

Case studies of the impact of our support:

Holistic Support for a Vulnerable Male Student, Year 8, May 2016

X, who is entitled to FSM and is part of our Pupil premium cohort, was transitionally mentored from primary to secondary school in July 2014. Dal Nagra (a learning mentor) met him along with his mum. X was made aware of Dal's role and he was made familiar with the building and some of the school systems.

Dal then met him every day for the first few days at JFS and then mentored him on a weekly basis until the end of Winter Term in Year 8. X is now mentored on a monthly basis.

X was monitored by Peer Buddies on a frequent basis. They ran Circle Time sessions, supported students on a weekly basis by checking on their progress and they ran weekly lunchtime Surgery Sessions. X participated in all of these programmes throughout Year 7.

In Year 8, X attended fortnightly Youth Team sessions. These sessions are run during period 4 by Super Buddies and staff and their aim is to improve social skills.

In Year 8, X was persistently missing PE because he lacked resources and he was becoming increasingly disorganised. After discussions, X was provided with some trainers and a set of folders. These new resources are kept in X's box in the SEN Dept.

In Year 7, X was on a daily check with the SENDCo who monitored his homework and equipment. In Year 8 this continued with Mrs Fletcher. X now reports to Mrs Fletcher every morning in SEN to be monitored for his homework and resources.

X is making steady academic progress this academic year and his attendance has risen slightly between the Autumn and Spring terms.

Mentoring –

One of the academic and pastoral interventions we offer is mentoring. Students are identified for this support by their Directors of Study and Year Managers and the length of their programme will be dependent on their needs. Where this is appropriate for our Pupil Premium cohort we provide such support. In addition, our lead learning mentor, Dal Nagra, has met with some of our PP cohort to provide organisational support and to audit their needs on an ad hoc basis as needs arise. This support is spread across all year groups as shown in the table below.

Year Group	Mentored students	Percentage of whole
7	16	33%
8	9	19%
9	4	8%
10	5	10%
11	4	8%
12	8	16%
13	2	4%

Please see Appendices 1a for mentoring impact evaluation.

One to one Maths tuition – Mrs Wooster

We employ a maths tutor to provide additional support for student outcomes in Mathematics. Mrs Amanda Wooster provides support for students from Year 7 – 13 and is assigned to support students by the Subject Leader for Mathematics. The number of Pupil Premium students that Amanda works with will vary slightly over each term, but as a generality this will be around 20% of the students she works with. The Year 11 students below have received her support in the Autumn and Spring terms.

CS	11A2	Commenced after Succot 2015 Completed Feb 2016	Start E3 Now D3
SC	11B2	Commenced Feb 2016 to April 2016	Start E1 Now D1
NB	11B2	Commenced March 2016 to April 2016	Start D2 No change

Additional support for KS4 Mathematics:

Three of our Year 11 PP students attended the PiXL Maths Revision Course which took place on 30th March 2016. The conference was specifically targeted at students who were working on the C/D borderline, and it was the first time we had taken students from JFS.

We invited 20 chosen students whose predicted PiXL grades were mostly C3 – D3, and whose KS4 EOKS estimate was a C or above. There were 3 PP students who fell into this category (the others are currently predicted A & B grades) so we invited all 3 of them.

There were 5 Maths sessions, all lead by one of two speakers from the front of the stage. Students were given booklets to write in, and were expected to keep pace with the speakers as they worked through the questions. Feedback from the students was mixed, with them appreciating the opportunity to focus on their Maths, and some showing that they had made use of the techniques they'd been shown.

Elevate Education Seminars for Year 11 Cohort

To support GCSE outcomes we use Elevate Education to lead revision seminars, 8% of the cost of these sessions was met by PP funding. The whole of Year 11 participated in an hour long session in the Autumn Term focussing on the best approach to revision. In February an additional presentation by Elevate was made to 34 students who had been selected using PiXL data as being borderline C grade or because they were in our Pupil Premium cohort. This focussed on the final stages to revision and how to make use of past papers and mark schemes. The students welcomed the advice and evaluation showed that 36/36 students would recommend the seminar to their peers and 35/36 students stated that the seminar was time well spent.

