

Pupil premium strategy statement (secondary)

1) Review of expenditure THIS DOCUMENT SHOULD BE READ IN CONJUNCTION WITH THE EVALUATION OF THE SCHOOL IMPROVEMENT PLAN 2018-19	
Previous Academic Year	
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)	Cost
A) Disadvantaged students to achieve progress across all subjects in line with other students.	Further development of high quality first teaching, engaging all students with effective questioning, challenge levels and support.	QA and QA reports suggest evidence of improvements in all key areas identified in the plan (See also SIP Impact document and QA reports). Strong practice particularly emerging in MFL, humanities Staff have been successfully engaged in a range of Action Research projects that have focused on key areas identified in the plan. Many of these projects have targetted PP student provision	This approach needs to continue, it is encouraging staff to look at all aspects of provision.	£47,661
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)	Cost																				
<p>B) Improved literacy skills leading to improved English GCSE results for all PP students; and improved outcomes in all subjects</p>	<p>Provision of Period 6 to raise attainment in English and Maths.</p> <p>Explore the strategies outlined in the <i>Vocabulary Gap</i> and start to develop appropriate resources centred on etymology and morphology.</p> <p>Monitor setting at KS3 - ensuring that PP students are boosted by their grouping.</p> <p>Establish links with 4 key feeder primary schools, engaging disadvantaged students in literacy based transition</p>	<p>A working party has been established to look at the Vocabulary Gap and plans are in place to roll this out across the academic year 2019-20. 8 members of staff have been trained and through AR projects, will start to trial strategies this year.</p> <p>We have seen an improvement in Reading Ages across the school. Although, reading ages for PP Students still remain lower than their non-PP peers.</p> <table border="1" data-bbox="667 632 1767 831"> <thead> <tr> <th>Y11 2020 A Test</th> <th>Y11 2020 B Test</th> <th>Y6 2019 A Test</th> <th>Y6 2019 B Test</th> <th>Y7 2019 A Test</th> <th>Y7 2019 B Test</th> <th>Y8 2019 A Test</th> <th>Y8 2019 B Test</th> <th>Y9 2019 A Test</th> <th>Y9 2018 B Test</th> </tr> </thead> <tbody> <tr> <td>11.6</td> <td>14.30</td> <td>12.1</td> <td>-</td> <td>12.49</td> <td>13.55</td> <td>12.63</td> <td>13.73</td> <td>13.2</td> <td>14.56</td> </tr> </tbody> </table> <p>There has been improvements in reading ages of students involved in both accelerate groups although, reading ages remain low for students in this group.</p> <p>Mixed impact of P6 on attainment in E&M in Y11 2019. Although attainment has improved in both E&M it has not been seen with boys and PP boys. More long-term approaches are being taken. As result, We are beginning to notice a drop in the number of students with low ATL scores, particularly in Y7 to Y9. Very positive PASS tests results also reveal strong levels of student engagement in these years groups although PP students still lag behind their peers in this data. The alternative Y7 curriculum has been particularly positive as evidenced through QA and student voice</p> <p>We made the decision not to run transition projects. Instead, we have established a network in which Y6 teachers from key feeders met with both E&M teams to observe lessons, look at work and discuss curriculum design. This network is set to move forward this year.</p>	Y11 2020 A Test	Y11 2020 B Test	Y6 2019 A Test	Y6 2019 B Test	Y7 2019 A Test	Y7 2019 B Test	Y8 2019 A Test	Y8 2019 B Test	Y9 2019 A Test	Y9 2018 B Test	11.6	14.30	12.1	-	12.49	13.55	12.63	13.73	13.2	14.56	<p>The strategies that are outlined here are rolling into the next academic year and are developing and widening as part of a wider curriculum overhaul.</p>	<p>£ 152.521</p>
Y11 2020 A Test	Y11 2020 B Test	Y6 2019 A Test	Y6 2019 B Test	Y7 2019 A Test	Y7 2019 B Test	Y8 2019 A Test	Y8 2019 B Test	Y9 2019 A Test	Y9 2018 B Test															
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	<p>projects in the Summer Term.</p> <p>Carefully monitor the alternative Y7 curriculum model which will support students who on entry in Y7, require significant boosting in their literacy skills.</p>			
<p>C) Improved GCSE Maths attainment and results.</p>	<p>1) Continue to roll out strategies outlined in the 2018-19 PP Strategy including: <i>See also SIP and Maths Action Plan.</i></p> <p>Remodelling of Key Stage 3 Maths Curriculum to ensure that the basics of number are constantly taught and revised.</p> <p>2) Continue to Focus on 'teaching that makes a difference with disadvantaged students', led by Lead Practitioner</p>	<p>We are pleased to see that Maths results have improved but are not yet where they need to be. Teaching is still not as effective as it needs to be with too much variability remaining in Maths.</p> <p>A new Head of Faculty has been appointed in order to provide much needed leadership and direction– particularly around curriculum design in Maths.</p> <p>The department has used a range of strategies and links with support schools to raise results this year. Tracking, intervention and support has been much sharper. More effective grouping of students has helped improve outcomes for students</p>	<p>This area of the plan remains a key focus for 2019-20 with refinements.</p>	

