



**Pupil Premium 2015 - 2016 - Funding Allocation Impact Statement**

In January 2015 we had 174 pupil premium students on roll. Our funding allocation is **£162,690** based on the census. In September 2015 we will have 183 pupil premium students on roll.

TKS (The Kingswinford School) Strategy	EEF Link (where applicable)	Potential Gain (where applicable)	Overall Cost	Average Cost Per PP Student	Lead Member of Staff	Students in Strategy	Intended Impact & The <u>Graduation Criteria</u>	How Impact will be Tracked	Actual Impact
<b>Aspire + (£6360) &amp; Extra Tuition (£12,000)</b>									
Half-Term and Easter School			£10,000		AB	29	In February, Easter and May school holidays, plus a number of Saturdays a series of sessions will be held for targeted Y11 students in the majority of GCSE subject areas. These sessions will include: <ul style="list-style-type: none"> <li>Bespoke revision sessions</li> <li>Controlled assessment catch-up</li> <li>“Walking/Talking” mock exams</li> <li>Science ISA work</li> <li>ECDL delivery</li> </ul>	Data collection from: <ul style="list-style-type: none"> <li>Mock exam results</li> <li>Subject area progress trackers</li> <li>ECDL results</li> </ul>	Progress 8 figures for PP students from Autumn 2015 to Summer 2016 increased by <b>+0.42</b> compared with an increase of +0.29 for non-PP students, closing the gap by <b>0.13</b> .  5 students gained the equivalent of A*, 6 students gained an A grade and 7 students gained a B in the Certificate of IT Application Software (ECDL).
Aspire + Year 10	Meta-cognition	+ 8 months	£3800	£126.67	AF/RF/C W/AB	30	Students will be given focused time to plan, monitor and evaluate their own learning. They will be given techniques and resources to ensure that they can improve their	<ul style="list-style-type: none"> <li>Student voice survey at each meeting point (once a half term)</li> <li>Teacher</li> </ul>	The Progress 8 gap for Y11 in 14/15 was <b>-0.67</b> . The gap narrowed with this cohort to a gap of <b>-0.14</b> . This is a <b>significant</b> narrowing of the gap.
	Mentoring	+ 1 month							
	<i>Small Group</i>		<i>£6,000</i>	<i>£200</i>					



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	Tuition						<p>own progress when in any classroom.</p> <p>They will also be given small group tuition in English and Mathematics through the Aspire programme.</p> <p><u>Graduation Criteria:</u></p> <ul style="list-style-type: none"> <li>• Increased ability to track own progress.</li> <li>• Improved participation in lessons.</li> <li>• Improved projected grade</li> <li>• Improved KAT grade.</li> </ul>	<p>feedback before each meeting point (once a half term)</p> <ul style="list-style-type: none"> <li>• Projected grade data</li> <li>• KAT grade data</li> </ul>	<p>OFTED 2015 commented “</p> <p>Student voice feedback suggests that students in this group can now visualize how to revise effectively at home. Many also have the aspiration to plan for their revision in order to succeed and gain a college placement.</p>
Fix up team – Exam Success	Social and Emotional learning	+4 months	£900	£30	CW	30	This strategy has been extremely successful in the past, students were more motivated and their confidence in exams skills increased.	Through staff observations and student surveys.	As in previous years, this session had great impact on the students and <b>helped increase motivation</b> to revise and <b>confidence</b> in exam skills were increased.
Year 10 College Trip	Aspiration interventions	+0 months	£500	£16.67	AF/ RF	30	As part of our Aspire+ year 10 PP students were invited to attend two trips to Kidderminster Academy and Stourbridge College. The aims of the trips are	Through staff observations and student surveys.	These trips provided a valuable experience and were well received by the students.  Students made comments such



