

Elizabeth Woodville School: Pupil Premium Strategy Statement 2018-19

1. Summary information					
Academic Year	2018-19	Total PP budget	£147,730	Date of most recent PP Review: A formal Pupil Premium review was conducted in March 2018 following DfE visit end of Jan 2018	
Total number of students (as per DfE Jan 2018 census funding allocations document)	939	Number of students eligible for PP	158 (16.8%)	Date for next internal review of this strategy	

2. Recent progress and attainment 2017-18 data				
	PP Students	Non-PP Students	All Students	All Students (England State Funded)
Progress 8 score average (2016-17)	-0.5 (-1.3)	-0.3 (-0.3)	-0.3(-0.5)	
Attainment 8 score average (2016-17)	3.5 (3.2)	4.8 (4.5)	4.6 (4.2)	
Progress 8 score English component (2016-17)	-0.2 (-1.4)	0.1 (0.2)	0 (-0.12)	
Progress 8 score Maths component (2016-17)	-0.6 (-1.3)	-0.4 (-0.7)	-0.4 (-0.8)	
Progress 8 score EBacc component (2016-17)	-0.2 (-1.5)	-0.1 (-0.6)	-0.1 (-0.8)	
Progress 8 score Open component (2016-17)	-0.8 (-1.5)	-0.3 (-0.2)	-0.4 (-0.5)	

3. Barriers to future attainment	
A.	Ensuring that students have access to quality first teaching and learning provision all across the school. Funds will be used for this in terms of resources and software to support teaching and learning but also beyond this with renewed school focus on elements of professional development around teaching and learning and associated focus groups HPA, Boys, SEN, PPM (linked to academy improvement plan).
B.	Development of literacy and numeracy skills in order for students to be as successful as possible in accessing the curriculum and assessments. Being mindful of entry profiles of cohorts and the diversity and needs of individual students. Cross reference literacy and numeracy plan 2018-19 ensuring PPM students are targeted.
C.	Access to learning resources and opportunities (some students may require additional financial support to enable access to materials and resources), in addition to this a small proportion of students may require very specific and bespoke curriculum design. In addition, student participation in extra-curricular activities and events is an area which can be improved (this may enable students to then become more immersed within the culture of school life).

External Barriers	
Persistent absence figures for PPM students higher than that of non-PPM in 2017-18. Attendance for PPM students was 92.8% and for non-PPM was 94.8% across the academic year.	

	<i>Desired outcomes and how they will be measured</i>
A.	Improved quality of teaching and learning Better challenge, pace, questioning and feedback in lessons to promote increased outcomes. Staff have a greater understanding of the impact of T&L on student outcomes and can use data more effectively to target specific focus groups e.g. Male, PPM students with HPA. Measured through PP data, lesson observations, book monitoring, target intervention attendance
B.	Improved KS3 and KS4 attainment and progress in English and maths Proportion of PPM students achieving secure and greater depth similar to other students with similar starting points
C.	Improved literacy and numeracy skills to access curriculum, assessment, study, revision and exam Students have the skills to improve their learning, retention and recall of information through the development of study, revision and examination skills and techniques
D.	Improved attendance of PPM students Attendance of PPM students compared to Non-PPM students in terms of overall attendance and persistence absence
E.	Improved attendance at intervention sessions & improved parental engagement Attendance of PPM students at lunchtime and after school intervention sessions run by subject areas or workshops run by subjects for students and parents or workshops run by outside agencies for students and / or parents e.g. English Literature workshop for parents

4. Planned expenditure

Improve quality of teaching and learning 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?
Improved overall A8 and P8 outcomes for students eligible for PPM (this includes working with students from Y7-11)	Quality first teaching: how well staff know their students	Gap in 2016-17 was -1.3 in 2017-18 it had reduced to -0.3. Teachers must be fully aware of the individual student needs in their classrooms so they can support them in making good progress - sharing data will be required in order to set up seating plans to support learning, understanding the barriers for individual students to learning and having strategies to minimize the impact or remove those barriers.	Lesson observation schedule on improvements in Teaching & Learning. Learning Walk feedback where focus is on PPM (WB 1 Oct / 3 Dec / 10 June / 17 June) Creation of subject folders containing information relating to PPM (links to HPA / SEN etc). Data analysis by ELJ and LLs following each data entry – identify students, strategies, timeframes, implement & evaluate impact.	ELJ / LSS (with LTs / LLs / PLLs)	<p>G4S involved in reviews at each data point.</p> <p>Training half termly</p> <p>Subject Action Plans at each data entry point</p> <p>T&L via lesson observation schedule and learning walk schedule as per the calendar of QA</p>
	<p>Use of G4S to analyse focus group data</p> <p>Use of effective seating plans to set climate for learning</p>	Teachers will benefit from being empowered to access their classes' data for all year groups and being able to isolate focus groups (PPM/HPA etc) when they require.	<p>Teachers more familiar with G4S as a tool to support their planning and understanding of students' individual needs: Seating plans in place with rationale. Teachers can discuss individual student needs confidently</p> <p>Regular training on how to analyse data in order to ensure critical students / focus groups not overlooked – see training schedule</p>		
	<p>Early identification of any barriers to learning for PPM students</p> <p>Sharing strategies to minimize or remove barriers to learning</p>	Understanding the barriers for individual students to learning and having strategies to minimize the impact or remove those barriers.	<p>Barrier identification</p> <p>Meeting minutes</p> <p>Case study impact</p> <p>Collaborative practice, monitoring and evaluation</p>		

