



Pupil Premium Statement Academic Year: 2019/2020 DRAFT



Summary information

Pupil Premium Coordinator	Melanie Carroll (Assistant Headteacher – Vulnerable Learners) Veronica Hubbard (PP Manager)		Pupil Premium Governor	Jon Bliss Georgina Wright	
Date for next internal review of this strategy	Sept 2019 Feb 2020		Date of most recent external PP Review	Peer Review Oct 2016 Ofsted March 2017 School Improvement Visit Feb 2019 External Review Sept 2019	
Total number of pupils	1558 (inc. 6 th form) 1299 (ex. 6 th form)		Number of pupils eligible for PP	138 (8.9% of total roll; 10.6% of Yr 7 -11 roll)	
Number of pupils eligible for PP by year group	Year 7 - 21	Year 8 - 28	Year 9 - 32	Year 10 - 29	Year 11 - 28

Financial Summary

	2018/2019	2019/2020
Total pupil premium Allocation	£125,895.00	£138,390.00
Total Pupil Premium Expenditure	Awaiting audit	
Surplus/deficit	Awaiting audit	

Pupil Premium KS4 : Summary

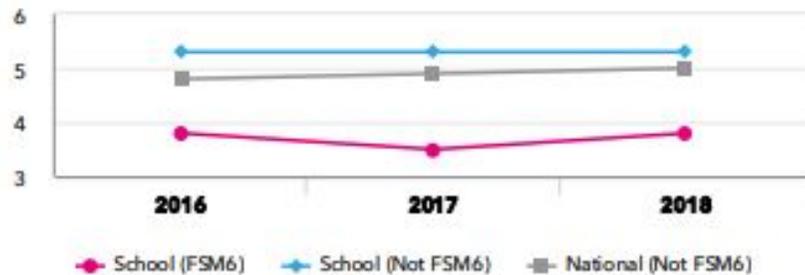
Student progress measured by Progress 8:

2018 P8	2018 Gap	2019 P8	2019 Gap	2020 P8 projection	2020 Gap
-0.41 (in line)	-0.3	awaiting confirmed P8 figure		setting P8 target following Year 11 Nov 2019 report data	

Disadvantaged pupils

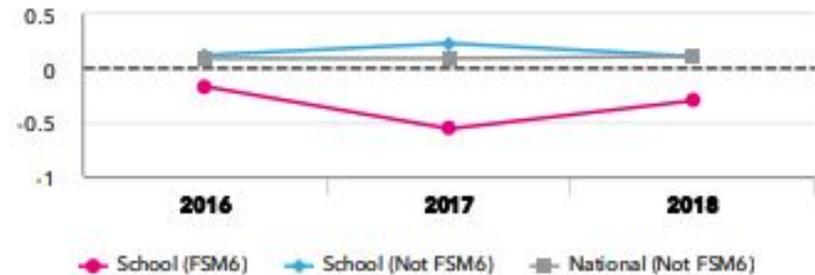
KS4 attainment for disadvantaged pupils 2018

Attainment 8 (Overall)



KS4 progress for disadvantaged pupils 2018

Progress 8 (Overall)



Pupil Absence 2018-2019				
2017/18	Absence rate for pupils eligible for PP	7.03%	Absence rate for pupils not eligible for PP	5.9%
2018/19	Absence rate for pupils eligible for PP	8.02%	Absence rate for pupils not eligible for PP	4.6%

Planned Pupil Premium Expenditure 2019-2020					
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	£1,556	PP budget
	- English Tuition (JAD)	Improved English outcomes from Year 10 to GCSE following tuition	CCA		
	- 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)	Individual progress of selected students	SCA		Staffing-teaching
	- Functional Skills and Entry Level English classes in Year 8 -11	All students following this supported pathway to gain entry level English qualifications by Year 10.	MCA		
		Improvement to PP outcomes in English.	CCA	£8,000	

