

Achievement and Progress

Achievement & Progress Expected or above expected progress	All	FSM	Gap	LAC	Gap	Total PP	Gap	
English : All CCfL	73%	74%	+1%	89%	+16%	77%	+4%	In the majority of categories PP students are outperforming all students. There is a small gap in KS3 English and Maths
English : KS3 PRU	94%	88%	-6%	100%	+6%	89%	-5%	
English : KS4 PRU	56%	62%	+6%	67%	+11%	67%	+11%	
English: Special School	69%	73%	+4%	100%	+31%	74%	+5%	
Maths : All CCfL	71%	72%	+1%	22%	-49%	74%	+3%	
Maths : KS3 PRU	92%	86%	-6%	0	0	86%	-6%	
Maths : KS4 PRU	40%	38%	-2%	67%	+27%	47%	+7%	
Maths : Special School	81%	91%	+10%	0	0	88%	+7%	
Attainment :	All	FSM	Gap	LAC	Gap	Total PP	Gap	
KS4 PRU								
5 or 5+ A*-C GCSEs inc. Eng. & Maths	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	
1 A*-C or more GCSEs	25%	29%	+4%	100%	+75%	38%	+13%	
5 or more A*-G GCSEs	38%	43%	+5%	100%	+62%	50%	+12%	
1 or more A*-G GCSEs	100%	100%	0	100%	0	100%	0	
KS4 Special School								
5 or 5+ A*-C GCSEs inc. Eng. & Maths								
5 or 5+ A*-C GCSEs								
1 A*-C or more GCSEs	50%	50%	0	0	0	50%	0	
5 or more A*-G GCSEs								
1 or more A*-G GCSEs	100%	100%	0	0	0	100%	0	

SEN Targeted Intervention

Key Indicators	All Students	FSM	Gap	LAC	Gap	Comments
NGRT - Students making expected or above expected progress in Reading						
All CCfL	61%	68%	7%	100%	39%	With the exception of KS3 PRU* students, all students in receipt of FSM funding make better progress than those who do not receive FSM funding. * There were only 2 students on KS3 PRU roll in receipt of FSM funding, one of them made expected progress in reading.
KS3 PRU	67%	50%	- 17%	N/A	N/A	
KS4 PRU	67%	100%	33%	100%	33%	
All Special	60%	64%	4%	N/A	N/A	
Spelling data - Students making expected or above expected progress in Spelling						
All CCfL	63%	60%	- 3%	0%	- 63%	Students who do not qualify for FSM make greater progress in spelling than those who meet the criteria for FSM. There was only one LAC on the KS4 PRU roll.
KS3 PRU	N/A	N/A	N/A	N/A	N/A	
KS4 PRU	83%	100%	17%	0%	- 83%	
All Special	59%	56%	- 3%	N/A	N/A	
Progress in Maths data - Students making expected or above expected progress in Maths						
All CCfL	60%	62%	2%	100%	40%	Apart from students on KS4 PRU roll, students who attract FSM funding make progress in line with their peers in Maths. Interventions in Maths have been very successful for LAC. Intervention was delivered after school by the Maths teacher.
KS3 PRU	50%	50%	0%	N/A	N/A	
KS4 PRU	50%	33%	- 17%	100%	50%	
All Special	69%	69%	0%	N/A	N/A	

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 	£8,800	<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 2015/16 Total CCfL: All students 75% FSM 75%, LAC 68% - FSM students are attending at the same rate as all students.</p> <p>KS3 PRU All students 74%, FSM 69%, LAC 39% - there is a small difference between FSM students and all. The biggest gap is LAC students and all students. This was 1 student.</p> <p>KS4 PRU All students 73%, FSM 71%, LAC 67%. There are small variations between pupil premium students and all students.</p> <p>Special School All students 77%, FSM 80%, LAC 73% FSM students who are on the special school attended better than all students last year whilst LAC students attendance was slightly below all students.</p>
<ul style="list-style-type: none"> Attendance Initiatives 	£2,000 Trips/rewards/vouchers	To offer a range of interventions to improve attendance of students	Termly attendance data	As Above

