

# PPG Strategy 2017-2018

Going Beyond What Schools Ordinarily Do

RESILIENCE • INTEGRITY • GENEROSITY • FULFILMENT • CREATIVITY

## LEADERSHIP AND MANAGEMENT

## QUALITY OF TEACHING AND LEARNING

## PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

## OUTCOMES

The Pupil Premium Leader champions the progress and well-being of all disadvantaged pupils by ensuring that all adults within the school are aware of the individual needs of the pupils that they work with. The Pupil Premium Leader works alongside the Progress Leaders and other middle leaders to quickly identify any pupils whose progress or well-being may need support and interventions are rapidly put into place. Middle leaders recognise how to support disadvantaged pupils in their own subjects and effectively implement strategies to do this. There are effective partnerships between pupils, their parents and teachers so that all stakeholders have a voice in how the strategy is deployed and adapted. Spending of the pupil premium grant is carefully monitored and the impact of all actions is routinely measured and evaluated.

Teachers and teaching assistants are acutely aware of the disadvantaged pupils within their classes and they ensure that they know their individual learning needs. Regular, meaningful feedback is given so that pupils know exactly what they need to do to improve further. Teachers ensure that disadvantaged pupils have access to the resources that they need to support their progress in lessons as well as for home learning.

The Pupil Premium Leader works alongside the pastoral team, EWO and Educational Psychologist to ensure that effective support is offered to pupils and their families to reduce any barriers that may have an effect on a pupil's attendance and progress at school. The attendance of disadvantaged pupils is routinely monitored to ensure that this is in line with their non-disadvantaged peers. All disadvantaged pupils are actively encouraged to take part in clubs, trips and competitions to enrich the curriculum. Parents are regularly provided with the opportunity to celebrate pupils' achievement and to discuss how they can support their child's wellbeing.

All pupils in receipt of the pupil premium grant meet or exceed their aspirational flight path targets in all subjects. Individual disadvantaged pupils who have been identified as not making the expected progress are supported to catch up through targeted interventions within and outside of lessons. Leaders at all levels ensure that assessments are accurate and timely so that any necessary interventions are put into place swiftly.

- Develop an effective partnership between the Pupil Premium Leader, Progress Leaders and teachers
- Train all middle leaders to enable them to empower their teams to support disadvantaged pupils in their subject area
- Create opportunities for pupil and parental voice to evaluate and develop the strategy
- Develop systems for evaluating the impact of PPG spending around 'softer outcomes'
- Ensure spending is accurately tracked and that its impact is measured at least half termly

- Develop teachers' and teaching assistants' expertise in giving meaningful feedback to enable pupils to make rapid progress
- Create systems to allow teachers to bid for funding from the pupil premium grant to purchase resources to support learning
- Ensure accurate pupil information enables staff to know their pupils well and to quickly target support where it is needed.
- Ensure teachers and middle leaders understand a range of effective strategies that can be used to support pupils to make rapid progress.

- Develop an effective partnership between the Pupil Premium Leader, pastoral team, EWO and Educational Psychologist
- Implement attendance intervention plans for identified pupils to ensure that the attendance of all disadvantaged pupils is above the National average and in line with their peers
- Ensure that all disadvantaged pupils attend at least one enrichment club each week
- Create links with higher/ further education providers to increase aspirations of disadvantaged pupils
- Opportunities are developed to engage parents more fully in discussions about pupils' achievements, well-being and areas for support.

- Immediately prioritise disadvantaged pupils who did not make the expected progress in 2016-2017 in class and in intervention groups
- Develop teachers' understanding and use of both formative and summative assessment to identify disadvantaged pupils in need of support
- Create systems that allow teachers to quickly highlight pupils in need of support to the Pupil Premium Leader and Progress Leaders and enact swift intervention
- Ensure that there are plans for appropriate KS4 pathways that enable all disadvantaged pupils to be successful

**Impact Statement**

**Strategy 2017-2018**

**Pupil outcomes**

(See Appendix One)

Disadvantaged pupils in **all** year groups **outperform** the progress of their peers nationally. This is across **all subjects** and is an **improving trend**. Average rates of progress are particularly strong in **Y7** and **Y9**.

In **Y7**, disadvantaged pupils at least **high rates of progress** in 10 of their 12 subjects. There are **very high rates** of progress in 6 subjects, including **English** and **Maths**

In **Y8**, disadvantaged pupils make at least **high rates of progress** in 7 of their 12 subjects, including **English** and **Maths**.

