

2016-2017



Pupil Premium Strategy

2016-2017

Pupil Premium 2016-2017

For the financial year 2016/2017 we have 126 pupils that qualify for the Pupil Premium funding which equates to £117,810. This funding is intended to benefit students on free school meals, children who have been looked after continuously for more than six months, looked after children and service children. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way of ensuring that funding to tackle disadvantage reaches the pupils who need it most.

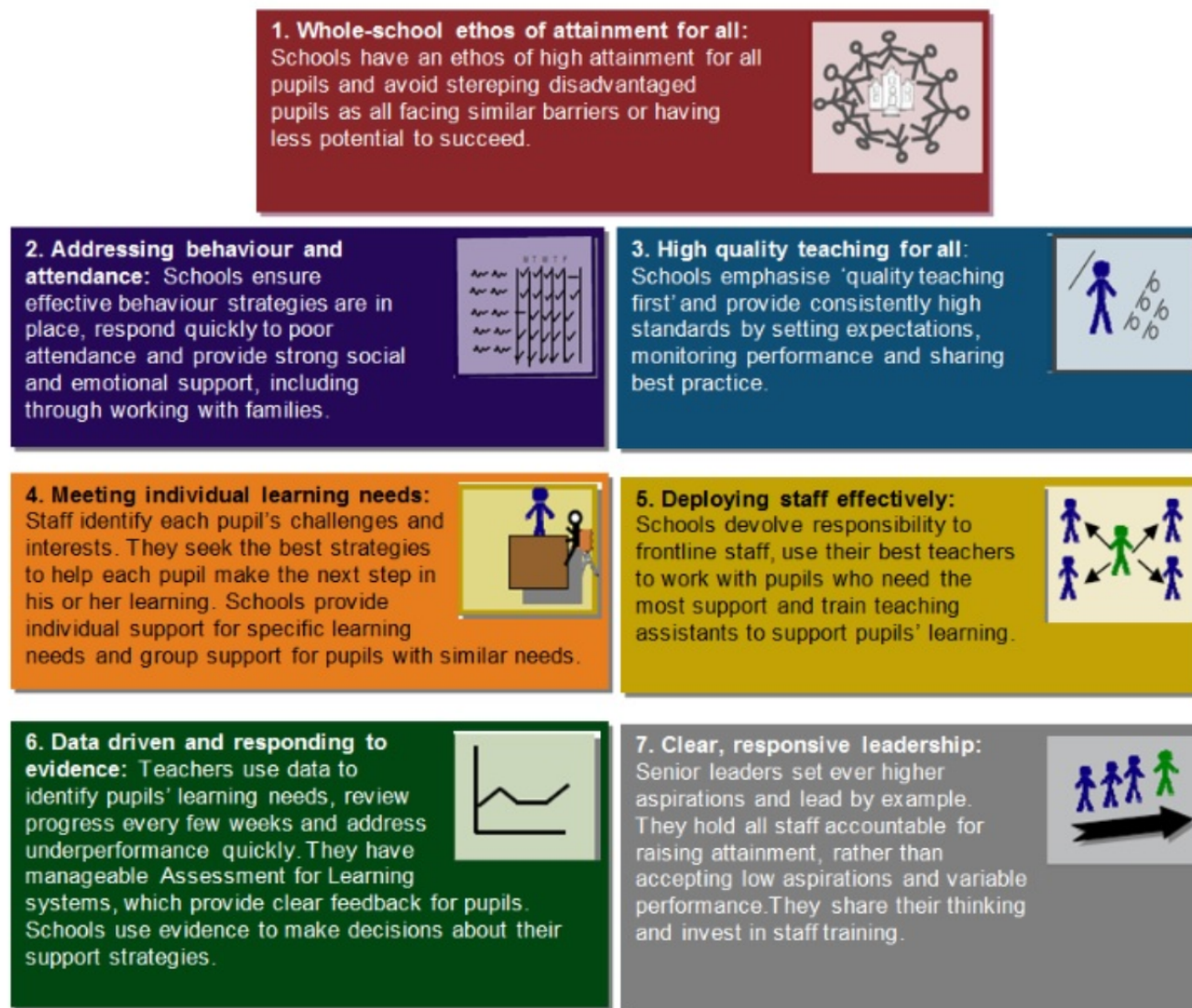
The government believes that it is for schools to decide how the Pupil Premium, allocated to schools per eligible pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Whilst schools are free to spend the Pupil Premium, they are held accountable for how they have used the additional funding to support pupils from low-income families. From September 2012, the government required schools to publish online information about how they have used, and are using, the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the premium.

