PUPIL PREMIUM
STRATEGY 2018-2019
IMPACT TERM 1

"If we can respond to the massive challenge to use the Pupil Premium funding to close the gap, we will have gone a long way to fulfil the purpose of education for the young people who need it most. We will have accepted the notion that no young person, by virtue of their birth, should necessarily achieve less than others"

(Sir John Dunford National Pupil Premium Champion,
September 2013 to August 2015)

5. Planned expenditure					
Academic year		**2018/19**			
The three headings below enable schools to demonstrate how they are using the Pupil Premium funding to improve classroom pedagogy, provide targeted support to support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	**Chosen action/ approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
A. To diminish the difference in Attainment 8 and Progress 8 outcomes for PP students and their NPP peers	Support and provide training from PiXL for staff (Core subjects) and the sharing of best practice	The A8 gap and P8 gap between PP students and NPP students have narrowed. Having a focus on this group is a key to school improvement; hence pupil premium is a key priority on the school SIP.	Focus is on all staff Dissemination of practices from PiXL training Strategies are shared regularly through CPD, academic board meeting, pastoral department meetings and focus friday sessions.	SWI HOD DDU	Sep 19
	Review the curriculum to ensure it is meeting the needs of all learners	The context of year groups varies and it is important to review the pathways and guidance designed for students; using resources efficiently to ensure a range in our offer	Curriculum audit done by SLT Data analysed to guide students in meeting their needs Focus on reflective practitioners and sharing best practice through peer observation and Focus Friday Continuous focus building on quality first teaching. Lesson observations, learning walks and student voice.	HT SWI SPO	March 19

	Google classroom to support students in taking responsibility for their learning inside and outside of the classroom	Evaluating the quality of effective homework to help students in making good progress Support provided to students to access the curriculum material as this reduces the cost of purchasing teaching materials and resources	Monitoring homework Monitoring of assessment Tracking and analysing of student's progress	KWI MSI HOD	March 19
	Effective the tracking of student's progress and attainment to implement effective strategies to significantly improve the progress between English and Maths	Quality first teaching will improve results. Effective monitoring and strategies will improve the progress of all students	Lesson observation, learning walk and work scrutiny to support the data Tracking and analysing of student's progress	SWI RKO SAS	March 19
	Kerboodle used to support the teaching of science Science and MFL	High quality resources helps to develop effective strategies and useful interventions to address underperformance as well as to challenges learners	Sharing best practice Tracking and analysing of student's progress	IBA LSI	Sep 19
B. Increase level of literacy for PP students	Precision teaching	This focuses on accuracy and fluency in children reading.	Using literacy posters to promote learning in the classroom Promote student's engagement in lessons through research and discussion	RKO	Sep 19
	Literacy reps meeting regularly to embed literacy in all lessons	Literacy is required in a vast majority of subjects especially the new format of the new specifications. Evidence shows a whole school approach to literacy and a common language can enhances progress in literacy.	Improve the teaching of literacy Promote literacy through literacy posters, challenging disengagement, using target questions Enthuse and engage students with the necessary skills to make progress Regular monitoring and tracking of average reading age per year and by groups.	RKO CMC SWI	Sep 19

	Reading lessons in curriculum time – English	Extended reading has been proven on numerous occasions internally and externally that it make a substantial impact on reading ages and attitude to reading	Records of reading ages Tracking and analysing of student's progress	RKO	Feb 19
C. PP students make progress by receiving first quality teaching and learning and effective intervention equality of progress with all students. D. students eligible for PP identified as high attaining from KS2 level make as much progress as other students identified as high attaining, by the end of Key Stage 4	Continue to improve the quality of teaching and learning so students experience consistent first quality lessons	Coherent approach to teaching and learning through focus sessions/Insets/twilights	Maintain and improve the quality of marking and feedback feedback Monitoring through lesson observation Regular monitoring and tracking of student's progress Regular work scrutiny of student's book	SWI HOD	Sep 19
	Secure the improvement in the learning of maths to ensure students make progress using Hegarty maths as a resource	Improvement in maths performance in relationship to other subjects across the school	Hegarty maths training and dissemination to staff Improve the quality of teaching Improve the quality of numeracy across the school Tracking and analysing of student's progress	SAS	Sep 19
	High quality feedback is linked to outstanding progress in curriculum area	Evidence from EEF toolkit on the impact of effective marking and feedback strategies Recommendations from previous PP reviews	Sharing best practice Improve the quality of teaching Monitoring through lesson observation Regular monitoring and tracking of student progress Regular work scrutiny of students book	SWI DDU HOD	Sep 19
	Whole school focus on challenging the more able PP students	Disadvantaged and more able students needs to be challenged more (OFSTED, 2018) Data indicates that that HAP PP	PiXL training for More Able Coordinator Improve the quality of teaching CPD training to support lesson	SPO AHU HOD	Sep 19

