

GCSE Pupil Premium Performance
Case Studies 2019

Student A

Student A was a male student from a BEM background with SEND who had in place an EHCP. He was entered for 7 GCSEs and achieved a score of +0.71. Student A was on a supported pathway including a reduced timetable which included English and Maths as well as curriculum support. Student A did not opt for a language or a Humanities.

One of the main ways in which the school supported student A was through the use of English & Maths as well as curriculum support lessons. This ensured that due to student A's SEND needs he opted for a reduced curriculum and this enable the relevant support lessons to be timetabled and support student A across his three year GCSE course. Student A was also supported by the LSU with additional resources created for him which were subject specific and he took his English Literature exam in Year 10 to reduce the exam pressure for Year 11. Student A also attended ICT club which supported him with his learning.

Student B

Student B was a white male student who had Pupil Premium due to the fact one parent was a member of the armed forces who was entered for 8 GCSEs and achieved a score of -1.52. Student B did not opt for a Humanities subject but did study a language (Spanish).

Student B was identified as a student who was identified as at risk of under-achieving during Year 10. As a result the Pupil Premium Champion met with Student B's parent and a detailed discussion of his attitude to learning and needs took place. This information formed the basis for ongoing support and regular contact between his parent and the Pupil Premium Champion as well as other key staff was ongoing throughout year 10 & 11. One-to-one support was put in place for student B in Year 11 in the form of a personal learning Sixth Form tutor to which student B responded well and an impact was had on his level of under-achievement. Other support that student B received included additional careers interviews as well as taking part in two intervention programmes designed to boost motivation, achievement and readiness for exams.

Student C

Student C is a female student from a BEM background. She was entered for 10 GCSEs and achieved a score of +0.49. Student C opted for both a Humanities subject and a language as well as including Triple Science in her curriculum selection.

The progress of student C was monitored as tracking points across the GCSE course and no major under-achievement was detected for most of the three years. Student C received support in the form of revision guides and textbooks for all of her GCSE subjects as well as the opportunity to attend Easter Revision classes in the run up to the exams. Student C was also supported by funding for curriculum and enrichment trips.

Student C was additionally supported by one-to-one meetings with the Pupil Premium Champion and in the run up to the GCSE exams she was allocated a one-to-one Sixth Form learning mentor to support her with her preparation for her Science exams. Student C was further supported by taking part in an intervention programme designed to boost motivation, achievement and readiness for exams.

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Student D

Student D was a male student from a BEM background. He was entered for 9 GCSEs and achieved a score of -1.49. Student D opted for a language but no Humanities subject. He was studying his GCSEs alongside significant footballing commitments.

Student D was supported extensively by his form tutor in communicating with responsible adults at home to ensure they were kept aware of student D's progress as well as the support in place at school. Student D was allocated a personal Sixth Form learning mentor but due to external sporting commitments his use of this was limited. Student D's sporting commitments posed a considerable barrier to addressing his under-achievement.

To support student D within the constraints of his footballing commitments he was given priority on intervention programmes which took place within the school day and this included taking part in two intervention programmes designed to boost motivation, achievement and readiness for exams.

Student E

Student E is a student a female student from a BEM background. She was entered for 10 GCSEs and achieved a score of +1.39. Student B did opted for both a language and a Humanities subject.

Student E was identified as a student who was identified as at risk of under-achieving in the latter half of Year 11. She had regular contact with the Pupil Premium Champion and other key staff. This focussed on supporting student E with her revision and also included the decision to provide personal tutoring which she received from a Sixth Form mentor to support her with revision in the run up to the GCSE exams. This support also included contact with student E's parent to ensure effective communication regarding the support in place for her.

Student C was further supported by taking part in an intervention programme designed to boost motivation, achievement and readiness for exams.

Student F

Student F was a white female who had some social and emotional issues over the course of their GCSE study. She was entered for 10 GCSEs and achieved a score of +0.32. Student D opted to study a language and a Humanities subject.

Student F was supported pastorally by having a Sixth Form mentor for her to talk to as a support for her in dealing with her anxiety and social issues. The Pupil Premium Champion also had meetings and regular contact with student F's parent which ensured that issues were raised and communicated to students F's teachers.

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The data used on these case studies is based on unvalidated data available and is correct as of November 2019. This will be checked and amended if appropriate once validated is available in 2020.