One to one English support

This was trialled in the Autumn Term whereby our Year 10 Pupil Premium students were offered the chance for additional one to one coaching in English from an English teacher from JFS. This had mixed success. We are developing English support in the Summer Term.

Outcomes for SBN in Year 10:

'X attended both sessions for English, working through a range of essay techniques. We focused in the first session on poetic devices and practiced a structure for approaching any unseen poem. In the second essay, we focused specifically on how to write about Language/Imagery/Structure in Prose texts. X said he had found the sessions especially helpful.' Rachel Knox.

Curriculum Enrichment Opportunities

Liam Suter, a teacher in our History Department, has additional responsibility for Curriculum Enrichment. 15% of the cost of this is supported by the Pupil Premium budget. Therefore Pupil Premium students are targeted to become involved in the various enrichment programmes such as the KS3 master classes on topics such Law, Medicine and Philosophy and our KS4 Directed Studies Programme to enrich cultural capital. Below is a case study about a student from Year 10 who participated in the Directed Studies Programme:

'The Directed Studies Programme is designed to provide additional stimulation, cultural capital, analytical thinking skills and provide a culture of cleverness to our most able students. The top 10% from CATS, Year 9 end of year data and teacher recommendation were invited to apply and undertake a test. This test measured motivation and reading comprehension.

Successful students are provided with an academic reading or resource of usually undergraduate level on topics never covered in the standard curriculum. They are deliberately difficult but engaging. Students have to complete a proforma homework sheet to record completion and understanding, this is marked to track effect and refine the topics and approach of the programme. Linked to this is an 'Edmodo' student group to encourage group discussion through the text. During the sessions students undertake a Socratic dialogue with spaces for small group break outs. Further reading on the same topic is always supplied.

Previous sessions include: *Is Anarchism Left or Right Wing*, *The Physics of Time*, *Why is the Raft of the Medusa so important in Art History*, *Psycholinguistics Chomsky vs Sapir Whorf*, *Was Camus an Existentialist*, *What was the Cause of the Bronze Age Collapse*, *the Neuroscience of Consciousness*

Although he was not in the initial cohort by results X was invited to the Directed Studies Programme in January 2016 in the spirit of 'affirmative action'. He is slightly lower attaining academically than the cohort as a result. Initially X was quiet, seemingly intimidated by the group, however was paired with an unintimidating and sociable girl. As time has continued he contributes more and more as his confidence has increased, however still prefers to save speaking for the small groups. He engaged particularly well in History and Physics-based topics and less well with art-based ones, following conversations this seems to be due to his respective interests. He has attended all but one session, which he missed due to a visit.

Every piece of reading H/W is monitored in relation to the class. He is on the lower end, which is to be expected due to his starting point, however is relative consistent with the group and he certainly is not a lone outlier. The focus at the moment is to encourage his confidence and discourage being intimidated by the public intellect of others in the room. A generally 'hands off' approach is adopted in order to avoid encouraging a self-conception of difference among the students.'

Funding for Connexions and our Sixth Form careers guidance from Andy Gardener

Pupil Premium funding is used to pay for a small proportion of funding for Connexions career guidance for KS3 and KS4 students. Pupil Premium students may also have access to future Sixth Form careers guidance from our Sixth Form careers counsellor, Andy Gardener.

This year Sara Levick from Connexions has given careers interviews and support to all KS4 Pupil Premium students. A case study of her continued support for AS is given in Appendix 2.

In addition to one to one careers guidance, RR in Year 11 received feedback from Andy Gardiner following his Morrisby Test which was provided by Pupil Premium funding.

Appendices

Appendix 1a - Mentoring Evaluation (Dal Nagra)

Students who have been exited from mentoring have been evaluated in terms of data. The results have been calculated for the last five students I have exited. The data is based on the student's performance three weeks prior to being exited from mentoring and three weeks after they have been exited.