		students are performing at the same level from the same starting point as their peers	delivery HAP students continue to be clearly identified by all and tracked in lessons Regular monitoring and tracking of student's progress		
			PIXL	£5000	
			CPD & other training	£15000	
			Kerboodle & Hegarty maths	£2000	
			Total budgeted cost	**£22,000**	

ii. Targeted support

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. To diminish the difference in Attainment 8 and Progress 8 outcomes for PP students and their NPP peers	Target meetings, KS3&4 PP students will have a 1 to 1 meetings, to ensure that their targets are set, needs are met and the appropriate support is offered to help them to make progress 4 week leadership programme for Year 10 - Reward Trip Year 9 leadership sessions	All PP students needs to feel valued and be known in the school by all staff All Year 10 PP students grouped into 4 groups Motivated students to attend in the morning before school Guidance for KS4 options	List generated from data collection termly Tracking of student's progress Records kept of all meetings Intervention and support designed and implemented to support student attainment and progress	SWI CMC HOD PL	Sep 19

	Rapid progress in all subjects through intervention sessions for a small group of students	Feedback from teachers and students show that smaller class size have a positive impact on behaviour for learning and progress.	Students with the needs are identified Teachers to deliver sessions to small group based on the analysed data through 4 matrix which will indicate an awareness of immediate needs to be addressed. Regular monitoring and analysing of student's progress	HOD	Sep 19
	Smaller class sizes in Maths and science in Key Stage 4 by providing an additional teacher	Feedback from teachers and students shows that the smaller class sizes have a positive impact on behaviour for learning and also on progress. Teachers analyses the data through 4 matrix which will indicate an awareness of immediate needs to be bet. Smaller class sizes identified for students not making progress and supported with intervention in class	Teachers analyse the data through 4 matrix which will indicate an awareness of immediate needs to be met. Smaller class sizes identified for students not making progress and supported with intervention in class Tracking of student's progress	SAS	Sep 19
	Numeracy booster withdrawal sessions for year 10 and 11	Feedback from teachers and students shows that the smaller class sizes have a positive impact on behaviour for learning and also on progress.20 students selected per group in small groups for additional numeracy boosters 2 times per week over a 12 week block.	Teachers analyses the data through 4 matrix which will indicate an awareness of immediate needs to be met. Smaller class sizes identified for students not making progress and supported with intervention in class Tracking of student's progress	SAS	Sep 19

	Year 7 numeracy and literacy bespoke programme	Pupil premium students entering secondary school with an average score below national average, needs to be supported in both numeracy and literacy to enhance their progress to be inline with their peers	Teachers analyses the data from student's KS2 entry data Assessment done to check/triangulate entry data Students are identified and intervention group set up Monitoring and tracking of student's progress	SAS RKO	March 19
	Numeracy sessions at lunchtime and after school	Dedicated time set aside for all PP students not making progress in Maths to build on numeracy.	Peer tutoring done my Maths Ambassador to raise confidence in maths amongst the PP students which will increase their mathematical competence Evaluations of Impact Registers kept Case studies Tracking of student's progress	SAS	Sep 19
B. Increase level of literacy for PP students	First Story	KS4 initiative to build confidence in creative writing through poetry and Oracy amongst specifically PP students to create growth in their self-esteem, confidence and communication skills	Evaluation of the sessions Monitoring and tracking of student's progress	RKO	Sep 19
	Library Reading Club	Reading helps to improve students literacy which is a prerequisite in all subjects	Attendance registers of lunchtime and after school sessions are kept by the librarian and monitoring is done by the HOD of English Case studies	Librarian RKO	Sep 19
	Identification of small groups to be included in Phonics to focus on basic reading	Having specific member of staff to focus on supporting the small group helps to build student's confidence which will impact on an improvement in student's outcome	Records of reading age are kept Tracking of student's progress Department strategies to support the progress of students	RKO	Feb 19

