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Pupil premium grant allocation

Summary information			
Date of most recent pupil premium review:	September 2019	Date of next pupil premium review:	July 2020
Total number of students on roll:	504	Total pupil premium budget:	£83,200
Number of students eligible for the pupil premium:	99	Amount of pupil premium received per child:	£840.40 (average)

Year 7:	25
Year 8:	20
Year 9:	18
Year 10:	21
Year 11:	15
Year 13:	0

The total number of Pupil Premium eligible students at the time of this review represents 20% of the total number of students in the school. Therefore, where strategies identified on this plan are whole school measures, costs are deducted from the Pupil Premium budget at 20% of the total cost of the intervention and this will be indicated throughout this document where relevant.

Barriers to future attainment

Academic barriers to future attainment

Academic barriers	
A	Level of literacy. According to Hart and Risley (1995), when students from lower SES groups start school, they have, on average, spoken about 2.5 million words, whereas those from higher groups have spoken 4.5 million words (Hattie, 2008, p.62). Hutchison and Dunford (2016) state that by the age of three, disadvantaged children are – on average – 18 months behind their peers in early language development and typically the gap continues to widen as children move through the education system (Sharples et al, 2011).
B	Acquisition of surface learning. Black and William (2018) argue that: “Children from working class families, who are only familiar with the restricted code that is required of their everyday language, may find it difficult to engage with the elaborated code that is required by the learning discourse of the classroom and which those from middle class families experience in their home lives.” Hirsch (1999) presents this as “the children who possess intellectual capital...have the mental scaffolding and Velcro to catch hold of what is going on, and they can turn the new knowledge into still more Velcro to gain still more knowledge”.

Additional barriers to future attainment

Additional barriers	
C	Attendance. In ‘A guide to absence statistics’ the DfE reference multiple pieces of international research showing the statistical link between absenteeism and underachievement. Gottfried (2014) showed “significant relationships between school absences and neighbourhood attributes such as poverty, family structure, homeownership status, and race”.
D	Behaviour. Once students are in school they need to be able to pay attention in order to access the learning. The DfE state quite simply in ‘Supporting the attainment of disadvantaged pupils’ that “More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.”
E	Sense of belonging. The Matthew Effect, a concept coined by Rigney (2010), explores the educational context behind the idea the “the rich shall get richer and the poor shall get poorer.” Success breeds further success, which leads to greater engagement in school both inside and outside of the classroom, and by definition the opposite is true for students who perceive themselves to ‘fail’ – it entrenches the view that school is not for them. All of the above heavily contribute to the overall sense of belonging that students feel.

Intended outcomes

Specific outcomes		Success criteria
A	Improve the reading age of PP students in Years 7 to 9 to close gaps with peers.	<p>Using the Accelerated Reader (AR) adaptive reading age test:</p> <ul style="list-style-type: none"> On average, PP students' reading ages increase at a greater rate than one year of time spent. The gap between PP students and their peers narrows on average. PP students whose reading ages do not improve receive targeted intervention which leads to subsequent improvement.
B	For PP students in all years to acquire sufficient surface knowledge to access the curriculum, develop secure understanding of concepts and experience academic success.	<p>The school's internal assessment system will show:</p> <ul style="list-style-type: none"> PP students will consistently achieve 80%+ on knowledge/fact tests. PP students will produce authentic assessment responses which are at least in line other students, as judged by the standards expected for students of the same target grade. Where they do not achieve the standards expected first time, teachers will use a range of strategies to ensure that the student spends more time learning the key knowledge/skills until the appropriate standard is reached. Termly whole school tracking data shows achievement gaps closing with peers.
C	Improve attendance.	<ul style="list-style-type: none"> Overall attendance of PP students is improving with gaps to other students closing. Where there are persistent or recurring absence issues, appropriate intervention is in place in line with the school's attendance policy.
D	Behaviour in lessons is improved with fewer instances of low level disruption.	<ul style="list-style-type: none"> Revised behaviour system is applied consistently by all staff and enables parents and students to monitor behaviour. Increased number of positive behaviour points awarded by teachers. Reduction in number of negative behaviour points awarded. On average, PP students have fewer detentions and spend less time out of lessons in the consequence room.
E	Extended school day staffed from 8:15 to 5pm.	<ul style="list-style-type: none"> Extra-curricular provision and extended school day are accessed by PP students at least as often as their peers on average.

