

Pupil premium strategy statement (secondary)

1. Summary information						
School	Redborne Upper School					
Academic Year	2017/18	EFA Funding + CBC LAC Funding	£106,921	Date of most recent PP Review	Oct 17	
Total number of pupils	1549	Number of pupils eligible for PP	134	Date for next internal review of this strategy	Sept 18	

2. Current attainment						
	Pupils eligible for PP at Redborne 2018 (predicted)	Pupils eligible for PP at Redborne 2017	Pupils not eligible for PP (national average 2017)	Pupils eligible for PP at Redborne 2016	Pupils not eligible for PP (national average 2016)	Disadvantaged (national 2016)
% achieving 9-4 E&M	51 %	61 % *	TBC	57 %	70.6% (A*-C)	43.1% (A*-C)
Progress 8 score	-0.34 †	-0.62 * †	TBC	-0.26	0.12	-0.32
Attainment 8 score	37.8 †	39.06 * †	TBC	43.59	52	40.83

* - It has been noted that there has been significant volatility in results this year because of the change to English and maths grading systems, as such comparisons to previous years, in particular progress 8 and attainment 8 may not be meaningful – the most meaningful comparisons will be with national figures from 2017.

† - Our curriculum model remains based on what we believe is in the best interests of students – we do not make the EBacc compulsory and we have retained vocational links both off-site (Bedford College) and on-site (we have a school farm). Please request a copy of the Exams Analysis document if you require any further information on this and our estimated impact.

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy: data shows there are a minority of PP students with particularly low reading ages; this is accompanied by a wider lack of engagement with literacy that contributes to a gap in development for some contributing to lower academic outcomes.

B.	Revision and exam preparation (particularly for those with higher prior attainment): These students historically do well but not as well as their peers, additional support is needed to help them in the final stages of preparation.
C.	Exclusions/Isolations: PP students make up a greater proportion of isolations and exclusions than their proportion of the school population suggests they should
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Homework: PP students struggle with organisation outside of school, interviews reveal struggles with finding resources, time and space to complete this work and not fall behind.
E.	Attendance: Attendance rates of disadvantaged students are lower than that of their peers.
F.	Aspiration: Some PP lack aspirational goals, either failing to identify a plan or having plans lower than their attainment indicates they're capable of leading to early disengagement with education.
Desired outcomes	
A.	Close the gap between chronological age and reading age of targeted PP students and improve general literacy of all PP students
B.	Improve performance against indicators for high prior attainment PP students and so improve sub-group progress 8 measure
C.	Reduce the proportion of exclusions and isolations given to PP students and so increase their time in lessons
D.	Ensure that PP students have ample time, space and resources to complete any homework to the best of their ability
E.	Attendance of disadvantaged students to be better than national averages
F.	A greater proportion of PP students remain in post-16 education

4. Planned expenditure					
Academic year		2017-2018			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Maintain high standards in English and maths	Provide additional staffing resources for English and maths departments to reduce group sizes in critical PP classes	Results in E&M have improved since the introduction of this policy; in 2017 our disadvantaged students had an 9-4 pass rate 2% higher than all students nationally.	Recruitment and timetabling to be managed by Head of School. Responsibility for standards within English lies with HoF and is monitored by Deputy Head. Responsibility for standards within maths lies with HoF and is monitored by Head of School.	Head of School - SJG(line manager for English and maths)	September 2018
Maintain high standards in English and maths	Increase curriculum time for English and maths to support new GCSE	New English, English literature and maths courses have increased guided learning hours, to reflect this curriculum time will be provided to these subjects.	HoF will be responsible for ensuring extra time is used effectively	HoFs	September 2019