Rationale

The spending of pupil premium funding has been decided by external research such as the DfE study into effective use of Pupil Premium funding (Fig.1), the experience of staff as to what has worked well before and collaborations with other schools in order to ascertain where they have found success with the funding.

Figure 1 – What are the most effective ways to support disadvantaged pupils’ achievement, DfE Report (November, 2015)ⁱ

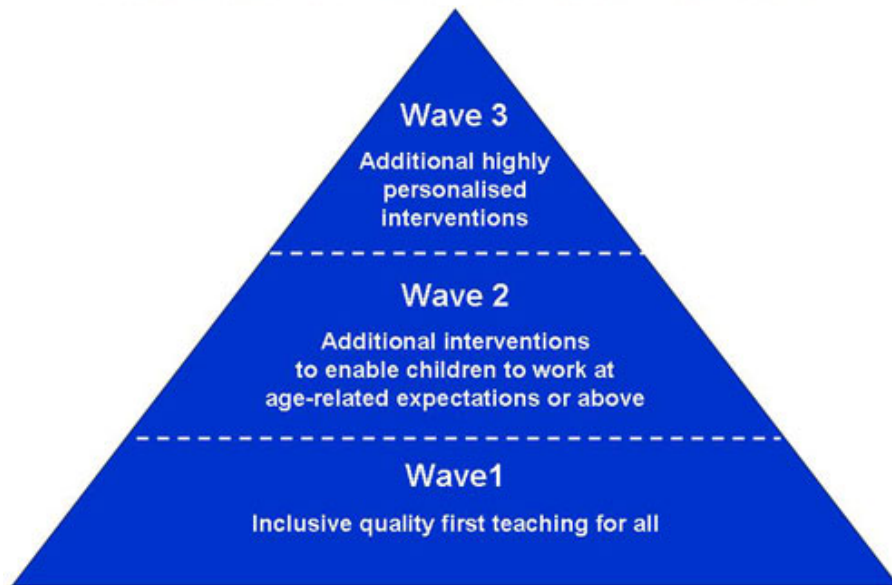


Pupil Premium Wave Support Model

The funding received for pupils eligible for pupil premium will be utilised to develop teaching and learning in accordance with the Waves of Intervention Model (Fig. 2). The waves of intervention model describes how different levels of intervention can be understood and systematically implemented. While not all of the work required to develop teaching requires direct funding from the Pupil Premium allocation, it is important to highlight the wider work current being undertaken to improve progress and outcomes for our disadvantaged cohort.

Figure 2

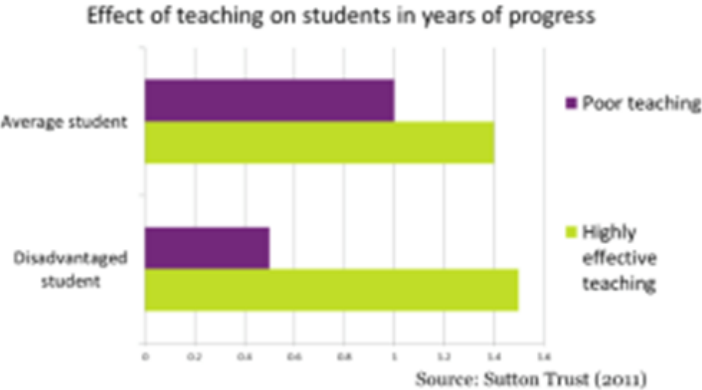
Waves of Intervention Model



- Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. Pupil Premium funding has and will primarily be used to improve the quality of this first teaching for all. The quality of first teaching is of particular importance to disadvantaged pupils as highlighted by the landmark Sutton Trust Research in 2011 (Fig.3)

Figure 3

Why improve teaching?



