

Pupil premium Strategy Impact Review – September 2019

A. Review of Impact and Expenditure				
Previous Academic Year		2018-19		
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
<u>A</u> - Increased attainment in maths for Disadvantaged students, particularly underachievers in current year 11.	Splitting the year group (seven form entry) teaching of Maths into eight teaching groups.	<i>Medium Impact</i> <i>P8 Maths fell slightly from +0.10 to +0.09.</i> <i>There remains a significant gap to English (+1.1).</i>	<i>Teaching eight groups allows for smaller group sizes and higher quality teaching for all. Progress of disadvantaged students in maths remains at 'good'.</i> <i>Approach is set to continue. Teaching and Learning strategies employed by Maths department for the whole year group last year have not seen the results yet, but are intended to have impact over a longer time period.</i>	£60,000

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
A: Increased attainment in Maths for the Disadvantaged students who are 2 more grades below their target grade in year 11. P8 score for Disadv students in excess of +0.53	1:1 / small group Maths lessons, additional to timetabled lesson. DTT approach for all students. SMART resources specific to student needs eg Pixl App in Maths. Each student below 4 and 5 threshold on a specific plan in Maths.	<u>Medium Impact</u> <i>P8 Maths fell from +0.10 to +0.09. Progress has been maintained but there remains a large scope for improvement.</i>	<i>Identification of struggling students was clear. Regular intervention took place and good progress was made. Disadvantaged students still underperformed in key foundation topic in their final exams, lagging behind non-disadvantaged in a number of A01 topics. Intervention need to start earlier in the year and students given the resources they need earlier.</i> <i>Students will be given revision resources early in the year and intervention teacher will track use of these. Intervention to begin from the start of Year 11.</i>	(see below)
A: Increased attainment in foundation subjects for Disadvantaged students who are 2 or more grades below their target grade in year 11. P8 score in Ebacc element of +0.5. P8 score in Open slots +0.4	Strategy group management. CPD on sharing priorities and new learning. Leadership of HOF group to deliver results on target in subject areas. SLT LM of data half termly reviews to monitor and respond to learning. Co-ordinated intervention strategy.	<u>Medium Impact</u> <i>Overall P8 for Disadvantaged students fell slightly from +0.64 to +0.61</i> <i>P8 in Ebacc is +0.62</i> <i>P8 in Open Slots +0.61</i>	<i>Despite successful data, a fully coordinated approach across the school is not yet in place. More knowledge of the key students is needed, and this knowledge needs to drive specific targeted changes.</i> <i>Disadvantaged lead needs to work closer with HODs/HOFs to ensure that disadvantaged strategy is embedded in the workings of every department. This requires more analysis of the key data each half term and a more focussed list of actions to be delegated to departments.</i>	(see below)

<p>B: Staff to have thorough knowledge of who Disadvantaged students are and their targets/strategies for specific support and improvement.</p>	<p>Strategy Group. CPD and sharing of Priorities. Monitoring Seating Plans and Learning walks.</p> <p>Disadvantaged strategy group to ensure that we meet the needs of all 37 disadvantaged students in year 11.</p> <p>Disadvantaged students have full resources and support in place to enable effective revision.</p>	<p><u>Medium Impact</u> <i>Individual staff knowledge of Disadvantaged students was good. Staff can readily identify Disadvantaged students and their barriers, but this knowledge has not universally translated into parity of performance vs non-disadvantaged.</i></p> <p><i>All students had access to a significant range of revision material and support but this can be better embedded and tracked across KS4.</i></p>	<p><i>More forensic detail is required right from the start of Year 11 to ensure that barriers are tackled early on, by PSAs, HOYs, subject leads and disadvantaged lead.</i></p> <p><i>Strategy for Disadvantaged students must be included in the workings of every department. Disadvantaged lead to increase detail of student profiling. Performance analysis and response must be half termly.</i></p>	<p>(see below)</p>
<p>A: Reading intervention prioritised in year 7 and year 8 will improve reading skills; student's reading mileage and their attitude towards reading.</p>	<p>1:1 intervention of students identified by English department.</p>	<p><u>High Impact</u> <i>Summer exam results for English: Year 8 Disadvantaged students 91% at or above target. Year 7 Disadvantaged 83% at or above target.</i></p>	<p><i>Will continue, with continued oversight and constant review by English Department and Disadvantaged lead.</i></p>	<p>(see below)</p>
Total budgeted cost				£75,000

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

<p>C- Increased participation and engagement in school life. Extra-curricular activities eg. Sporting, music/ drama, debating, cultural trips in Year 10 and 11 Aspirations. Staff to ensure that disadvantaged students are offered and taking up the same opportunities as non disadvantaged students.</p>	<p>Disadvantaged lead to work through the Pastoral team school structure. School effectiveness group contribution from disadvantaged lead.</p> <p>Tutors, HOY along with other staff who are organising extra-curricular events will ensure that the number of disadvantaged participating equates to the number of disadvantaged in the school.</p>	<p><u>Low Impact</u> <i>Serviam Passport data shows that Disadvantaged students' participation lagged behind that of the Non-Disadvantaged.</i></p>	<p><i>Tracking of participation and follow up took place too late in the year. There was a big improvement in the spring and summer term, but students did often not have time to achieve their target number of activities. In 2019/20 there is a revamped online portal ("The App") to direct students to their cultural entitlement across KS3 and KS4. The success of this approach cannot rely on The App itself, but rather the rigorous follow up from HOYs and tutors. Disadvantaged lead must champion the entitlement of the key vulnerable students, report on take up and ensure that staff are following up.</i></p>	
<p>D - Increased attendance rates for students who had an attendance of less than 92% in 2017/18. Focussing particularly on year 10 &11</p>	<p>PSAs, tutors, HOY</p>	<p><u>Medium Impact</u> <i>Overall Disadvantaged attendance has risen from 94.96% to 95.04%. Overall number of Disadvantaged Persistent absentees dropped from 28 to 27. Year 10 students going into Year 11 dropped from 7 to 4, but Year 9 going into Year 10 stayed at 12.</i></p>	<p><i>Tutors must be more proactive in chasing up absences amongst the disadvantaged cohort. Follow up actions must be more rigorous from HOYs and disadvantaged lead.</i></p>	
Total budgeted cost				£44,880