



Liverpool College

### **Impact of Spending: Pupil Premium Funds**

Please see the Pupil Premium Development and Spending Plan 2016-17 to view an outline of how the funding was spent.

### **Impact of Funding: 2014- 2017**

	Liverpool College Pupil Premium 2014	Liverpool College Pupil Premium 2015	Liverpool College Pupil Premium 2016	Liverpool College Pupil Premium 2017	National Pupil Premium (2016)
<b>End of Key Stage 4</b>					
<b>Number of Pupils</b>	1	4	4	11	n/a
% 5A*-C Including English and Maths	100%	100%	75%	92%	n/a
% Meeting threshold in English and Maths	100%	100%	75%	92%	70%
% achieving EBACC	100%	50%	25%	81.8%	29%
Attainment 8	-	60	54.5	57.0	52.72
<b>End of Key Stage 2</b>					
<b>Number of Pupils</b>	1	3	3	7	n/a
% Reaching expected standard in Reading	100%	67%	33%	85.7%	72%
% Reaching expected standard in Writing	0%	100%	33%	71.4%	79%
% Reaching expected standard in Maths	100%	67%	33%	71.4%	76%
% Reaching expected standard in EGPS	0%	67%	33%	100%	78%
% Reaching expected standard in RWM	0%	67%	33%	71.4%	60%
<b>End of Key Stage 1</b>					
<b>Number of Pupils</b>	1	3	6	8	n/a
% Reaching expected standard in Reading	21.0	13.7	67%	25%	78%
% Reaching expected standard in Writing	16.0	13.7	33%	13%	70%
% Reaching expected standard in Maths	21.0	13.7	50%	13%	77%
% Reaching expected standard in RWM	18.3	13.7	50%	13%	60%

## **Analysis of impact and strategies for the future**

Attainment in KS4 was good, particularly those achieving the Ebacc, which was well above national average (we await the official Progress 8 measure and will update the report accordingly). Money spent on Intervention strategies for Pupil Premium (PP) students included an after school targeted intervention programme which led to better than expected attainment in certain areas and broke down 'in school' barriers whereby PP students attainment is lower than non PP students. Individualised numeracy support and TA support in English, led to good progress and achievement in Mathematics and English; this helped to break down the identified barrier that PP students progress less well than non PP students in these core subjects. Due to this success funding for Intervention and individualised support will continue next year. Further analysis of the results however identified that Pupil Premium students perform less well in other certain subjects; money for intervention strategies next year will be focussed around these subjects.

Learning Mentors continued to provide invaluable support for Pupil Premium students within all key stages, they have provided opportunities to build up resilience and self-concept, breaking down the identified external barrier whereby PP students have less opportunity to access experiences that promote resilience, confidence and self-esteem. This vital aspect of support for PP students will continue next year. Mental health support and coping strategies, provided by the team, have negated the need for external counselling and will therefore not feature in next year's development plan.

The standard of reading in KS2 is better than average, but not so in KS1, therefore next year KS1 intervention will be provided by teachers during lunch; duties will be covered by midday cover supervisors which will be paid for by Pupil Premium funds.

Attainment in Maths and writing in KS1 and 2 is below average; although TA support and mentors have been successful to a point, extra provision is needed to ensure improved performance. Overall strategies to improve Maths and writing include new approaches including Talk for Writing and Maths Mastery; it is therefore feasible to allocate a portion of the funding of these approaches from Pupil Premium.

The Reading, Writing and Mathematics measure in KS2 has improved significantly this year; it is well above national average, this is due to an intensive intervention programme made possible by the presence of the TAs. Best practice from KS2 will be introduced to KS1, where a more structured approach will be employed, using allocated funding.

The College provides a wide variety of enrichment activities which promote resilience and self-concept. It provides a vehicle whereby PP students can break down this identified barrier. One weakness of this barrier is the ability to measure impact. Next year we will be working with Northampton University to measure the impact of these activities on self-efficacy (which includes the traits of self-concept and resilience). It is still an identified barrier which will become more measurable.

Individual success stories and improved progress in all areas of development have been identified and attributed to after school activities and materials purchased from the ring fenced PP funds allocated to meet individual needs. This will therefore continue to feature in next year's development plan. In order to improve fairness and allocation, a set of criteria has been created.

Analysis of data has highlighted the need for further strategies to be employed to improve attendance, therefore money will be used to buy in the services of the EWO who will provide support to break down this significant barrier.