In **Y9**, disadvantaged pupils make at least **high rates of progress** in 8 of their 12 subjects. There are **very high rates** of progress in 5 subjects, including **English** and **Maths**

Disadvantaged pupils in all year groups **make strong progress, regardless of their starting points**. Rates of progress for disadvantaged pupils with **low prior attainment** are **particularly strong** in **years 8 and 9**.

**Attendance**

The attendance of disadvantaged pupils is **91.7%**. This is a **0.2% improvement** on 2016- 2017 data, although it is still below the national figure for all of 94.8%.

The attendance of disadvantaged pupils who were still on roll on in September 2018 is 92.1%. With the attendance figure of two pupils who have significant need removed, this rises to **93.7%**.

In **Y7** the attendance figure for disadvantaged pupils is **0.6% above the national figure** at 95.4%.

The persistent absence rate of disadvantaged pupils on roll at the end of the academic year was 21.4%. This is a **7.8% improvement** on 2016- 2017 data. Although this is still above the national figure for all of 12.8%, it is now **1% below** the national figure for disadvantaged pupils.

In **Y7** the persistent absence rate is for disadvantaged pupils is **4% lower than the national figure** at **8.8%**.

**Ofsted 2018**

‘Pupil premium funding is used imaginatively to support disadvantaged pupils. As a result, disadvantaged pupils make excellent progress in all aspects of their learning and develop into resilient young people.’

‘Disadvantaged pupils make excellent progress from their starting points, in line with their peers.’

Leadership and Management						
	Proposed cost to PPG budget (£)	Actual cost	Actions	By who?	When?	Commentary
Senior Leader- Pupil Premium champion	30000	30000- salary contribution	<p>Pupil data is tracked at least half termly to ensure high priority pupils have been identified and that support plans are in place.</p> <p>Communication with Progress Leaders is regular and purposeful and is used to continually shape the strategy.</p> <p>There is ongoing communication with all stakeholders in order to evaluate and develop the strategy.</p> <p>PPG spending is tracked and evaluated at least half termly.</p>	LMO	Ongoing	<p>See outcomes and attendance data above.</p> <p>Assessment, attitude to learning and attendance data is regularly scrutinised to identify priority pupils.</p> <p>PPG newsletters share up to date information, identifying priority pupils and strategies that can be used to support them.</p> <p>Focus of ALI NPQML training was the use Pupil Premium funding. Final report on impact is currently being written.</p> <p>Focus of MOB NPQML was peer mentoring. Tutor time programme established.</p>

Progress Leaders	2000	2000- salary contribution	<p>Priority pupils are identified through assessment information from teachers, leaders, EWO, WCs, parents.</p> <p>Support plans are written, actioned and reviewed.</p> <p>Communication with pupils, parents, teachers, leaders, EWO, WCs and Educational Psychologist is timely and purposeful.</p>	MOB/SLA	<p>At least once per half term</p> <p>As pupils are identified</p>	<p>PPG trustee now in place with visits taking place to discuss and challenge. Note of visit completed.</p> <p>Behaviour and attendance monitoring reports are in place.</p> <p>Introduction of weekly house meetings to aid communication with form tutors.</p> <p>Introduction of weekly attendance meetings.</p> <p>All middle leaders understand the academic concern data and have used this to identify priority pupils in for their subjects/ areas.</p>
Middle Leader training	3000	<p>3000 Salary contribution JTH</p> <p>Contribution to NPQML course</p>	<p>Leaders receive training to enable them to fully understand the data in order to prioritise the needs of pupils in their subject areas.</p> <p>Coaching programme established to enable middle leaders to support and challenge team members to ensure high quality provision for disadvantaged pupils.</p>	LMO	<p>Nov '17 and Jan '18</p> <p>Jan '17</p>	<p>ADE provided training of interpretation of A1 data. All MLs have analysed data to identify priority pupils and developed strategies to support pupils.</p> <p>Line Management meetings include regular discussion about strategies for supporting pupils.</p> <p>J. Thomas coaching of 2 middle leaders</p>
Parental engagement meetings/ communication with parents	500	0 Moved to trips	<p>Regular communication with parents to ensure that they know what the strategy can offer to their children</p> <p>Regular opportunities for parents to be invited into school to celebrate the achievements of their children.</p> <p>At least two opportunities during the year for parents and carers to evaluate and develop the strategy</p>	LMO	<p>Termly</p> <p>Termly</p> <p>March '18 and July '18</p>	<p>Parents communicated with regarding trip contributions via email.</p> <p>Individual parents contacted where there is an identified need.</p> <p><b>Parental engagement to be a focus for Heads of Year and form tutors during 2018-2019</b></p>
<b>Quality of Teaching and Learning</b>						
Staff training (feedback/ strategies to support pupils/ SIMS)	5000	5000 SIMS training Mint class package	<p>On-going training on feedback. Focus in lesson observations, drop ins and book scrutinies</p> <p>SIMS training received by all to enable teachers to find up-to-date information about disadvantaged pupils.</p>	LMO/CVE/AKE/ NRU	<p>Dec '17</p> <p>From Dec '17</p>	<p>Feedback training for all staff happened on 6/12. Updated feedback policy now in place.</p> <p>SIMS training has been received by all teachers and teaching assistants. All staff are able to access up-to-date information about individual pupils e.g attendance figures.</p> <p>Staff use the communications log to record interaction with parents.</p> <p>MINT class enables teachers to create interactive seating plans which highlight disadvantaged pupils. Leaders use these effectively to make observations of priority pupils in lesson observations and drop ins.</p>
Coaching +	-	0	All teachers take part in the coaching +	CVE	From Feb '18	Programme has been rolled out to Middle Leaders during Spring Term.