Of the five students, 4 are KS3 and 1 is KS4. The students are all referred for significant behaviour issues, either in terms of defiance and disruption or lack of organisation. None of these students had attendance issues. The three criteria I have taken from SIMS fit well for all the students.

The students are measured in three categories: Attainment Points, Behaviour Points and Detentions.

Regarding Behaviour Points, I will work with the assumption that if a score improves after the student has been exited this indicates a positive result for mentoring; that the student has taken on board the work of mentoring and is now heading in a positive direction.

Regarding Behaviour Points, if a score has decreased I will assume the student's behaviour has improved and this will indicate a positive result for mentoring.

Regarding Detentions, I will assume if the number of detentions has decreased then the student has made a positive progress.

AP= before, AP2 = after; BP1 = before, BP2 = after; D1 = before, D2 = after

Name	AP1	AP2	BP1	BP2	D1	D2
IL	8	4	54	23	8	7
DR	4	4	54	48	2	1
DP	10	10	8	8	0	0
IH	6	2	2	2	0	2
JB	14	10	17	10	3	0

Results Breakdown:

AP = 3 had scores that were better after exiting, 2 had the same results.

BP = 3 had scores that decreased after mentoring, 2 had same results.

D = 3 had scores that decreased after mentoring, 1 stayed the same and 1 increased.

Statistics:

AP success rate: 40%

BP success rate: 67%

D success rate: 80%

Mean success score: 63%

Appendix 2 – Connexions support

The logo for 'prospects' is displayed in white lowercase letters on a red rectangular background.

Name of Client (first name only)

AS

Age

17

Name of Personal Advisor

Sara Levick

Agency and location

Brent Connexions (Prospects)

How was the young person referred to Connexions PA?

As the careers adviser for the lower school at JFS, it is part of my remit to target my interventions with students.

AS is a student who has a statement of educational needs and who is also on the pupil premium list.

What were the obstacles faced by the young person

AS has ADHD and a mild autistic spectrum disorder.

He has the potential to be in the above average range however his development can be hindered by his behavioural and social language needs.

Year 9 – I met with AS and Mum before his transition review. We discussed his progress in school, barriers to learning and GCSE subject choices in relation to his progress. Discussed importance of choosing a range of subjects to keep options his future options open.

Attended transition review in school and gave IAG.

Year 10 – AS's behaviour and attendance deteriorated in Year 10 and his HOY asked me to meet with him again ahead of our scheduled interview to discuss his future plans and to try and regain his focus in school.

Discussed the consequences of such behaviour and that if it continued it could have an impact on the choices he makes post 16 i.e. staying on in the 6th form at JFS.

Discussed alternative post 16 options with AS and Mum (back up options). College/Apprenticeships.

Attended annual review in school and gave IAG to AS and Mum. We discussed his behaviour in great detail (causes of decline of behaviour and consequences)

AS and I met towards the end of Year 10 to check his progress.

Year 11 – AS and I met again at the beginning of Year 11. His behaviour, attendance and general attitude to work dramatically improved since Year 10.

He had realised that Year 11 was a short but very important year. He was very focused on joining the Sixth Form to study A-Levels and realised that he needed to put his poor behaviour and attitude behind him in order to make this successful. His TA and teachers agreed that AS was beginning to work better and he has regained his focus.

We discussed his A-Level subject choices and future career plans. Attended annual review and offered IAG.

Year 12 – AS successfully gained the grades he needed to be able to stay on in the Sixth Form. Started off well, but felt the step between GCSE and A-Level was bigger than he had expected.

Found Maths particularly challenging and as a result AS sought support from Mr Scott and organised 1:1 sessions.

Discussed predicted grades and post 18 plans. AS considered careers based on his strengths and interests.

Considering financial services / Science related careers. AS needed to research his ideas further. Suggested websites he could use to help i.e. Future morph – Science/Maths careers.

Discussed University. AS had started to research courses which he felt would be interesting.

- Durham – Science related
- Edinburgh – Biochemistry, Natural Sciences
- St Andrews – Engineering
- Nottingham – Aerospace engineering, Civic engineering

AS also looked at Physics and Economics courses to keep options open.