Planned expenditure for the current academic year (2019-20)

Quality teaching for all

Action	Intended outcome	Evidence and rationale	Monitoring	Staff lead	Cost	Review
<p>High quality CPD programme for all teachers:</p> <ul style="list-style-type: none"> • One full day training in September (Making it Stick: retention techniques for the knowledge rich curriculum). • One full day training in October (Cognitive Load Theory). 	<ul style="list-style-type: none"> • Teachers will employ a range of strategies from the training to improve long term memory and retention. • Students will spend more time thinking in lessons and make better notes on key concepts. • Improvement in test scores, long term progress and exam results. 	<p>High quality teaching for all. Quality of teaching effect size = 0.77 (Hattie, 2009, p244).</p>	<p>Weekly learning walks.</p> <p>3 x 1 hour lesson observations per teacher as part of appraisal process.</p>	<p>DST</p> <p>£47.00 per hour</p>	<p>20% of £1,325.50 Making It Stick</p> <p>20% of £1,430 Cognitive Load Theory</p> <p>£1500.00 ELSA training</p>	
<p>Purchase software to be used by all teachers to track pupil progress (4Matrix).</p>	<ul style="list-style-type: none"> • School is able to analyse student performance against target grades and gaps between disadvantaged students and peers. • Appropriate interventions can be targeted at students who are falling behind. 	<p>Must be able to analyse class data in order to identify where disadvantaged students are underperforming.</p>	<p>Termly review of impact as pupil tracking data updated.</p> <p>Closer monitoring of target students through school's internal assessment trackers.</p>	<p>SUN (purchase)</p> <p>DST (monitoring)</p>	<p>20% of £960.00</p>	

<p>Purchase software to be used by all teachers to promote positive behaviour across the school (Class Charts).</p>	<ul style="list-style-type: none"> • All staff follow the behaviour system consistently. • Students and parents have access to live behaviour data, which has a positive impact on their actions. • School leaders able to analyse patterns of behaviour and plan interventions accordingly. • A consistently high level of positive points awarded by all staff improves student attitudes and provides access to trips/rewards. • Improvement in student behaviour through reduction in low level disruption, leading to better progress. • By tracking this on Class Charts, the amount of homework set and completed is significantly increased. 	<p>Classroom management effect size = 0.52 (Hattie, 2009, p244).</p> <p>Homework (secondary school) effect size = 0.64 (Hattie, 2009, p244).</p>	<p>Daily analysis of positive/negative points awarded by pastoral team.</p> <p>Fortnightly homework checks.</p>	<p>SUN (purchase)</p> <p>BWO/DST (monitoring)</p>	<p>20% of £1831.45 (Class Charts)</p> <p>£1240.33 (provision map)</p>	
Total budgeted cost:					£3850	

Targeted support

Action	Intended outcome	Evidence and rationale	Monitoring	Staff lead	Cost	Review
Employ a one-to-one tutor to support disadvantaged students in their learning across subjects, and specialist tutors for English and Maths.	<ul style="list-style-type: none"> • Specific barriers to achievement in each subject are identified for disadvantaged students who are falling behind in KS3. • This leads to personalised teaching focussing on core literacy and numeracy skills. • Students show sustained improvement. 	One to one tuition = up to 5 months additional progress (EEF toolkit).	Throughout the intervention period (quality assurance of materials, teacher/student feedback and quality of work produced).	DST	Full-time tutor £21,180 Maths and English tutors £200 per day – one day per week in each.	
Provide students in Y10/11 with an essential knowledge booklet for GCSE subjects.	<ul style="list-style-type: none"> • Using tutor time, a minimum of 20 minutes per day is spent focussed on learning the core content of each subject. • Long term memory and ability to recall information is improved – which helps students to learn new information in lessons. • Better understanding shown in fact tests and assessments. 	Knowledge as the foundation for deeper conceptual understanding (SOLO taxonomy). Carroll’s model for learning (time spent/time needed).	Heads of house to monitor the standards in tutor group sessions. Teachers and heads of subject review the impact of core knowledge through fact tests and authentic assessments.	DST	20% of £1426.00	