			programme and where relevant, feedback is used as a focus for teachers during their sessions.			Middle leaders use Mint Class to identify priority pupils during lessons observations and drop ins.
Subject specific resources	7000	7000	Middle leaders receive training that enables them to make informed decisions about resources and strategies that can support pupil progress.  Middle leaders are able to bid for funding, identifying how the resources will have an impact on pupil progress.	All middle leaders	Dec '17  Ongoing	Subject specific spend is documented. This is updated throughout the year with middle leaders measuring the impact of their spend through the outcomes for pupils in their subjects. See impact statement for details.  <b>2018-2019 KS4 to be a focus, particularly essential resources and equipment for GCSEs.</b>
Subsidised Chromebook leasing	4000	4000	All parents are made aware that they are able to receive subsidised Chromebooks.	KCH/ SAL	Sept '17  Ongoing as pupils join the school	The vast majority of disadvantaged pupils have access to their own Chromebook. Payments or repairs have been made where need is high to ensure lessons and homework aren't disrupted due to lack of this essential piece of equipment.  <b>2018-2019 Review leasing scheme for disadvantaged pupils to ensure this runs even more smoothly.</b>
<b>Personal Development, Behaviour and Welfare</b>						
Education Welfare Officer	8000	8000	Attendance data is systematically reviewed and is used to identify disadvantaged pupils whose attendance is below the national average.  Attendance support plans are written, actioned and reviewed in collaboration with progress leaders and welfare co-ordinators.	ASH/SWA/JBO/Education welfare officer	Fortnightly  Ongoing as pupils are identified	Attendance action plan written and routinely reviewed by leadership and trustees. See impact statement above  Weekly meetings with PPG lead and welfare co-ordinators.  <b>20 disadvantaged pupils and families</b> have been supported.  Of pupils that have received intervention, 16 have improved attendance since meetings  Development of PWC role to further support attendance from within school.  <b>2018- 2019 Reduce PA of disadvantaged pupils in Y9 and Y10.</b>
Educational Psychologist	5000	5000	Pupils in need of support are identified and support plans are written, actioned and reviewed in collaboration with progress leaders and welfare co-ordinators.	JBI/TBR/MOB/SLA	Ongoing	JBI has supported 4 disadvantaged pupils.  Whole staff training on emotional well-being has been delivered to enable staff to respond effectively to pupil need.  Training on behaviour strategies has been delivered to teachers to enable them to support pupils in their lessons.
Enrichment Clubs	1000	1000	Regular register reviews to ensure all disadvantaged pupils are attending at least one club.  Identification of pupils for whom attendance at an additional club may be beneficial.  Attendance at clubs is evaluated half termly for impact. Pupil voice forms part of the evaluation.	LMO/AKE/MOB/ SLA	Half termly  Ongoing  Half termly	Boxing club for 8 pupils identified in PASS survey as having a negative attitude towards school. Attendance at club linked to a reduction in pupils' consequences. No pupil remained an attitude to learning concern at HT 4.  Drumming lessons used as an attendance incentive following concerns from primary school. Pupil's attendance remains at 100%..  <b>2018-2019 Tracking of clubs for all pupils to be developed. Create opportunities for involvement in house competitions/ enrichment.</b>