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							to enable students to experience a typical day for a college student, give them the opportunity to speak to different members of college staff and explore their options for when they leave school.		as:  "I've always worried about going college, but it was not at all what I expected. I really enjoyed our visits"  "I liked experiencing subjects that I hadn't taken before like Psychology. I found this really interesting. "
Aspire + Year 11	Meta-cognition  Mentoring  <i>Small Group Tuition</i>	+ 8 months  + 1 month	£1160  <i>£6000</i>	£38.67  <i>£200</i>	AF/RF/C W/AB	30	Students will be given focused time to plan, monitor and evaluate their own learning. They will be given techniques and resources to ensure that they can improve their own progress when in any classroom.  They will also be given small group tuition in English and Mathematics through the Aspire programme.  <u>Graduation Criteria:</u>  <ul style="list-style-type: none"> <li>Increased ability to track own progress.</li> </ul>	<ul style="list-style-type: none"> <li>Student voice survey at each meeting point (once a half term)</li> <li>Teacher feedback before each meeting point (once a half term)</li> <li>Projected grade data</li> </ul> KAT grade data	The Progress 8 figure for pupil premium students has <b>increased</b> again this year. In 14/15 the PP figure was <b>-0.61</b> and in 15/16, this increased to <b>-0.23</b> . Pupil premium students are now making significantly more progress compared to 2012/2013 when the P8 figure was <b>-4.49</b> . We believe that this is down to the successful strategies that we have been using to offer additional support to pupil premium students.  Pupil premium students are fully integrated with the school community; they understand how to be successful and are challenged in lessons.



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							<ul style="list-style-type: none"> <li>Improved participation in lessons.</li> <li>Improved projected grade.</li> <li>Improved KAT grade.</li> </ul>		<p>OFTED 2015 commented “</p> <p>“Leaders identified that, in 2014, the gap between the attainment of disadvantaged students and other students in the school was too wide...Leaders have focused strongly on this group and the <b>in-school attainment and progress gaps are closing for the current Year 11 and for Year 10.</b> “</p>
<p><b>Arts participation – Area Total £6,628</b></p>									
Art Materials KS3 and KS4	Arts participation	+2 months	£423	£2.31	SB	183	It is part of our pupil premium policy to support students and remove barriers to learning. We provide sketch books for all students studying Art to ensure that they are able to come to lessons equipped and ready to learn.	Art will monitor whether pupil premium students are ready to learn, with the required equipment for the day.	<p>Feedback from Art and Learning walks show that PP students are <b>well equipped</b> in Art Lessons and ready to learn quickly</p> <p>GCSE Impact: 5 x PP students study Fine Art in <b>Y11 100% made 3 LOPS, 60% made 4 LOPs. Student KM made 6 LOPs.</b></p> <p>All 5 PP students were given sketchpads, paints and had canvases provided.</p>
Music Tuition for KS3 and KS4	Arts participation	+2 months	£6,205.30	£387.83	NA	16	We believe that all pupil premium students who	Music will monitor whether music	<ul style="list-style-type: none"> <li>There were 16 PP students who received instrumental</li> </ul>



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	on						show talent and express an interest in music should have instrumental tuition of their choosing. This will help to aid their attainment in their Grades and increase confidence in lessons.	tuition is aiding pupil premium students with attainment and confidence in lesson.  Attainment at GCSE will be monitored through coursework and mock examinations.	tuition funding in 2015-2016. <ul style="list-style-type: none"> <li>• 15 students were in Key Stage 3 and 1 student in Key Stage 4.</li> <li>• The vocal tuition for the KS4 student has assisted her in achieving a <b>grade A</b> in her first piece of performance work (coursework).</li> <li>• The KS4 student <b>achieved a Grade A</b> in her summer performance and her vocal tuition supported her in achieving this.</li> <li>• All KS3 students apart from one (due to the student attending another school for a term) met their target grade with <b>4 students exceeding</b> their target grade.</li> </ul>
<b>Year 7 Numeracy Project – Area Total £3,000</b>									
Sycamore Adventure	Outdoor Adventure	+3 months	£3,000	£75	GB	40	We believe pupil premium students engage more in	Through student surveys and staff	Year 7 PP students who attended the numeracy trips