<p>Purchase software to promote reading/literacy and monitor progress (Accelerated Reader) in Y7 - 9.</p>	<ul style="list-style-type: none"> • Reading age tests allow for termly monitoring and identification of appropriate books for students. • All students read a book which sits in the zone of proximal development based on their reading age. • Using tutor time, a minimum of 20 per day is spent reading an appropriate fiction book. • On average, PP students' reading ages increase at a greater rate than one year of time spent, and gaps with peers are narrowed. 	<p>Literacy and reading age is a barrier to accessing the curriculum.</p>	<p>Head of English to monitor impact termly as reading age tests are sat, with more regular checking of quiz completion and books read between these times.</p> <p>Heads of house to monitor quality of tutor</p>	<p>DST</p>	<p>20% of £3068.83</p>	
<p>Employ a Pupil Premium 'Champion'.</p>	<ul style="list-style-type: none"> • Students are equipped and better organised in their study habits. • Behaviour and concentration in lessons is improved as a result of increasing sense of confidence and wellbeing. • Students consistently complete their homework to a good standard. 	<p>Support with organisation and reflection on study/behaviour habits.</p>	<p>SCA review impact of one-to-one sessions through teacher/student feedback.</p> <p>LFA monitoring behaviour trends. Teachers and subject leaders tracking performance in assessment.</p>	<p>BWO/SSU</p>	<p>£28,081 FTE</p>	

Employ an attendance officer.	<ul style="list-style-type: none"> • Overall attendance of PP students is improving with gaps to other students closing. • Where there are persistent or recurring absence issues, appropriate intervention is in place in line with the school's attendance policy. • Subject assessments show secure knowledge and understanding as a result of being in school regularly. 	Improving attendance has a direct link to improved achievement.	BWO (strategic overview) SWE (daily review)	BWO	£24,119 FTE	
Total budgeted cost:					£77,077.40	

Engagement in the school

Action	Intended outcome	Evidence and rationale	Monitoring	Staff lead	Cost	Review
Provide staffing for breakfast and after school homework clubs.	<ul style="list-style-type: none"> Extra-curricular provision and extended school day are accessed by PP students at least as often as their peers on average. 	<p>Providing students with the opportunity to have breakfast helps concentration in lesson, and a study space allows for homework to be completed consistently.</p> <p>Homework (secondary school) effect size = 0.64 (Hattie, 2009, p244).</p>	SUN/DST	SUN	<p>20% of £1,217 (breakfast)</p> <p>20% of £5,146 (homework)</p>	
Further develop the extra-curricular programme through subsidised activities.	<ul style="list-style-type: none"> Extra-curricular provision and extended school day are accessed by PP students at least as often as their peers on average. 	To ensure that economic disadvantages do not present barriers to experiences which may increase cultural capital.	SCH	SCH	£1000	
Total budgeted cost:					£2272.60	

Review: September 2020

Review of expenditure for the previous academic year (2018-19)

Target area	Intervention	Budget allocation	Review
ICT licences	Accelerated Reader SAM learning RaiseOnline and SISRA Wordwall	£12,200	<ul style="list-style-type: none"> Wordwall subscription cancelled and SAM Learning reduced from full school subscription to individual licences for targeted students. SISRA not as effective under new KS3 and KS4 assessment systems so this licence has been cancelled and will be invested in an alternative tracking system.
Professional services	Relate counselling Educational Psychologist (copper package) Elevate Education Study Skills Music lessons Transport	£11,000	<ul style="list-style-type: none"> Elevate study skills sessions not repeated. Music lessons underused but where taken up were very positive – need to increase participation for PP students.
Educational equipment	Wave 2 intervention services Intervention, advice and guidance Educational visits Hegarty Maths Photocopying Uniform Other (personal equipment for students)	£6,000	<ul style="list-style-type: none"> Hegarty Maths to be replaced by Maths Watch which is a far cheaper resource but offers a very similar level of support.
Staffing	Learning mentor Additional support Homework club	£50,000	<ul style="list-style-type: none"> This area will need further exploration once timetabling is complete. There might be a slight change based on personnel, but the expectation is that similar interventions will be included in the curriculum during the next academic year.

Impact of expenditure for the previous academic year (2018-19)

2019 leavers	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
No. of pupils	15	2356	398752
P8 score & CI	-0.5	0.02	0.13
	(-1.14 to 0.15)	(-0.03 to 0.07)	
A8 score	35.5	48.7	50.3
English & maths at grade 5+	20%	46%	50%
English & maths at grade 4+	47%	73%	72%
EBacc at grade 5/C+	0%	18%	21%
EBacc at grade 4/C+	0%	28%	29%
Entering EBacc	47%	41%	45%

Internal end of year data	Year 10	
	Pupil Premium	Other pupils
No. of pupils	15	89
P8 score	0.1	0.14
A8 score	40.4	50.1
English & maths at grade 5+	13%	46%
English & maths at grade 4+	13%	57%
EBacc at grade 5/C+	13%	39%
EBacc at grade 4/C+	14%	56%
Entering EBacc	73%	84%