

## The Regis School Pupil Premium Strategy Statement 2017/18

1. Summary information					
School	The Regis School				
Academic Year	2017/18	Total PP budget	£ 371,688.00 <i>Actually received £47340 less</i>	Date of most recent PP Review	Mar 17
Total number of pupils	1487 (inc 6 <sup>th</sup> )	Number of pupils eligible for PP	373	Date for next internal review of this strategy	Sep 18

2. Current attainment (2016/17)		
	Pupils eligible for PP 2016/17	Pupils not eligible for PP (national average 2016)
% achieving 5A* - C incl. EM (inc. 4 and above for 16/17)	45	64
Progress elements Eng / Maths		
Progress 8 score average		
Progress 8 score LAPs / MAPs / HAPs averages		
Attainment 8 score average	33.15	52
		Other pupils in the school
% achieving ARE in Eng / Maths end of year 7	61 / 66	72 / 73
% achieving ARE Eng / Maths end of year 8	63 / 66	67 / 74.6
% achieving ARE Eng / Maths end of year 9	51 / 66	67 / 77
Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school, such as poor literacy skills)		
A.	Literacy skills are low when students arrive at the school in year 7 compared to other students	
B.	At KS3, English has not previously diminished the differences in attainment with a wider gap evident in Y10	
C.	At KS4 in 2015/16, PP students made significantly less progress than other students nationally	

External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	The attendance of PP students in 2016/17 was 91.5% (4.4% lower than NA [all other students 2016] and 2.9% below the school average) with persistent absence being above the NA for PP students.	
3. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
A.	To rapidly improve the reading and comprehension levels of year 7 PP students over their first year	
B.	To diminish the differences of PP students in English and maths at KS3. By the end of Y8 to ensure that all students are achieving ARE- or above in English and maths	In Y8 PP students are achieving within 10% of other students at ARE- and above
C.	To continue to raise the achievement of PP students in year 11 and diminish the differences to other students nationally. To ensure that most PP students achieve their MEGs (minimum expected grades)	5ACEM, P8 overall, Eng / maths progress elements, Basics 4+ and Basics 5+ all at least in line with National Averages
D.	To diminish the difference in outcomes at 4+ and 5+ in English in Year 10	In Y10 English the difference between PP and non PP students achievement at the 4+ and 5+ threshold is less than 10%
E.	To improve the attendance and welfare of PP students to be in line with PP averages nationally in 2015/16	Attendance and PA of the PP cohort at least in line with this group nationally.

#### 2017 PP outcomes headlines:

- In 2017 overall Ever PP students in Year 13 outperformed those non-Ever PP students in the majority of threshold measures.
- In Yr 11 PP students again made positive increases in headline figures (compared to 2016) at the majority of thresholds with Basics at 4+ increasing by 15% and the %ACEM increasing by 10.3%
- En and maths improved their 4+ performance by 10.4 and 15% respectively, En and maths also matched targets at 7+
- HAP PP students improved their Basics 4+ outcomes by 3.1% and matched targeted outcomes in En 5+, En 7+ and Maths 7+. In the measure for En 4+, Ma + and Maths 5+ there was 1 student who did not achieve their expected level.

The overall conclusions were that:

### **1. Overall Conclusions**

- TRS has made concerted efforts to address underachievement within the disadvantaged group and a well-formed strategy has been put in place.
- This has been a clear focus this year.
- The Pupil Premium Strategy is led with commitment by the Vice Principal and also closely monitored by the Principal.
- Governors are knowledgeable and informed about the strategy and the indicators of improvement during the year.
- The students appreciate the support and the teaching they are given.
- The students speak well about their learning and wish to succeed.
- Students are aware of how to gain help and support within the school.
- They have views about how their learning could be made even more effective.
- There are signs of impact on predicted outcomes and that differences are diminishing.
- However, some of the indicators suggest that more impact is required in order to accelerate improvement.

### **2. Suggestions For Future Action**

1. Continue to focus on quality first teaching across all areas of the curriculum and year groups to ensure that progress is maximised and pupils feel able to rely on the support they are offered in class.
2. Pupils express their appreciation of additional adults in their classes to assist in their learning – further concentrate this resource to where it will have most impact.
3. Consider the future destinations of disadvantaged pupils at 16+ and at 19+ and invest in additional support to guide and assist them in making these transitions.
4. Look again at the attendance strategy to see what more could be done to support students who experience difficulty attending regularly.