Wave 2 describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions at SEA have included academic mentoring, incentive programmes, high ability programmes, literacy and numeracy interventions, parental engagement and extra-curricular opportunities.

Wave 3 describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This has included 1-1 support, work with teaching assistants and the provision for additional resources.

This approach to the strategic deployment of pupil premium funding will be supported by the EEF toolkit and evidence from previous in school interventions to guide the spending plan for the current academic year.

2016/2017 Spending Plan

At St Edmund Arrowsmith School Pupil Premium funding is deployed to either develop staffing provision or resource the learning of students in receipt of the fund in the following ways:

<u>Staffing Resources</u>	Target Audience	Person Responsible	Intended Outcome	Budget Allocation from PP (£)
The provision of specialist one-to-one and small group tuition in English and Mathematics	Targeted students in maths and English in KS3 through the Learning Zone and KS4 through the EMEC programme	<ul style="list-style-type: none"> ✓ GMO ✓ LPA ✓ JEV 	<ul style="list-style-type: none"> ✓ Increased progress of PP students ✓ Closing of attainment and progress gaps 	£9,750
The provision of two specialist Learning Support Assistants to provide individual pupils with extra help in classes.	Targeted support of PP students in lessons where appropriate through Wave 2 support in class	<ul style="list-style-type: none"> ✓ PDE ✓ Senior Learning Champions (SLCs) ✓ Head of Departments (HoDs) ✓ MWE 	<ul style="list-style-type: none"> ✓ Additional support for PP students through in-class intervention which is monitored through learning walks and evaluated through data reviews 	£10,500
An Inclusion Manager	Students with behavioural needs adjudged to require additional mentoring. This may also include PP students who are reintegrated back into the school followed by periods of absence for whatever reason	<ul style="list-style-type: none"> ✓ AMO ✓ MWE ✓ JDE 	<ul style="list-style-type: none"> ✓ Reduction in behavioural referrals for these students ✓ Increased attendance ✓ Case study examples of effective 1-1 support 	£22,732

A Student Welfare Officer	Students with attendance of below 95% that can be targeted for home visits and extra in-school support	<ul style="list-style-type: none"> ✓ AMO ✓ SCH 	<ul style="list-style-type: none"> ✓ Increased attendance and punctuality of PP students 	£12,655
Pupil Premium Learning Champions – A member of staff for each year group targeting each cohort until August 2016	All PP students in every year group	<ul style="list-style-type: none"> ✓ PDE 	<ul style="list-style-type: none"> ✓ Increased attainment & progress for PP students in each year group ✓ Programmes to broaden the experiences of PP students in KS3 ✓ Academic mentoring for students in KS4 ✓ Improved attendance for PP students ✓ Heightened awareness of PP students in the classroom ✓ Raise aspirations of PP students 	£ 5,390
Learning Champions – A member of staff for KS3 and KS4 plus a dedicated transition member of staff supporting KS2 – KS3. A detailed job description for each position is available.	As above	As above	As above	£ 4,527

