



Pupil Premium Statement Academic Year: 2018/2019



Summary information

Pupil Premium Coordinator	Melanie Carroll (Assistant Headteacher – Vulnerable Learners) Veronica Hubbard (PP Manager)	Pupil Premium Governor	Ria Hennessey Jon Bliss		
Date for next internal review of this strategy	May 2019	Date of most recent external PP Review	Peer Review Oct 2016 Ofsted March 2017		
Total number of pupils	1559 (inc. 6 th form) 1305 (ex. 6 th form)	Number of pupils eligible for PP	136 (8.9% of total roll; 10.5% of Yr 7 -11 roll)		
Number of pupils eligible for PP by year group	Year 7 - 25	Year 8 - 29	Year 9 - 30	Year 10 - 25	Year 11 - 27

Financial Summary

	2017/2018	2018/2019
Total pupil premium Allocation	£136,225.00	£125,895.00 (increasing to £138,390.00 in April 2019)
Total Pupil Premium Expenditure	Awaiting audit	
Surplus/deficit	Awaiting audit	

Pupil Premium KS4 : Summary

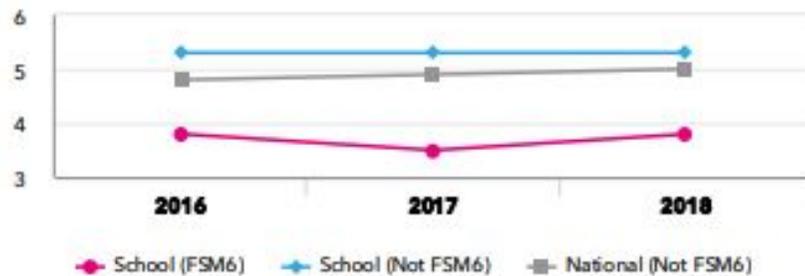
Student progress measured by Progress 8:

2017 P8	2017 Gap	2018 P8	2018 Gap
-0.79 (sig-)	-0.56	-0.41 (in line)	-0.3

Disadvantaged pupils

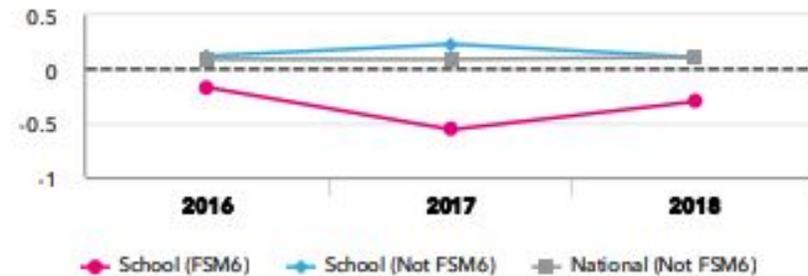
KS4 attainment for disadvantaged pupils 2018

Attainment 8 (Overall)



KS4 progress for disadvantaged pupils 2018

Progress 8 (Overall)



Pupil Absence 2017-2018			
Absence rate for pupils eligible for PP	7.03%	Absence rate for pupils not eligible for PP	5.9%

Planned Pupil Premium Expenditure 2018-2019					
Identified barrier to learning	Action (please include rationale e.g reference to EEF toolkit)	Measure of success	Lead	Budget	Budget category
Literacy	- Accelerated Reader (Year 7)	Reduced gap in reading differential (PP and non PP)	MCA/VBR	£1,255	PP budget
	- English Tuition (Natalie Brown 0.2 contract)	Improved English outcomes from Year 10 to GCSE following tuition	CCA	£9,783.95	Staffing-teaching
	- Literacy Co-ordinator (Jo Alderson 0.18 contract)	Embedded literacy strategies within all faculties following training, support, coaching.	MCA	£9,283.95	Staffing-teaching
	- English interventions (Write Away Together, TRUGS, TRIP etc) - Extra English classes in Year 8 and 9	Individual progress of selected students All students to gain entry level English qualifications by Year 10. Improvement to PP outcomes in English.	MCA	£8,000	
Numeracy	- Appointment of Learning Mentor for Maths (RDI)	Improved Maths outcomes from Year 10 to GCSE following tuition.	JBL/MCA	£1,794.00	Staffing-teaching
	- Teacher of Functional Skills/Maths	All students to gain entry level Maths qualifications by Year 10. Continued improvement to PP outcomes in Maths.		£20,000	Staffing-teaching
Homework/Attitude to Learning (including Executive Functioning difficulties)	- Homework Club	PP students accessing provision. Improvement to homework grades following referral. Improved AtL scores for students following EP intervention.	MCA	£2,000 See EP costs	Staffing-support

