Pupil premium strategy statement (secondary)

1. Summary information					
School	Theale Green School				
Academic Year	18/19	**Total PP budget**	£103,000	**Date of most recent PP Review**	2015
Total number of pupils		**Number of pupils eligible for PP**		**Date for next internal review of this strategy**	

Year Group	Total Number on Roll
Year 7	74
Year 8	74
Year 9	69
Year 10	79
Year 11	99
Totals	395

Number of PP Students (More Able)	Percentage of Students in Year Group (rounded)
15	20%
18 (3)	24%
16 (1)	23%
24	30%
15 (2)	15%
88	22%

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	Lack of senior leadership (HT & DHT) and driving of whole school plan; historically PP support based on too many external & cot-ineffective interventions. Raise standards in Teaching & Learning for all.
B.	Poor literacy means students struggle to access curriculum – P8 English gap 0.65 (2017-18)
C.	Low expectations of students, staff & parents
D.	Restricted access to wider educational, extra-curricular and cultural experiences
External barriers *(issues which also require action outside school, such as low attendance rates)*	
E.	Low attendance rates of disadvantaged students

3. Desired outcomes *(desired outcomes and how they will be measured)*		Success criteria
A.	A strategic plan to close the disadvantage gap based on evidence	Progress gap diminished
B.	Literacy strategy which demonstrates impact	Outcomes in English improved
C.	High & aspirational expectations by staff, students and parents	Motivated and students engaged in school community
D.	Increased participation in rich cultural experiences	Increased engagement in rich cultural experiences
E.	Improvement in disadvantaged attendance including reduction in Persistent Absentees	Attendance to match non-disadvantaged student

4. Planned expenditure					
Academic year	**2018/19**				
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, C	Improve quality of writing Stretch and Challenge "Lifting the Lid"	Challenging all students and teaching to the top of every class. 5/18 students have EstA8 > cohort average. 13/18 are below with 7/13 between 24-39. Progress less equal with decreasing ability, EEF research shows high quality feedback an effective way to improve attainment.	Whole staff "Lifting the Lid" calendared campaign focusing on key areas of marking & feedback, questioning, memory recall and metacognition.	PT/HOD	June 2019
A, C	Lessons demonstrate high expectations of least able learners	All students need a daily diet of challenge, encouraging them to push beyond their comfort zones.	CPD relating to Low Attainers Research paper; Lesson observation; Academic progress data	PT/HOD	Termly

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	Accelerated Reading	With new curricula, strong literacy skills underpin good progress in all subjects.	Regular review of reading ages which are shared with staff; whole school literacy programme; dedicated literacy curriculum time in year 10	JP	July 2019
B, D	Develop MOU with Bradfield College in relation to enrichment & literacy	Increased exposure to these key skills in a different environment will help embed.	Developing a plan that is achievable for both partner schools	CB/JP	Termly
A	DHT to lead PP strategy	A coordinated, strategic overview of methodology needed for pupil premium work to have desire impact.	All staff Professional Learning Time; Pupil Premium Working group	CB	Termly
				Total budgeted cost	**£40,000**

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?
E	Targeted support from **Attendance Officer** **EWO** to focus on PP students **School nurse** to prioritise PP attendance	Good school attendance is essential to ensure good academic progress. Encouraging good habits will have an immediate impact as well as engraining good habits for the future.	Training and peer to peer support for Attendance Officer. Weekly attendance updates including Persistent Absentees	SC / TC	Termly

D	Increased opportunity to participate in extra-curricular activities (Trips, Duke of Edinburgh – Cultural Capital)	Many disadvantaged students may not have access to rich cultural experiences.	Registers and attendance lists to monitor who & frequency. Careful allocation of PP funding to enable attendance.	CB/HOD/HH	Termly
C	ELSA Pastoral Support	Lack of engagement and motivation may be a barrier to success	Triage attendance, behaviour (including Isolation/exclusion), academic progress data	SS/SC	Termly
				Total budgeted cost	**£36,000**

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	Cataloguing barriers to learning for all disadvantaged students.	Understanding students barriers is crucial understand the help they may need from staff/school. Knowing future career aspirations is essential to building relationships and consequentially improved engagement and progress,	Ensure these are available in SIMS for all staff to access and update as needed	SC, AH, DR	Annually
A	Implementation of Mind Map responses which build on the NFER/DfE building blocks	Current educational research shows these are the most effective ways to improve attainment.		CB	Termly
				Total budgeted cost	**£26,000**

5. Review of expenditure

Previous Academic Year - 2017-18 under previous leadership

Overall commentary
Some of the positive interventions from the academic year 2017/2018 included our literacy support programme for key stage 3 (Sound Training). This saw the Year 7 cohort increase with a 6 month reading gain and our mixed Year 8/9 cohort with 18 months. It was seen positively by parents, with some parents requesting extra sessions for their child. Another positive was the PP HW Club which was managed by the PP support worker. HW was tracked with a focus on Year 10 and 11 students who were encouraged to attend and gain support for their homework. This was well received by some of our PP students. The accelerated reader programme was on offer for our key stage 3 students in conjunction with the English department. This had positive outcomes in 2017 and the results are currently being analysed for 2018. The school invested in the PETxi High5 days during the academic year for English and Maths. The data over the week provided a good overview with the foundation Maths High5 having positive student voice and an increase of one grade by just below 50% of the students. The English High5 also had some strong student voice and saw group 1 with an increase of one grade by 77% and group 2 by 63%. The English High5 seemed to have a more lasting effect on final GCSE grades for disadvantaged students. The remaining sessions in the summer with PETXi were less well evaluated and relied on intervention with Year 11, rather than supporting root and branch improvements in T&L. The school also continued to offer parents a £125 guarantee for extracurricular activities, uniform and equipment. This was well received by parents and helped support students. A new suite of PP laptops were purchased as there was an increase in the demand needed for ICT support in the home learning environment. The school continued to offer PPI to students and met with each cohort to discuss attendance and equipment, something that is already underway for this academic year. A reward scheme was in operation for attendance and this included breakfast with the Headteacher, which was a very positive reward for our top attenders. A focus on continuing to improve whole school teaching and learning, plus behaviour for learning and ensuring PP needs are met will ensure a forward motion in the progress of our disadvantaged students.

However – focus was very much on add-ons outside of the classroom and whilst some actions did result in positive impact, others were harder to determine. The evidence is clear from the NFER and DfE that the foundations for closing the gap for disadvantaged students are built upon the seven basic blocks of the diagram below. This will be referred to in the 18/19 and 19/20 strategy moving forward. New leadership within a new trust in September '18 has allowed for an entirely new and evidenced based approach.

Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.

Average Total Progress 8	All	-0.168
	Non Pupil Premium	-0.024
	Pupil Premium	-0.554
	GAP	0.53
Average Maths Progress 8	All	-0.346
	Non Pupil Premium	-0.267
	Pupil Premium	-0.558
	GAP	0.291
Average English Progress 8	All	0.143
	Non Pupil Premium	0.319
	Pupil Premium	-0.33
	GAP	0.649

COSTS:

- £35000 PETXi
- £9000 Lunchtime revision
- £30000 Emotional support
- £10000 PP Support worker
- £16125 General Support per pupil
- £9000 Sound Training

Lessons learned
(and whether you will continue with this approach)

1. Whole-school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.

2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.

3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.

4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.

5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.

6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.
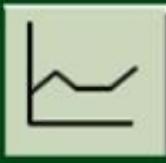
7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.