Strategic plan for 2017 /18:

Area of Focus & Intended outcomes	Yr	Lead	Summary of the intervention / Action / Approach	Evidence / Rational for this intervention	Ensuring effective implementation
<p><b>Pupil Premium first strategy for QFT</b></p> <p>PP students make at least the same progress as other students and many make accelerated progress</p>	All	MGK WKT	<ul style="list-style-type: none"> <li>• Clear identification of PP students</li> <li>• Marking books first</li> <li>• Asking directed questions</li> <li>• Checking understanding first</li> <li>• Additional HWK</li> <li>• Best teachers with PP</li> <li>• Not assuming PP students are low ability (many are not)</li> <li>• Demonstrate belief in PP students</li> <li>• Use DTT model to close gaps</li> </ul> <p>All teaching staff have a Performance management objective to achieve 70% of MEGs for all PP students in all classes.</p>	<p>DFE research suggests strongly that most progress is made by having the best teachers teaching PP students and that everything in the classroom puts PP students first.</p> <p>PP students are performing less well than all others in terms of MEG in too many subjects. A key focus on putting them first is crucial in ensuring that staff have a clear focus on diminishing the difference for PP students.</p> <p>There is clear evidence that this strategy made a positive difference in the last academic year</p>	<p>QA system of lesson observations and work</p> <p>Key focus in all link meeting agendas</p> <p>Y11 PP students identified on DTT sheets.</p>
<p><b>Raising standards groups (RSG)</b></p> <p>PP students make at least the same progress as other students and many make accelerated progress</p>	All	MGK	<p>Each year group will have an RSG that consists of a Vice principal (Chair) and then Year leads who have an oversight of academic outcomes for that year. RSG will also be attended by Tls from the core subject areas. RSGs will meet 4 weekly to address areas of underachievement in each year group. RSGs will be supported by the resource of staff have are timetabled to support intervention with UA students. <b>A core focus for each group will be PP and HAP students.</b></p>	<p>To ensure key accountability for the progress of all students and to provided clear focussed actions to close learning gaps and monitor progress towards MEGS for all students including PP.</p>	<p>Relentless tracking of PP students by RSG leads will indicate which interventions they have received and measure impact.</p> <p>All RSG meetings will be minuted and staff held to account to ensure the progress of identified students.</p> <p>Additional capacity created by overstaffing in En, Ma and science will be directed by Tls to address gaps in progress and attainment</p>
<p><b>Access plans for all PP students</b></p> <p><b>Individual student's barriers to learning and progress are identified so that they can be addressed.</b></p>	All	WKT RSLs Year Leads	<p>RSG staff and HOH will interview all PP students to identify key information to distribute to all teachers via access plans.</p> <p>This can then inform:</p> <ul style="list-style-type: none"> <li>• Seating plans</li> <li>• Appropriateness of homework etc</li> </ul> <p>and seek to remove any other barriers that impact on progress</p>	<p>Identifying individual student's needs and barriers to learning will allow teaching staff and leaders to plan intervention effectively at an individual level.</p>	<p>RSLs and Year leads to oversee the completion of access plans for their specific year groups.</p>