	<ul style="list-style-type: none"> - EP training regarding Growth mindset and executive functioning - Whole staff training: meta-cognition, vocabulary, memory 2018-19 - Personalised Life Skills Courses in Year 8 and 9 	<p>Embedded strategies within schemes of learning and classroom practice as result of TLC cycle.</p> <p>All students to achieve ASDAN Bronze or Silver Award.</p>	<p>MCA/CDU</p> <p>MCA</p>	<p>Within staffing costs</p> <p>£10,000</p>	
Social, Emotional and Mental Health Issues (including early trauma)	<ul style="list-style-type: none"> - Educational Psychologist (one half/day per fortnight) - 'The Girl I want to Be' training and licence - PP Manager as 'go to' person and Lead Professional for students eligible for PP. - Emotion Coaching training to staff and parents 	<p>Case Studies detailing impact following EP intervention</p> <p>Improved outcomes for girls who follow the course. Impact statement. Student Voice.</p> <p>Impact reports following interventions.</p> <p>Staff and parent feedback. Behaviour Policy to detail attachment friendly/emotional coaching principles that are observed in classroom practice.</p>	<p>MCA</p> <p>KBA</p> <p>MCA</p> <p>MCA</p>	<p>£5,599.00</p> <p>£585.00</p> <p>£26,000</p> <p>See EP costs</p>	<p>PP budget</p> <p>PP budget</p> <p>Staffing - support</p>
Attendance	<ul style="list-style-type: none"> - Fortnightly attendance meetings (separate KS3 and KS4 meetings with directors, CMU, VHU and SLU) - Daily report of absentees. - Attendance intervention (VHU): phone calls home; letters of concern; target setting and mentoring (KS4); group Educational Psychologist intervention; liaison with form tutors and C+G team. - Bespoke provision/curriculum for students with medical needs. - Team around the Child meetings. 	<p>Reduce the number of persistent absentees.</p> <p>Improve overall attendance for this cohort to 94%</p> <p>Impact for individual cases.</p>	<p>CMU, VHU, SLU</p> <p>ASY (KS4) SWR (KS3)</p> <p>MCA</p>	<p>See salary of VHU.</p> <p>See EP costs</p>	<p>Staffing-support</p> <p>NYCC payment for EP.</p>

	<ul style="list-style-type: none"> - Support/Work sent via Google Classrooms for students absent from school for known reason. 				
Assistive Technology	<ul style="list-style-type: none"> - Subsidised chromebooks for Year 7 students eligible for PP. - Ongoing loans of laptops/chromebooks for Year 8 -11 eligible for PP - PP Student Profile Meetings to establish need for home internet. - Homework Club to offer assistive technology to Year 8 -11 	<p>Chromebook Review (all PP to have equal access to technology)</p> <p>Improvement to homework record, communications and revision for those loaned devices.</p>	MDU/MCA	£4,704.48	PP budget
			KS directors/ MCA/VHU	£1,000	
Inclusion and Opportunity for enrichment	<ul style="list-style-type: none"> - TOTAL from above: - Career Pathways (Career Interviews, University and college visits) - Resources (Visits, Arts/ Sports participation, books, equipment, admin) - Enrichment Opportunities (RAMP project, Yr7 Residential, Duke of Edinburgh, Work experience, enrichment visits) - Alternative Curriculum provision - Enhanced Transition programmes - Training - Contingency 			£100,005.38 £1,250 £25,000 £2,000 £4,000 £500* £5,000	*Full staff training to be offered to staff through TLC structure (see JAL salary)
				Total	
				£138,250	

