

The Pupil Premium Grant in Technology 2015-16

Identified Issue	Intervention / Action / Product	Hard and Soft Data Impact	Cost
Cost of educational trip preventing access to the full curriculum	Y7 STEM National Space Centre trip March 2016	SOFT See Note 1	£400 15 pupils
	Y10 & 13 Tech trip to Victoria & Albert museum	SOFT See Note 2	£84 23 pupils
	Y9 Victoria & Albert museum trip September 2015		£112 15 pupils
Allow students to fully access the technology curriculum to engage, motivate and ensure better than expected progress.	Y7-10 DT & Product Design contributions (Oct 2015)	Hard: KS4 uptake: 22% (4/18) of PP pupil in Y10 chose Product Design vs.11% non PP. Soft: students take home projects made and student evaluations show they are proud of their work.	£68 63 pupils
	Y7-10 Textiles contributions Sep 2015	SOFT See Note 3	£117.00 46 pupils
	Yr 7 – 10 Food & Nutrition contributions	Funding spent on ingredients that are shared and available to all food students to enable pp pupils to access more expensive ingredients to allow the KS3 national Curriculum to be equally accessed by all pupils. For example, Thai curry paste used in a multi-cultural fish dish. 2015/2016 Yr 10 GCSE Food group included 4 PP pupils, 14% of the cohort who felt confident to choose the subject. (13% in 2014/15) Funding enabled a level palying field in terms of participating in practical lessons	£58.50
4 pupils: Cost of practical activities which could boost grades	<u>Yr 10 Food & Nutrition GCSE</u> funding spent on external qualification support for 5 PPG pupils, Level 2 Food Safety Certificates	All passed. Students all follow the course as it is part of the specification but success is celebrated when the external pass certificates are awarded in an achievement assembly. Raises and maintains self-esteem through celebrating success publically	£60
	<u>Yr 11 Food & Nurtition GCSE</u>	funding was spent on supporting some of the PP pupils ingredient purchases for their controlled assessment practical work. Of the 5 PP pupils, they are all predicted at least 1 grade above their FFT target, and 2 are predicted to achieve 2 grades above their FFT targets. The 2 PP pupils with 2 grades predicted above their FFT are the only 2 in this year's cohort so PP pupils are at least in line and but also achieving significantly above their cohort in estimated grades.	£8.91

Note 1: Y7 STEM National Space Centre trip March 2016

All pupils whether PP or Non-PP went on the trip. The contribution was for transport, venue entrance and 'Life in Space' workshop. PP funding was awarded where parents requested the funding either on line or via sealed envelope. Based on verbal feedback and conversations with PP and non-PP pupils, all enjoyed their trip as all were fully engaged throughout the day. All pupils were involved excitedly in a follow up competition. In a rural area where there may be a lack of women in STEM careers knowledge, it is also important to enrich girls' experiences and offer opportunities for career ideas. The trip links well with PHSCE careers lessons such as women in male dominated career pathways and additional STEM Space events in school. During GCSE and A level we continue to refer to the 'Life in Space' practical experiments. Our technology finance administrator privately sees FSM students for, and sensitively takes, lunch requests. Lunches are also given out on the day sensitively.

Note 2: Y9 Victoria & Albert museum trip September 2015

All pupils whether PP or Non-PP went on the trip. The contribution was just for transport. PPG was awarded where parents requested the funding either on line or via envelope. **All pupils were given a briefing sheet asking them to gather research by sketching designers and era fashion ideas which would be used as inspiration for their own design tasks. They were given the freedom to respond appropriately to the context of which tasks were set.** Cultural inspiration: it is also important to **provide opportunities to enrich girls' experiences** of an iconic building containing both British and World cultural artefacts. All PP students told us they really enjoyed the visit and we can see that such a trip helps remove barriers to learning.

Pupil A (LAC) proudly showed me her sketch book work as she got off the bus at the end of the day. We also ensured her taxi was there waiting for her to take her home. During GCSE and A level we continue to refer to the V&A Museum for inspiration e.g. Art Deco CAD work.

Our technology finance administrator **privately sees FSM students for, and sensitively takes,** lunch requests. Lunches are also **given out on the day sensitively.**

Note 3: Pupil Contributions – see letters

Year	No. in year and %	Contribution £	Possible Total £	PPG Parental request and %	Amount Granted £
7	18/ (%)	5	90		
8	11/ (%)	8.50	93.50		
9	15/ (%) - 3 of which LACs	4	60		
10	2/22 (9%)	10	20	2 (100%)	20
11	2/17 (11%)	10	20	2 (100%)	20

Where parents have requested PPG textiles contributions, pupils have been given the same resources as all other pupils allowing them to fulfil design tasks with **equal opportunities** to be creative and produce high quality outcomes using the **same high quality materials**. Pupils can **take home** their practical outcomes to use

and enjoy as everyone else. We believe all students can **access the highest mark bands**. All Year 8 pupils have A3 pockets to store and protect their design promotion work and will **look like everyone else's**. Year 7 have a needle pack to use in textiles and are **not disadvantaged if carrying out practical work at home**. High quality industrial machines such as overlockers are used to produce a high quality neatening finish to products which are taken home rather than a lesser quality zig-zag finish.

PPG was awarded where parents requested the funding either on line (via Business Manager) or via sealed envelope (Tech admin assistant).

Evidence of PP pupils **enjoying** their designing and making (and learning) can be **evidenced, for example, in lesson observations, learning walks, in their own written self-assessments in project booklets, in written pupil/teacher conversations in Y10 notebooks and in the annual Technology exhibition**. This evidence indicates their **sense of pride and fulfilment** as pupils have **achieved very good quality practical outcomes as everyone else** whilst **maintaining their self-esteem**. We see pupils **sustaining their attitudes to learning, efforts and attainment** across the Key Stage and into GCSE and A level choices.

Pupil A (LAC) was seen by many walking around school with her completed bag she made and using it daily. She clearly wanted the school community to see her achievements.

Pupil B (LAC) is currently **excelling in class in practical experimentation using the same resources as her peers**.

Targeted intervention - Additional materials

When it is **quickly and sensitively identified** by teaching staff or the financial administrator that PP pupils require additional materials and folders from department stock, PP funding is requested.

For example, **Pupil A** was sensitively given an A3 folder and sketch book to store her work and her **organisation for lessons was noticeably improved**. PP funding was requested and granted.

Year 9 Pupils C & D were provided with materials to complete practical work in a lesson. Dept. provided materials.

2 of these pupil have felt able to choose to take an A level in Food Technology (22%) in 2106/17