

Pupil Premium strategy statement (secondary)

1. Summary information					
School	Leventhorpe				
Academic Year	17-18	Total PP budget	£107,645	Date of most recent PP Review	2/17
Total number of students	896	Number of students eligible for PP	119	Date for next internal review of this strategy	9/20
2. Current attainment					
			Students eligible for PP in school	Students not eligible for PP in school (national average all students)	
% achieving 4+ in English and Maths (2016/17)			71.4%	81.3% (TBC)	
% achieving 5+ in English and Maths (2016/17)			35%	54% (39%)	
Progress 8 score average (2016/17) Estimated			-0.4	-0.1 (-0.03)	
Attainment 8 score average (2016/17) Estimated			4.7	5.4 (TBC)	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (issues to be addressed in school, such as poor literacy skills)					
A.	Most students who are eligible for PP make limited progress between mock exams and actual exams in year 11				
B.	Some students who are eligible for PP have poor literacy and numeracy skills				
C.	Some students who are eligible for PP require additional support with planning/completing homework and preparing for tests/exams				
D.	Some students who are eligible for PP require additional care, resources, support and guidance (pastoral)				
External barriers (issues which also require action outside school, such as low attendance rates)					
E.	Some students who are eligible for PP have poor learning environments including availability of resources, opportunities and aspirations				

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Year 11 PP students will make good progress from mock exams to actual exams	PP student will make at least 0.25 of a grade more progress than Non PP between mocks and actual exams
B.	Improved literacy and numeracy of those eligible for PP	Students will make expected progress in English and Maths There will be increased evidence of students accessing the curriculum seen through learning walks and student outcomes in, particularly, English and Maths
C.	Students eligible for PP that are in need of homework / exam preparation support receive intervention and improve in these areas.	Number of missed homework marks will reduce to be proportionate with rest of cohort. Students will regularly attend homework club
D.	Students eligible for PP will receive required additional care, resources and guidance (pastoral) For example <ul style="list-style-type: none"> • Work experience visits allocated to PP students first • Priority connexions meetings • Stationery and study guides are automatically supplied 	A reduction in any P8 gap with non PP Attendance in line with NA Behaviour marks reduced to be proportionate with rest of cohort
E.	Students with poor home learning environments will be prioritised with resources and opportunities as standard in all areas of the school	All PP students have access to resources via enrichment funding PP students will be supported for curriculum trips and aspirational visits All year 7 PP will attend Year 7 camp

5. Planned expenditure					
Academic year					
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and 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, B, C All teachers know their PP students and use specific strategies to support learning and increase progress (See appendix A)	Whole staff developed disadvantaged (DA) T&L strategy embedded in daily practice	Sutton Trust EEF, Hattie et al – the quality of teaching and learning is the biggest factor in overcoming barriers to progress	3 x Twilight Staff inset training sessions given, including staff input into specific strategies. Weekly learning walks focusing on learning of PP students	DH	July 2018
A, B, C All teachers actively engage PP students in learning as a priority (See appendix A)	Whole staff developed DA T&L strategy embedded in daily practice e.g. All PP sit at the front (unless there is a considered reason to change this?)	Sutton Trust EEF, Hattie et al – the quality of teaching and learning is the biggest factor in overcoming barriers to progress	Staff inset training time given including staff input into specific strategies. Weekly learning walks focusing on learning of PP students	DH	July 2018
A, B, C Regular use of Thinking Tools increase independence and level of thinking	Thinking Schools Model – Thinking Maps embedded into lessons, sow and developed as a tool for planning and revision	Dr Hyerle / Professor B Burden show increased levels of organisation, thinking and attainment when using thinking tools effectively	Regular staff training and use of sharing good practice. Learning walks focusing on PP students' learning will benchmark progress	DH	
Total budgeted cost					£11,480

