

Pupil Premium Strategy 2019-20

The main overall strategies to support in the achievement of our priorities for 2019-20 are:

- To stabilise staffing
- To use CPD to enhance teacher skill and expertise
- To enhance pupil premium access to extra-curricular activities, enrichment opportunities, learning resources and digital learning tools
- To provide targeted intervention for all underachieving pupil premium students throughout KS3 and KS4
- To implement transition programme for LAC students
- To maintain and enhance literacy and numeracy provision for pupil premium students, with a specific focus on reducing the gap at KS3
- To enhance parental engagement with a particular focus on pupil premium students

Priority Focus	Chosen action/approach	What is the evidence and rationale for this choice?	Costing (all costing is proportional)
<p>A. Continue to ensure that students eligible for PP in Year 7 and 8 make at least expected progress in English and maths, including students from all prior ability groups.</p>	<p>Continue to develop high quality, whole school literacy provision.</p> <p>NGRT screening, CATS testing, TALC 2 testing and Data-Pac materials used for early identification of PP students with barriers to learning</p> <p>Targeted intervention through Ruth Miskin and Numeracy Catch-up programmes for all PP students identified as below expectation/SEND</p> <p>Embed and further develop high quality, whole school numeracy programme.</p> <p>Implement further programmes to enhance numeracy – implement strategies via Every Child Counts strategy programme: Numbers Count 1st Class Number Success Arithmetic</p> <p>To maintain KS3 co-ordinator posts in English and maths</p>	<p>In 2019-20 there are 31 students who scored below the expected standard at KS2 for reading of those 16 are pupil premium</p> <p>Higher literacy and numeracy content of new specifications means there is an increased need to bridge the gap and ensure high achievement of all</p> <p>Research shows that early intervention to reduce the literacy gap has a significant impact on overall achievement in future years. For PP students who do not have such readily available access to literary materials, in school resources and support are crucial.</p> <p>In 2019-20 there are 22 students who achieved below the expected standard at KS2 for maths of those 11 are pupil premium</p> <p>Strategies used are bespoke and targeted methods with proven results Numbers Count – Progress of 17.5 months in 4 months 1st Class Number – Progress of 13 months in 4 months Success Arithmetic – Progress of 14.5 months in 4 months</p>	<p>Proportion of HoD of English salary – whole school literacy £1,327</p> <p>Proportion of money (10%) to provide intervention programme - £1305</p> <p>TA salary - £7,800</p> <p>KS3 Co-ordinator position in English and maths - £4,000</p>

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Costing (all costing is proportional)
<p>B. To further enhance overall progress at KS3 to minimise achievement gaps through early intervention and quality first teaching</p>	<p>Explore and implement effective use of digital technology within the classroom to enhance teaching and learning</p> <p>To enhance accessibility to digital technology</p> <p>To use CPD to enhance teaching and learning with a specific focus on how to raise achievement for PP students</p>	<p>Evidence from the Sutton Trust shows that effective use of digital technology raises student progress by at least 4 months.</p> <p>Pupil premium students are less likely to have access to high quality digital technology</p> <p>Staff expertise and teaching and learning are central to student success</p>	<p>Numeracy strategy - £4,446</p> <p>Apple project and access to digital technology within the school £9,920 (Ipad) £1500 (Ipad equipment) £2,500 Wifi (Whole school) £4,000 (Digital Technology)</p>
<p>C. To diminish the difference in achievement outcomes at GCSE in English and maths for students eligible for PP compared to non PP.</p>	<p>Subject specialists to work in delivering small group interventions to identified underachieving PP students</p> <p>Ongoing targeted intervention including literacy and numeracy intervention for PP students identified as SEND</p>	<p>Students from low income households are less likely to receive private tuition, with a figure of 18% compared to 35% in high income households (Sutton Trust)</p> <p>KS2 data on entry for Year 8 show reading ages are low especially with boys.</p> <p>Direct funding ensures that PP students do not face barriers to their learning due to financial restrictions.</p>	<p>Consultant fees – English and maths £3,500</p> <p>Headteacher Support in English - £6,250</p> <p>Year 11 interventions £3,255</p> <p>TA/additional support - £3,900</p>
<p>D. To diminish the overall difference in progress 8 and attainment 8 between PP and non PP students.</p>	<p>Stabilisation of staffing through enhanced recruitment and retention strategy</p> <p>Whole school CPD focusing on understanding data and how to use this to raise the achievement of all PP students, including those of lower, middle and higher ability</p> <p>Stretch and challenge materials to be purchased and utilised to target high ability PP students</p> <p>Establishment of homework club after school with library and computer access, targeted attendance of PP students</p> <p>Launch of lunchtime study hubs for Year 7 and Year 11 to allow access to computer/online educational resources</p>	<p>Research shows that quality feedback can add as much as 8 months progress to learners, at minimal cost.</p> <p>Targeting of strategy should be based on disadvantage not prior attainment. It is important to target all pupil premium students who are falling behind whatever their prior ability</p> <p>Studies by the Education Endowment Foundation show that students from low income households are significantly less likely to have support with homework tasks</p> <p>Access to educational resources will facilitate the learning of those students who do not have such resources at home</p> <p>The progress 8 gap for students in Year 11 (exam cohort 2017-18) was -0.44.</p> <p>In school data shows that whilst students in Year 7 and 8 have a positive progress gap for English this is not consistent in maths and in later years the gap is negative.</p>	<p>Recruitment costs – advertising - £11,625</p> <p>Retention costs – particular in the core/leadership - £13,959</p> <p>Cover costs for ‘day off in lieu’ (Study Hub) £1,440</p> <p>Resource costing – for all departments - £16,000</p> <p>Music tuition costing - £9,440</p> <p>Elevate (external provider focusing on raising achievement) - £2,500</p> <p>Librarian and library costs – £15,000</p> <p>CPD costs/internal and external - £7,383</p>