		Weekly rewards Weekly raffle End of term trips	Progress against baselines Improved punctuality	
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 	£54,930	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>Remaining in education</p> <p>Individual Data profiles demonstrate holistic outcomes on all student since receipt of PACE</p>	<p>19 Students accessed PACE throughout the academic year</p> <p>Of these 18 were eligible for Pupil premium</p> <p>18/19 have remained in full time education</p> <p>1 student has disengaged and we are exploring an E-Learning programme</p> <p>2 have moved on to 52 week therapeutic residential placements</p> <p>Breakdown Special School/PRU</p> <p>Special School</p> <p>15 on the special school roll</p> <p>13/15 remained on roll at CCfL</p> <p>2/15 successfully transferred to residential therapeutic placement</p> <p>PRU</p> <p>4 on the PRU roll</p> <p>2 on the KS3 roll</p> <p>2 on the KS4 roll*</p> <p>*1 student has disengaged and we are exploring an E-Learning programme</p>

Whole School Literacy Initiatives				
Reading Initiative	£937 Books	Reading strategy to improve reading levels across the school Purchasing of reading books / boxes highlight whole school reading time on the timetable Incentives to reward good reading Targeted Intervention	NGRT Levels Literacy baselines Attainment and Progress termly reviews	See reading Intervention data outcomes above With the exception of KS3 PRU* students, all students in receipt of FSM funding make better progress than those who do not receive FSM funding. * There were only 2 students on KS3 PRU roll in receipt of FSM funding, one of them made expected progress in reading.
Literacy and Numeracy Interventions				
<ul style="list-style-type: none"> Catch up Literacy Precision Spelling Phonographics Catch up Numeracy Literacy Primer Toe By Toe Power of 2 Literacy Hornet Word Wasp Functional Skills Practice Papers 	£29,417	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 NGRT Reading Intervention Spelling Intervention Maths intervention
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 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	22 Families received support in total during 2015/16 59% of these (13/22) FSM students As a result of this <ul style="list-style-type: none"> home school support was strengthened with improved relations

				<p>between home and school</p> <ul style="list-style-type: none">• 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 10 families supported during student reintegration process into mainstream 30% were PP families</p> <p>80% (8/10) successfully returned to mainstream 1/10 moved out the country 1/10 student returned to CCfL following family breakdown issues and parent's significant mental health issues</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 broaden the curriculum offer and to offer a range of curriculum accreditation in addition to GCSEs to ensure engagement of all students	£2272 Costs of roundhouse trips Food ingredients for ks4 Food course Music tuition	Pupil Premium students in particular were targeted for these courses to increase engagement and ensure accreditation and post 16 progression All activities to enhance these curriculum areas were offered at zero cost to students including <ul style="list-style-type: none"> ○ Joint project with St Martins Art college ○ Joint project with the Round House including a range of theatre trips ○ All catering course costs covered 	NEET Data Accreditation engagement and outcome data	A range of wider curriculum accreditation was on offer to support engagement including Arts Award - 100% (5 students) achieved accreditation 2/5 of the students on this course were eligible for pupil premium BTEC Home Cooking Skills 100% of students achieved this accreditation 7/8 eligible for pupil premium 6/7 achieved a level 2 pass 1 achieved a level 1 pass
External Vocational				
<ul style="list-style-type: none"> • Kings Cross Construction 	£750 per year per student £3,000 Year 11	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	4 students in Year 11 accessed one day vocational offer to increase personalization of timetable and increase engagement 75% (3 /4) were PP students All achieved a Level 1 Certificate in Construction. 755 (3/4) progressed on to a full time college placement 1 Student achieved Recognition and Health and Safety in the Workshop
<ul style="list-style-type: none"> • Silverdale motor mechanics 	£5,200 4 students 1 Year 11 3 Year 10			
<ul style="list-style-type: none"> • Blake Art College 	£350.00	Registration for post 16 Student	Improve NEET	Student who was at risk of disengaging remained EET
Total	£119,168			