	<p>in Maths. Emphasis on high quality first teaching and intervention within the classroom by all teachers</p> <p>3) Use PiXL methodology for effective tracking and intervention at KS3 and KS4. PiXL Wave to be utilised with Y11.</p> <p>4) Continually monitor and review staffing levels in Maths to ensure greater flexibility to provide support for PP students.</p>			
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)	Cost
D) Improved motivation and engagement levels	Year 11 strategies to motivate PP students	All strategies have been implemented with a clear focus on maintaining the engagement of Y11 students and have been evaluated independently. These strategies complement where provision is strong, where provision is weaker there is less impact.	We believe that all of these strategies	£105,487

<p>amongst PP students</p>	<p>particularly boys. Including:</p> <ul style="list-style-type: none"> • SLT Mentoring • Motivational Assembly Programme • Walk Talk Mocks • Study Skills Day • Careers Convention <p>Y8 and 9. Aspire Higher Programme Year 9 – Reach Higher Programme</p> <p>Faculty Programmes to engage PP Students. Most notably Arts and PE. Targeting of PP students to engage them in extra- curricular activities</p> <p>Utilising the Rewards system and ensuring that disadvantaged students are</p>	<p>An evaluation of the engagement of PP involvement in extra-curricular was audited across the arts Faculty and PP in July 2019. This found, not surprisingly that engagement from PP students was less than their Non-PP peers. Closing this gap in this area remains a key focus. Providing ‘cultural capital’ and maintaining strong Arts provision remains a key whole-school priority. The developments within the PE curriculum have been successful, engaging boys particularly in the JSL Award as an example.</p> <p>Real World Learning has been particularly successful with all faculties (with the exception of Maths) starting to offer links to outside agencies and employers. The impact has been measured through pupil voice which has been very positive. We are seeing less students with Low ATL scores in Y7 to Y9 and positive PASS Test scores show high levels of engagement in the curriculum from both PP and non PP students.</p> <p>During the 2018-19 academic year a total of 50 students across Y8, Y9 and Y10 were involved in the Aspire Higher Programme. 24% of students were PP. The programme positively engages students with school and raises aspiration. 89% of participants agreed that the programme had helped them to improve their attitude towards school. All the students involved agreed that the programme had made them more aware of the benefits of FE and HE.</p> <p>We continue to target parents and have had similar results to previous years in terms of attendance at key events. There is still a group of hard to reach parents that we are struggling to engage, particularly in current Y11.</p> <p>Pupil Premium students are generally achieving rewards in line with non PP. For 2018-19:</p> <p>22% of year 7 rewards were for PP students – 3948 rewards gained 32% of year 8 rewards were for Pp students – 3932 rewards gained 21% of year 9 rewards were for PP students – 2040 rewards gained 31% of year 10 rewards were for PP students – 2575 rewards gained 22% of year 11 rewards were for PP students – 2431 rewards gained</p> <p>Totals gained 14926 which is 26% of the total rewards gained cross the school.</p> <p>With our BEST awards:</p> <p>31% of students achieving BEST awards were PP students. 90 PP students achieved awards last year.</p>	<p>collectively add value and contribute to the ethos of the school. All remain part of our PP strategy going forwards and are reflected in the wider SIP</p>	
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	<p>accessing key rewards such as BEST awards.</p> <p>Establishing suitable links and a network of contacts that will be able to implement 'Real World' Learning opportunities within the curriculum. Develop the role of the TAS to support more effectively PP students.</p>			
Improved attendance for PP students	Maintaining the development of the Inclusion Centre to target key students who need additional support.	<p>We continue to make good progress in this area, however, the nature of the work done in the Inclusion Centre has often been influenced by the number of students accessing the centre with emotional and mental health issues. This continued to be the same trend in the summer term with a significant of students in year 11s accessing the centre to help support from the pressure of exams.</p> <p><u>Year 11 Leavers July 2019</u> There were 34 students on the SEN register who took their exams in 2019. Results with these students were mixed. Of these 24 students had a negative P8 score while 10 had a positive P8 score. Notable success stories were 2 students who achieved over +1.0 Progress 8 score. For students who achieved a P8 lower than 0 there had been serious issues with attendance and mental health issues for many of the students. SEND children performed better in maths with -0.74 compared with English which was -0.93. 15% of the SEND students achieved a grade 5+ in English and maths and 35% achieved a grade 4+ in English and maths.</p>	Priorities remain the same. Continue to work with key students to either get them in to school, keep them safe and raise attainment.	

