

Pupil Premium Strategy and Review

1.Summary information					
School	The Whitstable School				
Academic Year	2019/20	Total PP budget (18/19 Actual) (19/20 Estimated)	£211,516 £211,070	Date of most recent PP Review	July 2019
Total number of pupils	686	Number of pupils eligible for PP	222	Date for next internal review of this strategy	July 2020

2.Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
Progress 8 score average	-0.27*	-0.07*
Attainment 8 score average	35.90	41.29

*based on SISRA estimated calculation using 2019 Provisional A8/P8 estimates.

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers (*issues to be addressed in school, such as poor literacy skills*)

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| 1. | Some pupils need additional adult support to help to enable them to fully achieve their potential both during the school day and after school with managing homework. |
| 2. | Some pupils need individual tuition and/or teaching in small groups to enable them to achieve. |
| 3. | Some pupils do not have access to specific resources (including study space) to support success. |
| 4. | Some pupils face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning. |
| 5. | Some pupils have low levels of literacy and numeracy which impedes their learning and their confidence. |
| 6. | All pupils need the highest quality of teaching in every classroom - Quality First Teaching |

Additional barriers (*including issues which also require action outside school, such as low attendance rates*)

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| 7. | Some struggle to attend regularly and of these some are persistently absent. |
| 8. | Some pupils struggle to manage their behaviour. |
| 9. | Some pupils need extensive pastoral support for a variety of reasons. |
| 10. | Some pupils struggle with the increased complexity of organization with a secondary environment and increased demands for independent work. |
| 11. | Some pupils have little aspiration for the future and are in need of additional adult support and additional careers guidance so that they do not limit their own potential. |
| 12. | Some pupils lack access to the internet and the use of computers to support their studies. |
| 13. | Some pupils need to experience a wealth of enrichment experiences in-order to widen their horizons and unlock future opportunities. |
| 14. | Some families require support with both school uniform and transport. |
| 15. | Some pupils do not have access to a healthy diet which impacts on their general well-being. Some do not participate regularly in sports and need proactive, individual support in order to overcome barriers. |

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	To ensure PP pupils in Year 11 make at least expected progress.	Further close the gap between PP pupils and All in L4+/L5+ Basics, English and maths and Progress 8 for PP pupils to be 0 or greater.
B.	To ensure PP pupils make at least expected progress during the academic year	In year data shows that progress for PP pupils to be 0 or greater.
C.	To ensure that the attendance of PP pupils to be in line or greater than non PP pupils	Cumulative attendance of PP pupils to be greater than or equal to the attendance of non PP pupils.
D.	To provide the same opportunities and experiences for PP pupils as that of their peers.	A greater proportion of PP pupils to be accessing the opportunities and experiences than the proportion of non PP pupils.
E.	To ensure that the attitude and aspirations for PP pupils matches or exceeds their peers.	Average attitude to learning scores to be greater than or equal to the attitude to learning scores of non PP pupils.

5.Planned expenditure**Academic year****2019/20**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Intended Outcome	Action	Intended outcome	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	<p>To ensure that PP pupils all benefit from quality first teaching. The List 22 strategy..</p> <ol style="list-style-type: none"> 1. All staff are aware of PP pupils and use seating plans to support planning and teaching. 2. All staff model language and writing for all pupils but target PP pupils especially carefully. 3. All staff prioritise the marking of PP pupils' books or folders. 4. All staff use questioning techniques that support PP pupils to engage and learn more effectively in lessons, as well as check DA make good progress in lessons. 5. Staff also plan careful verbal feedback to PP pupils so that these pupils are very clear about what they need to do next. 		<p>Research conducted by the Education Endowment Foundation etc state all pupils need the highest quality of teaching in every classroom - Quality First Teaching</p>	<p>Teaching and Learning Walks with SLT to monitor and share good practice.</p> <p>Regular reports at Challenge Committee meetings will QA the SLT monitoring</p>	AGI SSC	<p>Nov 2019 March 2020 June 2020</p>