	Raising Standards Team: Improving Teaching & Learning focus with staff (Lead teachers role)	Raising standards team to work closely on identifying areas of support required by teachers and putting together bespoke training to enhance teaching and learning and positively impact outcomes. This will be crucial to support the progress of PPM students throughout KS3 and KS4 but will impact on all students.	A new Quality Assurance process in place which considers exam outcomes (a review in September), analysis via SEF of teaching and learning provision, behaviour and wellbeing and leadership and management. Information that together provides a coherent picture to develop subject action plans, of which a focus is to be PPM student attainment.		
	Subject Action Plans	PPm boards within the staff room also enhance teacher knowledge and understanding of each cohort from Y7-11. Action plans visible in subject areas	Action Plans reviewed by Learning Leaders with teams following each pupil progress data entry and updated and reviewed with ALT. Updated strategy implementation & evaluation.		
Improved quality of teaching and learning Especially PPM students with Higher Prior Attainment and boys	Quality first teaching: how well staff know their students	EEF research into the impact highly effective teachers make on student progress and data from the T&L audit that indicates T&L requires more focus. Ensuring staff are fully aware of the students prior attainment and individual needs: TS5.	Lesson Observations Tracking & monitoring of student progress at PP points throughout the year G4S training to identify focus groups Use of focus sheets to identify headline figures, sub-groups, AIP links, key routines and critical students Subject action plans with PPM focus	Each half term Lesson observations QA cycle LL meetings & minutes	
	CPD training to improve T&L: Effective feedback, pace, challenge, questioning, use of data	Professional research regarding importance of what happens in the classroom	Attendance at training events, registers of attendance Lesson observations Learning walks Book monitoring	QA & observation cycle	Ongoing – via fortnightly link meetings with ALT member and termly Pupil Premium team meetings held after school.

	Intervention classes in English and maths – small group or 1:1 support.	EEF research on small group and 1:1 tuition impact on outcomes	Lesson observations Tracking and monitoring of student progress at PP points throughout the year	After each PP cycle	Fortnightly via pastoral meeting
	Lead Teachers in English / Maths / Science with responsibility for PPM progress in T&L. Have a working group in place to coordinate action.	Members of staff to have overview of how allocated funds are spent in T&L to raise attainment and progress of PPM students across the school. Data analysis following each progress data entry for PPM students.	LTs to liaise with AHT re: overview of T&L PPM budget Meeting minutes Support and empowered to lead others in PPM guidance Working group meeting minutes	Termly	
	Improved behaviour procedures – rewards and sanctions	Behaviour of students impacting quality of T&L. Need to improve recording of both positive and negative behaviour points so both can be followed up effectively	Use of G4S to record behaviour New report system to monitor behaviour of most challenging students Reward system to praise students and raise expectations	Half termly PSH / CRD	