Review of Pupil Premium Expenditure 2017-2018

£136,225.00

Previous Academic Year **2017-18**

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Progress and attainment of students eligible for PP compared to those who are not will have parity in all year groups, with improving trend towards diminishing any difference.</p>	<p>All teaching staff are aware who the students eligible for PP are in their classes. Students are identified on seating plans. Progress and attainment data for students eligible for PP is reviewed at each Progress Review by teacher, Faculty/Subject Leader, PP Leader and Senior Leadership team. Staff are accountable for the progress of their students eligible for PP and can report to Faculty Leaders outlining interventions and support required, where appropriate.</p>	<p>All staff are expected to have class seating plans.</p> <p>Embedded use of pink/ green charts (pink - Below expected progress and green above expected progress) students eligible against those that are not eligible in each year in their subject to raise profile and be a catalyst for action.</p> <p>Some teachers now responding to specific ways they have assessed, planned, actioned and reviewed progress for students eligible for PP and Non PP within their classroom.</p> <p>Very little gap in data recognised at KS3 in each year group would suggest positive impact but then data is significant at KS4 which raises important questions.</p> <p>'PP and Gaps' added to the Leadership Link proforma to ensure this is a continual focus - fortnightly rather than just at Progress Reviews. All staff to demonstrate how they 'assess, plan, do, review' for students eligible for PP, especially those who are under-achieving</p>	<p>'Every child, every grade, every subject' remains an ethos but improving outcomes for students eligible for PP outlined as a Whole School Priority 2018-19</p> <p>Scrutinise KS3 data more thoroughly – very little gap shown in Year 7 and 8 and 9 but this becomes significant by KS4. Is what is taught in KS3 so different to GCSEs? Are KS3 levels helping identify those that will be under-achieving at KS4?</p>

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

<p>Improve 'Attachment Friendly School provision' for PP+ students and those with attachment difficulties</p>	<p>'Circle of Adults' intervention led by Educational Psychologist to teachers of children most at risk due to early trauma/attachment needs.</p> <p>Attachment Training and Emotion Coaching Training to staff who missed last year's training.</p>	<p>We participated in an Attachment Awareness Schools pilot project and have achieved Attachment Friendly Schools Status. We have now completed 7 'Circle of Adults' interventions and rolled this out with all teachers for each student (all of whom have suffered early trauma). Students selected were of extreme concern due to the number, frequency and severity of their disruption to both their own learning and others as well as critical incidents outside of lessons. An average of 10 members of staff attended each 90 minute session that ran throughout the academic year. 6 out of the 7 students have seen an improvement in attitude to learning scores. One is still in crisis and receiving support from CAMHS, Prevention Service, Educational Psychology and a team around the child. Testimonials from both foster carers and adoptive parents who attended was outstanding. Teachers spoke about how it reframed the needs of the child as their early trauma and its impact was better understood.</p> <p>Excellent attendance (Over 90%) in lunchtime dissemination sessions with remaining teachers.</p>	<p>Despite the expense and how time intensive it is, this intervention has high impact. Try to complete more throughout the year for students with attachment but who are not amassing critical incidents. This will be more proactive rather than reactive.</p>
<p>Improve reading outcomes for students in Year 7</p>	<p>Accelerated Reader Programme for all Year 7 students</p>	<p>Accelerated Reader allows us to identify and track all students' reading ability in a year group. By using this intervention tool we were able to identify that 68% of those eligible for PP had age expected or above reading skills, in comparison with over 82% for non-PP, identifying literacy as a barrier. Over the year, those eligible for PP made better progress than no PP with their reading but still not enough gains to help students 'catch up'.</p> <p>See also Accelerated Reader Report for full cohort.</p>	<p>Students seem to tire of taking the tests and therefore progress is affected? Some very vulnerable students need exam arrangements (extra time, prompter etc) to ensure accuracy and validity of test results and therefore accurate measure of progress.</p> <p>Use a series of Celebration assemblies to give a sense of competition, reward achievement and create a culture of pride around reading success.</p>
<p>Improve Literacy Skills for low ability students eligible for PP at KS3</p>	<p>Small group English at KS3. Disapplication from MFL in Year 8 and 9 for appropriate students to complete Personalise Life Skills Course.</p>	<p>All students achieved their Silver Steps Award in Year 8 and Gold Award in Year 9.</p> <p>All students in Year 8 on track to complete their ASDAN Bronze Award at the end of Year 9.</p>	<p>Issues around attitude to learning in current Year 8 group in one side of the year. QA teaching and curriculum. Is this due to mix of students? Student and teacher voice to scrutinise why.</p>
<p>Improve outcomes at GCSE English for identified mid ability underachievers.</p>	<p>Small group intervention of 20 minutes daily for weeks prior to exams.</p>	<p>4 students eligible for PP selected. 2 out of the 4 students achieved their target grade in English. 1 out of the 4 students did not attend any of the sessions. Some could not attend all as it clashed with Maths intervention at the same time.</p>	<p>English and Maths teams to work closely to find more flexible approaches to offering intervention. Whilst the close proximity to the exam is a good thing, they needed to have a few more sessions like this earlier on in the year too.</p> <p>A 20 minute session is only useful for certain skills - it is not quite enough time for students to get their heads fully into writing much.</p> <p>A 20 minute session would work better as a 1-1 perhaps that with a group. More flexibility in provision needed.</p>