			Opportunities created for pupils to attend clubs during school holidays.		Termly	
Trips	7000	11000	Parents are aware of funding available for curriculum and overseas trips.  Trips are routinely evaluated by pupils and teachers to measure impact.	LMO	Sept '17  Ongoing	Y7 camp is paid for for all disadvantaged pupils. All Y7 and Y8 have visited Hampton Court. 18 – Wales 4 – Iceland 5- Madrid 4- Ski trip 2- Art iTKA 2- Spanish exchange 10 – Ypres <b>15- Duke of Edinburgh not originally budgeted for</b> 4- Oxford University 100 x Cultural week Royal Veterinary College Kingston University  <b>2018-2019 Evaluation of impact of trips to be developed including impact on pupils' academic outcomes.</b>
Competitions (including sports)	1000	1000	Registers of participation in competitions are kept.  Competitions are routinely evaluated by pupils and teachers to measure impact on pupil wellbeing.		Ongoing from Sept '17  Ongoing from Sept '17	20 pupils (20%) represented school in sporting fixtures.  <b>2018-2019 Closer tracking of pupils participating in clubs. PE team to more routinely encourage disadvantaged pupils to represent the school.</b>
Kick Programme	6000	6000	Mentoring programme is established and evaluated for identified pupils.	ASH	HT2 onwards	Mentoring with 11 disadvantaged pupils Evidence of improved attendance and attitude to learning grades seen.  <b>2018-2019 New provider of mentoring service to be sought.</b>
Breakfast club	900	200 Remainder moved to trips	Breakfast club is established to support the attendance and punctuality of disadvantaged pupils.  Those pupils whose attendance/ punctuality is causing a concern are encouraged to attend.	LMO/ MOB/ SLA/ SWA/JBO	Sept '17  Ongoing	Breakfast club has not proven to be a popular option and is currently not running. There still remains the option for pupils to use The Nucleus area at the beginning of the day if they choose to.  Once the school has access to a kitchen area in the mornings, this can be relaunched.  <b>2018-2019 Investigate potential for breakfast study support group.</b>

			Attendance registers are kept and reviewed weekly.		Ongoing, weekly	
Attendance Incentives	300	0 Moved to trips	A range of incentives is developed to encourage pupils to attend school on time, every day.  Incentives form part of attendance support plans.	LMO	Spring Term	It was decided that attendance incentives would not have the desired impact on disadvantaged pupils' attendance.  The PWC role to support attendance has been developed in its place.
Uniform/ PE kit	500	100	There are systems in place that allow parents to request support to purchase uniform/ PE kit.	Operations Team	Ongoing	4 FSM pupils have been supported.
Lockers	2000	1305	Parents know that lockers are available for all disadvantaged pupils.	Operations Team	Ongoing	29 pupils have lockers to enable them to be organised for the school day.
Meals for military families	1700	0 Moved to trips	Parents from military families are made aware that school lunches are available at no cost.	LMO/KCH	Ongoing	Pupils from military families have not taken up the offer of school lunches this year.  2018-2019 <b>This will be reviewed once new food provider is in place.</b>
		<b>Outcomes</b>				
Staff training on assessment (formative/summative/SIMS/Mint Class)	-		All staff are made aware of the individual high priority pupils from 2016-2017.  All staff are made aware that the HPA disadvantaged group in Y8 and Y9 are a priority. Where appropriate, the progress of these pupils forms part of appraisal targets.  Seating plans and in class interventions are set up accordingly.  In class interventions for disadvantaged pupils are monitored.  Staff receive training on formative and summative assessment to enable them to make accurate judgements about pupil progress  Monitoring activities across the school focus on how assessment processes are used by all teaching professionals.	ADE/NRU/LMO	Sept '17  Sept '17  Ongoing from Sept '17  Half Termly  Half Termly  Ongoing	See outcomes data above.  Appraisal targets written to include focus on priority pupils.  Teachers use Socratic quizzes (or similar) to inform next steps for pupils. LMMs are used to discuss next steps for PPG pupils.  Learning walks and lesson observations focus on how teachers are using assessment data to support pupils.

