



Pupil Premium - Allocation, Spend and Impact

Executive Summary 2019

Item of PP expenditure (three highest)	Amount	RAG - Impact
Maths Intervention	£67,172	
Attendance support	£65,955	
Pastoral Support	£67,876	

1. Summary information									
Academic years	2019-2021	Total PP budget 2019-2020		£318,600	Date of most recent PP Review		03/17		
Total number of pupils (7-11)	1391	Number and % age of pupils eligible for PP		342	24.5%	Date for next internal review of this strategy		Sep 2020	
	KS3	KS4		KS3	KS4	Year 7 Catch Up Funding Allocation		£64k	
Number of PP eligible pupils by key stage	194	148	Budget split by key stage		£174,600	£133,200	Number of pupils with dual eligibility PP/catch-up		38
Allocation of PP funding	342		£ 307,800	LAC (4)	£9,200		Service Children (5)		£1,500

2019 Outcomes					
	Pupils eligible for PP	Pupils not eligible for PP	Pupils not eligible for PP (NA)	UL target for PP	Difference outcome to target
Progress 8 score average	-0.52	0.02	0.13	-0.45	-0.07
Attainment 8 score average	38.34	46.18	50.1	40.97	-2.73
4+ Basics	38%	66%	71.5%	56%	-18%
5+ Basics	28%	36%	50.1%	31%	-3%

Academic Targets for 2020-2022

2020 Targets and predictions	Pupils eligible for PP Target	Pupils not eligible for PP Target	PP Predictions (RP2)	Difference Predictions to target
Progress 8 score average	Nat. Average	Nat. Average	+0.02	+0.32
Attainment 8 score average	42	48	40	-2
4+ Basics	58%	66%	58%	=
5+ Basics	31%	44%	28%	-3%

2021 Targets (set at FFT20)	Pupils eligible for PP Target	Pupils not eligible for PP Target
Attainment 8 score average	44	44
4+ Basics	58%	58%
5+ Basics	35%	35%

2022 Targets (set at FFT20)	Pupils eligible for PP Target	Pupils not eligible for PP Target
Attainment 8 score average	41	45
4+ Basics	52%	64%
5+ Basics	27%	38%

OTHER DATA																
Look at:	Strengths	Weaknesses														
<p>Attendance data: PP 03.09.18 to 19.07.19</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Attendance 2018/2019</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>95.2%</td> </tr> <tr> <td>8</td> <td>92.6%</td> </tr> <tr> <td>9</td> <td>93.3%</td> </tr> <tr> <td>10</td> <td>92.6%</td> </tr> <tr> <td>11</td> <td>96.3%</td> </tr> <tr> <td>Overall</td> <td>93.8%</td> </tr> </tbody> </table>	Year Group	Attendance 2018/2019	7	95.2%	8	92.6%	9	93.3%	10	92.6%	11	96.3%	Overall	93.8%	<ul style="list-style-type: none"> • A robust first day contact system is in place • The attendance team has been strengthened in response to a dip in PP attendance in 2017-18. This impacted well in 2018-19. • All tutors have attendance as a key target in their performance reviews 	<ul style="list-style-type: none"> • In 2019-20 PP students are not attending as highly as they should
Year Group	Attendance 2018/2019															
7	95.2%															
8	92.6%															
9	93.3%															
10	92.6%															
11	96.3%															
Overall	93.8%															
<p>Behaviour data:</p> <ul style="list-style-type: none"> • 440/737 IE logs. approx. • 104 students, 71 males. • 11/71 males are SEN as well and these are the biggest contributors out of the PP students 	<ul style="list-style-type: none"> • Students who are SEN have a blended sanction with time with inclusion to look at access plans and complete R&R with appropriate others 	<ul style="list-style-type: none"> • Last year over reliance for use of IE as sanction (this year more centralised systemic approach to behaviour) • Subjects and other support areas seeing their part in supporting interventions • Identified pattern in repeat offenders not competed and so some students stuck (now part of the school's project on behaviour this year) 														
<p>Safeguarding referrals:</p> <ul style="list-style-type: none"> • 137 / 232 concerns raised in 2018-19 were for PP students Including many of the most serious we are dealing with. 	<ul style="list-style-type: none"> • All safeguarding concerns are treated very seriously, and we have a wellbeing and progress manager to specifically support our PP students. This member of staff is also the Deputy DSL 															