Improve outcomes for students in English and Maths in each year group.	Specialist TAs attached to English and Maths faculty and targeted for key groups of low and mid ability students.	Following EEF Report 'Making Best Use of TAs', decision made to attach three TAs to core faculties to offer more consistent and effective support in lessons. Anecdotally, both teachers and TAs feel this has vastly improved working relationships and deployment of support staff.	Continue to develop opportunities for specialist TAs to be part of planning days and twilight sessions within English and Maths faculties this year to harness their expertise in the planning of new schemes of learning and to improve their knowledge of the new GCSE syllabus.
To reverse the underachievement/close the gap for pupil premium eligible students identified as not yet meeting their FFT target grade in Maths	Fortnightly small group tuition offered. Removal from Year 11 Life Skills lessons or lunchtime sessions. Post mock exams.	GCSE outcomes for students eligible for PP removed from Life Skills saw results from their mock exams improve by an average of 0.78 grades. Students not eligible but also receiving intervention improved more.	Reduce group size (average size 5 to 6 students) to see if this improves outcomes for those eligible for PP.
Improved rates of progression in Maths of the least able students in Years 9-11 with a bespoke curriculum tailored to their needs	Small group classes - additional 6 groups timetabled and taught by a Maths teacher. Max capacity 5.	Raw statistics show the following impact: (GCSE) Low Impact: Students in the Year 11 groups achieved lower than their FFTD target. 4 students eligible for PP did not pass their GCSE with a classified grade. (GCSE) Medium Impact: Students in the Year 10 groups are being forecast to achieve an average of 0.25 grades lower than their FFT target. PP students on average 0.33 below. (NC levels) Medium: Students in the Year 9 groups achieved an average of 1.5 sublevels below their FFT target. PP students on average 4 sublevels below. Bespoke pathways involving progression through Entry Level Certificate and Functional Skills: (High) 100% of students in Year 11 groups achieved Entry Level Certificate 1 - 3. Functional Skills Level 1 and Functional Skills Level 2. Students in Years 9 and 10 have already advanced further through their pathways than the Year 11 groups.	At the end of the third full year of the bespoke pathways the outcomes for these small cohorts of students is on an upward trend. Students in the lower years have been involved in the pathways from an earlier point and so support has been more structured earlier in their school careers. The bespoke pathways are a succession to the structured intervention in place from Catch-up funding. As the programme unfolds from a longer standpoint greater degrees of gains will be seen. Programme to continue.
iii. Other approaches			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