A B	Revised assessment tracking to allow subject leaders/progress leaders to quickly identify underperforming pupils	Implement early intervention if needed.	Historically, pupils were identified in the later stages of their school career.	Regular AIM meetings with SLT will monitor the progress of these interventions.	COT	Nov 2019 March 2020 June 2020
A B	AIM meetings to monitor strategies and interventions. Subject leaders are able to share best practice	Implement early interventions with strategies that work		Regular reports at Challenge Committee meetings will QA the SLT monitoring	COT	Nov 2019 March 2020 June 2020
A B	All department improvement plans have a specific focus on raising the achievement of PP pupils.	Triangulation across the department indicates common understanding of the intent, and consistency of implementation leading to quality first teaching.	As DA is still an area of weakness (progress of PP pupils is not yet inline with non DA).	Deep Dive Feedback AIM Meetings Challenge Committee	COT	Nov 2019 March 2020 June 2020
A B	All departments have a deep dive review process evaluate effectiveness of the curriculum intent and implementation - with specific focus on PP pupils.				SSC	Dec 2019 Apr 2020 July 2020

A B	Employment of additional mathematics and English teachers to allow for smaller group sizes.	Progress of all pupils to improve, with a smaller teacher-pupil ratio to allow for greater in class interventions.	Some pupils need individual tuition and/or teaching in small groups to enable them to achieve.	Triangulation indicates that the smaller group size resulted in improved progress.	AGI COT	July 2020
A B	<p>5 Non-negotiables literacy strategies embedded into classroom practice.</p> <p>Additional reading support through Lexia and buddy reading for those whose current reading age is below their chronological reading age.</p>	<p>90% of PP pupils reach SPAG proficiency by July 2020.</p> <p>100% of PP pupils to have a current reading age inline with their chronological reading age,</p>	Some pupils have low levels of literacy which impedes their learning and their confidence.	Reading assessments to monitor progress shared at Challenge Committee	ERI	Jan 2020 July 2020

A B	Provide revision resources and study room for pupils to have access to the resources they need to be successful.	pupils have access to the resources needed.	Some pupils do not have access to specific resources (including study space), revision guides, revision cards, stationary, calculator, internet to support success.	pupils have access to the resources needed.	MCL	Nov 2019 March 2020 June 2020
A B	Employment of a learning leader for the PP and high prior attaining pupils.	To ensure a continued focus on the PP pupils through work to raise staff awareness and tracking of pupil outcomes which will result in improved attainment.	Historically, pupils were identified in the later stages of their school career.	Progress 8 and in year progress for PP pupils to be 0 or greater.	COT	Nov 2019 March 2020 June 2020

E	Revised attitude to learning system to allow subject leaders/progress leaders to quickly identify underperforming pupils.	Early intervention if needed is implemented earlier.	Grouping of pupils based on their attitude and achievement allows earlier interventions - particularly in the case of aspirations	Regular AIM meetings with SLT will monitor the progress of these interventions. Regular reports at Challenge Committee meetings will QA the SLT monitoring	MCL HAM KGE	Nov 2019 March 2020 June 2020
Total budgeted cost						£143,500

ii. Targeted support

Intended Outcome	Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C	Achieve 96% attendance by clear rewards programme and with early interventions, mentor phone calls, return to school interviews, home visits and working with outside agencies.	Attendance remains above the national average (95.1%) with a target of 96% for all PP pupils	To improve attendance for PP pupils	Attendance to be reviewed through trust behavior meetings, reviews, census and challenge committee	DCH	Nov 2019 March 2020 June 2020
C	Continue to reduce PA attendance pupils with early interventions, mentor phone calls, return to school interviews, home visits and working with outside agencies.	PA attendance is reduced inline with non PP pupils.	To improve attendance for PP pupils	Attendance to be reviewed through trust behavior meetings, reviews, census and challenge committee	DCH	Nov 2019 March 2020 June 2020
E	Ensure that pupils have access to uniform and food as identified.	Attendance and attitude to learning results improve	Some pupils require support with both school uniform and transport and access to a healthy diet.	Tracking of attendance shows an increase of PP pupils attendance.	MUR	Nov 2019 March 2020 June 2020