Planned expenditure 2019 – 2022 (Y1 2019-2020, Y2 2020-2021, Y3 2021-2022)			
The five headings enable you to demonstrate how you are using the Pupil Premium: to improve classroom practice; to provide targeted support; to improve attendance and behaviour; to support pupils who need to catch up; and to address pupils' special educational needs.			
i.	ii. Quality teaching for all		
Action	Intended outcome	Accountability	Annual Cost
To improve and quality and consistency of teaching that uses Rosenshine's principles of direct instruction, and in particular the school's 4 pillars (Y1-3)	<ul style="list-style-type: none"> Students make stronger progress and therefore have higher attainment due to better teaching 	VWR	Within school budget
To improve students' ability to commit working memory to long term memory using Knowledge Organisers (y1-3)	<ul style="list-style-type: none"> Students improve outcomes in low stakes and formal tests through consistent homeworks that require knowledge to be pre-learned and then revisited 	AOE	£4,000
To provide additional Maths learning support – HLTA & Maths Mentoring support (Y1 then review for Y2-3)	<ul style="list-style-type: none"> Progress of identified PP students accelerated, narrowing or removing differences to other students 	DOS	£36,979
To provide additional English learning support – HLTA & English mentoring support (Y1 then review for Y2-3)	<ul style="list-style-type: none"> Progress of identified PP students accelerated, narrowing or removing differences to other students 	DOS	£14,120
To provide additional Science learning support – HLTA (Y1 then review for Y2-3)	<ul style="list-style-type: none"> Progress of identified PP students accelerated, narrowing or removing differences to other students 	ARB	£17,189

To overstaff in Core subjects for Year 11 to provide smaller class sizes and additional teacher intervention (y1-3)	<ul style="list-style-type: none"> PP students in English, Maths and Science make at least the same progress as others and many make accelerated progress 	WKT	£37,400
Total budgeted cost			£109,688

iii. Targeted support and intervention			
Action	Intended outcome	Accountable	Annual Cost
To provide a focused reading programme in Years 7-10 (Y1-3)	<ul style="list-style-type: none"> Student reading ages and use of vocabulary rapidly improve towards chronological ages 	VKU	£5000
To provide intensive reading and vocabulary development programme (Direct Instruction) to students who arrive with poor reading ages on entry to the school (y1-3)	<ul style="list-style-type: none"> Students' literacy ability rapidly improves building confidence, resilience and greater access to the wider curriculum 	VKU	£17000

<p>To provide targeted support for most at risk PP students through the Student Progress and Wellbeing Manager (Y1-2 then review for Y3)</p>	<ul style="list-style-type: none"> • Attendance and academic achievement of named Pupil Premium students (on a negotiated case load) • Effectiveness of student voice in developing a growth mindset culture where students want to be successful academically • The effectiveness of whole school tutor programmes such as themed weeks and RRS • The effectiveness of provision for child protection cases 	<p>DRN</p>	<p>£22,000</p>
<p>To provide targeted support for PP students who attend school but lack the motivation and resilience to work effectively and make expected progress through the appointment of an Academic Resilience lead (Y1-2 then review for Y3)</p>	<ul style="list-style-type: none"> • Attendance and academic achievement of identified students (to be negotiated with line manager) • Fewer FTE, Study Room or internal exclusion referrals so less lost learning • Positive student voice on effectiveness of interventions • The range of interventions on offer that can show measurable impact • The delivery of CPD that evidences a change in practice that has a positive impact on vulnerable/low resilience students • Relevant milestones in improvement plan cycles being met 	<p>CSS</p>	<p>£37,224</p>
<p>To provide focused mental and physical well-being support via the Health and Wellbeing manager, Counselling support (Y1-3)</p>	<ul style="list-style-type: none"> • Students able to deal better with their situation/behaviour/ mental wellbeing. • Improved attendance and greater resilience. 	<p>CSS</p>	<p>£10,194</p>
<p>To provide focused careers support to raise aspirations via the school Careers Officer (Y1-2 then review for Y3)</p>	<ul style="list-style-type: none"> • High quality IAG supporting aspirations for PP students. • Students more motivated in their studies due to their focus on next destinations • No PP NEETs 	<p>AOE</p>	<p>£10,000</p>