Increased knowledge and awareness of PP students	Teaching and Learning focus on PP throughout the year. In particular: <ul style="list-style-type: none"> • Three priorities (seating, marking and questioning) • Briefing sessions on supporting PP • Whole school literacy training 	External evidence suggests that the most important intervention is ensuring that all staff know who their PP students are alongside small regular interventions.	PP coordinator, T&L coordinator and Head of School to meet regularly to ensure suitable training is delivered. Learning walks and work scrutinies will be used to ensure that this is delivered well.	PP coordinator, T&L coordinator and Head of School	September 2018
Total budgeted cost					£30,000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve English and English literature grades for targeted students literature	Employ specialist English tutor to do small group intervention with selected and targeted students	See review of expenditure below, this is an ongoing intervention.	HoF (English) and English SLT Link (SJG) to target students for intervention using data on progress and effort grades.	HoF (English) and English SLT Link (SJG)	September 2018
Improve revision techniques, independent study and preparation for exams	Repeat the 1:1 mentoring of PP students from Feb half term until study leave begins	See review of expenditure below and Appendix A, this is an ongoing intervention. Note, impact on middle and high ability student was positive in 2016/17, the impact is less clear in low ability students although it is felt that this was due to small numbers and particular cases. This will need to be examined closely next year.	PP coordinator to work with key teachers to select and train mentors. PP coordinator and data team will be used to target students. Monitoring of mentoring will be responsibility of PP coordinator.	PP coordinator (DJM)	September 2018

<p>Improve literacy and numeracy of low ability Y9 students</p>	<p>Perform reading age tests and English assessments of all students except very highest ability.</p> <p>For weakest students refresh learning support literacy programme – explore possible targeted intervention programmes such as Sound Training.</p>	<p>Poor literacy skills are a common barrier to success and HoFs agree that this is going to be more of an issue in new GCSEs.</p> <p>Sound Training, and similar packages, have their own records of reading age improvement – a critical aspect of academic success - we will need to implement and review ourselves however.</p>	<p>Learning support and English faculty to carry out initial testing.</p> <p>PP coordinator to identify appropriate staff, likely to be in learning support, to complete Sound Training course and deliver.</p>	<p>PP coordinator and line manager responsible for team delivering training (like to be Learning Support).</p>	<p>September 2018</p>
<p>Improve literacy and numeracy of low ability Y9 students</p>	<p>Perform reading age tests, English and maths assessments of all students except very highest ability.</p> <p>Train 6th form students to be mentors and coaches to work with selected Y9 students after school to tackle gaps in knowledge and improve study skills.</p>	<p>Poor literacy and numeracy are known to be barriers to general development.</p> <p>Previous interventions, primarily breakfast club, have not been successful however the 1:1 mentoring with Y11 worked well last year.</p> <p>This is a trial to introduce earlier mentoring to tackle problems sooner rather than later.</p>	<p>Learning support, English and maths faculties to carry out initial testing.</p> <p>PP coordinator to work with key teachers to select and train mentors.</p> <p>Monitoring of mentoring will be responsibility of PP coordinator.</p>	<p>PP coordinator (DJM)</p>	<p>September 2018</p>

<p>Improve individual subject outcomes for students</p>	<p>The school runs a large number of subject study skills interventions throughout the year. Some of these are full days off timetable to focus on subjects, some are after school sessions with parents.</p> <p>PP students will be given priority access to these events – some will be aimed exclusively at PP students/parents.</p>	<p>Some students broadly do well, but have one or two subjects where they underperform.</p> <p>It is important to ensure that specific weaknesses are tackled alongside broader issues to ensure the best outcomes for all.</p>	<p>Data team will be used alongside faculty data to ensure that correct students are targeted.</p> <p>PP coordinator, T&L coordinator and Head of School to meet regularly to ensure suitable interventions are planned and focus on PP is delivered.</p>	<p>PP coordinator, T&L coordinator and Head of School</p>	<p>Ongoing for each intervention</p>
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Suitable curriculum for all	<p>We will aim to ensure that all students have the most suitable curriculum available to them. This includes:</p> <ul style="list-style-type: none"> • Securing places from external providers to deliver courses (both ACB and college) • Continuing to run courses that are meaningful and relevant to students whilst providing good outcomes (e.g. farm courses) • Giving students a broad and balanced offer that is suitable to them – giving them lots of choices at GCSE without forcing students to do eBacc subjects 	<p>Ensuring that students have a suitable curriculum is vital to their engagement in school life.</p> <p>It is clear that our curriculum offer is suitable with 97% of students staying in education or entering employment compared to 94% nationally.</p>	<p>Head of School to have overview of curriculum offer.</p> <p>Deputy Head with Pastoral responsibility to have overview of students and alternative provision for selected students.</p>	<p>Overall Curriculum – Head of School (SJG).</p> <p>Individual alternative offers – Deputy Head (JOW).</p>	Ongoing
Total budgeted cost					£70,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve PP attendance and so progress	Deputy Headteacher to have a regular meeting with EWO to discuss PP attendance and focus on persistent (or near	<p>Improved attendance leads to improved outcomes.</p> <p>EWO is primarily placed to intervene in attendance; this will add a PP focus</p>	Deputy Headteacher to have overview and work with data team to ensure procedures are in place to allow students to be identified early.	Deputy Headteacher (JOW)	Ongoing

