

Case Study- Pupil Premium Student A

Student Profile:

Student A came to Vandyke as a potential school refuser and during year 9 attendance was only 64%. Upon entry our initial reading and spelling tests showed that he was well below average in both categories. In addition to this he had a difficult family life with a single parent who was very reluctant to engage with school.

Strategies that were put in place:

- He was given individual supported study lessons with teaching assistant for 5 hours a fortnight. This time was used to support his English, PE exam work, Science, Business studies and Catering as these were identified as areas of weakness via termly progress reports
- Specific support for social emotional issues with a learning mentor available as needed
- One to one support from his English teacher after school once a week
- He was offered incentives to boost attendance
- Learning mentor was able to engage with the parent during year 11 and this encouraged the student to stay after school for revision sessions that were being provided
- He was offered a free breakfast in the morning to encourage good punctuality
- He was given specific one to one literacy with a SENCO to focus upon his spelling
- He had exam stress sessions with a SENCO before the exam season began

Impact:

- Increased attendance going from 64% in year 9 to 89% in year 11
- Vastly improved punctuality. Student went from being late almost every day to hardly ever being late to school by the time he was in year 11
- Through work with the learning mentor student was able to meet target grades in all required controlled assessments
- Student exceeded target grade in English Language (D Grade)
- Student achieved or exceeded target grade for 4 other subjects
- Student was able to apply for college place to study Catering post 16
- By the end of year 11 student's mother was attending all parent consultation evenings

Case Study Student B

Student Profile

Student B first came to Vandyke with very good KS2 results and target grades for mostly C/B for all subjects. Although in year 9 he performed well, attendance was a concern and was only 89%. In year 10 and 11 attendance gradually worsened and the student was regularly having a number of days off at a time. Parent was extremely difficult to engage and would not respond to phone calls, letters or open the door when we attempted home visits.

Strategies that were put in place:

- He was given individual supported study lessons with learning mentor for 5 hours a fortnight. This time was used to catch up with English, PE exam work, History, Geography and Catering as these were identified as areas of weakness via termly progress reports. The learning mentor also worked after school with the student 3 times a week in order to aid with catch up.
- He was offered incentives to boost attendance
- Head of year, Learning Mentor and Head teacher tried to engage parent on many occasions
- He was mentored by the Head teacher for most of year 11
- He was offered a free breakfast in the morning to encourage good punctuality
- He had exam stress sessions with a SENCO before the exam season began
- Fixed penalty notices issued to parent for poor attendance

Impact:

- Unfortunately despite several interventions attendance remained low and at the end of year 11 was only 73% which resulted in a fine being issued to the parent
- He remained in school and attended all GCSE examinations
- Student only achieved 3 levels of progress in 3 subjects, all others were one level below target
- Gained a place in college

Case Study Student C

Student Profile:

Student C came to Vandyke with very good KS2 results. Main issues surfaced in year 10 as parents were estranged and student was moving between homes frequently. At the end of year 10 student became very stressed about GCSE exams and this occasionally affected attendance.

Strategies:

- Specific support for social emotional issues with a learning mentor available as needed
- She was offered incentives to boost attendance
- She was given specific one to one literacy with a SENCO to focus upon practicing exam questions for English and English literature
- She had exam stress sessions with a SENCO before the exam season began
- Student had counselling throughout year 11 to help with family circumstances
- Student had a teacher mentor available as needed
- Frequent contact with both parents helped to relieve stress during year 11

Impact:

- Students achieved or exceed target grade in all subjects bar one.
- Student engaged in a vast majority of after school revision and catch up sessions
- Student has now started year 12 and is studying 4 'A' Level subjects