

Pupil premium strategy statement (secondary)

1. Summary information							
School		Theale Green School					
Academic Year		19/20	Total PP budget		£125,000	Date of most recent PP Review	2019
Total number of pupils			Number of pupils eligible for PP			Date for next internal review of this strategy	
Year Group	Total Number on Roll		Number of PP Students (More Able)	Percentage of Students in Year Group (rounded)		September 2020	
Year 7	128		45 (9)	35%			
Year 8	78		20 (0)	26%			
Year 9	80		18 (3)	23%			
Year 10	66		17 (1)	26%			
Year 11	86		24	28%			
Totals	438		124	28%			

2. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
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 1.43 (2018-19)	
C.	Low expectations of students, staff & parents	
D.	Restricted access to wider educational, extra-curricular and cultural experiences	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	Low attendance rates of disadvantaged students	
3. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		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		2019/20			
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	<p>Improve quality of writing</p> <p>Stretch and Challenge</p> <p>“Lifting the Lid”</p>	<p>Challenging all students and teaching to the top of every class.</p> <p>8/25 year 11 students have positive Progress 8 prediction</p> <p>13/25 year 11 students have negative Progress 8 prediction of more than half a grade.</p> <p>Progress less equal with decreasing ability,</p> <p>EEF research shows high quality feedback an effective way to</p>	<p>Whole staff “Lifting the Lid” calendared campaign focusing on key areas of marking & feedback, questioning, memory recall and metacognition.</p> <p>Disadvantaged students form a crucial part of the TGS Curriculum Intent</p>	CB/PT/HOD	February 2020
A, C	<p>Lessons demonstrate high expectations of least able learners</p>	<p>All students need a daily diet of challenge, encouraging them to push beyond their comfort zones.</p>	<p>CPD relating to Low Attainers</p> <p>Research paper;</p> <p>Lesson observation;</p> <p>Academic progress data</p>	PT/HOD	Termly

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	February 2020
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 desired 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
C, E	Uniform support	The cost of school uniform is significant and can have a negative effect on year 7 transition & ongoing school attendance	Clarity of support available between TGS & parents	CB/NC	Termly
A, B, C	Resource support	Provision of revision guides and other important learning resources	Clarity of support available between TGS & parents	CB/NC	Termly
Total budgeted cost					£45,000
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, KF	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. Establishing TGS Diamond 9 of best practice for PP students.	Staff CPD , lesson observation, student voice	CB	Termly
Total budgeted cost					£26,000

5. Review of expenditure

Previous Academic Year - 2018-19

Overall commentary

January 2019 marked a pivotal movement with the appointment of Deputy Headteacher to lead the Pupil Premium strategy. Under the incumbent leadership, the strategy consisted of expensive short-term fixes with limited long-term impact. The limited timeframe available did not lead to an impact on the GCSE results 2019.

Crucially the leadership of the Pupil Premium is now focused on the overall learning experience of students from year 7 to 11, removing any barriers that might exist. A strong relationship between the school and disadvantaged families must be fostered from the start of year 7. Clear communication from the school explaining what can be done to remove barriers to learning and promote good progress in all areas.

i) Quality of teaching for all

Considerable work has taken place here with a clear whole school teaching & learning focus on the disadvantaged. Whole school “Nudging Strategy” with the disadvantaged at the heart has been effective in fostering positive relationships between students and staff. Data analysis of attitude to learning data led to student pursuit, student voice which has been shared with staff. In turn this now feeds in to lesson planning and helps establish positive lesson framework which will lead to improved outcomes. Focused book scrutiny illustrated variable quality of work which has now been addressed. Accelerated Reader had a significant impact on improving literacy skills

ii) Targeted support

Attendance & Persistent Absenteeism for PP students is at national average; unable to compare to 2017-18 data due to changes in how attendance was tracked by previous leadership. Clear strategy on developing cultural capital, using PPG funding to support; this includes theatre trips for whole year groups, visits to Kew Gardens, ski trip to Italy, purchase of fiction books to foster a love of reading.

iii) Other approaches

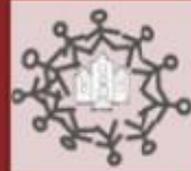
Shared barriers to learning have developed empathy amongst staff body; development by staff of “diamond 9” of successful strategies to use with PP students. Work experience for suitable year 10 students has helped provide link current studies to their futures.

Average Total Progress 8	All	-0.41
	Non Pupil Premium	-0.32
	Pupil Premium	-1.01
	GAP	0.69
Average Maths Progress 8	All	-0.53
	Non Pupil Premium	-1.05
	Pupil Premium	-0.52
	GAP	0.53
Average English Progress 8	All	-0.1
	Non Pupil Premium	0.07
	Pupil Premium	-1.19
	GAP	1.26

COSTS:

- £20,000 PETXi – inherited costs from 2017-18. Short-term “fix” with limited impact
- £33,000 Quality of teaching for all – including staffing, curriculum resources such as Pixl
- £30,000 Support for all – including school uniform, bus passes, school trips
- £20,000 Other approaches – including careers resources

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.



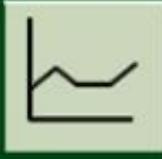
4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



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.

