

Pupil Premium Summary 2015/16

There are currently 64 Pupil Premium pupils in the school, 33% of the school population in total, 14 pupils in the primary phase and 50 in the secondary phase.

A Whole School Provision Map – PPG specific, identifies the pupils, tracking interventions accordingly. Each pupil has an individual Provision Map, highlighting specific areas of need and interventions, including: Pre intervention assessment information, expected impact/evaluation and outcome (referenced as Average Gain).

FSM (Free School Meals) are the main indicator of pupil premium and those pupils across the whole school achieve expected levels of progress, in line with non-FSM pupils. The only significant variance is in year 7 English where 4/5 pupils are below target. The in year data throughout the school demonstrates the narrowing of the gaps from this point and of those identified pupils 3 were from external provision and not transitioning from our Primary school, meaning the specialist provision and teaching has not been available to them throughout key stage two. Interventions including DEAR time and The Accelerated Reader Programme will be developed with year 7 in 2016/17 to narrow this gap. All PPG pupils by the time they leave us in year 11 perform in line with the whole school – 5/6 pupils in English and 4/6 Maths making good or better progress, with 83% achieving 5 A*-G grades including English and Maths.

In the Primary Phase, the SATs data shows that the FSM pupils have outperformed non-FSM. The evidence of external assessment, supports the robust nature of the schools pupil progress data and acts as a strong indicator that specific and personalised interventions supporting the pupils needs is successful in 'closing the gap'.

The large majority of the more able (National Curriculum level 4 or above on entry) PPG pupils across all phases/year groups make good or better progress in their core subjects (8/15 pupils).

The provision map demonstrates the range of interventions made available to the pupils. In addition to the literacy and numeracy interventions, the school takes an holistic approach to supporting pupils in a number of ways, including their mental health and wellbeing. Given the Speech and Communication needs of the pupils, a significant number suffer high levels of anxiety, in some cases it is possible that this could lead to underperformance, if not managed and supported appropriately. The experienced pastoral team and Project Salus Mental Health practitioner, intervene in order to ensure the pupils reach their full potential. A range of Personalised Learning Programmes are also utilised, when necessary, to prevent disengagement.

External and internal evidence suggests that the interventions and support provided for 'disadvantaged' young people attending Laleham Gap School are

successful and improve the future life opportunities for all pupils regardless of their circumstances. All year 11 pupils successfully secured as transitioned onto a post 16 course college course, employment or training.