<p>Maintain attendance levels for Parents of students eligible for PP at Parents' Evenings and key events</p>	<p>Engaging parents - PP Leader to liaise with all parents of students eligible for PP to book in a meeting with her on the evening and to ensure that if they cannot attend, information is collated on their behalf.</p>	<p>100% of parents of all Pupil Premium students have been contacted throughout the year, either by Parents' Evening, attending a Review Meeting or an individual meeting arranged with parents, student and PP Leader to suit working parents on shifts.</p>	<p>This has been of significant success. Parents of students eligible for PP have better attendance at Parents' Evenings in comparison with those who are not PP.</p>
<p>Increased rates of attendance for pupils eligible for PP funding.</p>	<p>Pastoral Support - designation of Attendance Leader to monitor and liaise with PP Manager who can support families with a child eligible for PP who has poor attendance. First day response. Home visits.</p> <p>Educational Psychologist Intervention: Attendance</p> <p>New KS3 and KS3 fortnightly meetings.</p>	<p>Attendance of PP students improved from below 91% to 92% in the academic year.</p> <p>See Attendance file for individual student data.</p>	<p>Still do not have enough capacity to offer consistent and robust first day trigger responses.</p>
<p>For all students eligible for PP to secure appropriate KS4 and post 16 pathways.</p>	<p>Careers Guidance - individual interviews (30 mins in both Year 9 and 10) and an hour in Year 11.</p>	<p>All students eligible for PP supported to ensure they have Options advice. All Year 11 students accessed an appropriate post 16 pathway.</p> <p>0% NEET</p>	<p>More data analysis required about specific post 16 pathways to establish the number of students suited for a level, 2 and 3 course, going on to right level course to ensure all students have high expectations.</p> <p>QA Careers advice.</p>
<p>No disparity between students eligible for PP and non PP with regards to access to resources, visits, arts and sports participation etc.</p>	<p>Resources Extra Curricular Visits (including all SMSC linked visits) Music bursaries/singing lessons Equipment</p>	<p>Students eligible for PP, who require financial support have equal access and opportunity.</p>	<p>Funding to continue to be available for this vital access to opportunities and equipment.</p> <p>Responses from some parents of students who are PP+ is that they are happy to buy resources and wish for all PP money to be spent on therapeutic support.</p>

<p>Students eligible for PP to be offered skills and opportunities beyond the classroom that can be referenced on their CV.</p>	<p>Duke of Edinburgh Gardening Club</p> <p>Bespoke packages to suit individuals - Rotary Club, Work Experience, RAMP project</p>	<p>100% of students who take the DoE programme gain Bronze and Silver Award.</p> <p>Excellent personal feedback from individuals about opportunities afforded them. PP Leader to support students adding these achievements to their CV.</p> <p>RAMP project: positive engagement ,building self esteem, Individual challenges and goals set and achieved.</p>	<p>Explore other opportunities that we may be able to offer to extend opportunities further.</p>
<p>Improved access to school resources – My Maths, Google Classrooms, VLE etc for students who have no or limited access to assistive technology/internet at home.</p>	<p>PP Leader to liaise closely with families of students eligible with PP and explore potential barriers to learning that may be reduced/resolved through assistive technology.</p>	<p>12 chromebooks on loan for PP students Yr 7 - 11 9 Laptops on loan for PP students Yr 7 - 11 This has provided students with technology at school / home as some families do not have computers and helps in classes with chromebooks too, trying to complete Maths homework on their mobile phone as this was the only option.</p>	<p>Scrutinise Homework scores and target questioning within Student Profile meetings to continually look for potential barriers linked to technology/internet access.</p> <p>Use of Chromebook for all Year 7s next year?</p>
<p>Developing therapeutic provision – Just B and Occupational Therapy</p>	<p>13 PP students attended Just B sessions.</p> <p>7 PP students attended O/T sessions</p>	<p>All engaged well and cases were closed or sign posted to another outside agency.</p>	<p>Keep this service as essential for young people.</p> <p>Recognise when more intense family/CAMHS therapy is necessary so targeting the students who will most benefit from this much needed service.</p>