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<p>Numeracy Trip and Go Karting Numeracy Trip.</p>	<p>learning  Collaborative learning</p>	<p>+5 months</p>					<p>mathematics when it is meaningful, fun and includes real- life problems. The aim of the numeracy trip is for the students to take part in new exciting activities which will incorporate key elements from the numeracy curriculum. We believe this is an excellent start to help year 7 students increase their enjoyment and confidence in numeracy.</p>	<p>observations.</p>	<p>have commented: "I have learnt and improved my skills with money"  "I have learnt that I can do it!"  "I have learnt how to multiply two double digit numbers together"  <b>"I have learnt to keep trying and don't give up!"</b>  Teacher feedback indicated that the trips were successful. All students were fully engaged with the activities including students with potential disengagement and students who were underachieving in numeracy.</p>
<p><b>Outdoor Adventure Learning Project Year 8 – Area Total £3,995</b></p>									
<p>Adventure Camping Weekend to Brecon</p>	<p>Outdoor Adventure Learning</p>	<p>+3 months</p>	<p>£3995</p>	<p>£114.14</p>	<p>RF/ AF</p>	<p>35</p>	<p>Outdoor learning can have a 3 month gain for pupil premium students. This project has been very successful the past two years that it has taken place. It has helped improve the focus and</p>	<p>Through students surveys and monitoring pastoral data.</p>	<p>Students have commented:  " I have made some really good friends and experienced new things I wouldn't normally have a chance to do"  "I was nervous about going</p>



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							<p>behavior of students in lesson.</p> <p>It is also a chance for staff to see the students in a different environment and build better relationships with them. This has helped to increase their confidence, trust in staff and has helped them to feel part of the school community.</p> <p>We expect the impact this year to increase, we now have two years of experience and action points to follow which we are confident will make the the project even better.</p>		<p>away from home but I enjoyed every minute and feel more confident now to do things on my own"</p> <p>3 x students who attended the trip were quiet students who were at first reluctant to attend; they all struggled to make friendships at school. Over the weekend, their confidence notably increased and they made lasting friendships and say they now feel a real part of the school community.</p>
<b>Gifted and Talented Support – Area Total £2,400</b>									
Gifted and talented master classes	n/a	n/a	£1724.44	£114.96	CW/ AO	15	<p>Students identified as AGT in Science were invited to attend two Science Trips.</p> <p>The first was to the Big Bang UK Young Scientists &amp; Engineers Fair and the</p>	Through student survey's and staff feedback.	<p>Students who attended the trips commented:</p> <p>"It was fantastic to see the career opportunities available to me in the future, I love Science and it has motivated</p>



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							second was to The Farnborough Air show. The events will show young people the exciting and rewarding opportunities out there for them with the right experience and qualifications.		me to work towards my goal of studying Science and Engineering at University".  Staff commented:  "These young people had two fantastic days, full of inspiration and have realized the exciting opportunities they have in their future. They have attended the largest celebration of Science, Technology, Engineering and Maths (STEM) for young scientists in the UK, learnt exciting and new information about science and the aerospace industry and even had the opportunity to meet and speak to Tim Peake. The days provided an excellent opportunity to bring classroom learning to life"
AGT Individualized support	n/a	n/a	£675.56	£135.12	RF	5	Where an AGT student has a specific talent, we will offer financial support for this. This means that students have the same opportunities as other AGT students in the school.	Through case studies, staff and student feedback.	4 x students received Raspberry Pi Kits due to being AGT in computing. One of the students commented "The kit is great it has enabled me to practise advanced coding at home".  1 x student received funding to play for Wolves Under 15s. Last





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									year her behavior improved dramatically since this support was given. She commented " I would not have been able to get this far with my football career without pupil premium paying for it, I have benefited in so many ways including making new friends who have good influence on my behavior, boosting my confidence. It has helped me behave more in school because I appreciate how much they are helping me."
<b>Uniform, Equipment and Revision Guides – Area Total £10,261.25</b>									
Uniform Grants	School Uniform	+0 months	£4775	£26.09	SY/ GB/ DS	183	It is part of our pupil premium policy that all students have been given a £25 uniform grant. It is our hope that this financial support will remove a barrier to learning and allow students to come to school with the correct uniform.  Further financial support is given to students on an individual basis.	Pastoral summaries.	The vast majority of Pupil Premium students wear the correct uniform to school. <b>We further supported 3</b> students with providing them with full PE kits and 5 students with additional items of uniform. This ensured that all Pupil Premium students attended school in the correct uniform.  One Parent commented:  "Thank you so much for your



