Pupil Premium Strategy Statement 2018/19

1. Summary information					
Academic Year	**2018/19**	**Total PP Budget**	**£71,210**	**Date of most recent Review**	**Jan 2019**
Total number of pupils	**1271**	**Number of pupil eligible for PP**	**79**	**Date of next internal review of this strategy**	**Sept 2019**

2. Validated data 2017/18	
	Pupils eligible for PP
Overall Progress	0.6
English element of Progress 8	1.1
Mathematics element of Progress 8	0.4
Ebacc element of Progress 8	0.5
Open element of Progress 8	0.4

Review of PROPOSED AREA OF SPEND for 2017-18

Proposed area of spending	Outcome
Academic intervention	Increased attainment
Remodelling of science classrooms	Improved teaching and learning

Staffing	Improved pastoral and academic support
Personalised student support	Improved social capital

ACTUAL AREA OF SPEND for 2017 -18

Intervention	Outcome	Funding allocation
1-1/small group literacy	Increased attainment in KS3 and KS4 literacy facilitating increased attainment across the curriculum	£3,600
1-1 Maths and English tutoring	Increased attainment in maths and English with 1:1 bespoke support delivered by experienced subject tutors	£1,175.20
Reduced class sizes in English and Maths	Ensure classes are small enough to in order to optimise provision and increase attainment	£5,906
In class support across the curriculum	Support assistants working with PP students who also have SEN, but not exclusively	£43,700
Transition arrangements	Improve attendance	£1500
ICT equipment	Improve students ICT skills and access to ICT	£3047.92
Attendance monitoring	Respond to attendance needs	£500
Buildings improvement	Improve students access to classrooms	£6322
Homework support	Provide PP students support and ICT access for homework	£3289
Careers support	Improve outcomes for PP	£500
Staff training	Ensure staff are aware of students in their classes who are PP, LAC and that they are aware of and are able support their learning	£1000
Support for enrichment activities	Personalised support to meet needs of pupil premium students on curriculum trips	£1000

4. Planned Expenditure and Outcomes	
Academic year	**2018/2019**
Below outlines how the school will demonstrate how we are using Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies, in order address the barriers outlined in section 4	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor literacy skills)	
A.	Literacy skills entering Year 7 are lower for some pupils eligible for PP than for other non PP pupils, which prevents them from making good progress in Year 7 and beyond
B.	Low level disruption by pockets of pupils across each year group (some eligible for PP) is having an unfavourable effect on their academic progress and that of their peers
C.	Lack of understanding of the needs of all PP pupil including those of higher ability
External barriers (issues which also require action outside school, such as low attendance)	
D.	Attendance rates for some PP pupils falls below the school's target for all children of 97%. This reduction in their school hours causes them to fall behind on average

i. Whole-school ethos and attainment for all

- Literacy skills entering Year 7 are lower for some pupils eligible for PP than for other non PP pupils, which prevents them from making good progress in Year 7 and beyond
- The determination to see all disadvantaged students as individuals

Priority	Action	Success criteria and evaluation schedule
Identify, set and share targets for attainment and progress of students entitled to DA funding	Use data collections to set realistic but challenging targets for improving the progress of pupil premium students year-on-year (TER, TJS & HODs)	All staff aware of DA pupils (Term 1) Meeting targets in years 2018, 2019. Interim monitoring through teacher projections
Raise the profile of the DA agenda throughout the school	Launch strategy with all staff (Term 1, TER/TJS) Sisra data provided to HODs and DOLs after each DC to help identify intervention (TER, TJS)	Staff knowledgeable about the agenda and their role/strategies for the classroom Evidence of intervention through LMM, Intervention meetings
Ensure that all members of the school community have high expectations of DA and challenge negative stereotypes	Discuss DA students and their progress at CSG and DOLs Share Pupil Premium strategy to all staff	Staff aware of DA students DA making good progress across the curriculum
Improve Year 7 and Year 8 literacy progress for targeted PP students	CPD on using Read write fresh start programme Pupils to access Lexia programme Literacy morning in Year 7 and 8 focusing on reading skills	Students make good accelerated progress with their reading, measured through ARTi assessment

Impact assessment
- **Increase in P8 score for DA students year on year**
- **Higher levels of progress in literacy for targeted Year 7 and Year 8 pupils eligible for PP**

ii.   Behaviour and attendance
- Implement strong pastoral care
- Challenge poor attendance quickly
- Further understand the link between behaviour, attendance and emotional support
- Identify and address barriers to learning quickly and effectively

Priority	Action	Success criteria and evaluation schedule
Implement behaviour policy to ensure high expectations for all students	Apply schools behaviour policy consistently including sanctions and rewards systems (Spring 19, DOLs & HOD)	Staff and student voice show reduction in low level disruption (Spring 2019)
Continue to challenge persistent absence and reduce the gap between disadvantaged and non-disadvantaged attendance	Continue to implement schools policy and regularly monitor attendance of DA students. (Ongoing, EAW)	Attendance gap data show gap narrowed from 2017-18 to 2018-2019.
Monitor DA students social and emotional needs	Pastoral assistants to regularly check in with DA students (Ongoing, Pastoral Assistants)	Attendance and progress improves DA behaviour points reduced

Impact assessment
- Reduction in the number of behavioural points and increase in reward points for DA students
- Reduction in internal isolation and fix-term exclusion for DA students
- Improvement in attendance for DA students

iii. High quality teaching for all

- Consistent high standards and expectations of teachers and students
- Monitor performance and sharing best practice

Priority	Action	Success criteria and evaluation schedule
Maintain focus on effective feedback for all students	LMM, observations, QA (ongoing, SMT, HODs)	Evidence of DA monitoring, work scrutiny, lesson observations (Easter 2019)
Share best practice	Workshops on support DA students during T&L group	Staff can recall and employ strategies in classroom

Impact assessment

- Increase in P8 scores for DA students year on year
- Staff voice indicates strong understanding of PP agenda

iv. Meeting individual student needs

- Staff able to meet the learning needs of individual students
- Bespoke provision where needs require, including group support where needs are similar

Priority	Action	Success criteria and evaluation schedule

Create a method of identifying students' needs and their provision that can be shared with all staff	Identify the most at 'risk' students for underachievement across the school and create profiles highlighting strengths and weaknesses, strategies of support (Easter, 2019 TER)	Evidenced from lessons observations of use of strategies (Easter 2019. SMT)
Create provision to meet the needs of all DA students including those most 'at risk' and those of higher ability	Use of 1 to 1 tutors, reduced timetables and alternative provision where appropriate, use of provision similar too brilliant club, HA pupil to Oxbridge events, inspire interviews (ongoing, TER)	DA students on course to achieve predicted grades
Strengthen transition work so that gaps in DA students skills, knowledge and confidence are explored before starting at WBS	Transition meetings with feeder primary schools to have a DA pupil focus (DOL for transition)	Evidence of discuss in transition meeting minutes
Raise the aspirations of DA students and families	Monitor parental engagement at parents evenings, intervention evenings and other events Inspire interviews for DA students	Monitor through Pupil voice Track post 16 education

Impact assessment
- Increase in P8 scores for DA students year on year
- Long term trend of demising the differences
- Lessons observations and QA evidence use of pupil information