<p><b>Year 7 Literacy Programme</b></p> <p>To rapidly improve the reading and comprehension levels of year 7 PP students over their first year</p>	7	VWR	<p>Clear identification of students in need of reading intervention, using STAR reader scores upon entry (94 or below)</p> <p>Ascertain best possible intervention strategy according to the specific needs of the student</p> <p>Establish groups and run interventions</p> <p>Accelerated reader</p> <p>Lexia and Inference training for the inclusion dept. to increase the strategies available for students</p> <p>Developing a wider culture of reading and celebrating progress in year 7 assemblies</p> <p>Sharing strategies and progress with staff to raise awareness through the bulletin</p>	<p>Expertise from LNN – bringing in new programmes to support interventions</p> <p>One full time TA to support students who are just under ARE to ensure that they access accelerated reader and are re-tested, also to raise the profile of reading across the school. Line managed by SLT so that progress is monitored closely.</p> <p>Raising the profile of reading in year 7 and celebrating progress fortnightly in assemblies as well as raising the profile with staff to support effective planning for the needs of students</p>	<p>Literacy strategy written and overseen by VWR</p> <p>Specific actions in the SIP</p> <p>Termly literacy meeting including VWR, TA, library manager, inclusion, HOF English and KTT (year 7). Actions responsibilities for actions agreed.</p> <p>Link meetings between library manage and VWR to monitor and organise testing/reading lessons efficiently</p> <p>Employment of a full time reading mentor using the catch up funding</p> <p>Lexia and inference training</p> <p>Planned termly reading testing for all year 7 students, plus more regularly if it is thought that they are meeting ARE sooner.</p>
<p><b>Maths strategy KS3</b></p> <p><b>Creation of PP specific classes in Y9 taught by HOF and TL</b></p> <p><b>In Yr 7/8 a separate rank order of PP students will ensure that they are distributed in the same proportion to all sets as non PP.</b></p> <p>To ensure all PP students make rapid and sustained progress.</p> <p>At KS3 outcomes for PP students are at least within 10% for ARE (Age related expectations) when compared to non PP.</p>	7-9	SWN	<p>PP specific classes will be taught by the bets teachers and will benefit from additional resource as necessary.</p> <p>For Y7 / 8 placing PP students across the spectrum of groups will ensure appropriate but also aspirational challenge. Distribution of PP students across the classes will be proportionate and help to ensure accountability.</p>	<p>EEF research indicates that PP students benefit disproportionately from the best quality of teaching. It also indicates that being able to reduce class size significantly is also a benefit allowing different approaches to teaching to be tried.</p> <p>The approach will result in the PP students being better know and the class teacher having greater flexibility to refine and support homework for PP students.</p>	<p>PP students will be key agenda item at all dept. meetings.</p> <p>Tls have specific responsibility for the progress of PP and have specific PDR targets, which require delivery of outcomes for PP students.</p>
<p><b>Maths Intervention 1:1 / small group intervention (£17358)</b></p> <p>To ensure targeted PP students make rapid and sustained progress. Achieving at least in line with Non-PP students regardless of their starting point.</p>	11	SWN	<p>TA to provide in class support to targeted PP students identified from analysis of class and summary tracking data.</p> <p>In addition JNN will provide 1:1 and small group teaching to KS3 students identified as UA to accelerate progress towards ARE.</p>	<p>We want to provide extra support to improve progress. Small group interventions with skilled staff are proven to be effective. EEF toolkit evidence shows that 1:1 and small group intervention can be effective in supporting accelerated progress especially where this is specifically monitored and directed by the class teacher</p>	<p>Key students will be identified by Tls and the RSGs for additional support. They will be monitored by the class teacher and regular assessment will inform staff of both their needs and the progress they are making. Regular monitoring of the intervention at link meetings and RSG meetings.</p>
<p><b>English learning support (HLTA) (£13423) 2 days per week</b></p> <p>To diminish the differences of PP students in <b>English</b> at KS3</p>	All	SGT CLT	<p>HLTA working with small selected withdrawal groups in English lessons. Following input from the class teacher, students are taken to intervention classroom and supported with the current lesson. Students complete the same work as the rest of their group but with the additional support of the small group setting. If a group of</p>	<p>Some students identified require additional support to access learning in English and make progress at the same rate as their peers.</p>	<p>Timetable is organised effectively to provide maximum impact. Students for withdrawal are identified by the class teacher and their specific areas of learning need are clearly identified. Regular assessment informs</p>