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									<p>help, I really appreciate all that you have done for me and my children. You have lifted some stress from my mind, they still needed uniform and I was really struggling and stressed, now I don't have to worry."</p> <p>Ofsted comment July 2015 "Students are proud of their uniform and present themselves well."</p>
Revision Guides	Homework (secondary )	+5 months	£2330.25	£33.29	Curriculum Leaders	70	<p>In order to help with revision at home we give all pupil premium students a revision guide for the GCSE subject that they are studying. The intended impact should be an increase in attainment in their GCSE exams.</p> <p>Following in from last year's action point, revision guides this year were distributed through Aspire PLUS so that they can be more closely monitored.</p>	Through examination results.	<p>Students have all received <b>revision guides</b> through Aspire plus relevant to their GCSE specifications. Through Aspire plus students were shown useful <b>revision techniques</b> to use alongside their revision guides. Students commented that they found this useful.</p> <p>The gap is narrowing across many Curriculum areas.</p>
DT Materials	n/a	n/a	£3156	£17.24	AH	183	It is part of our pupil premium policy to support students with equipment.	Student surveys, examination results.	<b>Comments Year 7</b> —the PP students are making +4% more progress at one level than the



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							<p>This ensures that students come to school ready to learn.</p> <p>In design and technology, students create products and have the opportunity to pay a contribution for the materials so that they can take the product home. PP funding is given to DT to allow all PP students to take products home without paying a contribution.</p> <p>For GCSE, we offer financial support for materials to create final coursework projects. These are usually funded by the student but PP funding supports this.</p>		<p>average cohort. The 2 levels progress is significantly above with an increase of +5%. This shows that the intervention and support that students is being given is effective and making an impact.</p> <p><b>Comments Year 8</b> —the PP students are making –17% less progress at one level than the average cohort which is significantly below and needs addressing. The 2 levels progress is much better with PP students making more progress than the rest of the cohort.</p> <p><b>Comments Year 9</b> —Action point. PP students are making far less progress (–27% 1 LOP) than the average cohort and-29 at 2 LOP. The 3 levels progress is +2%.</p> <p><b>Comments Year 10 Food</b>—the Non-PP students are making more progress than the other students at 3 levels –32% compared to 22%. However, PP students are achieving the same at 4 levels.</p> <p><b>Year 11 Food Tech Comments-</b> PP students are making significantly less progress at 3 and 4 Levels. Results overall were lower than last year,</p>
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									<p>however this needs addressing. More work needs to be done to help and support these students to improve and make progress- this is an action point for the teacher</p> <p><b><u>Comments Year 10 Prod Des—</u></b> The PP students are achieving at a very similar rate at three levels however, PPre students are still not achieving above 3 levels of progress</p> <p><b><u>Comments Year 11 PD –</u></b> The students are all achieving at a similar rate at 3 Levels. PP students are -13% at 4 levels and -7% at 5 levels</p> <p><b><u>Comments Year 10 Res Mats—</u></b> the PP students are making less than expected progress at this stage.</p> <p><b><u>Comments on Year 11 Res Mats –</u></b> The PP students are performing extremely well at 3 Levels with 100% of students achieving 3 Levels of Progress.</p> <p><b><u>Comments Year 10 Textiles—</u></b> The PP students are progressing in line with all students at 3 levels and are surpassing non-PP students at 5 levels of progress.</p>
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									<p><b>Comments on Year 11 Textiles</b> The PP students are achieving less than Non PP students at 3 Levels and 5 levels but are in line at 4 Levels.</p>
<b>Literacy – Area Total £1,500</b>									
Accelerated Reader Books	Reading comprehension strategies	+ 5 months	£1500		PH/AP		Accelerated Reader books will be purchased for PP students. In previous years Accelerated Reader has helped to increase students reading level, we expect the impact this year to be a further improvement in reading levels.	Data from the accelerated reader growth report.	<p>Accelerated Reader has been hugely successful again this year.</p> <p>In Year 7, 28 PP students improved their reading age <b>by an average of 13 months</b>. 3 PP students' reading age maintained the same, one of these students was already reading at the highest level possible for accelerated reader. 1 Year 7 PP student started with a reading age of 6 years 10 months and over the year he has increased this to a reading age of 10 years.</p> <p>In year 8, 21 PP students <b>improved their reading age by an average of 8 months</b>. One student has increased his reading age from 8 years 7 months up to 12 years 2 months.</p>