<p>Develop quality of Teaching and Learning and enhance CPD provision for staff</p>	<p>Contribute to the school's CPD budget where training and courses can demonstrate that they have direct contributions to Teaching and Learning (linked to Academy Improvement Plan of 2018- 19)</p>	<p>As noted by the Standard for teachers' professional development document released by the DfE , "effective teaching requires considerable knowledge and skill which should be developed as teachers' careers progress". CPD should have a focus on improving and evaluating student outcomes, it should include collaboration and expert challenge, The growth of the TOVE Learning Trust will enhance the ability to collaborate with colleagues further afield. Dylan Wiliam notes in his research that teacher quality has a clear impact and the best approach is to develop staff already in our schools.</p>	<p>AHT (Staff Development / Teaching & Learning) to oversee overall school training and development budget having direct oversight over the types of courses requested and agreed to. To develop the Teaching and Learning provision at the school.</p> <p>Make teacher standards more formal aspect of Performance Management to enhance quality of Teaching and Learning</p>	<p>LSS / LTs Line managers</p>	<p>LSS to overview training requests made and links with improving quality teaching and learning and performance management cycle</p>
<p>Improve Key Stage 3 attainment and progress in English and maths – cross reference Catch Up plan</p>	<p>Small group and 1:1 support with additional lessons of English and maths for Y7 students identified for Catch-up Premium</p>	<p>See Catch Up plan 2018-19</p>	<p>Tracking and monitoring at PP points and use of test & re-test materials to show improvement</p> <p>See Catch Up plan 2018-19</p>	<p>Half termly / at each PP cycle PSH / SRN / LSY</p>	
<p>Improve literacy and numeracy skills of students to be able to access the curriculum and assessments - cross reference Literacy & Numeracy plan</p>	<p>Y7-9 reading age / baseline tests</p> <hr/> <p>Identify the impact poor literacy / numeracy is having on Teaching and Learning & Behaviour</p>	<p>See Literacy and Numeracy Plan 2018-19</p>	<p>Implementation of Literacy and Numeracy Plan 2018-19</p> <hr/> <p>Testing conducted by SEND / Inclusion team</p> <hr/> <p>Behaviour data from G4S Lesson Observations Learning walks Book scrutiny's</p>	<p>PSH</p>	<p>Termly</p>

	<p>Embed literacy / numeracy in Teaching and Learning</p>		<p>Key words in all lessons</p> <p>Evidence of extended writing / forms of numeracy</p> <p>Develop skills of debating / oracy</p>		
	<p>Embed literacy / numeracy in whole school environment</p>		<p>Word of the week</p> <p>1 tutor time = silent reading & number games</p> <p>10 mins every P5 silent reading</p> <p>Sixth form buddy system for reading & maths in KS3</p>		

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?
Improved access to resources/materials and appropriate curriculum.	Need to have necessary materials to access the course / revision	Students benefit from having access to materials / resources at home.	Discuss with LL placing order regarding how impact will be monitored – LL to discuss with student	ELJ / LLs	Each PpM student has access to their own revision guide / textbook for subjects
Where required, bespoke college or work placements may be explored to benefit students.	For a very small minority a workplace or off site placement may be sought matched to needs and interest to support educational progress A proportion of the funding could be met through their PP entitlement	Students in receipt of PP who were finding the mainstream curriculum a challenge during their Key Stage 4 studies were enabled with skills and training through work environment placements organised to match their interests and career aspirations.	Ensure placements provide a working environment suited to the needs and interests of the students. It is acknowledged this provision can be expensive so must be matched to needs. Support from Curriculum Link funds could be applicable also. Regular liaison with external course providers to ensure satisfactory experiences for students and that this is appropriate. Contact with parents to ensure placements are a success.	PSH / CRD / ELJ	Ongoing – contact with course and work experience providers.
Improved attainment and progress achieved by PpM students by the end of Key Stage 4	Purchase of materials e.g. ingredients for food tech, materials for DT, Art, calculators for maths	PpM students options should not be limited due to financial constraints	Tracking and monitoring of budget spend on resources and materials in these subjects and impact on student outcomes	LLs / ELJ / LSS	Each half term

	Use of independent agencies to develop motivation, confidence, resilience, study & exam skills	Low motivation, confidence identified by staff as barrier to learning of PPM students in reports to JTT	Mentoring for PPM identified students – tracking & monitoring of student data Careers interviews from Linda Orchard with plans post KS4 Workshop from outside agency on motivation / exam and study skills Student & parent workshop – general & subject specific – evaluations, results & parent engagement	PLLs / LLs / LTs / ELJ	Each half term
	Improve resilience, confidence and aspiration of students	Low aspiration amongst some students linked to low self-confidence, belief, esteem, and image.	Identified students follow 6 week course with CWT Student feedback on course and self-perception Improvements in attendance, progress	CWT / PLLs	Half termly

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?
Improved access to resources/materials and appropriate curriculum.	Outdoor Education, trips and visits funding support. Sports coaching / Leader opportunities.	Trips that are offered as part of the curriculum and are essential may be funded for students eligible for PPM. Trips that are considered advantageous and may provide an enriching experience or support inclusion may be subsidised up to 50%. Outdoor and adventure based learning experiences such as Duke of Edinburgh's Award scheme participation fees can also be funded by 50% of the cost. The positive benefits on experiencing	Trip leaders to consider cohort attending and those eligible for PP. Where any opportunity is offered if students eligible for PP are not involved then staff should consider "Why not?" and "is there a solution?" Should inform finance team (and AHT) where funding is required Finance team and trip leader to support parents with requests for financial support in the first instance – monitoring allocation.	D of E coordinator / PE staff / Finance team / ELJ	July 2019
		these learning environments include improved self-confidence, improved resilience and problem-solving and opportunity to develop in the face of emotional and physical challenges.			

