

Pupil premium year group case studies 2017-18

Year 7- Student A

Context:

Student A has had an ongoing health issue (Crohn's Disease) which has meant that he has missed some time from school.

Some social issues.

Interventions and progress:

Attendance has been monitored and although it hit a low of 91.76% in early February it has been steadily progressing and is now 94.35%.

Student A's reports on the whole describe an engaged and hardworking student. His Effort levels reflect 9 Goods and 6 at Excellent.

Department – Student A has been identified through teachers mark book and lesson observations will have noted that Student A is PP.

Previous HoY has worked closely with Student A and his Mother to try and mediate social issues with another students in the same Tutor Group. This is an ongoing concern and will be monitored by the Student's Form Tutor and new HoY.

Summary:

Student A is in a good position to make a positive start in Year 8. Attendance will be monitored closely and catch up work set so he doesn't get behind.

Monitoring of social situation will continue. Teaching staff will be emailed at the start of the New Year about keeping the two students separate. Tutor Group move held up as a final option.

Year 8 Pupil Premium Case Study – Student B

Context

Student B is a hardworking and conscientious student who has made significant and excellent contributions to extra-curricular Music and Drama this year. He is well spoken, polite and a highly regarded member of his tutor group by both his peers and staff. He achieved a pleasing set of end of year exam results, achieving an overall value added of 3, with a fantastic result in Religious Studies and Geography identified as an area that will need particular focus.

Issue – Attendance

Student B's attendance was a concern at the start of the year as he had finished Year 7 on 84.91%. He does have some on-going medical issues, identified as 'lower limb musculoskeletal issues' however this seems to have calmed down considerably since Year 7. By the end of Term 1 his attendance was at 91.04%, but had been as low as 85.71%, so clearly action was going to be needed.

Interventions

Following regular meetings with the school's EWO, the standard procedure for dealing with those was put in place. So, in the first instance Student B's tutor spoke to parents reminding them of the importance of good attendance and the links to good academic achievement. Unfortunately, by the end of Term 2 Student B's attendance had fallen to 85.07%. At this point, HOY contacted home and

sent a letter warning that the next escalation would be a letter from the EWO and of the potential legal impacts this might have. Since this letter, and a meeting with parents during parents evening to reinforce this, Student B's attendance has steadily improved and as it stands is at 92.68%. So, although this is significantly below the schools target of 97%, it is continuing to improve and is a considerable improvement from last year.

Year 9- Student C

Issues before interventions

- **Detentions**

Student C has been diagnosed with OCD, ADHD and anxiety.

He has compulsions to call out which cannot be sanctioned as usual. Student C's compulsions are disruptive to lessons. The members of his form have somewhat learned to not react.

He has excess energy and finds it difficult to sit still and concentrate sometimes. Other times he can focus entirely on an hour long exam.

Student C loves maths, is highly able in that subject and his form tutor teaches him, he is successful as well in practical subjects where he isn't required to stay still as much.

Number of PLPs for behaviour:

Term 1 – 1

Term 2 – 2

Term 3 – 5

Term 4 – 3 and one internal exclusion

Term 5 – 2 in the first 2 days of term and one a week or so later

Interventions

- Staff have been communicated with regularly with to let them know of any developments in Student C's conditions and further advice from external professionals.
- Student C is clear on and is central to working out strategies to deal with his disruptive behaviour in lessons.
- Meetings with both parents at various points throughout the year along with Student C to discuss strategies to help him cope in lessons and reduce his disruptive behaviour.
- Student C's tutor has an innate understanding of him and works tirelessly to advocate for him.
- Intervention by tutor, HoY and RSt when necessary to reinforce good behaviour in lessons.
- Round robin has been completed to see what strategies staff feel work and don't work to keep Student C in line in their lessons. This will be analysed by HoY and notes distributed to staff.
- Staff who have not taught Student C will be given the strategies in September.

Outcomes

- Success is dependent on Student C's mood and ability to comply with normal school expectations. Sometimes he has hard days.
- Number of detentions has not decreased and in fact have increased as staff have learnt what they should and should not sanction Student C for.
- Student C's development and staff strategies to aid him in complying to the behaviour system is still in a progressive stage.

Year 11- Student D

- **Context**

- Student D is a high performing student who has worked hard to maintain his progress. He is dedicated to his studies and has high aspirations. Student D is a sociable student and contributes to the Music department through his musical abilities. He interacts well with students and staff alike. His targets are 7s and above except in Music where he is predicted a 6.

- **Interventions**

- Student D was closely monitored throughout Year 10 and Year 11. He had regular meetings with his HOY. He was also focused on throughout lesson observations in lessons. Revision guides and GCSE workbooks were purchased on his behalf. Student D used the Pupil Premium funding to go towards his guitar lessons and fund two careers appointments.

- **Outcomes**

- Student D has worked hard to close the gap between Key Stages.
- He has a mature attitude to school work and his motivation levels have succeeded.

GCSE 2018	9	9	9	8	8	9	9	9	9
TMT	7	7	7	7	7	7	8	6	8
Subjects	Biology	Chemistry	English Lang	French	Geography	German	Maths	Music	Physics

Year 11- Student E

- **Context**

- Student E is a polite and diligent student who has made a significant contribution to the life of the school through Drama.