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									<p>Action Points:</p> <ul style="list-style-type: none"> <li>To continue purchasing new books for Accelerated Reader.</li> <li>1:1 or small group support for students whose reading level is not improving to continue.</li> </ul>
<b>Social and Emotional Learning – Area Total £1,000</b>									
Counselling/ mentoring sessions	Behavior Interventions	+ 4 months	£1000	<b>£500</b>	JE/ AF	2	Intended impact varies for each individual student. The sessions will focus on many different themes from choices, consequences, potential, Thinking, effort, focus, words and how they affect others, communication, perseverance, family, drugs, belief, Racism, friendships, time keeping, anger and relationships.	Monitored through reviews from mentor/ counselor.  Student Welfare data.	The mentor for one of the students commented "These sessions have helped the student be more aware of his capabilities and responsibilities and the consequences of his choices and that it is on the student to take ownership while being supported by others around him. The student didn't have the best friendship group outside of school which he recognized early on and changed, these changes have been very positive for him".
	Social and emotional learning	+4 months							
<b>CPD – Whole Education / Quality First Teaching – Area Total £3,000</b>									
Speakers / CPD sessions	n/a	n/a	£3000	£16.39	CW	183	CPD sessions will continue to focus on whole education and quality first teaching. Research shows that quality first teaching has a greater impact on	Monitored through staff attendance at CPD and staff feedback.	All teachers and Assistant teachers attended CPD sessions.  This CPD led to the introduction of Solution Circles that focus on targeted students in a "Team



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							disadvantaged pupils than their peers.		Around the Child" setting. This is helping teachers to understand how to support our most vulnerable students during lesson time.
<b>Narrowing the gap training – Area Total £640.00</b>									
Pupil Premium Conference	n/a	n/a	£640.00	n/a	GBa/RF	n/a	The aim of attending the National Pupil Premium Conference (ensuring successful outcomes) is to provide an opportunity to network with other schools, gain expert knowledge, practical ideas and shows examples of best practice which we can then implement into our school.	RF/ GBa to create an action plan.  Feedback key points and practical ideas to all staff.	RF and GBa were able to feedback practical ideas to staff and use knowledge gained to develop action points to help improve PP strategies within school.
<b>Staffing – Area Total £101,737</b>									
3 x Assistant Teachers + 1 designated PP Assistant teacher	Teaching assistants	+ 1month	£45,265	£247.35	JE	183	Assistant teachers will continue to give additional support to PP SEND students. Assistant teachers support both in class and through small group tuition.	Regular monitoring of support given to PP SEND students and outcomes from that support.	Assistant Teachers are deployed into most subject areas in order to develop their own subject knowledge and make them more effective within the classroom. Progress 8 data is showing in all Year groups that students are making progress. Staff work closely with ATs and they work with all students within the classroom – not just SEN students.