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?
B Literacy will improve for our weakest PP students at KS3	Literacy intervention cycle focusing on reading and spelling Reading Buddies Extra English Teacher	Past work in school has shown students make rapid progress with these interventions.	SENDco closely monitors progress with regular assessment points. Staff delivering interventions are fully trained. 3 x 8 week cycle of sessions for approximately 8 PP students	TJW	July 2018
B, C, E Missed homework frequency will be reduced	Homework club will be funded for 4 nights a week and at lunchtimes. This will be for voluntary attendance but also compulsory attendance for some.	Survey of students shows many have limited access to resources for completing homework at home	At least 1 QTS teacher plus one other member of staff will oversee and support students at afterschool homework club Lunchtime club will be supervised by TAs	CAR TJW	July 2018
A, B, C, D Increased progress of most at risk of missing targets in year 11	1-2-1 Mentoring with member of SLT Specific interventions by DA Co-ordinator	Poor organisational skills and lack of aspiration are key to underperformance. Linking with a high profile and experienced member of staff will help to overcome this.	Students will make good progress between data snapshots. HOY will oversee and will intervene where appropriate	FPW KAP	September 2018
E Parents engage with school events linked to supporting students to make progress	DA Co-ordinator to target identified, less engaged parents to overcome barriers resulting in nonattendance at things like parent information evening	Lots of research shows that home-school co-ordinated working is highly effective in focusing students on working to be the best that they can be.	Specific role of HOY is to identify target parents and both HOY and DA Co-ordinator to routinely speak to parents.	HOY KAP	July 2018

C & D Improved attendance and reduced behaviour marks	School attendance officer PP Intervention tutors	Success in previous years with attendance targeting has proven that this is a successful approach	HOY will have direct control of attendance officer and intervention tutors to target them precisely based on on-going monitoring	HOY	July 2018
Total budgeted cost					£86,460
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 & C Increase year 11 PP students' skill in preparing for exams	Elevate Education Seminars	Success in other local schools. Student voice identifying key barriers to success in revision	HOY will have close control on content of activity and will direct students according to need	FPW APF KAP	September 2018
A, C, D Students have all study guides and resources needed for success.	Offer enrichment funds to purchase equipment and resources Mentors to supply resources Year 10 and 11 need pre-empted with study guide purchase	Students need to maximise the time they spend revising and minimise time spent trying to get resources to revise	KAP to oversee budget and work with HOF to order best study guides on market for students. This will be for 40 students with estimated spend of £20 per student	KAP	September 2018
D All PP KS4 students have a clear plan for future education and training pathway	Connexions Work Experience (Year 10)	Research shows students from disadvantaged backgrounds are less aware of employment and education opportunities. Employing expert, external advice will help this	All KS4 PP students will receive appointments as a priority and records of meetings will be kept by careers advisor. PP students will be allocated work experience places first via 1:2:1 meeting with careers advisor Parents will also be encouraged to attend	GBP	September 2018

<p>D & E PP T&L Strategy All teachers will prioritise PP students in all that they do. (See appendix A)</p>	<p>DA T&L strategy includes prioritising PP in daily practice. This could include places in school shows, enrichment art workshops, study groups and guaranteeing places on university visits for High Ability PP</p>	<p>Students from disadvantaged backgrounds are far less likely to experience the same opportunities as non DA outside of school therefore it is our duty to ensure they can receive these through school. Students from disadvantaged backgrounds are far less likely to go to university.</p>	<p>Staff inset training time given including staff input into specific strategies. Weekly learning walks focusing on learning of PP students KAP overview of all additional opportunities</p>	<p>DH</p>	<p>July 2018</p>
Total budgeted cost					£13,133

