

## **Pupil Premium core subject intervention case studies 2016-17**

### **Pupil Premium Case Studies – English Department**

PP funds have been used by the department this year to provide a range of interventions. This has included lunchtime and Easter revision sessions for PP students (in all key stages), as well as the provision of key revision guides for the same students – particularly at GCSE and AS/A-level. PP funds have also been used by the department to pay for students, particularly at KS5 level, to attend enriching and challenging A-level lecture days and dramatic performances of set texts. Please find below several case studies to illustrate specific student examples of spending.

#### **Student 1: (Year 11)**

'A' is a student studying both GCSE English Literature and English Language in the department. His TMT is set as grade 7. He has been a focus for PP intervention this year, as his Year 10 in-class assessment results were below target (Grade 6 on average, so -1VA). Throughout the year, he has been offered in-class intervention by his teacher to improve his language analysis skills, as well as the technical accuracy of his writing. As well as this, both lunchtime and after school revision sessions have been provided for all of the final GCSE exams – he has been part of the MAGT stretch and challenge support group, run by HOD. We have used PP funds to pay for his GCSE revision guides for all of the set texts we have studied, as well as for the Language examination. He has also benefitted from a GCSE workshop day on the set texts 'Romeo and Juliet' and 'An Inspector Calls', which was paid for out of PP funds, increasing his subject knowledge and understanding of what the exam board is looking for in a grade 7 response. As a result of these interventions, his marks prior to the final exams were showing more consistent signs of grade 7 skills (in line with his TMT). His practice Literature exam in April was still Grade 6 overall (but very close to 7!).

#### **Student 2: (Year 7)**

'B' is a student who joined The Crypt School in September 2016 and has made superb progress. Throughout the year, his in-class assessments have been consistently high Grade 3/low Grade 4, which are some of the highest results in his class. He has only needed to attend intervention once with specialist teacher as a result of achieving Grade 2 in one of his assessments, where he needed to analyse the effects of language more closely. As a result, he has not had the same problem since. He has mainly benefitted from in-class support. PP funds were used towards the departmental celebration of 'Twelfth Night', for which 'B' made a contribution (students were asked to research and make/prepare an artefact from a traditional 16<sup>th</sup> century celebration of Twelfth Night).

#### **Student 3: (Year 10)**

'C' is a student studying both GCSE English Literature and English Language in the department. His TMT is set as grade 5. He has received PP intervention this year as several of his results in class assessments were significantly below his TMT (Grade 3). He has received in-class intervention from his teacher to focus on skills he struggles with, which has resulted in improved results in assessments – e.g. Grade 5H in his end of year exam. He has also managed to achieve Grade 6 in several assessments, suggesting that with the support provided he will be able to exceed his TMT. Furthermore, he has received extra departmental intervention during Term 6 and will part of HODs Year 11 'EAL' support group from September onwards. PP funds have been used to purchase key materials/revision guides useful for the texts studied so far.

## **Maths PP – 2016/17**

There were three lunchtime support sessions a fortnight; one each for Years 7-9. These sessions ran throughout the year. There were approximately six students per session who had been nominated by their class teacher. The progress of the students was reviewed through class work and cohort tests which happened on a frequent basis. The work done in the sessions set by the class teacher or the Head of Department either complimented the work being done in class at the time or responded to work that had caused problems in the tests. In Year 10 and 11 sessions ran alongside regular maths lessons, as well as lunchtime, and were targeted to students who were going to be entered for the foundation exam in the summer. Specialist tutor (ex HOD) ran two sessions a week (groups of 6) and helped the students gain confidence in the subject.

Pupil A (KS3) – attended all targeted PP sessions. He has gained in confidence throughout the year and now voluntarily contributes to some lessons. He has now started asking for help independently which has improved his confidence and knowledge even further. He began the year working at a low grade 2 and achieved a grade 4 in his most recent assessment which is above his current TMT.

Pupil B (KS4) – attended all PP sessions. He was severely lacking in confidence at the beginning of the year and was achieving grade 3s on a higher paper. We made the decision for him to concentrate on foundation skills which improved his attitude immediately. He was given a revision guide, workbook and a new calculator, paid for by PP funds. After a few months of support this student was comfortably achieving grade 5s on tests and should replicate this in the summer exams.

Pupil C (KS5) – this student studied both A Level mathematics and further mathematics and was disappointed with their AS results the previous year (C and D grades). A graphical calculator was purchased with PP funds to help them really gets to grips with some of the trickier concepts of the course. Lunchtime support sessions were put on which the student attended regularly and results started to improve. The student should achieve an A grade in mathematics and a C in Further maths.

## **Science-**

### **KS3- Student A**

- Lunchtime Science support fortnightly throughout the year
- He is now attaining grades in line with or above his TMT in all assessments
- Two visits paid for to EDF – careers information and competed as part of The Crypt GoForSET team.

### **KS4- Student B (GCSE Chemistry)**

- Attended lunchtime support sessions throughout the year
- Revision guide provided free of charge
- Attended Easter revision sessions
- ISA grades improved from D to B across the year
- Test marks improved from D to B across the year.

### **KS5- Student C (Physics AS Level)**

- Provided with a revision guide free of charge
- One-to-one support sessions
- Her place was paid for at a girls' careers event at GE Aviation
- She has decided to change from AS Physics to full A Level.