A. To diminish the difference in Attainment 8 and Progress 8 outcomes for PP students and their NPP peers D. students eligible for PP identified as high attaining from KS2 level make as much progress as other students identified as high attaining, by the end of Key Stage 4	Students to have targeted support from external agencies, providing intervention to ensure progress	Poor attendance of students and the lack of parental engagement in some cases leads to slow and poor progress in school Support students in overcoming barriers and to help breakdown the social, emotional and behavioural barriers to learning that they are experiencing	Records kept of meetings and attendance tracking support and intervention Parents attendance to meetings including Progress meetings	SPO DBA PL ITA	Sep 19
	Additional provision provided to support student's outcome and improving their progress and attainment 8 score - TLM course	Students all need to make progress and achieve qualifications to support their post 16 and 18 pathways. Offering a level 1/2 qualification helps to motivate students in achieving more as they have an another subject to add to their list of qualification	Students are identified Attendance register is kept Monitoring and tracking of student's progress	SWI	March 19
	Chaplaincy	A safe space with experienced support to support vulnerable students going through difficult circumstances.	Case studies	EMO SPO	Sep 19
			Additional staffing for Maths and booster sessions		£30,000
			Phonics programme		£25,000
			External agencies		£25,000
			More able support		£10,000

TLM Course	£1500
First Story	£4500
Library staff	£3000
Other Intervention and support	£7,000
Total budgeted cost	**106,500**

iii. Other approaches					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
A. To diminish the difference in Attainment 8 and Progress 8 outcomes for PP students and their NPP peers B. Increase level of literacy for PP students	Free breakfast club sessions	Students who are in school early are less likely to be late, more prepared for their day and have a greater amount of time with positive role models. Having a nutritious breakfast maintains focus, concentration and substantially improves behaviour.	Registers taken and tracked Evaluation of sessions Tracking of student's progress	CMC	Sep 19
D. students eligible for PP identified as high attaining from KS2 level make as much progress as other students identified as high attaining, by the end of Key Stage 4 E. Raise the aspirations of PP students	Stationary cupboard ICT equipment Revision aids Teaching material for D&T Food	PP students will have monitored access to necessary supplies, workbooks and resources in year 10 and year 11 Revision guides and appropriate texts are provided free of charge to student premium students. PP students often times attend	All requests approved and monitored to ensure value for money. Participation in D&T food lessons	SWI CMC	Sep 19

		lessons without ingredients for cooking class which impacts on their learning			
	Careers interviews, career meeting, workshops and work experience	All students receive careers guidance through wellbeing lessons in all year and an interview with a Career Advisor. KS3 PP students will also receive career guidance through 1 to 1 sessions and workshops Year 10 students experience 1 week of work experience	Record of interviews are kept Participation in work experience Workshops documents and session evaluation forms reflects impact Year 9 options workshop	DPI IBA CBE	Sep 19
	Monitoring of students attendance and follow up quickly.	Attendance have a positive impact on attainment and this needs to be address as a key step for improvement in attainment.	Attendance and progress discussed termly. Early intervention group identified Letters are sent home to families regularly and immediately - records are kept EWO to support school with home visit	SPO PL LFO	Sep 19
	Monitoring of students behaviour and follow up quickly.	Positive behaviour have a positive impact on attainment and this needs to be address as a key step for improvement in attainment.	Behaviour and progress discussed termly from data analysis Early intervention group identified Letters are sent home to families regularly and immediately - records are kept	SPO PL JCA	Sep 19
	Uniform allowance to support those in need	Essential support is important for families to access subsided uniformed when required due to challenging circumstances	Records are kept of interventions Tracking of student's progress	SPO	Sep 19