Action research project lead to raise the aspirations of Y8 pupils and thus be a lead learning in this year group. The post will include leadership of a project which plans, implements, monitors and evaluates a strategy to counter the school and national trend of progress dips in Y8 – September 2016- August 2017	Y8 PP students	PDE RGA	<ul style="list-style-type: none"> ✓ Create a strategic plan for the provision of Y8 students ✓ Share this plan with the pastoral team ✓ Improve attendance, behaviour and outcomes for Y8 PP students 	£ 1,336
Provision of learning resources to enhance and facilitate curriculum and enrichment activities, specifically targeted at disadvantaged pupils.	All PP students	PDE	<ul style="list-style-type: none"> ✓ Closing of the progress and attainment gap ✓ Evidence of increased provision for PP students across the school 	£19,500
IT provision for disadvantaged pupils or those identified as requiring specialist equipment.	PP students with additional needs that require Wave 3 intervention in English and maths. Programmes will include; IDL, Lexia and Symphony	MWE JEV LPA	<ul style="list-style-type: none"> ✓ Reintegrate KS3 PP students into mainstream classes effectively ✓ Monitor the progress of the PP students through regular reports from the programmes 	£2,000
Funding to support specific needs including assistance with transport costs,	All PP students who wish to access support for the buying of	SCH	<ul style="list-style-type: none"> ✓ Improved attendance of PP students 	£11,390

school meals, enrichment activities and music tuition.	uniforms or transport costs		✓ Reduction in referrals for uniform issues	
CPD opportunities for staff to develop ideas and strategies to support PP pupils and associated supply costs.				£3,000
Pupil Premium checking service to identify and encourage uptake of funding.	Mail shots etc. to encourage families to apply for the fund and be aware of the support it can give their children	SCH	✓ Increased awareness of and applications for the PP funding	£500
Professional services of trained counsellor and behaviour specialist with specific aims to support pupils identified through a specified criteria.	PP students with emotional, behavioural or social needs who would benefit from external counselling	AMO JDE	✓ Improved provision for students with needs which can be more effectively met from an external support	£19,000

Key Objectives

1. Improve the performance of disadvantaged students in school to be near to national non-disadvantaged performance
2. Remove barriers to learning which may exist for disadvantaged students and raise the aspirations of this group
3. Create a collective approach amongst key staff to ensure fully informed and effective support programme for each student

1. Key Objective: Improve the performance of disadvantaged students in school to be near to national non-disadvantaged performance

Action: Specialist one-to-one and small group tuition in English and mathematics for identified students in Key Stage 3 and Key Stage 4.

Rationale : Sutton document 'One-to-one tutoring+5 months moderate impact'

'For pupils eligible for free school meals (FSM) with lower prior attainment, those who received tuition were more likely to achieve Level 4 at KS2 and to make two levels of progress than those who did not receive tuition.'

Evaluation of the Making Good Progress Pilot (2010). DCSF Research Report RR184. PricewaterhouseCoopers (PwC) LLP.

Success Criteria: A reduction in the attainment gap of PP and non PP students in year 11 when compared with the 2016 exam results. In addition, a trend across all year groups of gaps closing.

<p>Dates Sept 2016 – June 2017</p>	<p>Person responsible JEV (Maths) LPA (English) MWE (AN) PDE</p>	<p>Monitoring Systems</p> <ul style="list-style-type: none"> ✓ Review of progress for each PP student following each data point ✓ Intervention to be put into place where there is underperformance ✓ Constant review of provision, particularly in core subjects ✓ Learning walks and lesson observations to track in-class provision for these students <ul style="list-style-type: none"> ❖ November 2016 ❖ January 2017 ❖ April 2017 ❖ June 2017
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Action: Provision of two learning support assistants to provide individual pupils with extra help in classes.

Across the school disadvantaged pupils were targeted for additional in class support. Rather than removing them from lessons, the strategy has been to help facilitate quality first teaching across the school.

Rationale: Quality first teaching has a disproportionate impact on disadvantaged students when compared with their peers (Sutton Trust 2011). Therefore it is essential that all barriers be removed through the initial provision of the teacher and subsequently the additional classroom support.

Success Criteria: Narrow gaps in subjects across the school alongside improved performance of disadvantaged pupils.