		Sports participation has been noted in some research to improve student attendance and retention also.			
Uniform	Ensure all students wearing uniform	Subsidised uniform to support purchase of correct items	Financial issues may result in students not having correct uniform items so we can purchase for students.	Discuss with PPM students / parents – identify those whom may benefit from the support	On-going

Review of expenditure & Impact

Previous Academic Year

2017-18

Summary of Key Actions 2017-18

- Following a PPM Review
- The profile of PPM was raised within the school; PPM and Looked After Children students were known by their teachers. Teachers increasingly planned to remove barriers to learning in order to assist the progress for PPM students
- Some subject areas had specific action plans for raising the attainment of PPM students, where these were evident progress was better and the gap was closing. Successful strategies were shared with subjects to develop teaching and learning. These included effective feedback both written and verbal, parental involvement (English), peer mentoring, 1 to 1 mentoring, improving exam technique, confidence and providing specific learning resources such as revision guides and materials
- 1:1 provision in Maths and the morning form time use of Hegarty maths for PPM and non-PPM students
- Science purchased Tassomai for use both in and outside of school for Y11 – science grades in 2018 were an improvement on 2017 results
- Identification of barriers to learning – understanding the barriers aided the implementation of most appropriate intervention strategies to use, for example, persistent absence was high amongst PPM students so this needed addressing first in order to have any impact in the classroom
- Regular fortnightly key staff meetings with agenda focus on PPM students
- Link governor identified to work alongside AHT and staff to challenge impact and evidence
- Funds used across all year groups to purchase food ingredients for lessons, DT materials, art starter packs and revision guides in some subjects were purchased
- Y11 had sessions with Elevate to boost confidence and prepare for examinations for identified student

- Support with transport for PPM student accessing alternative education provision
- Y7 Catch-up students had 1:1 maths mentoring

Impact of Actions on Attainment

There were 152 students in Year 11 with 29 PPM students contributing to the Progress 8 results.

	English	Maths	Ebacc	Open	Actual
ALL (152)	0	-0.4	-0.1	-0.4	-0.3
PPm (29)	-0.2	-0.6	-0.2	-0.8	-0.5
Non PPM (123)	0.1	-0.4	-0.1	-0.3	-0.2

In 2018 the overall Progress 8 was -0.3 (Non-PPm was -0.2 and PPM was -0.5 indicating a gap of 0.3).

This is a marked improvement on 2017 where school Progress 8 was -0.53 (Non-PPm was -0.3 and PPM was -1.3 indicating a gap of -1.0)

English closed the gap from -1.1 in 2017 to 0.3 in 2018 with non-PPm students 0.1 and PPM -0.2 whilst ensuring both groups attained better outcomes overall

Maths closed the gap from 0.6 in 2017 to 0.2 in 2018 with non-PPm students -0.4 and PPM students -0.6. An improvement on 2017 but not good enough yet.

The Open bucket subjects will be a focus in 2018-19 to reduce the gap whilst improving overall attainment: Option subjects a particular focus.

The National gap between PPM students and their peers in 2017-18 was 0.3, EWS therefore performed in line with National.

Attendance improvement by reducing the percentage of persistent absence of PPM students during 2017-18.

Identification of barriers to learning and the setting up of key staff meeting was essential to understanding the individual needs of each PPM student and being able to discuss these needs with staff to ensure appropriate strategies were implemented.

Purchasing of key resources for subjects like food, art and DT ensured PPM students were not disadvantaged by cost of materials for those subjects. Purchase of educational packages to support learning in maths and science (Hegarty and Tassomai) for use in school during form time and lessons had a positive impact on outcomes. Having outside speakers from Elevate to engage students in planning for revision, building resilience and confidence through half term workshops.

Evidence of a 'narrowing of the gap', between Non-PPm and PPM students, the impact of the actions taken is not yet rapid enough and systems not yet robust enough. It is essential that the overall progress of our PPM students improves to zero and that it happens more rapidly and alongside their peers. The narrowing of the gap with raised attainment continues to be our focus for 2018/19 with improved identification, monitoring and evaluation.

This year we aim to maintain or narrow the gap between PPM and Non-PPm students whilst again raising overall attainment via Progress 8 scores.

2017-18 PPM student numbers Y7-11:

	North	South	Total
Year 7	32	13	45
Year 8	14	20	34
Year 9	13	12	25
Year 10	26	9	35
Year 11	16	13	29
Total	101	67	168

This has risen to 187 in 2018-19.