6. Review of expenditure				
Previous Academic Year				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
PP/CU students do not dip in Y7/Y8 (KO1 16/17). All KS3 PP students have access to software/hardware to support learning (KO1 16/17). No. of PP students missed homework marks to reduce by 20% (KO1 16/17).	KS3 after school study support session	Y7 (+0.22) & Y8 (+0.27) - positive average residual at the end of year. (Leventhorpe Levels) 44% reduction in missed homework marks at KS3 in 2016-17	PP students on average achieved higher than their target grades, with non-PP achieving on average 0.04 higher as a result of increased targeting of PP students within lessons and with after school support. Significant & very pleasing improvement in missing homework marks. Need to continue this intervention.	£2,000
All KS4 PP students have access to software/hardware to support learning (KO1 16/17). No. of PP students missed homework marks to reduce by 20% (KO1 16/17). All KS4 PP students achieve their target grades (KO3 16/17).	KS4 After School Study Support Session	Y9 (+0.29) Ave Res at end of year. (Leventhorpe Levels) Y11 = P8 (-0.51) suggesting that PP students underachieved by on average ½ a grade. 24% reduction in missed homework marks at KS4 in 2016-17.	Excellent outcomes in Y9 with PP students performing better than non-PP (0.06) however this did not translate into GCSE outcomes. PP students still perform ½ grade worse than non-PP and this must be a key focus moving forward. The number of missed homework marks reduced by 24%, although PP students still receive more on average than non-PP (30% school missing homeworks) – needs to remain a focus.	£2,000
All Y7 PP students attain at least a 1.3/Y7Ta in Y7 (KO1 16/17).	Y7 Catch-up Carousel	English PP 36/38 = 95% attained a L1.3 or above Maths PP 23/38 61%= students attained a L1.3 or above.	English catch up interventions were successful with almost 100% at the intended level. Need to reassess the effectiveness of maths interventions as significantly less successful.	£2,650
To increase engagement by reducing PP students behaviour marks by 10%	PP interventions tutor support	There was a 22% decline in PP behaviour marks in 2016-17 from the previous year. However, there was also a decline in Non –PP behaviour marks . In 2015-16 PP accounted for 33% of the marks in 2016-17 28%; so the gap is closing in terms of behaviour.	More targeted intervention through a specific PP support staff will help to increase engagement.	£2,000

All KS4 PP students achieve their target grades in En(KO3 16/17).	Extra English teacher	Y11 English 43% PP achieved TG Y11 Eng Lit 48% PP achieved TG Y10 English–13% (Pred) PP achieved TG Y10 Eng Lit 13% (Pred) PP achieved TG	Outcomes were disappointing with not all students achieving their target grades despite extra staffing. However, HoFs feel that extra staffing did add value and other factors adversely affected achievement	£30,000
All KS4 PP students achieve their target grades in Ma(KO3 16/17).	Extra Maths teacher	Y11 Ma 33% PP achieved TG Y10 Ma – 33% (Pred) PP achieved TG	Outcomes were disappointing with not all students achieving their target grades despite extra staffing. However HoFs feel that extra staffing did add value and other factors adversely affected achievement.	£30,000
All PP students have access to a counsellor within a week of referral made (KO3 16/17).	School Counsellor	PP students were prioritised in having access to the school counsellor. 40% of students seen were PP.	A successful outcome with all PP students able to see counsellor promptly, when needed.	£1,000
PP student attendance is in line with non-PP students on average (96%) (KO2 16/17).	Attendance officer targeting PP students as priority	Non PP attendance 96% but PP attendance was 94% which had improved by 2% from the last year	Although there was some improvement made in PP attendance there is still a gap of 2% and therefore this needs to remain a focus for the coming year.	£2,000
All Y8 & Y9 PP students receive additional careers support before options process (KO4 16/17).	Careers advice (both in-house and connexions	All Y8 & Y9 students were prioritised in receiving careers IAG prior to option choices. HoY had a follow up conversation. All PP parental non-attendance at IAG/Careers evenings were followed up by HoY.	A successful process in which all students received high levels of IAG in order to make option choices	£2,000
To increase parental engagement: 50% PP parents access enrichment menu (KO3 16/17).	Enrichment Menu	42% PP students used funds via the enrichment menu either partially or completely.	Although we did not hit the intended target of 50%, we sent reminders, made staff aware & all trip/visits letters provide details of financial support. Felt a successful initiative.	£12300
To ensure that all PP students attend the revision sessions and have a follow up meeting (KO3 16/17).	Y11 Revision materials & resources	All students were part of the mentor programme with a senior member of staff supporting them. All received recommended study guides.	There is still a need to address the gap between the progress made post mocks of PP and non-PP students. Further or different study/revision interventions are needed.	£300
Admin costs, stationery and miscellaneous costs	PP budget (Misc)	N/A	N/A	£200

Appendix A