	persistent) absenteeism.	beyond year teams.			
Improve PP attendance and reduce proportion of time PP students are in isolation/exclusion for behaviour	Deputy Headteacher has fortnightly meetings with Heads of Year/PSO/EWO to discuss focus of pastoral resources	Deputy Headteacher has overview of whole school picture and is able to direct year teams to focus on PP as well as directing strategies that work across year groups – in particular in relation to PP attendance and behavioural support.	Deputy Headteacher to have overview and work with data team to ensure procedures are in place to allow students to be identified early.	Deputy Headteacher (JOW)	September 2018
Improve access to study materials, study space and digital resources	Continue the after school study club, recruiting more mentors and promote further so more students access this provision – PP students have priority access to this programme	PP students can struggle for appropriate working space, support and resources to study and complete homework. This will provide all of these alongside quality mentoring.	School librarian to manage on a day-to-day basis. Registers kept and reviewed by Senior Link; attending students opinion will be collected to reflect effectiveness.	DJM (Senior Link to library)	September 2018
Outstanding provision outside of curriculum lessons	We have successfully used Lexia and Spellzone to support literacy. Historically SAM learning has been used but it's use has declined over the years with the changing style of students independent engagement. An alternative independent study support package will be looked at.	Learning support report benefits from Lexia and Spellzone and so these will continue. Many packages exist which make independent study and revision in particular easier for students. With the declining use of SAM learning in school will trial alternatives.	Lexia and Spellzone use is planned and monitored by the LS faculty, however this year there is a specific drive on literacy by PP coordinator. Alternative independent learning packages will be considered by PP coordinator and T&L coordinator as part of a wider independent learning package. Usage and impact will be tracked closely to determine value for money.	PP coordinator (DJM)	September 2018
Increase collaboration with pyramid schools	Appoint PP coordinator for the Redborne Pyramid.	The main priorities for this group include: <ul style="list-style-type: none"> • Make transfer data more uniform across the pyramid 	Principal to liaise with other headteachers and Redborne PP coordinator to ensure group is	Principal (NC)	September 2018

	<p>PP coordinators of all schools to meet regularly to share data, use common approaches/paperwork where appropriate and share ideas as well as developing approaches to tackle issues across multiple schools.</p>	<ul style="list-style-type: none"> • Develop a process to identify key PP families in the pyramid and intervene across multiple schools with these families • Explore the possibility of jointly funding a family support worker • Develop a measure with secure methodology for determining PP progress, both academically and more broadly, throughout the time the student spends in the pyramid • Improve attendance <p>All of these should improve outcomes for students.</p>	<p>effective.</p>		
Total budgeted cost					£15,000

5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Suitable curriculum for all	Vocational / college course	<p>9 students were offered the opportunity to study vocational/college courses as part of their curriculum.</p> <p>These students were carefully chosen to ensure that this choice was appropriate for them and their future ambitions.</p> <p>This cost includes necessary equipment for some students and transportation to relevant sites.</p>	<p>These courses work well for those involved and contribute to low levels of NEET students following their time at Redborne.</p> <p>97% of students stay in education or employment for at least two terms after key stage 4 compared to 94% nationally.</p>	£19,061