Students are supported to improve specific areas of weakness in English			students with the same gap in their learning is identified, this can also be a focus of small group work.	Small group work supports targeted identification and remedy of gaps in learning.	planning to address any barriers to learning. Work completed in small groups shows evidence of gaps being closed.
<b>English TA Intervention (£15245)</b>  To ensure targeted PP students make rapid and sustained progress. Achieving at least in line with Non-PP students regardless of their starting point.	11	SGT CGE	KS 4 TA support to English classes to allow main class teacher to support PP students who are requiring extra input. KS 4 working with withdrawal students to support Success Plus programme.  <i>Note: EN TA off sick for significant period</i>	We want to provide extra support to improved progress. Interventions with skilled staff are proved to be effective. EEF toolkit evidence also shows that 1:1 and small group intervention can be effective in supporting accelerated progress especially where this is specifically monitored and directed by the class teacher.	Key students will be identified by class teachers for additional support. They will be monitored by the class teacher and regular assessment will inform staff of both their needs and the progress they are making. Regular monitoring of the intervention at link meeting and faculty meeting.
<b>Science Learning Support (HLTA) (£16378)</b>  Improved confidence in PP students as shown by an improvement in R4 feedback and involvement in lesson.  Emotional support for identified students to improve the resilience leading to less time off task.  Improved outcomes for PP students in target classes compared to starting points	All	ARB	Support in class PP pupils at KS3 and KS4. Support staff in class with pp pupils to ensure all students can access written and practical Cover science lessons as required to ensure all students have access to a science specialist as often as possible. Marking support for main scale teachers in exam window to ensure PP students receive rich and detailed feedback. Support PP students to ensure feedback is acted on and leads to concrete improvement in learning. Support PP students with completion of Science fair in KS3, ensuring all PP students have access to material, experimental equipment and technical support to ensure they have an enriched experience and no barrier to success	EEF toolkit identifies that where TA work with identified students or small groups and have a clear understanding of the specific areas of study they can be effective in supporting accelerated progress and in developing the confidence of learners. We want to make provide in class support to a range of PP students using our specialist HLTA provision. By utilising both withdrawal and in class support PP students are given bespoke support without missing out on the collegiate experience of the class increasing their social capital and self esteem	Head of faulty and team leaders to structure a clear intervention and support timetable for HLTA with identified students. Class teachers to provide clear instruction to identify specific needs which is communicated to the HLTA in order that she can plan effective intervention.  Impact of the HLTA PP intervention and support s discussed at each Science Link meeting and the progress of PP students is discussed at all faculty meeting and in 1:1 progress meetings. ½ Termly review PP impact review
<b>Overstaffing in all core subjects (48 lessons total) (£54510)</b>  PP students in English, Maths and Science make at least the same progress as others and many make accelerated progress	11	SGT SWN ARB	Overstaffing in all Core subjects from Sep 2017 to provide additional capacity for PP intervention and support  Staff to be utilised to support the Y11 support programme and also be deployed effectively by HOF / TL to intervene with students identified through the RSG's. Team leaders in Core subjects will be clear about the capacity they have at their disposal for intervention	Students have additional time in supported study to revise and reinforce learning from specific lessons where they are underachieving.  EEF toolkit identifies that where work takes place with identified students or small groups and have a clear understanding of the specific areas of study they can be effective in supporting accelerated progress	Review of impact will take place at RSG meetings. Year leads will monitor impact also.  ½ Termly review PP impact review
<b>Year 11 Support Plan</b> To rapidly raise achievement of PP students in Year 11 and diminish the differences to other students nationally	11	JLS JCN	It is clear that the barriers impacting on individual students are different and complex. We want to provide targeted support to specific individuals or groups of students to remove barriers to success.	Ownership of different aspects of the action plan delegated by JLS. Overall monitoring of action plan rests with JCN who will check progress regularly with lead staff	½ Termly review PP impact review  Intervention groups reviewed and reformed as necessary
<b>Year 8 Brilliant Cub (£2000)</b>	8	VWR	Students attend Brilliant Club to raise aspirations; It is a programme designed to raise entrance to highly selective universities from low participation backgrounds. Students attend Sussex University for	We want to engage in programmes that offer the very best opportunity for high	The programme will be overseen by an Assistant principal, the school will provide