Dates Sept 2016 – June 2017	Person responsible PDE	Monitoring Systems <ul style="list-style-type: none"> ✓ Data reviews with HoDs and SLCs after each data point ✓ Review with MWE ✓ Support in the learning zone with programmes such as IDL, Lexia and Symphony ✓ All actions planned and reviewed through a case study model <ul style="list-style-type: none"> ❖ January 2017 ❖ April 2017 ❖ June 2017
2. Key Objective: Remove barriers to learning which may exist for disadvantaged students and raise aspirations		
Action: Time limited projects targeting key year groups and students		
Rationale: Recommendations from the best practice guide from Ofsted suggest named members of SLT and key stakeholders to lead on provision for disadvantaged students. These short term tasks will be time limited in that they will target key students in either Y7, KS3 or KS4.		
Success Criteria: Narrowing gaps across each year group through the focussed work of Assistant Learning Coordinators and key personnel. Ensure there is specialist careers provision for each disadvantaged student. Offer unique opportunities for KS4 PP students to access university.		
Dates Sept 2016 – May 2017	Person responsible PDE ALCs JDE JPR	Monitoring Systems <ul style="list-style-type: none"> ✓ Case conference reviews to take place after each data point. This will involve SLCs/ALCs, key staff and PDE ✓ Data reviews of subject performance with specific reference to pupil premium students ✓ Whole school data analysis of the performance of PP students across the year groups ✓ Learning walks to be conducted by Learning Champions with follow up teacher-LC-student meetings to be held ✓ PP attendance to be tracked with targeted intervention to take place throughout the year ✓ End of term student focus groups <ul style="list-style-type: none"> ❖ January 2017 ❖ April 2017 ❖ June 2017

3. Key Objective: Create a collective approach amongst key staff to ensure fully informed and effective support programme for each student

Action: Through a systematic focussed review of the provision of PP students, regular planning, monitoring and evaluation meetings will take place. This will result in academic and social tracking of PP students by key personnel that will be coordinated by PDE. These students will also be highlighted through staff briefings, data reviews and in some instances through specific targets given for performance management objectives.

Rationale: As Figure 3 above illustrates, the quality of teaching and support has a disproportionate on PP students than when compared with their peers. It is therefore imperative that there is a collective awareness of these students.

Success Criteria: Attainment gap between PP and non PP reduces. PP students make progress in line with expectations.

Dates Sept 2016 – June 2017	Person responsible PDE All-staff	Monitoring Systems <ul style="list-style-type: none"> ✓ Learning walks ✓ Works scrutiny ✓ Student focus groups ✓ Lesson observations ✓ Data reviews Evaluation: <ul style="list-style-type: none"> ❖ January 2017 ❖ April 2017 ❖ June 2017
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Action: Funding to support specific needs including assistance with transport costs, school meals, enrichment activities and music tuition.

Rationale: Removing obstacles to students learning is aligned with our school mission and allows for disadvantaged students to access the same opportunities as their peers.

Success Criteria: Improved attendance for disadvantaged students and increased involvement in extracurricular activities.

Dates Sept 2016- June 2017	Person responsible PDE	Monitoring and Evaluation <ul style="list-style-type: none"> ✓ PP attendance of extended curriculum, activities, activities day support. ✓ Support PP students in peripatetic lessons. ✓ Record all of this information in the case conference reviews
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		Evaluation: <ul style="list-style-type: none"> ❖ January 2017 ❖ April 2017 ❖ June 2017
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Pupil Premium 2015-2016 Key Priorities

1. Close the whole school attainment gap.
2. Increase the whole school focus on disadvantaged students.
3. Increase the provision for disadvantaged students in order to remove barriers to learning.

1. Key Objective: Close the whole school attainment gap.			
Action: Specialist one-to-one and small group tuition in English and mathematics for identified students in Key Stage 3 and Key Stage 4.			
Rationale: Sutton document 'One-to-one tutoring+5 months moderate impact'			
<i>'For pupils eligible for free school meals (FSM) with lower prior attainment, those who received tuition were more likely to achieve Level 4 at KS2 and to make two levels of progress than those who did not receive tuition.'</i>			
Evaluation of the Making Good Progress Pilot (2010). DCSF Research Report RR184. PricewaterhouseCoopers (PwC) LLP.			
Success Criteria: A reduction in the attainment gap of PP and non non PP students in year 11 when compared with the 2014 exam results.			
Dates Sept 2014- June 2015	Person responsible AMO	Monitoring and Evaluation Tracking and monitoring data of PP cohort via data collection, student feedback, exit data, progress coordinator data analysis. Lesson observation schedule of intervention lessons as part of performance management. Impact: the attainment gap narrowed from 29% (2014 GCSE Results) to 19.9% (2015 GCSE Results). There was also a 4.1% increase in the	Cost £68,763