<p>In English and maths we will increase the number of grades progress that students make and, in particular, the proportion of students reaching “4” and “5” thresholds</p>	<p>Employed additional specialist staff in English and maths departments to reduce group sizes in PP critical classes and split classes where possible</p>	<table border="0"> <tr> <td>National 9-5 E&M:</td> <td>39%</td> </tr> <tr> <td>Redborne 9-5 E&M:</td> <td>50%</td> </tr> <tr> <td>Redborne disad. 9-5 E&M:</td> <td>33%</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>National 9-4 E&M:</td> <td>59%</td> </tr> <tr> <td>Redborne 9-4 E&M:</td> <td>75%</td> </tr> <tr> <td>Redborne disad. 9-4 E&M:</td> <td>61%</td> </tr> </table>	National 9-5 E&M:	39%	Redborne 9-5 E&M:	50%	Redborne disad. 9-5 E&M:	33%			National 9-4 E&M:	59%	Redborne 9-4 E&M:	75%	Redborne disad. 9-4 E&M:	61%	<p>This approach has benefitted both PP and non-PP students since its introduction allowing all students results to improve in these critical subjects as a result of more teacher time. This approach will continue.</p> <p>Whilst the data is positive, two key points are noted:</p> <ul style="list-style-type: none"> • Disadvantaged 9-5% is worse than 9-5% nationally • Gap between disadvantaged and all students at Redborne Upper School <p>These results can be partly explained by prior attainment but this must be tracked.</p>	<p>£22,000</p>
National 9-5 E&M:	39%																	
Redborne 9-5 E&M:	50%																	
Redborne disad. 9-5 E&M:	33%																	
National 9-4 E&M:	59%																	
Redborne 9-4 E&M:	75%																	
Redborne disad. 9-4 E&M:	61%																	

ii. Targeted support

<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
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<p>Improved exam performance by PP students</p>	<p>Extended period of 1-2-1 mentoring and tuition by selected and trained older peers</p>	<p>Please see Appendix A: 1-2-1 intervention summary.</p> <p>This programme worked with a number of PP students across all subjects but with an English and maths focus. Appendix A shows demonstrable positive impact across the middle and high ability PP students in English and maths.</p> <p>Impact on lower ability students is less clear; small numbers were involved and some had profound difficulties, yet had significant achievements more broadly than English and maths and an overall positive VA.</p>	<p>We need to continue to monitor the low ability students to better secure any conclusions about the impact of the programme for them.</p> <p>It seems clear from our data analysis and from exit interviews that this programme worked for middle and higher ability students.</p> <p>Interviews also revealed that a programme from February half term until study leave begins is the right length for the students.</p>	<p>£6,600</p>
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<p>Suitable curriculum support and outcomes for students</p>	<p>3 placements at Academy of Central Bedfordshire (ACB)</p>	<p>Three students struggled to access a mainstream curriculum and so were given the opportunity to study at the ACB.</p> <p>This provided each of them with an alternative curriculum including vocational opportunities and more individualised support.</p>	<p>This provision includes transport and so is not cheap but for these students it is often clear that mainstream school is not an appropriate setting.</p> <p>It is clear that, for these students, the ACB offers a better start in life to the alternative options available.</p> <p>We continue to consider carefully which students offered the opportunity to go to the ACB but it is the right provision and we will continue to use it.</p>	<p>£10,000</p>
<p>Support existing curriculum choices for students</p>	<p>Funding bespoke curriculum offers to support individual students and enable them to get the most from their Key Stage 4 choices. Whilst this covers a variety of options, the main two were supporting baby-sitting courses for Child Development Students and additional courses to support GCSE PE</p>	<p>The child development students being provided with the key skills to enable them to do additional study at the start of their course. Results from this intervention will not be possible until summer 2018.</p> <p>The other principal intervention was for six students predicted to underachieve in PE, they were supported through additional courses to boost the practical element of their qualifications. No student deteriorated, one improved and the remaining four improved and so reached or exceeded indicator grades.</p>	<p>Each possible course handled on a case by case basis to ensure there is a need for it – either to provide students with skills necessary to do additional study throughout their course or towards the end of the course where there is a risk of underachievement. This intervention must continue to be monitored but so far it has produced some success.</p>	<p>£1,495</p>