<p>This intervention will raise study aspirations. Increase motivation and provide an opportunity for students</p>			<p>sessions run by PHD tutors. Raise aspiration of Pupil Premium students.</p>	<p>ability students to access University education</p>	<p>support to students in terms of engagement with the programme and to complete work set.</p> <p>½ Termly review PP impact review</p>
<p><b>Heads of House (£73537)</b></p> <p>Narrow the gap of PP students within 10% of age related expectations at KS3 and at KS4 P8 0 or above.</p> <p>Key focus to support this aim is to improve attendance and reduce PA of PP students</p>	<p>All</p>	<p>DRN / KGR</p>	<p>To continue to raise the achievement of PP students by identifying, intervening with and monitoring PP students who are not making progress on key measures To identify targeted students and their barriers to progress. To work directly alongside the year 11 team to support key students with subject progress.</p> <p>Head of House have a key focus on all the PP students in their houses with a particular emphasis on support to PP students to ensure that student attendance, wellbeing and behaviour are addressed to ensure students are ready to learn.</p> <p>They will also work with identified groups of students who have low attendance and are UA. Students will be identified through the RSG groups and key barriers to attendance identified and addressed. Key students will be monitored 3 weekly and rewards incentives used to focus improvements over small periods.</p>	<p>It is clear that the barriers to success affecting individual students are different and complex. We want to provide targeted support to specific individuals or groups of students to remove barriers to success.</p> <p>PP students' attendance is a key priority for the whole school and has been identified as a performance management objective for all staff this year.</p> <p>The HoH support sits alongside that of other small group support and will not overlap so some PP students will be supported through other staff interventions where appropriate.</p>	<p>HOH monitor regularly all PP students using the weekly health check and other data sources. Regular check-in with key students and via tutors to ensure support and challenge to PP students is directed appropriately. Where needed additional support and intervention will, be identified at SSP with regular monitoring through SLT link meetings.</p> <p>Lead HOH, RSLs, EWO and KGR work together to plan strategic intervention for each student.</p> <p>½ Termly review PP impact</p> <p>Intervention groups / students reviewed and reformed as necessary</p>
<p><b>Alternative provision - R2E &amp; Learning mentors (£48501)</b></p> <p>To raise achievement of PP students and diminish the differences to other students nationally through specific support to address behavioural issues impacting on learning.</p> <p>Students attend school; Reduce FTE /IE / Study room for students where this is an issue; Improved progress to make expected progress from their starting point; Improved attitudes to learning; Students demonstrate greater resilience and self-reliance. No lost time from learning; Ensuring all students have their right to an education upheld; Students will be ready to re-join mainstream learning; Less disruption within mainstream lessons.</p>	<p>All</p>	<p>NKT</p>	<p>Support students who have identified barriers to learning; Promotes emotional resilience strategies; Motivational dialogue; Delivery of aspects of curriculum to small groups in R2E and in main school. R2E is a near to school centre providing an alternative to exclusion;</p> <p>Students access a longer term placement 6 weeks which includes therapeutic interventions for student AROE or failing to thrive in a mainstream setting; Students access work supplied by class teachers as well as therapeutic interventions.</p> <p>The implementation of more personalised sanctions and less rigorous use of the studyroom for some children will help to build their resilience and have less repeated behaviour issues in key subjects.</p> <p>Swift team meetings around children whose behaviour is more around ESBR and internal truancy will endeavour to eradicate internal truancy and focus on individual support plans for one or more subject.</p>	<p>EEF toolkit Evidence suggests that behaviour interventions matched to specific students can produce large improvements in academic performance along with a decrease in problematic behaviours. We want to use our alternative provisions to ensure students have the best chance possible to thrive within the mainstream setting and reduce behaviours that will impact on their ability to access learning effectively.</p> <p>Academic improvements will be monitored through a revised and broader behaviour matrix introduced this year. This incorporates and more detailed look at how behaviour improvement impacts on academic progress and can be reused as many times as needed to show incremental improvement as well as large gains.</p>	<p>Students identified for intervention support through SSP. High level of engagement with parents throughout the intervention and beyond. Regular monitoring through SLT link meetings; Daily check in with students returning to main school lessons and targeted support in specific hotspot lessons.</p> <p>Inclusion mentor logs of 1:2:1time with reintegrated students ensures that any issues around a student's engagement is identified and actions agreed.</p> <p>½ Termly review PP impact review</p>
<p><b>AP Budget (£10000)</b></p> <p>APC- Behaviour- One child will return to us after a 60 day placement. By</p>	<p>All</p>	<p>KGR</p>	<p>Students will be supported through a range of external interventions including APC (WSSC) and College fresh start programmes.</p>	<p>EEF toolkit Evidence suggests that behaviour interventions matched to specific students can produce large improvements in academic performance along with a</p>	<p>Reviewed at Link meetings and all decisions to engage students in an APC placement are signed off by Principal.</p>