	Trips, enrichment and other opportunities to enhance learning outside of the classroom	Educational visits helps to engage students in their learning to positively impact on their progress and build on their cultural capital	Trip and activities are organised by various trip organisers to support the learning for e.g. Lion heart challenge programme Brecon and Beacons trip Lille trip Paris trip FEM project	SPO PL DPI HOD AHU	Sep 19
D. students eligible for PP identified as high attaining from KS2 level make as much progress as other students identified as high attaining, by the end of Key Stage 4

 E. Raise the aspirations of PP students | More able projects and trips to raise aspirations for academic success | HAP PP students needs to make more progress in line with students nationally. Opportunities to raise aspirations such as visits to universities in particular Russell Group ones such as Cambridge, Imperial London. Being involved in special projects with external bodies needs to be created to promote academic excellence in the school. | Studied identified and support and guidance provided through 1-1 meetings Records are kept Tracking of student's progress | AHU PL HOD | Sep 19 |
E. Raise the aspirations of PP students	Lambeth Black Caribbean Aim High Project	Educational visits helps to engage students in their learning to positively impact on their progress and build on their cultural capital and raise aspirations	Student survey Attendance register behaviour/attainment logs to show student progress	SWI	Sep 19
	Motivational seminars and acknowledging and celebrating and rewarding students success when targets are met	Students responds well to external motivational speakers and specific praise	Not academic rewards and this is shared in Prize giving and Year assemblies Tracking of student's progress Records are kept Reward assemblies	SPO PL CMC	Sep 19
	FEM Project	Educational opportunities to help students improvement in self	Tracking of attendance Tracking of student's progress	LHA CBE	Sep 19

		esteem, self-confidence and leadership skills boost students engagement in their learning, positively impacting on their progress		GSA	
	Academic and Peer mentoring	Combatting the barrier to learning that PP students face of lacking academic organisations Guidance for students to prepare for lessons	Monitoring and tracking of student's progress	CMC	Sep 19
				Careers & advice	£5,000
				Rewards	£15,000
				Trips & Enrichment	£25,500
				Breakfast Club	£10,000
				Lion Heart Challenge	£4000
				Additional resource	£11,500`
				Uniform	£3000
				FEM Project	£2000
				Total budgeted cost	**£76,000**

Areas of Development	Planned expenditure
Quality of teaching for all	£22,000
Targeted support	£106,500
Other approaches	£76,000
Reserve Funding	£18,965
Total PP budget 2018/19	**£223,465.00**

Table 1: Students eligible for PP 2018-2019

2018-2019 cohort			
Year group	**Total cohort**	**PPG**	**PPG (%)**
7	82	29	35.3
8	71	41	57.7
9	84	38	45.2
10	95	49	51.5
11	112	53	46.9
12	44	12	27.2
13	23	5	21.7
TOTAL	511	227	44.4

Key Stage 3 Progress for 2018-19
YEAR 7 GAP ANALYSIS

Data to date, December 21st, 2018 All students = **82** Disadvantaged students = **29** Non Disadvantaged students = **53**
Green = Gap narrowed compared to previous data/year **Blue = Gap increased compared to previous data/year** **Orange = No change in Gap**

	Gap in % making at least Expected Progress	Gap in % making at least Near Expected Progress
English		
Disadvantaged	-16%	-4%
Non disadvantaged		
Mathematics		
Disadvantaged	-5%	-5%
Non disadvantaged		
Science		
Disadvantaged	-8%	-1%
Non disadvantaged		

Religious Studies		
Disadvantaged	-3%	-11%
Non disadvantaged		
Computing		
Disadvantaged	-1%	-1%
Non disadvantaged		
Art		
Disadvantaged	-6%	-8%
Non disadvantaged		
Drama		
Disadvantaged	-2%	-3%
Non disadvantaged		
French		
Disadvantaged	-16%	0%
Non disadvantaged		
Geography		
Disadvantaged	#DIV/0!	#DIV/0!
Non disadvantaged		
History		
Disadvantaged	-3%	-3%
Non disadvantaged		
Mandarin		
Disadvantaged	-9%	-9%
Non disadvantaged		
Music		
Disadvantaged	-14%	-1%
Non disadvantaged		
Physical Ed.		
Disadvantaged	8%	3%
Non disadvantaged		