Improved literacy and numeracy for Year 9 students identified as weak in entrance data	Breakfast club run by librarian supported by trained 6 th form students – working with targeted students for 30 minutes 5 mornings per week on planned activities.	There is little evidence of impact for this programme. Although we were able to easily identify our chosen students, we encountered significantly difficulty in getting them to attend. Even those that did, attendance was often erratic and several did not see out the programme.	This was not a successful programme and will not be continued. A replacement early intervention numeracy and literacy programme will be necessary.	£2,010
Improve English and English literature grades for targeted students literature	Employ a specialist English tutor to do small group intervention with targeted students	Whole school English attainment element is 10.96 and the disadvantaged group is 9.12. These compare favourably to the national figure of 8.54.	Whilst this approach seems to benefit both PP and non-PP students, it is clear from progress measures that there is some weakness for disadvantaged students. This data however seems to be skewed in 2017 by small number of low ability students who obtained particularly poor scores. This will need to be monitored closely in 2018.	£17,046
Provide digital resources to support areas in school	Subscribe to Lexia (learning support), Spellzone (learning support) and SAM learning ((learning support and library) packages	Learning support packages have been useful tools for students throughout their time at Redborne Upper School, helping to tackle both reading and spelling challenges. Use of SAM learning is very mixed and there is little evidence of impact.	Expand the use of lexia, in particular for determining reading ages and focusing on literacy development of pupil premium students. SAM learning will be discontinued due to its lack of impact. Other revision tools for students will be explored.	£2,695
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Provide mentoring and study support for all year groups, particularly Y11, throughout the year.</p>	<p>After school study support group run by librarian assisted by trained 6th form students.</p>	<p>Students reported more confidence in key subjects, a better approach to lessons and better completion rates of homework.</p>	<p>Uptake of After School club has been excellent with anecdotal evidence of students doing more revision and completing more homework. This provision will be continue next year.</p>	<p>£7,050</p>
<p>Ensure access to appropriate uniform, personal (non-subject specific) equipment and opportunities</p>	<p>A portion of the funding is made available, at the discretion of the PP co-ordinator, to support parents with educational costs</p>	<p>This spending has primarily been used to support uniform purchases and trips. In the case of uniform, previous uniform is inspected first to determine need and second hand replacements are sourced where possible.</p> <p>When it comes to trips the typical criteria are:</p> <ul style="list-style-type: none"> • We will fund up to 100% of necessary trips, such as coursework trips • We will fund up to 50% of desirable trips provided a clear impact on student outcomes can be demonstrated, e.g. supporting academic outcomes or relating to previously determined aspirations • No funding is provided otherwise <p>This fund ensures that PP students are not easily identifiable by quality of uniform and, in three cases, prevented breach of uniform rules because of a lack of shoes. The trips promote inclusion and extra-curricular experiences that may not otherwise be possible.</p>	<p>We will continue with this approach.</p>	<p>£1,890</p>

Provide additional pastoral support to targeted vulnerable students	Help fund carefully selected school counsellors to provide support	PP students disproportionately need support from counsellors and similar pastoral support systems – funding these services has allowed these vulnerable students to access these services more readily.	We will continue this this approach.	£4,115
Supporting students with a full and balanced curriculum	Funding registration for Duke of Edinburgh and equipment that cannot be lent – i.e. walking boots.	All students who were funded completed their respective stage of the Duke of Edinburgh award.	We will continue this this approach.	£130
/Improve PP work across the Redborne pyramid of schools	Appointment of a pyramid Pupil Premium champion between the schools (Louise Fox) and regular meetings of pupil premium leads.	The group has: <ul style="list-style-type: none"> • Implemented improved data sharing around school transfer • Developed common policy statement and PP key documentation • Worked to share successful models for engaging PP students and parents 	We will continue this this approach. In particular we are looking to: <ul style="list-style-type: none"> • Make transfer data more uniform across the pyramid • Develop a process to identify key PP families in the pyramid and intervene across multiple schools with these families • Introduce a family support worker • Develop a measure with secure methodology for determining PP progress, both academically and more broadly, throughout the time the student spends in the pyramid 	£3,443