<p>this point we want an EHCP and statement in place to find a fulltime, suitable school for this child to attend.</p>				<p>decrease in problematic behaviours. We want to use our alternative provisions to ensure students have the best chance possible to thrive within the mainstream setting and reduce behaviours that will impact on their ability to access learning effectively</p>	<p>Careful consideration of the needs of individual students needs and whether an appropriate placement is available.</p> <p>Regular monitoring and engagement with College / APC to ensure students are making positive progress.</p>
<p><b>Gateway (£11036)</b></p> <p>To facilitate students to be able to Continue to attend and take part in education through a range of supported blended curricula. They may access work at home or in the G8way as appropriate. All students targeting a minimum of 5 and a best hope of 8 GCSE or equivalent.</p>	KS3	MLY	<p>All years; Medical and vulnerable students; Allows students to continue working on curriculum areas when attending mainstream classes is not possible in the short or longer term; Some students are supported by home learning.</p>	<p>We want to use our alternative provisions to ensure students have the best chance possible to thrive within the mainstream setting and ensure that they do not fall behind or disengage in their education in periods where external medical challenges prevent them from coming to school normally.</p>	<p>Regular review of all students (weekly)</p> <p>All student in Gateway to be supported by medical evidence of need</p>
<p><b>Education welfare officer (0.5) (£14218)</b></p> <p>To improve the <b>attendance and welfare</b> of PP students to be in line with PP averages nationally in 2015/16</p> <p>Increase in regular attendance leading to improved learning outcomes; Less time off with trivial ailments; Parents/carers engaged with school.</p>	All	PCY	<p>EWO employed with a key focus to support PP students who have poor attendance. To ensure follow up quickly on falling attendance. To oversee first day response provision and provide support to those cases that are taken down the legal pathway. All students under 95% monitored and actioned fortnightly; Liaison with Health Manager; Intervention with parents/carers. Referral to WSCC for legal pathway. Mentoring and monitoring of identified PP students</p> <p>All students under 95% monitored and actioned fortnightly; Liaison with Health Manager; Intervention with parents/carers. Referral to WSCC for legal pathway. Mentoring and monitoring of identified PP students.</p> <p>RSGs will have an attendance focus and key staff will have focus groups whose attendance is causing concerns at PA and &lt;95%. HoH will extract their own groups out of this list as well and engage with parents/carers to seek improved attendance to school. Use of the rewards system will be set up to allow children to benefit from points when achieving better attendance .</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>By EWO via RATS - increased attendance of individuals; As above. Attendance of PP student in line with or above PP national and difference between PP and Non-PP in TRS closing.</p> <p>WKT / EWO regular meetings to review and target support and respond to emerging issues.</p> <p>Letters about attendance to parents following RATS. EWO to visit targeted PA at home to discuss attendance with parents / guardian and explore barriers.</p> <p>Regular reviewing of RSG data every four weeks to ensure that focus groups contain the correct students.</p> <p>½ Termly review PP impact review. Targeted mentor students reviewed fortnightly</p>
<p><b>Health and wellbeing manager (0.3) (£10194)</b></p> <p>To support students in their school day by providing mental and physical health support.</p> <p>Leading to improved attendance and greater resilience.</p>	All	SFR	<p>The medical room see's PP students on a ratio of 2:1 over other students. Very often, this related to issues re dietary intake, hydration, but also emotional wellbeing. This tends to apply to all year groups.</p> <p>A key focus is to support the mental health and wellbeing of the exam cohorts suffering from increased anxiety to foster greater resilience.</p>	<p>Students need to feel safe and supported to do well. We want to provide effective social and emotional support and strategies for students and families to ensure access to education. NFER research recognises that this is a key step in ensuring successful outcomes for young people</p>	<p>Link meeting with SLT; Casework is available for discussion. A database of students accessing support reviewed regularly. Case studies monitor impact including academic achievement, attendance and wellbeing for selected students.</p>