		<p><u>Impact of Inclusion Centre on SEND attendance</u> SEND attendance in July was at 94% which is lower than Whole School however, an improvement since 2018. Year 7 is at 94.62% Year 8 is at 95.62% Year 9 is at 92.06% Year 10 is at 91.03% Year 11 is at 94.25% Year 10 remains a priority. However, a small number of challenging students adversely affect this percentage.</p> <p>Impact of Inclusion centre on SEND up to July 2019 Year 7 EHCP 84.6 % (2 pupils) Year 8 SEN Support 92.83% (4 pupils) Year 9 EHCP - None Year 10 EHCP -87.15% (4 pupils) Year 11 EHCP – 92.3% (3 pupils)</p>		
<p>Improved levels of parental engagement from the parents of disadvantaged students</p>	<p>Targeting ‘Hard to Reach’ Parents, monitoring their engagement with parental Information Evenings and Progress Review Evenings.</p> <p>Provide on-going support, guidance and (when appropriate) challenge to help them to support their children more</p>	<p>Parental Engagement needs to remain a priority. Attendance at some key events is relatively strong for PP parents but we need to maintain this as a constant focus. Low attendance at some of these key events is also indicative of low aspiration/lack of pararental engagement with education adds further wait to our plan to target the curriculum to inspire/motivate vulnerable students.</p> <p>PP Attendance at Student led Conference: Y7 PP 73% Y9 PP 75%</p> <p>PP Y7 Parents Evening: 82% PP Y8 Parents Evening: 84% PP Y9 Parents Evening: 64% PP Y10 Parents Evening: 41% PP Y11 Parents Evening: 89%</p> <p>PP attendance at Y11 E&M Study Skills Evening 46% of RED target group (most vulnerable/including PP)</p> <p>PP Attendance at Y9 Curriulum Evening: 31% PP Attendance at Y11 Curriulum Evening: 23%</p>		

	effectively through secondary school.	Y8 Progress Review: PP: 72% Y10 progress Review: 70% Y11: 87%		
	Develop the role of the TAS to support more effectively PP students.	<p>The impact of TAS on the Y7 accelerate groups has been positive with students in these key classes as seen through low ATL scores, improvements in Reading Ages, improving attendance.</p> <p>Restructuring of the TA team took place in July 2019 in order to involve TAs in the running of Homework Clubs. Attendance of students in Y7/Y8 Accelerate Groups as follows:</p> <p>7SA 94% 7NA 95% All Y7 97%</p> <p>8NA: 94% 8ST: 96% All Y8: 96%</p>		