

## Pupil Premium Strategy Report AY18/19

### Pupil Premium Foci and identified barriers to learning

#### **In-school barriers**

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| <b>A.</b> | Performance of Year 11 boys eligible for PP are making less progress than non PP boys and PP girls based on end of year 10 predictions.                            |
| <b>B.</b> | Middle prior attaining pupils who are eligible for PP are making less progress than other pupils in Year 11. This prevents sustained high achievement through KS4. |
| <b>C.</b> | Reading ages of pupils entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.        |
| <b>D.</b> | Repeat isolations for PP key marginal pupils in Year 11, which reduces curriculum time and has a detrimental impact on outcomes                                    |

#### **External barriers**

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|-----------|--|
| <b>E.</b> | Attendance rates for key marginal year 11 pupils eligible for PP are lower than non PP. This reduces their school hours and causes them to fall behind on average. |
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| <b>Outcomes</b> |  |   |
|-----------------|--|---|
|                 | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>   |
| <b>A.</b>       | Performance of Year 11 PP Boys against non PP boys in English  | PP pupils progress in line with 'other' pupils for English in school and against National targets for levels of progress and Progress 8.  |
| <b>B.</b>       | Middle prior attaining pupils who are eligible for PP are making less progress than other pupils in Year 11. This prevents sustained high achievement through KS4. | Pupils eligible for PP identified as middle attaining from KS2 levels make as much progress as 'other' pupils identified as middle attaining, across Key Stage 4, so that 85% or above are on track for 3 levels of progress by the end of KS4. Where they are not, departments are putting in place interventions, monitored by heads of departments (HOD) and senior team through Raising Standards and learning walks. |
| <b>C.</b>       | Reading ages of pupils entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.        | Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets and other pupils still make at least the expected progress. Evidenced using Rank Order Assessment.   |
| <b>D.</b>       | Repeat isolations for PP key marginal pupils in Year 11, which reduces curriculum time and has a detrimental impact on outcomes                                    | Fewer isolations recorded for these pupils, without compromising the whole school behaviour policy. Raised attainment evidence through mock assessment. Pastoral/academic support arrangement in place to reduce number of repeat offences.   |
| <b>E.</b>       | Attendance rates for key marginal year 11 pupils eligible for PP are lower than non PP. This reduces their school hours and causes them to fall behind on average. | Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves in line with 'other' pupils.  |

**Planned expenditure – Linked to page 7 of Executive Summary Planned Expenditure Document**

**i. Quality of teaching for all**

| <b>Desired outcome</b>                                | <b>Chosen action/approach</b>   | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>                    | <b>Review timeline</b> |
|---|---|--|---|--------------------------------------|------------------------|
| A. Improved attainment of Year 11 Boys in Eng         | Reduction in class size for Eng GCSE groups<br><br>Strongest teachers with most disadvantaged students                | Class size will become smaller and allow for more opportunities for pupil teacher dialogue.<br><br>Ofsted 2013 report indicates that allocated of best teachers to teach intervention groups is key to improve in mathematics and English. NfER deploying staff effectively  | -Regular data tracking per data drop<br>-Feedback from SLT LW<br>-Evidence collated from work scrutiny  | HOD (ENG)<br>RS Year 11              | After each data drop   |
| B. Improved progress for middle attaining PP students | Continued investment in 'Quality Marking and Feedback'<br><br>Continued investment in JPD for 'Stretch and Challenge' | EEF/Ofsted 2013 indicates that quality feedback can have a high impact for relatively low cost. Successful schools have marking schemes which identify pupil's strengths, area of focus and next steps.<br><br>Ofsted 2013 report states the importance of ensuring day to-day teaching meets the needs of each learner, including provision for stretch and challenge. Eligibility for PP should never be confused with low ability | -Regular T&L updates for review and reinforce<br>-Book looks<br>-Opportunities to share best practice of marking in and between departments<br>-LW feedback on pupil use of SAS boards<br>- E and M 'match'<br>- 'Spotlight' students for Year 10 | SLT/T&L Leads<br><br>Year 10 RS lead | After each data drop   |