- **Interventions**

- Student E was closely monitored throughout Year 10 and Year 11. He had regular meetings with his HOY. He was also focused on throughout lesson observations in lessons. Revision guides and GCSE workbooks were purchased on his behalf. Student E paid for his own extra Spanish lessons but reimbursement was offered. Parents declined but were asked to consider if there was any additional support needed. Parents did not contact the school further. Student E had two careers appointments.

- **Outcomes**

- Student E is determined to do well and is a motivated student.

GCSE 2018	7	7	9	9	7	6	7	6	7
TMT	7	7	7	7	6	6	7	7	7
Subjects	Biology	Chemistry	Drama	English	Geography	German	History	Maths	Physics

Year 12 PP case study Student F

Issues before interventions;

Social difficulties

Difficult home support – father has released some controversial Youtube videos which sometimes comes to the attention to other students in school.

Interventions;

Teacher support

1:1 Pastoral support – particularly from tutor

Good participation in school activities

Mending of school uniform

Dropped from 4 subjects to 3 to help manage work load and esteem issues

UCAS support to help him pursue his ambition of following a culinary career

Outcomes

Student F is a motivated student who is determined to do well. He has been supported closely by his tutor who has followed up proactively with any social issues that have arisen. He is a vulnerable student but is succeeding in his studies especially now as he has been reduced to three subjects – his parents were supportive of this decision. Some of his June exams were below his TMTs however he is on course to succeed. He has a clear idea of what he wishes to pursue after sixth form and is being supported to help achieve his goals. He has a good attendance record of 93.97 although he is sometimes late.

TMT	June Exam	Attainment1	Attainment2	Attainment3
A	C	B	C	B
A	A	A	A	A
A	C	B	C	A

Year 12 PP case study Student G

Although Student G demonstrates a largely committed approach, his academic achievement is weak and he has struggled with the demands of A-level. Student G also suffers from Scoliosis which

causes him pain and discomfort although there are no specific requirements to cope with the ailment. It does mean his attendance is a little lower than our target due to medical appointments etc. but all are authorised absences. Attendance does stand at a satisfactory 91.78% considering the issues here. He has accumulated some late marks.

Interventions

Teacher support and compulsory revision clinics

Withdrawal of home study

Tutor mentoring

Letters home

Detentions given for X3 lates per term

Outcomes

In the June exam Student G achieved low passes in two subjects but a U grade in one. In his best interests, he cannot continue with a U grade subject. Student G has been offered alternatives for his path next year and will change his U grade subject for a different subject to study at AS with the option of entering into year 14 to complete as a full A-level if he wishes. This will raise his opportunities to still follow a path in an apprenticeship or degree if he chooses.

TMT	June Exam	Attainment1	Attainment2	Attainment3
C	E	D	D	D
C	D	D	D	D
B	U	E	U	U

Year 13- Student H

Issues before interventions;

New to school in Year 12

Found transition hard at first

Little support from home

Interventions;

Teacher support

Attending lunch and afterschool revision sessions in Terms 3 and 4

1:1 Pastoral support – particularly from tutor

Termly meetings with RBs

Dropped from 4 subjects to 3 to help manage work load in Year 12

UCAS support to help him pursue his ambition of following a career in Accounting and Finance. Paid for UCAS application and gave transport money to visit Nottingham open day

Contributed to school bus fees so could attend school

Outcomes

Student H is a motivated student who is determined to do well. He has been supported closely by his tutor who has followed up proactively with any social issues that have arisen. He has mainly been on target apart from in Geography throughout Year 13 and was on course to meet his TMTs. He has had a clear idea of what he wishes to pursue after sixth form and is being supported to help achieve his goals. It was great that he overachieved and gained his place at Nottingham Trent to study Accounting and Finance.

He has a good attendance record of 95%.

	T MT	PP1	PP2	Exam 1	Exam 2	PP3	Exam grade
Business Studies	C	D	C	C	C	C	C
Geog	C	C	C	D	E	C	B
P & E	C	C	C	C	B	C	B

Year 13- Student I

Issues before interventions;

New to school in Year 12

Quietly confident young lady, but not one to ask for help

Little support from home. Social services involved and Student I and brother removed from care of her Mother and forced to move in with father. Very difficult home situation

Interventions;

Teacher support

Attending lunch and afterschool revision sessions in Terms 3 and 4

Given a room to use to work quietly afterschool as difficult to work from home

1:1 Pastoral support – particularly from tutor and RSt

School counsellor offered

Termly meetings with RBs regarding PP support

Dropped from 4 subjects to 3 to help manage work load in Year 12

UCAS support to help her pursue her ambition of following a career in Sports and Exercise.

Paid for UCAS application and gave transport money to visit Leeds and Birmingham open day

Placed in Project 65 group and met with RBs 2x per week to mentor and get regular feedback from her teachers

Outcomes

Student I is a highly motivated and hardworking student who was determined to do well. She has been supported closely by her tutor who has followed up proactively with any social issues that have arisen. She has been on target and working to a very high level all year, apart from in some exams. However, due to her hard work and commitment it was expected that she would meet or exceed her TMTs. She has had a clear idea of what she wishes to pursue after sixth form and is being supported to help achieve her goals. It was good that she gained a place at Birmingham Newman University to study Sports and Exercise.

She has a good attendance record 96%

	TMT	PP1	PP2	Exam 1	Exam 2	PP3	Exam grade
Biology	B	A	B	C	C	C	C
PE	A	A	A	A	B	A	B
Psychology	B	B	B	D	C	B	C
EPQ							C