To limit any disadvantage through students' family income via targeted financial support to equipment, Visits, Rewards, Residential opportunities (Y1 then review for Y2-3)	<ul style="list-style-type: none"> Financial barriers removed that may impact on students' ability to access the curriculum due to an inability to purchase basic equipment for learning 	WKT	£27,687
To provide opportunities for the most able PP students to raise their aspirations of having destinations to University via work through the Brilliant Club (Y1-3)	<ul style="list-style-type: none"> Raised study aspirations. Increased motivation and providing opportunities for students to experience University settings More able PP students attend University or degree level Apprenticeship after 6th form studies 	JCN	£2,000
Total budgeted cost			£131105

iv. Behaviour and Attendance improvement strategies			
Action	Intended outcome	Accountable	Annual Cost
To provide excellent pastoral care through non-teaching Heads Of Year, supported by Raising Standards Leads (Y1 then review for Y2-3)	<ul style="list-style-type: none"> Improved attendance and reduced PA of PP students Improved behaviours with reduced SRs, IEs and FTEs compared to previous year Positive relationships with parents / carers that ensures PP students value education Narrowed achievement gap of PP students to within 10% of age related expectations at KS3 and at KS4 P8 in line with or above NA. 	WKT	£51,295
To provide appropriate alternative provision for PP students who struggle to work within the mainstream school setting - R2E, Gateway, external AP (Y1-3)	<ul style="list-style-type: none"> To raise achievement of PP students and diminish the differences to other students nationally through specific support to address behavioural issues impacting on learning. Students attends school in line with expectations; Reduced FTE /IE / Study room for students where this is an issue; 	CSS	£72,497

	<ul style="list-style-type: none"> 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. 		
To provide challenge and support that encourages PP students to attend school as well as other students through additional Education Welfare Officer & PP Attendance Support Officer focus (Review annually)	<ul style="list-style-type: none"> Overall attendance and PA for PP = NA or better Increase in regular attendance leading to improved learning outcomes; Less time off with trivial ailments; Parents/carers engaged with school. 	WKT	£26,613
Total budgeted cost			£150,405

v. Catch-Up Premium improvement strategies (including transition Y6-Y7)			
Action	Intended outcome	Accountable	Annual Cost
To accelerate the reading and comprehension ability of PP students in Years 7 and 8 through the appointment of a Literacy Tutor (Y1-2 then review to Y3)	Students identified (who are below chronological reading age in Yrs 7 and 8) make accelerated progress aiming to be within 6 months of chronological age by the end of Year 8	VKU	£17,802
To provide additional Maths and English tutoring during tutor sessions (Y1 then review for Y2)	Identified students make accelerated progress by closing gaps in knowledge	DOS	£3,000
To provide additional transition opportunities including a summer school for most vulnerable PP Year 6 transition students (Y1)	Successful transition into Year 7, evidenced by strong attendance, focus in lessons and student voice taken at end of first half term	KTT	£4,000
Total budgeted cost			£24,802

vi.	vii. SEND improvement strategies (PP eligible pupils who also have identified SEN)		
Action	Intended Outcome	Accountable	Cost
CPD for specialist Inclusion staff to support learning through Rosenshine's principles and direct instruction (Y1 then review for Y2-3)	Improved outcomes for SENPP students. Upskilling of staff with up to date research and intervention methods. Stronger support in the classroom working strategically with general teaching staff. Students with SENPP make stronger progress.	GPR	Within school budget
To improve attendance and behaviour of identified students to ensure they access all available support and lessons (Y1 then review for Y2-3)	Through mentoring, guidance and support students make at least expected progress through being in lessons, accessing support and maximising their opportunities. A reduction in the number of SR referrals and increased attendance for the most vulnerable. Improved progress for students with SENPP.	GPR	Within school budget
SEND GCSE mentoring and exam preparation support (Y1 then review for Y2-3)	Students to receive support with anxiety, stress, organisation and revision in lead up to major examination periods. Ensure appropriate exam support is in place and that students know how to use it. Improved progress for SENPP students.	GPR	Within school budget
		Total budgeted cost	Within school budget

2. Impact Statement (to be completed July each academic year)			
i. Quality teaching for all			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support and intervention			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost

iii. Behaviour and Attendance improvement strategies			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost

iv. Catch-Up Premium improvement strategies (including transition Y6-Y7)			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
v. SEND improvement strategies (PP eligible pupils who also have identified SEN)			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost

3. Additional detail