B	Ensure that pupils have the equipment they need able to complete lessons and complete homework with the resources they need.	Attendance and attitude to learning results improve	Some pupils do not have access to specific resources to support success.	Tracking of homework and equipment, shows increase in homework completion and reduction in pupils without equipment.	SSC DCH	Nov 2019 March 2020 June 2020
E	Pastoral support managers to be deployed appropriately to support pupils so that they can fully engage with lessons.	Some pupils struggle to manage their behaviour. Some pupils also need extensive pastoral support for a variety of reasons.		Behaviour support calls to reduce inline with non PP pupils	DCH	Nov 2019 March 2020 June 2020
Total budgeted cost						£38,000

iii. Other approaches

Intended Outcome	Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D	A SLT member to specifically focus on personal development.	All pupils follow a structured programme to develop them as people			AGI	July 2020
D	To improve personal development of all pupils through an effective Values curriculum, pastoral mentoring time and SMSC opportunity within lessons	Redeveloped curriculum Triangulation across delivery demonstrates new SOWs are being delivered effectively	Some pupils need to experience a wealth of enrichment experiences in-order to widen their horizons and unlock future opportunities.	Audit of current provision Deep dive reviews to show improvement against the initial audit.	CLS	Nov 2019 March 2020 June 2020
D	To record and monitor pupil participation in and experience of extra curricular. Continue the cultural capital building through a co-ordinated 'Audience With' series targeting PP pupils as a priority	PP pupils access the same opportunities and experiences as non PP pupils.			CLS	Nov 2019 March 2020 June 2020

A E	All staff have a mentor group, reducing the size of a mentor group to 15 pupils SLT all have a Yr 11 mentor group to allow for specific targeting.	All pupils have a specific person that is there to provide mentoring	Some pupils need additional adult support to help to enable them to fully achieve their potential	Review in SLT meetings. pupil voice	CLS MCL	Nov 2019 March 2020 June 2020
Total budgeted cost						£30,000

6. Review of previous expenditure

Previous Academic Year

2018/19

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Employment of additional mathematics and English teachers to allow for smaller group sizes.	Progress of all pupils to improve, with a smaller teacher-pupil ratio to allow for greater in class interventions.	The 18/19 cohort Progress 8 for all pupils was -0.13 and for PP pupils it was -0.23. A gap of 0.1	The relentless focus on the PP pupils led by SLT, focused the interventions and strategies put in place for the PP pupils.	£140,000
Employment of a member of SLT for the PP and high prior attaining pupils.	To ensure a continued focus on the PP pupils through work to raise staff awareness and tracking of pupil outcomes which will result in improved attainment.	The 17/18 cohort Progress 8 for all pupils was -0.41 and for PP pupils it was -0.81. A gap of 0.4	Progress conversations started by looking at PP pupils first. We will continue with this approach.	£20,000

<p>Provide revision resources and study room for pupils to have access to the resources they need to be successful.</p>	<p>pupils have access to the resources needed.</p>	<p>The top 8 DA visitors to the study room had a progress 8 score of +0.4.</p> <p>At the start of the academic year the mock results of these pupils indicated a progress 8 score of -0.8</p>	<p>The variety of revision resources will increase with feedback from the SLT mentors.</p> <p>We will continue with this approach.</p>	<p>£3,000</p>
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ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To employ a specific attendance officer to track and improve attendance	Improve attendance for PP pupils	PP pupils attendance improved by 0.6% compared to all pupils attendance which improved by 0.1% Attitude to learning scores averaged 2.3 for non PP pupils and 2.6 for PP pupils across the school. (1 is impressive, 6 is limited)	We will continue this next year.	£14,500
Ensure that pupils can access school by contributing to transport costs	Improve attendance for PP pupils for whom transport is an issue		We will continue to contribute to transport costs to enable pupils to get to school.	£3,000
Ensure that pupils have access to uniform and food as identified.	Attendance and attitude to learning results improve		We will continue to contribute to uniform and food costs.	£12,000
Ensure that pupils have the equipment they need able to complete lessons and complete homework with the resources they need.	Attendance and attitude to learning results improve		Future tracking of homework and equipment could show the impact of these provisions. The provision of revision resources and equipment is set to continue in the next academic year.	£2,000

Pastoral support managers to be deployed appropriately to support pupils so that they can fully engage with lessons.	Behaviour support calls to reduce inline with non PP pupils.	Behaviour support calls reduced inline with non PP pupils. Fixed Term Exclusions decreased by 25% for non PP pupils and by 33% for PP pupils.	Mentors could be used to support with academic issues, allowing PSMs to concentrate on over arching pastoral issues.	£15,500
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iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
PP pupils to have access to activities and experiences that would improve cultural capital.	At least 30% of PP pupils to have access to trips and take part in the termly exhibitions.	Funding was used to support PP pupils access trips. Which pupils went on which trips was not tracked effectively and so impact cannot be measured.	Tracking of all activities, trips etc needs to be implemented so that the pupils' personal development follows a specific plan	£1,000