Small group/ 1:1 intervention	10000	10000 Salary contribution	<p>Pupils identified through teacher/ leader data are targeted through short-term intervention programmes.</p> <p>Intervention programme focus on small- step targets based on specific needs of individuals.</p> <p>All interventions that take place outside of the classroom are routinely evaluated and impact on pupil progress is measured.</p>	LMO/Teaching assistants	Ongoing from HT 2  Ongoing  Ongoing	<p>See outcomes data above.</p> <p>There are 13 pupils who are SEND and disadvantaged.</p> <p>4 of these SEND disadvantaged pupils have been supported in the Y7 nurture group</p> <p>3 SEND disadvantaged pupils supported daily in Y9 maths group following A1 results</p> <p>2 SEND disadvantaged pupils weekly mentoring by welfare co-ordinator</p> <p>Teaching assistants are aware of priority pupils that they should focus on in the lessons that they support.</p> <p>Small group Maths and English interventions are in place.</p> <p>Peer reading takes place twice a week.</p>
Pupil conferencing	2500	2500	<p>Pupil conferencing takes place between leaders and pupils who are not making the expected progress.</p> <p>Identified pupils have a mentor who is a member of the senior or middle leadership team.</p> <p>Support plans are written in collaboration with progress leaders.</p>	LMO/senior and middle leaders	From HT3  From HT3  From HT3	<p>Used following identification of pupils from PASS and academic concerns.</p> <p>SLT mentors were trialed but this strategy should be reviewed for the coming year.</p> <p>Peer mentoring led by MOB as part of NPQML project was more successful with positive impact on attitudes to learning.</p> <p><b>2018-2019 Review role of mentors- who these are appropriate for, how identification takes place and what success will look like.</b></p>
KS4 pathways	-		<p>Leaders consider the individual needs of disadvantaged pupils when planning KS4 pathways. Subject leaders collaborate to ensure consistency in provision.</p> <p>Views of all stakeholders are considered.</p> <p>Provision for PPG pupils is highlighted in KS4 plans.</p>	ADE/CVE/Middle leaders	HT2/ HT3  HT2  HT3	All pupils have discussed their choices and guided to subjects that would match their strengths and interests.

BLUE: Achieving this target

GREEN: On-track to achieve- to continue into 2018-2019

AMBER: Working towards

RED: Limited/No progress

GREY: Action not continued

**Appendix One**

**Pupil numbers 2017-2018**

	Disadvantaged	Military	Total	%
Y7	32	0	32	17.7
Y8	29	1	30	16.4
Y9	36	1	37	22.0
Total			<b>99</b>	18.6
NATIONAL				29.2

**Pupil Data**

*Rates of progress comparative to FFT benchmarks*

**Y7**

DISADV (29 pupils: 16%)	A2 Average (All pupils)		Percentile	Rates of progress
<b>TKA</b>	<b>4.99</b>	<b>5</b>	<b>88</b>	<b>High</b>
English	5.06	5	95	Very High
Mathematics	5.18	5+	95	Very High
Science	4.97	5	86	High
Art	5.26	5+	92	Very High
Digital Literacy	4.50	5-	82	High
D&T	4.65	5-	83	High
Geography	4.32	4+	64	Average
History	5.27	5+	95	Very High
Music	4.79	5-	75	Above Average
PE	5.47	5+	95	Very High
Phil & Ethics	5.55	6-	92	Very High
Spanish	4.91	5	87	High

Y8

DISADV (29 pupils: 16%)	A2 Average (All pupils)		Percentile	Rates of progress
<b>TKA</b>	<b>4.84</b>	<b>5</b>	<b>78</b>	<b>Above Average</b>
English	5.21	5+	95	Very High
Mathematics	5.04	5	87	High
Science	4.29	4+	37	Below average
Art	6.00	6	95	Very High
Digital Literacy	4.79	5-	85	High
D&T	4.14	4	42	Average
Geography	4.07	4	42	Average
History	4.79	5-	80	High
Music	4.48	4+	55	Average
PE	5.64	6-	95	Very High
Phil & Ethics	5.21	5+	80	High
Spanish	4.41	4+	64	Average

Y9

DISADV (36 pupils: 22%)	A2 Average (All pupils)		Percentile	Rates of progress
<b>TKA</b>	<b>4.87</b>	<b>5</b>	<b>84</b>	<b>High</b>
English	5.09	5	95	Very High
Mathematics	5.29	5+	95	Very High
Science	4.47	4+	56	Average
Art	6.06	6	95	Very High
Digital Literacy	4.75	5-	87	High
D&T	5.00	5	93	Very High
Geography	3.88	4	41	Average
History	4.86	5	87	High
Music	4.37	4+	55	Average
PE	5.49	5+	95	Very High
Phil & Ethics	5.33	5+	87	High
Spanish	3.82	4-	43	Average

2018-2019 priorities: Y9 Science intervention

Other subject progress is consistent with non-disadvantaged group.