<p>Ensure students have the same quality of provision in lessons</p>	<p>Resources for faculties (e.g. equipment, ingredients, materials for students)</p>	<p>Fund resources and equipment for students in key lessons, this includes:</p> <ul style="list-style-type: none"> • Access to high quality project materials in product design and art • Availability of tools and equipment necessary to fully participate in lessons and develop work in art and maths • Ensuring that the students are not limited in what they can produce in food/catering due to limited access to quality ingredients 	<p>These interventions merely ensure that the outcomes of PP students are not limited by the materials and equipment they are able to purchase at home.</p> <p>We will continue with this approach.</p>	<p>£1,416</p>
<p>Ensure PP funding can be used effectively and students can be targeted in a timely manner</p>	<p>Staffing support across a number of areas of the school to give dedicated time to PP issues</p>	<ul style="list-style-type: none"> • A member of SLT having PP as a key aspect of their role • A focus from the data team on PP matters • Staff in the school shop setting up dedicated procedures to support PP students 	<p>The improved strategic use of funding and access to staff with knowledge of processes for students means that this approach will continue.</p>	<p>£7,046</p>



Introduction

The 1-2-1 tuition started in February 2017 after mock exams and the spring progress check. The focus of the tuition covered many subjects but most students had a number of English and maths. As this was a common theme, this interim summary will focus on English and maths only.

Methodology

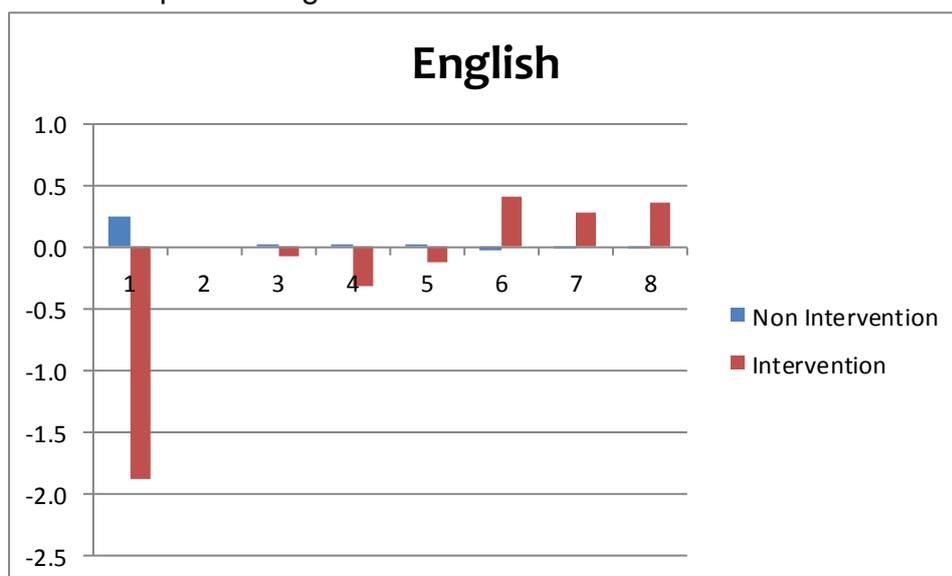
Each student has been grouped by their predicted grade in the spring progress check in both English and maths separately. The average final grade for each group was calculated and at a student level the difference between their final grade and the group average was assigned. As this is a within school measure, the net difference was 0. A figure above 0 would show that compared to students with a similar starting point students achieved higher outcomes.

English

The students picked for the intervention had a broad English ability. These matched the overall cohort ability in general with the exception of the 7 and 8 grades.

Spring PG	1	2	3	4	5	6	7	8
Non Intervention	8	28	47	55	54	69	59	30
Intervention	1	2	4	4	5	5	3	1

Students in the intervention programme with a higher predicted grade made more progress than other students with a similar prediction. The opposite is true for those with lower predicted grades.



