

## Pupil Premium – Allocation and Planned Spend 2018-19

### Aim

To raise the achievement of disadvantaged students to above the national average benchmark whilst closing the gap between disadvantaged and non-disadvantaged students.

### Background

Pupil Premium funding is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). Funding is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. Secondary schools currently receive Pupil Premium funding to the value of £935 per eligible student on roll.

<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£344,080
<b>Total number of students</b>	603	<b>Number of students eligible for PP</b>	368

<b>Barriers to achievement for disadvantaged students</b>
• Reading ages significantly below chronological age for a significant number of students on entry to the school
• Writing skills are under-developed, resulting in a lack of ability to structure effective writing
• Numeracy skills are under-developed for a significant number of students on entry to the school
• Many students lack resilience, self esteem and aspiration which is a barrier to them securing the best possible grades
• Long-standing history of poor attendance for some students, tracked back to primary school
• Parental engagement with school is lacking for some students
• Other wide-ranging, external factors affecting many families e.g. mental health issues, social care involvement, high levels of deprivation

Desired outcomes		Success criteria
<b>A.</b>	Improved reading ages in KS3	<ul style="list-style-type: none"> <li>Gap between reading age and chronological age of students closes</li> </ul>
<b>B.</b>	Improved writing skills in all year groups	<ul style="list-style-type: none"> <li>Progress data and work scrutiny across subjects confirm that students are making improved progress over time in writing</li> </ul>
<b>C.</b>	Improved numeracy skills in all year groups	<ul style="list-style-type: none"> <li>Progress data and work scrutiny and confirm that students are making good/outstanding progress over time in numeracy skills</li> </ul>
<b>D.</b>	Improved rates of progress for disadvantaged students	<ul style="list-style-type: none"> <li>PP students achieve rates of progress that are closer to other students nationally</li> </ul>
<b>E.</b>	Improved attendance for disadvantaged students across all year groups	<ul style="list-style-type: none"> <li>Attendance rates for PP students are closer to national attendance rates for other students</li> <li>Number of Persistent Absentees amongst PP cohort is reduced</li> </ul>
<b>F.</b>	Students develop character, resilience, self esteem and aspiration	<ul style="list-style-type: none"> <li>Student behaviour and attitudes judged to be 'good'</li> <li>Staff and visitors comment positively on students' behaviour and attitudes</li> <li>Positive student feedback</li> <li>Increase in the number of students accessing first choice post-16 destinations and reduction in NEETS</li> </ul>

The school is using Pupil Premium funding to improve classroom pedagogy, provide targeted support and support whole school strategies and has endeavoured to identify those actions/strategies that are most likely to have an impact on raising achievement for disadvantaged pupils:

- Ensuring that improvement strategies are sustainable as far as reasonably possible and not relying on "bolt-on" activities
- Ensuring that assessment and tracking data is used regularly to identify those students most at risk and enabling timely intervention strategies to be implemented
- Ensuring that leaders and managers are held accountable for the performance of key sub-groups, including disadvantaged students, via regular data reviews and the school's performance management process
- Raising awareness of any gaps in achievement for specific sub-groups such as disadvantaged/LAC students in order to ensure effective teaching strategies for closing this gap
- Ensuring that the school's pastoral systems and processes focus on improving the attendance, punctuality and behaviour of disadvantaged/LAC students