Spanish		
Disadvantaged	**-13%**	**0%**
Non disadvantaged		
D&T		
Disadvantaged	**-5%**	**-11%**
Non disadvantaged		

YEAR 8 GAP ANALYSIS

Data to date, December 21st, 2018 All students = **71** Disadvantaged students = **41** Non Disadvantaged students = **30**
Green = Gap narrowed compared to previous data/year   Blue = Gap increased compared to previous data/year   Orange = No change in Gap

	Gap in % making at least Expected Progress	Gap in % making at least Near Expected Progress
English		
Disadvantaged	**10%**	**5%**
Non disadvantaged		
Mathematics		
Disadvantaged	**0%**	**1%**
Non disadvantaged		
Science		
Disadvantaged	**1%**	**4%**
Non disadvantaged		
Religious Studies		
Disadvantaged	**-6%**	**-1%**
Non disadvantaged		
Computing		
Disadvantaged	**8%**	**18%**
Non disadvantaged		

Subject		
Art		
Disadvantaged	7%	-1%
Non disadvantaged		
Drama		
Disadvantaged	16%	-7%
Non disadvantaged		
French		
Disadvantaged	-3%	-14%
Non disadvantaged		
Geography		
Disadvantaged	-5%	-4%
Non disadvantaged		
History		
Disadvantaged	10%	7%
Non disadvantaged		
Music		
Disadvantaged	-3%	2%
Non disadvantaged		
Physical Ed.		
Disadvantaged	5%	-9%
Non disadvantaged		
Spanish		
Disadvantaged	-9%	-1%
Non disadvantaged		

YEAR 9 GAP ANALYSIS

Data to date, December 21st, 2018 All students = **84**   Disadvantaged students = 38   Non Disadvantaged students = **46**
Green = Gap narrowed compared to previous data/year   Blue = Gap increased compared to previous data/year   Orange = No change in Gap

	Gap in % making at least Expected Progress	Gap in % making at least Near Expected Progress
English **Disadvantaged** **Non disadvantaged**	14%	14%
Mathematics **Disadvantaged** **Non disadvantaged**	-3%	8%
Science **Disadvantaged** **Non disadvantaged**	-24%	-22%
Religious Studies **Disadvantaged** **Non disadvantaged**	0%	5%
Computing **Disadvantaged** **Non disadvantaged**	14%	5%
Art **Disadvantaged** **Non disadvantaged**	11%	-3%
Drama **Disadvantaged** **Non disadvantaged**	14%	14%

French		
Disadvantaged	14%	17%
Non disadvantaged		
Geography		
Disadvantaged	8%	5%
Non disadvantaged		
History		
Disadvantaged	-14%	-8%
Non disadvantaged		
Mandarin		
Disadvantaged	#DIV/0!	#DIV/0!
Non disadvantaged		
Music		
Disadvantaged	-5%	16%
Non disadvantaged		
Physical Ed.		
Disadvantaged	-3%	22%
Non disadvantaged		
Spanish		
Disadvantaged	9%	13%
Non disadvantaged		

Key Stage 4 progress for 2018-19

YEAR 10 GAP ANALYSIS

Data to date, December 21st, 2018 All students = **95** Disadvantaged students = 49 Non Disadvantaged students = **46**
Green = Gap narrowed compared to previous data/year   Blue = Gap increased compared to previous data/year   Orange = No change in Gap

Subjects	Year 10 DC1			
	%=EP	**Gap in % meeting at least EP**	**%>NEP**	**Gap in % exceeding NEP**
English Disadvantaged	23	-3	19	-1
English Non-Disadvantaged	20		20	
Mathematics Disadvantaged	63	-10	18	12
Mathematics Non-Disadvantaged	53		7	

The % of students achieving at least their expected grade in English is better than that of Mathematics ; however the % of students near to achieving their expected grade mathematics is better than that of English.