<p><b>Counselling Support (0.33) (£15543)</b></p> <p>Students receiving therapeutic counselling will have the opportunity to be listened to feel they have been listened to; to express their feelings and thinking process; Been challenged over harmful behaviour and had the opportunity to explore consider their situation and how this can change or they believe can change. <b>This support can enable students to deal with their situation/behaviour/ mental wellbeing.</b></p>	All	KRS	<p>Working with young people to address emotional and social barriers to learning in school.</p> <p>The majority of these students will receive short term work, this means 1 - 5 sessions.</p> <p>A small group, perhaps 4 - 7 will request/require medium term work 5 - 15 sessions, and only 1 or 2 will require long-term therapeutic work.</p>	<p>Students need to feel safe and supported to do well. We want to provide effective social and emotional support and strategies for students and families to ensure access to education. NFER research recognises that this is a key step in ensuring successful outcomes for young people</p> <p><i>It is widely recognised that the capacity to cope with adversity and even be strengthened by it – resilience – is an important factor in children and young people’s wellbeing. Evidence shows that these coping strategies are learnable and teachable. (DFE Counselling in schools 2016)</i></p>	<p>Link meeting with SLT; Case work is available for discussion and database is reviewed. Individual students are requested to do an exit survey on completion of work. Case studies monitor impact including academic achievement, attendance and wellbeing for selected students.</p>
<p><b>Careers Support (0.33) (£13109)</b></p> <p>To provide high quality IAG to support aspirations for PP students.</p>	All	MHG	<p>PP students have prioritised access to careers interviews. PP students have access to a range of activities that promote occupations that require STEM subjects. PP students offered a range of activities that are designed to develop entrepreneurial and career management skills. HAP PP students to access taster days at local Universities</p> <p>All Y10/11 PP students will have had a careers interview in the Autumn term. Greater uptake of STEM subjects within the PP cohort. All HAP PP students will have experienced a Uni taster day or visit this year.</p>	<p>Aspirations among some sections of the school community are low and this is particularly the case for our PP students. We want to ensure all PP students have prioritised access to IAG and also access to other activities that support their awareness of the opportunities available to them. Increased motivation through clarity of goals will also support greater resilience.</p>	<p>Numbers accessing careers advice interviews; records of student visits to universities; Records of PP students accessing interviews; Case studies; Student voice.</p>
<p><b>Intervention budget (£21400) to include:</b></p> <ul style="list-style-type: none"> <li>• Equipment / consumables</li> <li>• En and Maths residential</li> <li>• Support for uniform / trips Rewards</li> </ul> <p>Improved access and inclusion.</p>	All	WKT	<p>Ensure that no PP student is disadvantaged by not being able to access the curriculum fully due to a lack of basic equipment, resources or consumables. Students on Pupil Premium can access funding to provide opportunities to engage in extra-curricular activities; Open to all FSM students for all trips and visits throughout the year; Support to parents/carers of PP students to provide appropriate school uniform.</p>	<p>To remove any barriers that may impact on students ability to access the curriculum due to an inability to purchase basic equipment for learning</p>	<p>A VP and the finance office oversee this budget. Parents are encouraged to contact the school if there are issues with financial hardship and the finance team deals with all requests sensitively and confidentially.</p> <p><b>Subject areas are aware that they can bid funds to support small-scale projects to address a key barrier to PP students learning.</b></p>
<p><b>Other projects</b></p>	Y9	VWR	<p>United Access – Caterham programme</p> <p>A supported programme of residential and mentoring that takes able PP students through from Y9 to Y12 with the hopeful outcome that they will access a good university</p>		

## Pupil Premium (PP) Review 2017/18

PP Cohort in Year 11 2017/18 was 38 (assuming 4 students disapplied)