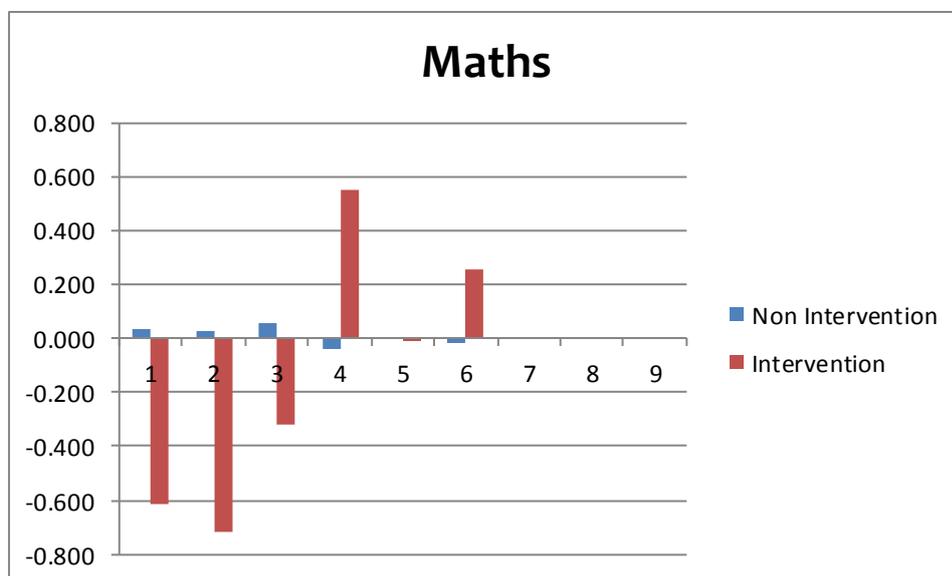


Maths

The students picked for the 1-2-1 programme were typically with mid to low predicted maths grade with no-on predicted higher than a 6.

Spring PG	1	2	3	4	5	6	7	8	9
Non Intervention	17	24	41	60	85	49	34	29	7
Intervention	1	1	7	4	8	3			

Similar to English, students with higher predicted grades in the 1-2-1 programme made more progress than other students. The lower ability students all did worse than similar students.



English and maths combined

Combining both of the averages can give a “heat map”. From this it’s clear to see that low ability students in English and maths tend not to do as well as their peers whereas higher ability students did better.

		English						
		2	3	4	5	6	7	8
Maths	1		-0.7					
	2		-0.8					
	3	-0.3	0.3	0.4	-0.1	-0.9		
	4			-0.6	-0.4	2.3		
	5			0.1	-0.1	0.1	0.2	-0.4
	6				0.2	0.4	0.8	
	7							
	8							
	9							



Case Study – CR

In the above data there was one student that had a spring predicted grade of a 1 in maths, English literature and English language. This student faced a number of challenges; he was a LAC student and had SEND provision; prior to this intervention we had involved him heavily in our after school study club as well as other intervention programmes.

To ensure continued interest from CR towards the 1-2-1 programme we had to ensure that we spent more time supporting his broader curriculum despite his obvious English and maths needs. We made the decision that it was better to keep him involved and regularly visit those subjects lightly alongside a clear focus on other subjects he valued more, in particular graphics, science and child development.

Taking a broader picture than the above results CR reached his indicator in science, graphics and child development; something he was not predicted to do at our spring progress check.

Combined with him achieving his indicator of a 1 in maths this meant that he had a VA of +2.3 overall.

The 1-2-1 Programme

CR has a disproportionate negative impact on the analysis of the 1-2-1 programme overall as our analysis chooses to focus on English and maths and he is the student with a spring PG of 1 in both subjects.

The 1-2-1 programme was different for CR however and it had a positive impact up him. It is reasonable therefore to take this into account when considering the earlier analysis.

With this in mind the programme has a clear impact on middle and higher ability students in English and maths although the scope of the programme was much larger than these two subjects.

Once we reasonably even with CR included in the data the picture for the low ability students is much less clear due to the small numbers involved. If we remove CR, as seems reasonable, then the picture becomes even less clear.

As a final statistic, the average VA of the PP students involved in the 1-2-1 programme was 1.2.

In conclusion we believe it is worth maintaining the 1-2-1 programme for the forthcoming year.