YEAR 11 GAP ANALYSIS

Data to date, December 21st, 2018 All students = **112** Disadvantaged students = 53 Non Disadvantaged students = **59**
Green = Gap narrowed compared to previous data/year   Blue = Gap increased compared to previous data/year   Orange = No change in Gap

Subjects	Year 11 DC1			
	%=EP	Gap in % meeting at least EP	%>NEP	Gap in % exceeding NEP
English Disadvantaged	62	6	21	4
English Non-Disadvantaged	56		17	
Mathematics Disadvantaged	26	-13	26	6
Mathematics Non-Disadvantaged	39		20	

The % of students achieving their expected progress in English is better than that of mathematics; however the % of students near to achieving their expected grade is approximately the same in both.

YEAR 11 HEADLINE GAP

	Disadvantaged	Non- Disadvantaged	GAP
	Yr 11 DC 1	Yr 11 DC 1	Yr 11 DC 1
Pupils achieving EBacc	13.21%	16.95%	-3.74%
Pupils with 5+ inc E&M	20.75%	35.59%	-14.84%
Pupils achieving standard pass (4) or above in both E&M	41.51%	69.49%	-27.98%
Attainment 8 score in English	9.77	10.34	-0.57
Attainment 8 score in Mathematics	6.83	8.88	-2.05
Attainment 8 score	38.44	45.72	-7.28
Progress 8 score	-0.21	-0.11	-0.32

Year 11 Progress of Higher Ability Pupil Disadvantaged (HAP PP)

	2017 GCSE Results			2018 GCSE Results			2019 DC1		
	HAP	NON HAP	GAP	HAP	NON HAP	GAP	HAP	NON HAP	GAP
Cohort	18	25		20	15		9	22	
Attainment 8	50.01	57.88	-7.87	56.28	58.93	-2.66	54.78	60.68	-5.9
Progress 8	-0.78	-0.2	-0.58	-0.31	0.08	-0.39	-0.27	0.14	-0.41
Basic A*-C EM	88.89%	84%	4.89%	90%	86.67%	3.33%	88.89%	90.91%	-2.02%
English P8	-0.4	0.24	-0.64	-0.2	0.44	-0.64	0.91	0.46	0.44
Maths P8	-0.77	-0.45	-0.32	-0.66	-0.61	-0.05	-0.85	-0.12	-0.72
Ebacc P8	-1.05	-0.4	-0.65	-0.19	0.3	-0.49	-0.81	0.01	-0.82
Open 8 (other)	-0.77	-0.12	-0.65	-0.27	0.08	-0.35	-0.12	0.24	-0.37

YEAR 11 GROUPS ANALYSIS

	MAP	LAP	EAL	SEN	BLACK AFRICAN	BLACK CARIBBEAN	OTHER BLACK GROUP	OTHER GROUP
Cohort	34	4	28	11	10	25	3	4
P8 gap	0-.66	0.16	0.08	-0.43	-21.43	-0.97	-0.37	0.51
EM Gap (%)	-12.25	0	2.95	0	-0.11	15.43	16.67	0.51
English Gap (%)	11.03	25	6.83	1.52	3.57	23.71	33.33	30
Maths Gap (%)	2.88	0	3.57	0	4.17	0	0	0

The Pupil premium gap in mathematics is significantly large for the different groups of student compared to english except for the Black African students.

Post PPE Headline Figures : Pupil Premium

	Spring 2018 DC3		Summer 2018 GCSE Results		Spring 2019 DC2	
	PP	Non-PP	PP	Non-PP	**PP**	**Non-PP**
Cohort Size	63	54	63	54	**53**	**58**
Progress 8	-0.61	-0.02	-0.37	+0.12	**-0.23**	**0.00**
Attainment 8	39.12	41.34	41.44	42.81	**37.9**	**45.41**
Eng/Maths >4	40% (25)	44% (24)	46% (29)	46% (25)	**43% (23)**	**59% (34)**
Eng/Maths >5	30% (19)	33% (18)	29% (18)	35% (19)	**13% (7)**	**34% (20)**