	<p>RAP meetings to take place for Heads of Year in order to look at key groups and year group strategies.</p> <p>Provision of revision materials at no cost</p> <p>Enhance access to cultural enrichment extra-curricular activities and trips</p> <p>Free Music tuition lessons</p> <p>Provision review and funding adjustment following all data drops to ensure robust provision for all PP students in all year groups</p> <p>Use of external support vis Elevate in order to ensure that they are confident about the exams.</p> <p>Parental Information Evenings and one to one meetings</p>	<p>The pupil premium progress gap is notably highest in subjects that require greater access to educational resources such as computers, musical instruments, the theatre and high quality literature</p> <p>Students from lower income families are less likely to have access to 'cultural capital' to support and ensure higher level learning opportunities</p>	<p>Proportion of HoDs and HoYs TLRs HoYs - £9,930 (20% TLR) HoDs - £17,532 (20% TLR)</p> <p>Trip costings - £15,000 Enrichment – (clubs / Gospel Choir) - £3,720 Rewards – £2,500</p> <p>Careers Staffing - £4,350 (15%) Resources – £3,500</p> <p>Proportion of DHT and AHT (10%) salary – responsibility for PP DHT – 9,564 AHT – 8,304</p> <p>Staffing of parental information evenings and one to one meetings - £5,000</p>
<p>E. Maintain the attendance rate of LAC and PP students</p>	<p>Intervention strategies implemented from provision map to support LAC students based on identified reason for poor attendance</p> <p>Whole school CPD on teaching and learning for LAC/PP students</p> <p>Breakfast club</p> <p>Targeted intervention and support through PEP meetings</p> <p>TA support within the EAL provision and expansion of staffing to facilitate and support students with learning and personal development</p> <p>Aspiration walls for all year groups and development of school alumni</p> <p>Targeted one to one career's advice for LAC/PP students.</p>	<p>DFE study in 2011 highlighted the range of factors that contributed to low attendance rates amongst LAC students, ranging from underlying social and personal issues, low self-esteem and economic circumstances to stability issues and attitudes to education in the home environment prior to care</p> <p>Research indicates that few teachers have received specific training on meeting the needs of LAC/PP students</p> <p>Research also shows that transition to Secondary school is particularly challenging for Looked After Children who require greater consistency and stability</p> <p>The number of LAC students on roll has risen from 5 students in 2015-16 to 23 students currently</p>	<p>LAC co-ordinator salary £4660 LAC designate salary £9,340 (10%)</p> <p>Breakfast club - £1500</p>

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Costing (all costing is proportional)
<p>F. Enhance student engagement including involvement in extra-curricular activities and learning opportunities outside of the classroom.</p>	<p>Relative inclusion of PP students on school council to ensure high level of involvement in whole school development</p> <p>Increased targeting of PP students to ensure attendance and participation in extra-curricular activities</p> <p>Development of whole school extra-curricular provision</p> <p>Direct funding for clubs targeting students with need:</p> <p>Nurture group at KS3 Breakfast club at KS3 Homework club. Games club</p> <p>Homework club and study hub run for students who have difficulty getting access resources and areas to study.</p> <p>Complete funding for PP students attending educational and developmental trips</p>	<p>Student voice is an empowering tool for students with PP and enables them to contribute to whole school development.</p> <p>Attendance in extra-curricular and enrichment activities has been proven to enhance the cultural capital, engagement and progress of students</p>	<p>Trip costings (see above)</p> <p>Proportion of costs for clubs (included above)</p>

Total Allocation	£249,275
Total Spend	£225,950
Contingency	£23, 325