Desired outcome	Chosen action / approach	Improve pedagogy/ Targeted Support/ Whole School Strategy	What was the evidence and rationale for this choice?	Approx. Cost	Staff lead	Intended Impact
A: Improved reading ages in KS3	A1: Accelerated Reader embedded in English curriculum and accessed by all students in KS3	Whole School Strategy	AR has been successful in previous years in improving reading ages for students and it is critical that all students are confident readers to be able to access the curriculum. (EEF Reading Comprehension Strategies + 5 months)	£13,000	STE	<ul style="list-style-type: none"> <li>Data shows improved reading ages and faster reading speeds</li> <li>Students' reading ages match or exceed their chronological age by the end of Y9</li> <li>Accelerated progress made by weakest readers in Y7</li> </ul>
	A2: Phonics provision in place for weakest readers in Y7 and Y8	Targeted Support	A small number of students in KS3 cannot make progress across the curriculum due to a failure to grasp the basics of learning to read at primary school. (EEF Phonics + 4 months)		STE	
	A3: Implement new tutor time literacy programme	Whole School Strategy	Students need to develop a wide vocabulary in order to succeed in KS4 and beyond. Revised qualifications require students to read fluently and be able to retrieve information quickly. (EEF Reading Comprehension Strategies + 5 months)		DAD	
	A4: Implement peer reading support from Y12 BSFC student mentors for identified Y7 students	Targeted support	Peer support will give Y7 students confidence to read and will provide additional time for them to make progress so that they can access the curriculum. (EEF Peer Tutoring +5 months)		DAD	
B: Improved writing skills in all year groups	B1: Continued development and implementation of 5-year spiral English curriculum to ensure successful acquisition of effective writing skills	Whole School Strategy	In order to develop effective writing skills, students need to build on the KS2 curriculum. Effective planning, resources and provision should be in place from Y7 so that skills can be built upon successfully each year.	£12,000	STE	<ul style="list-style-type: none"> <li>Improved standards of writing across the curriculum</li> <li>Students' demonstrate greater resilience in writing, leading to improved outcomes</li> </ul>

	B2: New schemes of work in all subjects address the development of extended writing in line with the increased demands of new GCSEs	Whole School Strategy	Students need to develop the skills of constructing longer answers under timed conditions in order to make maximum progress across all subjects.		HOFs	
	B3: Additional English lesson per fortnight in KS3 to improve literacy skills	Whole School Strategy			STE	
	B4: Implement whole-school COPS strategy to develop student responsibility for written accuracy	Whole School Strategy	Students need to write fluently and accurately in all subject areas. Technical accuracy remains an issue to address.		DAD	
C: Improved numeracy skills in all year groups	C1: Implementation of 5-year spiral Maths curriculum to ensure successful acquisition of effective numeracy skills in KS3	Whole School Strategy	In order to develop effective numeracy skills, students need to build on the KS2 curriculum. Effective planning, resources and provision should be in place from Y7 so that skills can be built upon successfully each year in KS3.	£12,000	CLA	<ul style="list-style-type: none"> <li>Improved progress and attainment in Mathematics</li> </ul>
	C2: Implementation of Ark Maths Mastery programme in KS3	Improve Pedagogy	Teachers will develop their skills to explore mathematical concepts in a variety of representations and problem-solving contexts to give pupils a richer and deeper learning experience.		CLA	
	C3: Implement new tutor time numeracy programme	Whole School Strategy	Students need to develop strong numeracy skills in order to succeed in KS4 and beyond. Revised qualifications require students to be fluent and accurate in numeracy.		DAD/ZAR	
D: Improved rates of progress for disadvantaged students	D1: Whole-school drive to develop and implement regular and effective marking and feedback to students in books	Improve Pedagogy	Evidence from a wide range of sources including John Hattie and EEF confirms that high quality teacher feedback is effective in maximising student progress. (EEF Feedback + 8 months)	£188,000	DAD	<ul style="list-style-type: none"> <li>Marking and feedback leads to improved student progress</li> <li>Good teaching leads to improved student outcomes across all subjects</li> </ul>

	D2: Assessment and review of student progress across all subjects four times per year	Whole School Strategy	Robust assessment and reliable data will result in students at risk of underperformance being identified immediately so that appropriate intervention can be implemented.		MEE	<ul style="list-style-type: none"> <li>• Timely and effective intervention leads to improvement where underperformance is identified</li> <li>• Students demonstrate consistently positive attitudes to learning</li> <li>• PiXL Apps/Strategies support improved progress and attainment</li> </ul>
	D3: Whole-school drive to improve T&L – implementation of IFT programme	Improve Pedagogy	Student outcomes will improve with consistently effective teaching. Questioning and developing oracy have been identified as areas for development and improving these will have a high impact on student progress.		HON	
	D4: Implement revised pastoral staffing structure to ensure that all students are ready to learn and that potential barriers to learning are removed	Whole School Strategy	Students cannot learn effectively if there are social and/or emotional barriers to learning. Pastoral staff will address these proactively to ensure a conducive learning environment in lessons. (EEF Social & Emotional learning + 4 months)		WEK	
	D5: Implementation of PiXL strategies and resources to maximise student progress	Whole School Strategy	PiXL strategies and resources support quality first teaching, assessment and intervention to improve student outcomes.		MEE	
	D6: Additional staffing in English and Maths to create smaller group sizes in Year 11	Whole School Strategy	Smaller class sizes will allow teachers to focus more effectively on foundation or higher topics in Y11 to prepare students effectively for exams. (EEF Reducing Class Size + 3 months)		MEE	
	D7: Intervention programme in Y11 to secure effective preparation for final GCSE exams	Whole School Strategy	Focused intervention prior to final exams to complement KS4 lessons will provide students with the final boost necessary to ensure that they are well prepared in SKU and exam technique. (EEF Small Group Tuition + 4 months)		MEE	