		number of disadvantaged students achieving 5 ACEM. The same comparative results showed the continuation of a narrow gap in English for expected progress (1.2%) and a 5% narrowing of the gap in maths for expected progress.	
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Action: Provision of two learning support assistants to provide individual pupils with extra help in classes.			
Across the school disadvantaged pupils were targeted for additional in class support. Rather than removing them from lessons, the strategy has been to help facilitate quality first teaching across the school.			
Rationale: Quality first teaching has a disproportionate impact on disadvantaged students when compared with their peers (Sutton Trust 2011). Therefore it is essential that all barriers be removed through the initial provision of the teacher and subsequently the additional classroom support.			
Success Criteria: Narrow gaps in subjects across the school alongside improved performance of disadvantaged pupils.			
Dates Sept 2014 – June 2015	Person responsible AMO	Monitoring and Evaluation Data analysis KS2 – first Y7 data entry. Data review points allowed for analysis of the gaps from first the teacher, then HoD, then cluster leader and finally, the headteacher. Overall 9% reduction in 5ACEM indicates an improved picture across the school for disadvantaged students.	Cost £32,778
2. Key Objective: Increase the whole school focus on disadvantaged students.			
Action: Appointment of Pupil Premium Learning Champions – A member of staff for each year group targeting each cohort			
Rationale: Recommendations from the best practice guide from Ofsted suggest named members of SLT and key stakeholders to lead on provision for disadvantaged students.			
Success Criteria: Narrowing gaps across each year group through the focussed work of the learning champions.			
Dates Starting Sept 2014	Person responsible AMO/LCs	Monitoring and Evaluation As reflected in the PP impact report, there was a significant improvement in the disadvantaged students Progress 8 score. Furthermore, the gap between this	Cost £12,658

		group and Others narrowed significantly. In addition, the same can be said for all other headline measures. This resulted from an increased focus through learning champions, teacher based data review processes, increased focus in learning walks and a targeted use of PP funding to support Wave 2 & 3 interventions.	
3. Key Objective: Increase the provision for disadvantaged students in order to remove barriers to learning.			
Action: Provision of learning resources to enhance and facilitate curriculum and enrichment activities, specifically targeted at disadvantaged students			
Rationale: Sutton document 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.'			
Success Criteria: Attainment gap between PP and non PP reduces. PP students make progress in line with expectations.			
Dates From Sept 2014	Person responsible AMO/LCs	Monitoring and Evaluation Barrier – students in KS4 can struggle to afford trips and revision books. These students have been provided with funding which supports them in this way. For example, all PP English students had their trip to see <i>Blood Brothers</i> at the Lowry Theatre funded. While the impact is difficult to quantify, the overall performance of the English department reflects a strong provision for this disadvantaged cohort.	Cost £1,913
Action: Funding to support specific needs including assistance with transport costs, school meals, enrichment activities and music tuition.			

Rationale: Removing obstacles to students learning is aligned with our school mission and allows for disadvantaged students to access the same opportunities as their peers.			
Success Criteria: Improved attendance for disadvantaged students and increased involvement in extracurricular activities.			
Dates Sept 2014	Person responsible AMO	Monitoring and Evaluation Barrier – a lack of resources at home resulted in some students and so funding has been directed toward supporting these students with uniform and a bus pass. PP attendance of extended curriculum, activities, activities day support. Support PP students in peripatetic lessons	Cost £7,478

Total proposed spend 2015/2016: £128,596

ⁱ <http://schoolsweek.co.uk/wp-content/uploads/2015/11/Disadvantaged-pupils-building-blocks.jpg>