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| C. Improved Year 7 Reading ages               | Identified Transition Group in Year 7 and 8 for extra English lessons<br><br>Peer reading programme                          | Increased curriculum time for low achieving pupils to work on reading comprehension.   | -Regular data tracking of students<br>-Evaluate effectiveness of extra sessions at each data drop<br>-Cross curricular drive of reading and oracy              | KS3 SLT Link/HOD Eng/Literacy Coordinator | ROA data drops         |
| A,B and C                                     | Continued investment in developing Thinking Skills, Peer coaching, Metacognition, Self-regulation and Collaborative learning | Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress EEF. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. | -Development of skills using the JPD programme for staff<br>-Evaluation of sessions by staff<br>-Opportunities to share best practice from LW and book looks   | SLT T&L Leads/PP SLT                      | SLT LW feedback        |
| <b>ii. Targeted support</b>                   |  |  |  |   |                        |
| <b>Desired outcome</b>                        | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>                         | <b>Review Timeline</b> |
| A. Improved attainment of Year 11 boys in Eng | Small group and 1:1 support sessions   | Small group interventions with highly qualified staff are known to be effective, NFER, EEF.  | -Students selected via appropriate data analysis<br>-Experienced tutor to deliver sessions<br>-Parental notification<br>-Regular data tracking to map progress | RS Lead/HOD Eng                           | Each data drop         |

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| B. Improved progress for high attaining pupils      | Enrolment and participation in aspirational intervention programmes | Provision of extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils. | Track data in English and Maths at each data point. Progress of identified students to be monitored through PDM and RS meetings. HODs to observe sessions and provide feedback / support. | Head of Maths/ English<br><br>Year 10 RS lead | Data drops             |
| C. Improved Year 7 reading progress                 | 121 and small group provision for identified Year 7's               | Some of the students need targeted reading support to catch up, as suggested by research evidence from Ofsted, EEF and NFER.  | -Data tracking of these students to show impact of the programme<br>-Teaching Assistant CPD to support these students with the strategy   | KS3/PP SLT                                    | Jun 17                 |
| <b>iii. Other approaches</b>                        |   |   |   |   |                        |
| <b>Desired outcome</b>                              | <b>Chosen action / approach</b>                                     | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>                             | <b>Review Timeline</b> |
| B. Improved progress for high attaining PP students | Parent/Learner afterschool lectures                                 | EEF Toolkit identifies Parental Engagement/Involvement as a successful strategy for increasing the attaining of pupils eligible for PP.   | -Identified/targeted students<br>-Contact home to parents to advertise<br>-Evaluations from students , parents and staff on events  | HODs  |                        |
| C. Improved Year 7 reading progress                 | Whole school reading/literacy drive                                 | Embedding reading and literacy strategies across all departments will ensure increased exposure to raising reading and literacy standards.  | -Departments to have a literacy strategy linked to whole school<br>-Evidence of literacy strategies on LW, book looks and 'best work' marking<br>-KS3 RS meetings with KS3 Coordinators   | Literacy Co/HODs                              |                        |

|                                    |  |   |  |   |                               |
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| D. Repeat isolations for PP pupils | Structured ACC provision to prevent repeat isolations for pupils | EEF Toolkit – Targeted interventions matched to specific students with particular needs or behavioural issues can be effective. | <ul style="list-style-type: none"> <li>-Ensure identification of pupils is fair, transparent and properly recorded</li> <li>-Pastoral support to engage with parents before intervention begins</li> <li>-Monitor behaviour, number of isolations</li> <li>-Monitor whether improvements in behaviour translate into improved attainment from data drops</li> <li>-Employment of full time ACC Coordinator</li> </ul>  | Head of Inclusion/AA P Behaviour and Safety | Jan 18<br>April 18<br>June 18 |
| E. Increased attendance rates      | Attendance Officer employed for First day response provision.    | NfER briefing for school leaders – Addressing attendance to allow the opportunity to raise attainment.                          | <ul style="list-style-type: none"> <li>-Attendance Officer to continue to implement same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable.</li> <li>-Personalised assertive mentor assigned to each PA pupil eligible for PP</li> <li>-Attendance and progress discussed at least fortnightly with PP SLT and HOY.</li> <li>-SLT PP to visit all PA at home to discuss attendance with parents / guardian and explore barriers</li> </ul> | Pupil Premium SLT                           | Each fortnight                |