Numeracy	- Teacher of Functional Skills/Maths	All students following this supported pathway to gain entry level Maths qualifications by Year 10. Continued improvement to PP outcomes in Maths.	RPO/MCA RPO	 £20,000	Staffing-teaching
Readiness to Learn/Engagement/Attitude to Learning	- Pivotal Training and developing behaviour policy to reduce lesson time lost and develop student engagement/belonging.	Improving those PP students whose attitude to learning is a barrier to learning by establishing and embedding adults' keystone habits Behaviour Policy to detail attachment friendly/emotional coaching principles	MCA	£950.	PP budget (another 950 to be paid from whole school CPD)
	- Personalised Life Skills Courses in Year 8 and 9 and VLS in Year 10-11	All students to achieve ASDAN Bronze or Silver Award.	RPT/DSA	£10,000	
	- House Leader Intervention	Students' attitude to learning scores improve and are sustained over the intervention period and beyond.	SWR	(£3,000)	Whole school budget
	Whole staff training: meta-cognition, vocabulary, memory 2019-20 Including training/coaching up Faculty Champions to deliver subject specific pedagogy	Embedded strategies within schemes of learning and classroom practice as result of TLC cycle.	MCA/CDU	£1920	
Social, Emotional and Mental Health Issues (including early trauma)	- Educational Psychologist (one half/day per fortnight)	Case Studies detailing impact following EP intervention	MCA	£5,599.00	PP budget
	- 'The Girl I want to Be' intervention	Improved outcomes for girls who follow the course. Impact statement. Student Voice.	KBA	£1170	PP budget

	<ul style="list-style-type: none"> - PP Manager as 'go to' person and Lead Professional for students eligible for PP. - 	Staff and parent feedback. that are observed in classroom practice.	MCA	£26,000	Staffing - support
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. - Support/Work sent via Google Classrooms for students absent from school for known reason. - Appointment of a Support for Achievement Mentor (including Attendance Welfare role?) 	<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 ASY (KS4) SWR (KS3)</p> <p>MCA</p>	<p>See salary of VHU.</p> <p>See EP costs</p> <p>£20,000</p>	<p>Staffing-support</p> <p>NYCC payment for EP.</p> <p>Staffing - Support</p>
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 	<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>	<p>MDU/MCA</p> <p>KS directors/ MCA/VHU</p>	<p>£2,000</p> <p>£1,000</p>	PP budget

	- PP Student Profile Meetings to establish need for home internet.				
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 - Staff Training - Contingency 		£111,558 £782 £20,000 £2,000 £4,000 * £5,800	*Full staff training to be offered to staff through TLC structure (see JAL salary, Pivotal and EP)	
			Total	£138,390	

Review of Pupil Premium Expenditure 2018-2019

£125,895.00

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)
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<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 evidence shows that building capacity in staff has the biggest impact upon the progress of disadvantaged learners: staff receive robust, quality CPD through TLCs, additional Literacy training and support and through extensive subject specific training.</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>Smaller gap in data recognised at KS3 in each year group would suggest positive impact but then 'gap' is significant at KS4 which raises important questions. Disadvantaged students typically gain half a grade lower in all subjects in comparison with non PP who gain, on average, a third of a grade higher in every subject.</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>Staff have responded really well to amount of scheduled quality training. The focus on CPD has ensured that TGS gets significantly positive progress 8 scores for most students. However, this is not yet making a difference to our disadvantaged. Indeed, the gap has widened this year. There is a need for an increased sense of urgency and catering for the needs of cohorts of students, particularly disadvantaged.</p> <p>'Every child, every grade, every subject' remains an ethos. However, there is a concern that our current behaviour systems trap some students in a cycle of sanctions - which ultimately means they miss hours of teaching in comparison with their non-disadvantaged peers Urgent need for Behaviour Review and Staff Training..</p> <p>Scrutinise KS3 data more thoroughly – smaller gaps 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> <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>
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ii. Targeted support

<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>
<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>We participated in an Attachment Awareness Schools pilot project and have achieved Attachment Friendly Schools Status. We have now completed 10 '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</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>