	D11: Deployment of TAs to support SEN students in making maximum progress	Targeted Support	Although costly, the deployment of TAs to support specific students and small groups has been successful in recent years. (EEF Teaching Assistants + 1 month)		WEK	
E: Improved attendance for disadvantaged students across all year groups	E1: Team of dedicated pastoral staff focused on improving attendance, implementing more effective, efficient and accurate daily attendance systems to take the attendance register and respond to first day absences	Whole School Strategy	A relentless and swift daily focus on monitoring attendance is required in order to ensure that students attend school regularly.	£89,000	WEK	<ul style="list-style-type: none"> <li>Improved attendance for disadvantaged students</li> <li>Persistent absence reduced</li> <li>Improved engagement with parents of hard to reach and vulnerable students</li> <li>Improved punctuality</li> </ul>
	E2: Provide targeted support to students and families as an early intervention prior to the establishment of long-term patterns of non-attendance through cohort approach, pastoral mentoring and implementing “barriers to attendance” strategies	Targeted Support	Enabling key staff to focus on a specific cohort of students within their year group(s) has proven to be an effective strategy in raising attendance.		WEK	
	E3: Extend multi-agency support and individualised support for students and families in red and pink cohorts	Targeted Support	Due to the school’s context, dedicated staffing is required to ensure that the most vulnerable students are supported to attend school regularly.		WEK	
	E4: Daily breakfast club to encourage punctuality and improve attendance	Whole School Strategy	This provides a safe haven for many students at the start of each day and enables them to access breakfast.		WEK	
	E5: Free transport for vulnerable Y7 students	Targeted Support	This provision ensures that the most vulnerable students arrive at school safely and on time each day.		MEE	
F: Students develop greater	F1: Embed school’s new values of positivity, ambition, resilience and thoughtfulness	Whole School Strategy	All students need to be clear about the school’s values and expectations and how these can help them to achieve better outcomes.	£55,000	JOH	<ul style="list-style-type: none"> <li>Students demonstrate greater resilience when faced with challenging tasks</li> </ul>

resilience, self esteem and aspiration	F2: Implementation of Character programme in KS3 to develop personal skills and attributes	Whole School Strategy	These skills are lacking in a large number of our students and impeding their ability to make good progress.	DAD	<ul style="list-style-type: none"> <li>• Students display thoughtfulness and respect towards each other and adults</li> <li>• Students display consistently positive attitudes towards learning</li> <li>• Good behaviour around the building supports a positive climate for learning</li> <li>• Improved rates of student progress and attainment</li> <li>• Greater number of students accessing first choice post-16 provision</li> </ul>
	F3: Extra-curricular programme to develop students' self confidence and wider skills	Whole School Strategy	Students have limited opportunities to access activities that broaden their skills and build confidence. The enrichment programme enables them to take part in extra-curricular activities and events.	DAD	
	F4: High quality CEIAG and planning for post-16 progression	Whole School Strategy	Students often lack ambition or aspiration and, due to the school's context, they lack awareness of the opportunities available to them in the world of work or further education.	DAD	
	F5: Implementation of recognition/rewards system linked to school's values	Whole School Strategy	Recognition for students who demonstrate the school's values will reinforce their importance and boost students' self-esteem and confidence.	WEK	
	F7: Free bag provided for students	Whole School Strategy	Students will be ready and equipped to learn. Positive routines and expectations are established, linked to life skills and future employability.	MEE/WEK	
	F8: New Y11 uniform implemented to raise status of students and prepare for post-16	Whole School Strategy	Recognition of most senior students in the school reinforces high expectations. Students are also prepared for interviews.	WEK	
	F9: Student lanyards to reinforce new routines and expectations	Whole School Strategy	Students will be ready to learn. Positive routines and expectations are established, linked to life skills and character development.	MEE/WEK	