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									<p>SSi has been working closely with a small group of PP students in order to increase their levels in Maths. All students have made steady progress.</p> <ul style="list-style-type: none"> <li>• GBa Impact (designated PP AT):</li> <li>• 1:1 interviews with all PP students – identifying needs of students and implementing interventions e.g. equipment, uniform ,in-class support, 1:1 tuition .</li> <li>• 1:1 Maths and English tuition with PP students.</li> <li>• 1:1 support with year 11 students to support with coursework .</li> <li>• Small group English tuition for Year 7 Students with KS2 level 3 or below in Maths and/or English. <i>Impact = All students progressed in Maths, English or both. 80% of these students are now working at a level 4 in both Maths and English.</i></li> <li>• Helping to organise and</li> </ul>
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								<p>supporting extra GCSE maths and English revision classes for year 11 PP students. Including session in school holidays.</p> <ul style="list-style-type: none"> <li>• Intervention logs in place and kept up to date for all PP students.</li> <li>• In – class support.</li> <li>• Lesson observations of PP students.</li> <li>• Reactive support based on individual needs of pupil premium students.</li> <li>• Reintegrating students back into lesson.</li> <li>• Two Year 7 numeracy trips organised .</li> <li>• Regular contact with parents/ carers.</li> <li>• Help in access exam access arrangements for PP students.</li> <li>• Supporting PP Officer on PP Learning walks, book trawls.</li> </ul> <p>OFSTED 2015 commented:</p> <p><i>"The additional funding provided through the pupil premium <b>is being used effectively</b> to support</i></p>
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									<i>disadvantaged students. Leaders have addressed the weakness in these students' achievement that existed in 2014. They have provided extra classes and individual support for disadvantaged students and this is closing the gap in achievement between this group and their peers across year groups."</i>
0.5 Mathematics Teacher	n/a	n/a	£24,152	£131.97	AY	183	Our main focus, as last year is to ensure that all pupil premium students receive extra tuition in English and Mathematics, regardless of ability.	Student progress will be monitored through assessments.	<p>The gap in Mathematics has remained this year. We no longer feel that this strategy is working in Mathematics and will be changing it for the academic year 16/17.</p> <p><b>Action Points:</b></p> <ul style="list-style-type: none"> <li>• Employ a Director of Mathematics to take greater autonomy for the subject and drive improvements</li> <li>• Use the Student Support Centre and Option Support time to work with students 1:1.</li> <li>• Use strategies used with the lower years to improve engagement in Mathematics.</li> <li>• Monitor feedback and</li> </ul>



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									improvements closely to ensure high standards.
0.5 English Teacher	n/a	n/a	£24,152	£131.97	AJ	183	Our main focus, as last year is to ensure that all pupil premium students receive extra tuition in English and Mathematics, regardless of ability.	Student progress will be monitored through assessments.	<b>Attainment</b> of PP students in English has <b>increased by 7%</b> . There is still a small gap but this is much smaller, compared to national figures. <b>75%</b> of PP students <b>made 3 levels progress in English</b> compared to <b>61%</b> in 14/15. This is close to our in school target of 80% of all students making 3 levels progress.
Pupil Premium Officer	n/a	n/a	£8167.50	£44.63	RF	183	<p>The pupil premium officer has continued to ensure the smooth running of pupil premium strategies. They are responsible for:</p> <ul style="list-style-type: none"> <li>• Keeping up to date with the latest research.</li> <li>• Liaising with staff, governors, SLT, ELT, parents and carers.</li> <li>• Tracking Impact.</li> <li>• Allocating funding.</li> <li>• Monitoring the budget.</li> </ul>	Impact of strategies will be tracked and reported to all stakeholders.	<p>RF has continued to raise the profile of PP students. She has liaised with all stakeholders to ensure that strategies are implemented effectively and closely monitored.</p> <p>Since RF has been in post the progress 8 gap for year 11 has narrowed from -4.49 to -0.23. The year 10 gap has narrowed from -0.29 to 0.08.</p> <p>OFSTED 2015 commented:</p> <p><i>"Governors are fully aware of the issues related to disadvantaged students and check closely that the pupil</i></p>



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									premium is now having a positive impact on closing the gap in attainment between these students and others in the school. They show great enthusiasm for ensuring that all groups of students are able to take part fully in the enrichment opportunities offered."
<b>Parental Involvement – Area Total £476.00</b>									
Correspondence	Parental involvement	+3 months	£476.00	£2.60	RF	183	As much as possible we would like our parents/carers to be involved with the strategies that we are using with PP students. We want to keep our parents/carers updated of how we are spending the PP grant and the benefits it is having for their children.	Through correspondence and meeting minutes.	The PP Assistant Teacher has continued to liaise with parents/carers. Parents/carers have been kept up to date with strategies via phone calls and letters home.
<b>School Trip Support – Area Total £4000</b>									
School Trip Support	n/a	n/a	£4000	£21.85	Trip Organizer	183	It is part of our Pupil Premium Educational Visits Policy that all Pupil Premium students have the opportunity to attend educational visits which provide an opportunity to extend students' learning and enrich their	Through student surveys and teacher observations.	PP funding has ensured that all pupil premium students have had the opportunity to take part in educational visits.  Trips that have been funded for PP students include:  • All Reward Trips for