### Provisional YEAR 11 (Arrow indicates comparison with 2017 results)

In looking at % figures each student equates to 2.6% of the cohort

- PP P8 overall is -0.54 (NPP -0.02) 84% of the PP cohort were P8 compliant without those who were not compliant (6 students) P8 for PP would have been -0.25
- PP P8: HAPs -1.3, MAPs -0.49, LAPs +0.01
- Basics at 4+ was 44.7% a decline of 5.3% from 2017. ↓
- Basics at 5+ was 21.1% a decline of 13.6% from 2017 ↓
- English (best) at 4+ was 68.4% compared to 59.6% in 2017 (+8.8%) PP-NPP gap -5.2% ↑
- English (best) at 5+ was 39.5% compared to 48.1% in 2017 (-8.6%) PP-NPP gap -16.5% ↓
- English (best) at 7+ was 5.3% compared to 1.9% in 2017 (+3.4%) PP-NPP gap -11.7% ↑
- English (Best) P8 was -0.46 compared to -0.50 in 2017 ↑
- English gap between PP and NPP at 4+ threshold was within 10%
- Maths at 4+ was 44.7%, compared to 55.8% in 2017 (-11.1%) PP – NPP gap -23.2% ↓
- Maths at 5+ was 26.3%, compared to 40.4% in 2017 (-14.1%) PP-NPP gap – 28.4% ↓
- Maths at 7+ was 5.3%, compared to 5.8% in 2017 (-0.5%) PP – NPP gap -9.8% ↔
- Maths P8 was -0.33 compared to -0.37 in 2017 ↑
- 5 passes including English and maths fell by 13.4% to 29% ↓
- In terms of progress PP performed better than NPP in 7 / 27 subjects with the greatest difference in ICT, MFL, Chemistry and Biology
- The lowest P8 scores for PP were in Business, Sociology, Product, Dance, English Lit, and geography, Food tech.
- PP students performed best overall in Art, Biology, Chemistry, Photography, German and RE
- The EBAC bucket P8 was -0.43 which was an improvement from 2017 but still a gap of -0.45 to the NPP score. ↑
- The lowest P8 score for PP was in the open bucket at -0.85 compared to NPP at -0.13

### **Year 11 (2017/18) attendance**

The impact of low attendance is significant.

- Of those PP students that had 95% or better attendance 68.4% achieved basics at 4+ and 36.8% at 5+. This group had a positive progress 8 score of 0.22.
- At 90-95% 4+ fell to 20% and 5+ 10% P8 -0.75
- At >90% P8 fell to -1.83

### **Behaviour**

Year 11 PP students were not significantly impacted by exclusions or use of the study room in terms of quantity, although they were disproportionately represented in the number of sanctions. 29% of all sanctions for 19% of the cohort.

### YEAR 13 (Cohort size 11 students)

- At A Level Ever PP students have an expected Value added score of -0.79 compared to -0.12 for Non Ever PP. This represents greater underperformance at the higher grades (A\*-B) at A-C and A-E results were much more in line.
- At applied courses it is not yet possible to calculate a value-added score but ever PP performed less well in terms of raw attainment than Non Ever PP at the A\*-C threshold 67.5% compared to 88.9%

### KEY STAGE 3

All students are in the third year of the mastery curriculum and were summatively assessed at the end of the academic year using Key Performance Indicators (KPIs) in conjunction with end of year tests.

#### Outcomes at 4+ for English and Maths

English	English PP ARE- and above	English Non PP ARE- and above	Difference at the end of 2018	Difference for same cohort at the end of 2017	Change to difference between 2017-2018	% of PP students => MEG
Year 7	64.3%	75.6%	-11.3%			44.1%
Year 8	51.9%	66.4%	-14.5%	-11%	+3.5%	34.6%
Year 9	64.8%	78.6%	-13.8%	-9%	+4.8%	47.1%

Maths	Maths PP ARE- and above	Maths Non PP ARE- and above	Difference at the end of 2017	Difference for same cohort at the end of 2017	Change to difference between 2017-2018	% of PP students => MEG
Year 7	54.3%	79.1%	-24.8%			52.2%
Year 8	57%	66.8%	-9.9%	-7%	+2.9%	53.2%
Year 9	56.8%	81.4%	-24.6%	-8%	+16.6%	64.8%

- In Year 7 5/17 subjects are within 10% of NPP for gaps at <ARE- with a further 8 subjects within 15%. The greatest gaps are in German, Maths , Science RE and PE.
- In Year 8 6/17 subjects are within 10% of NPP at <ARE- with a further 7 subjects within 15%. The greatest gaps are in French,. Product design, Music, Geog
- In Year 9 12/25 subjects are within 10% at <ARE- with a further 4 within 15%.The greatest gaps are in Sociology, Dance, French, Maths, Photography and Business.

#### Year 10 English at 4+ and 5+

The gap between PP and non PP students achieving 4+ is -18%, outside the 10% target and 1% less than the previous year

The gap between PP and non PP students achieving 5+ is -8%, within the 10% target and 9% less than the previous year