	Attachment Training and Emotion Coaching Training to staff who missed last year's training.	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. Excellent attendance (Over 90%) in lunchtime dissemination sessions with remaining teachers.	
Improve reading outcomes for students in Year 7	Accelerated Reader Programme for all Year 7 students	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 63% of those eligible for PP had age expected or above reading skills, in comparison with over 80% for non-PP, identifying literacy as a barrier. Over the year, those eligible for PP and who were below age expected in reading made, on the whole, very good progress with their reading but for many still not enough gains to help students 'catch up'. See also Accelerated Reader Report and Reading Leaders (Catch Up) report.	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. Quix participation peaked after the Year 7 Reading assembly. Proposed changes to ILC lessons alongside celebration assemblies to help keep students motivated, accessing a range of reading texts and opportunity to give a sense of competition, reward achievement and create a culture of pride around reading success.
Improve Literacy Skills for low ability students eligible for PP at KS3	Small group English at KS3. Disapplication from MFL in Year 8 and 9 for appropriate students to complete Personalise Life Skills Course.	All PP students achieved their Silver Steps Award in Year 8 and Gold Award in Year 9. All students in Year 9 achieved their Bronze Award. All students currently in Year 9 (2019/20) on track to complete their ASDAN Silver Award at the end of Year 9.	Can we provide opportunity for some students to gain Gold Award by end of Year 9 and accelerate achievement even further?
Improve outcomes at GCSE English for identified underachievers.	Small group and 1:1 tuition.	6 Year 11 students eligible for PP selected. 8 students from Year 9 and 10. Of those 6 Year 11s, 1 improved their mock exam grade from a 2 to a 4. 5 maintained their mock English Language grade (having had one months tuition) but did not improve further.	Student Feedback was overall positive; students found the sessions beneficial. They wanted them more often. Many issues countered the success of the approach - students absence limited impact and clashes with mock exams hindered the number of sessions offered. By appointing a part-time English teacher in the role of an English tutor unfortunately meant that not all students who needed the support could access it due to timetable clashes. Use of lunchtime revision sessions timetabled; VHU, MCA and English teachers to encourage and monitor disadvantaged learners attendance. Use of MCA and JAD time to offer more English tuition this year. Look into opportunities for home tuition for those with most need/benefit.

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 integral part of English and Maths faculties this year to harness their expertise further.

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)
Maintain attendance levels for Parents of students eligible for PP at Parents' Evenings and key events	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.	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.	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.
Increased rates of attendance for pupils eligible for PP funding.	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. New KS3 and KS3 fortnightly meetings.	Attendance of PP students dipped from 92% last year to 91.75% this academic year. See Attendance file for individual student data.	Still do not have enough capacity to offer consistent and robust first day trigger response; look at re-structuring within Care and Guidance Team and the appointment of a Support for Achievement Mentor..

<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 once new adviser in role.</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 University Visits</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>X chromebooks on loan/bought for PP students Yr 7 - 11</p> <p>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>The school launched this initiative in September 2018, and students currently in Year 7 and Year 8 are using chromebooks on a regular basis in lessons, and also benefit from the devices to complete some of their homework. The use of chromebooks does not replace, but supplements our existing learning strategies. Importantly chromebooks give students seamless access to Google Apps for Education, (G-Suite) which are being used increasingly across the school to enhance the learning experience. ‘Google Classroom’ in particular is an extremely powerful application, which offers collaborative and interactive educational activities, effective online feedback and improved communication between teacher, student and parent. Through Pupil Premium support funding, we are ensuring that there are no barriers to young people having access to state of the art technology, and that the</p>

			availability of online resources and new technologies is on a par with those students not eligible. Devices which have been subsidised by PP funding are indistinguishable from those of their peers, and they are given the same access rights and privileges.
Developing therapeutic provision – Just B counselling/Therapy	X PP students attended Just B sessions.	All engaged well and cases were closed or sign posted to another outside agency.	<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>