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							<p>appreciation and understanding of themselves, others and the world around them. In order to ensure all Pupil Premium students have this opportunity, we will achieve our aims by:</p> <ul style="list-style-type: none"> <li>• Offering visits to students that will support the education of the whole child.</li> <li>• Offering financial support.</li> <li>• Giving financial support on a tariff basis.</li> </ul>		<p>students who have achieved a required level of house points. Staff commented "These students have worked hard all year and maintained a good level of behavior. They deserve this reward and Pupil Premium funding has ensured that Pupil Premium students have the opportunity to attend."</p> <ul style="list-style-type: none"> <li>• Y10 Enrichment Trip – Arboretum – all Y10 PP.</li> <li>• Business Studies – Alton Towers.</li> <li>• Stourbridge College Taster Day. A student commented "this day has really helped prepare me for college, I was so nervous but now I am really looking forward to going."</li> <li>• Maths Puzzle Day ( Year 7) Staff commented "we had PP students today who have behavior issues and are not always focused in maths. Today they have</li> </ul>
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									<p>remained on task, worked as part of a team and we have seen them thrive as they have solved the different mathematical puzzles."</p> <ul style="list-style-type: none"> <li>• More Able Drama Workshop.</li> <li>• GCSE Art Trip.</li> </ul> <p>OFSTED 2015 commented:</p> <p><i>"Leaders ensure that there is no discrimination and that <b>all students have an equal opportunity</b> to succeed. This has included ensuring that disadvantaged students are able to take part in trips"</i></p>
<b>Administration and Individual Student Needs – Area Total £4,000</b>									
Administration	n/a	n/a	£1,500	£8.19	RF	183	This allocation was used to fund meetings, administration time, stationery, phone calls and any other administrative activities required for running PP strategies.	Minutes from meetings logged.	As in previous years, administration costs have been kept to a minimum again this academic year. The cost is kept minimal but is essential for the effective organisation of PP activities.
Individual	n/a	n/a	£2,500	£2.50	Identifier	Approx.	Below is the opening	Through	Where attendance and



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Students Needs					of each need	100	<p>statement from our Individual Student Needs policy:</p> <p>The Kingswinford School firmly believes in the education of the whole child. There is evidence to suggest that pupil premium students don't have the same opportunities for achievement as other members of the school. This may be because they choose to not participate or they don't have access to funding for this. Every student is unique and has different talents. This policy aims to track and promote the talents of our pupil premium students and offer financial support to allow them to access the curriculum or pursue their talents.</p> <p>We will achieve our aims by:</p> <ul style="list-style-type: none"> <li>• Having a formal</li> </ul>	<p>observations, parent/ carer correspondence, pastoral data and student interviews.</p>	<p>punctuality are a concern, Bus Passes have been provided for PP students.</p> <p>Goalkeeping gloves have been provided for a student who has now joined the School Football team.</p> <p>A School Bag was provided for a student to ensure he was able to bring all the correct books and equipment to school.</p> <p>Music lessons were funded for a student through individual needs as the music tuition funding had already been allocated.</p> <p>Revision materials (DVD) brought for a student who to help with English homework.</p> <p>Stationery given to all PP students who require it to ensure they are fully equipped for all lessons.</p>
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							<p>procedure for identifying specific needs of our pupil premium students.</p> <ul style="list-style-type: none"> <li>• Offering financial support to allow pupil premium students to pursue talents or enhance their education.</li> </ul> <p>This has been successful in previous years and made real impact on individual students.</p>		
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**Total Spend** = £160,997.25

**Total underspend** = £ 1692.75