



## Pupil Premium - Allocation, Spend and Impact

### Executive Summary 2019

#### Summary for Governors

Item of PP expenditure (three highest)	Amount	RAG - Impact

## Pupil premium strategy / impact

1. Summary information							
Academic years	2019-2021		Total PP budget (current year)	£201,960		Date of most recent PP Review	Sept 19
Total number of pupils	472		Number and %age of pupils eligible for PP	216	45.8%	Date for next internal review of this strategy	
	KS3	KS4		KS3	KS4	Year 7 Catch Up Funding Allocation	£10,103
Number of PP eligible pupils by key stage	151	65	Budget split by key stage	£141,185.00	£60,775	Number of pupils with dual eligibility PP/catch-up	
Allocation of PP funding	Ever 6		£201,960	LAC	£N/A	Service Children	£ N/A

Current achievement					
2019 Outcomes	Pupils eligible for PP (previous year)	Pupils not eligible for PP (your school)	Pupils not eligible for PP (national average – most recent year available)	UL target for PP students	Difference outcome to previous year (RAG)
Progress 8 score average	+0.74	+0.22	0.13		+0.7
Attainment 8 score average	52.5	57.79	50.1		54.23
4+ Basics	67%	85%	71.5%		85%
5+ Basics	48%	63%	50.1%		60%
5+ GCSEs including English and maths (9-4)	67%	85%			83%

- This page outlines the most recent data according to UL and national headlines. It reflects the targets set in September for PP, which is information school leaders, including governors, should know.
- The national average column is the same for all schools and shows how your PP data compares against national for nonPP. (Early in the academic year this will have to be NA for the previous year.)
- The (previous year) in brackets shows whether your outcomes are rising or falling.
- The final column RAG rates the rise or decline in PP achievement.
- **NB** this page makes no reference to a 'gap'. The intention is to show whether your school is achieving *better* or *worse* headline outcomes for PP students year-on-year and move away from the unhelpful concept of a 'gap'. (Remember that an 'attainment gap' will be very small if *all* students do badly!)



### 1. Planned expenditure 2019 - 2021

The five headings enable you to demonstrate how you are using the Pupil Premium: to improve classroom practice; to provide targeted support; to improve attendance and behaviour; to support pupils who need to catch up; and to address pupils' special educational needs.

#### i. Quality teaching for all

Action	Intended outcome	Cost
Increase in staffing to allow for reduction in class sizes across the academy.	Increased number of teaching groups evident in additional Yr7 tutor groups, reduction in class sizes across core subjects (particularly at lower ability end), strongest teachers with most disadvantaged students or in classes with higher numbers to ensure access to full curriculum	
Appointment of 2x Lead Practitioners and 1x Whole School Literacy Co-ordinator	Development of pedagogy focused teaching and learning strategies that are implemented school wide.  Development of literacy initiatives like class reader at KS4 to promote a love of reading and achieve at least (and for some to exceed) expected reading ages.	£ 73,193.18
Cultural Capital Trips/Reward trips-subsidized participation for pupils eligible	Exposure to cultural places of significance in London and promotion of good attitudes to learning.	
Wide range of 29 extra-curricular clubs compulsory for KS3	Promotion of engagement in wider school community. Students are enthused, build relationships with staff and peers and purposeful learning environments are formed.	

Accelerated reader for KS3 students	Monitoring and management of independent reading practice while promoting reading for pleasure school wide. Ensure accurate baseline assessments to inform literacy strategies.	
Hegarty Maths for all students	Assessment and tracking of maths home learning leads to greater progress in Maths across KS3 and KS4.	
<b>Total budgeted cost</b>		
<b>ii. Targeted support and intervention</b>		
<b>Action</b>	<b>Intended outcome</b>	<b>Cost</b>
EAL tutor group	Increased acquisition of English and ensure students can access and be immersed in a broad and full curriculum as soon as possible.	£ 20,338.41
Franklin Scholars	Peer mentoring programme in which Yr10 students acquire confidence, core mentoring and leadership skills. Yr7 students show improved performance in literacy, numeracy and social interaction	
Homework club	Focused learning environment that consolidates, reinforces and extends skills and understanding. Students are able to practise skills learnt in lessons in a supportive environment out of school hours.	
Handwriting club	Early intervention programme ensuring greater legibility stamina in assessments and improved confidence and motivation in written work.	
KS4 assertive mentoring programme	Improved outcomes for Yr11 students not meeting expected target grades. 1-2-1 weekly mentoring sessions between allocated staff/students track and monitor progress against targets set.	
Subsidised access to instrument lessons outside of formal music curriculum	Opportunity to access an instrument and lessons, develop skills and gain music qualifications.	
GCSE intervention (weekend/holiday/additional P8 lesson/am tutor time core intervention)	Students receive specific and targeted intervention outside of lesson time to help them achieve at least expected target grades at GCSE.	

Literacy catch up groups in KS3 including EAL groups	Increased outcomes for students with lower than average recorded literacy levels. Additional time spent with students in a significantly smaller than average class contributes to a more personalised learning experience, raised attainment in English and supports their access to the wider curriculum.	
<b>Total budgeted cost</b>		

iii. Behaviour and Attendance improvement strategies		
Action	Intended outcome	Cost
Appointment of cover supervisor to uphold standards through continued use of APSC. Restorative systems in place.	Pupils are able to make good progress in disruption free classrooms. Students reflect on the reasons for behaviour and sanctions and are motivated to return to lessons and learning as soon as possible.	£ 34,503.27
Free breakfast for all pupils	A positive and healthy start to the school day. Improved attendance and punctuality	
Appointment of Heads of Year	Pupils have a clearly defined pastoral leader for each year group and issues are dealt with in a consistent and timely manner. Progress and behaviour is tracked regularly and interventions required are appropriately personalised and planned for.	
Attendance officer	Early intervention where persistent absenteeism and poor punctuality is apparent. Students are attending in line with whole school attendance target. Reduced number of unauthorised absences and lates recorded.	
Childerley centre	Students work in a supportive and focused alternative provision that encourages their return to school whilst reflecting on strategies that aid behaviour for learning. Reduced number of exclusions and increase in attendance for our most vulnerable students. Improved attainment and progress.	
<b>Total budgeted cost</b>		
iv. Catch-Up Premium improvement strategies (including transition Y6-Y7)		
Action	Intended outcome	Cost

Timestables rockstars	Yr7 students without command of times tables master the basics and make progress against individual targets. Improvement in numeracy transition from KS2 to KS3 and students able to access the KS3 maths curriculum.	
Ruth Miskin Fresh Start Phonics	Progress in decoding, comprehension and general reading skills to enable access to wider curriculum and reintegration into Yr7 English depending on progress and level of need. Students able to access English curriculum and are assessed against the same criteria as their peers.	£ 4,824.57
Yr 7 Reading buddy group	Improved reading skills, oracy, confidence and participation in lessons.	
<b>Total budgeted cost</b>		
<b>v. SEND improvement strategies (PP eligible pupils who also have identified SEN)</b>		
<b>Action</b>	<b>Intended Outcome</b>	<b>Cost</b>
Effective deployment of LSAs	Up to 68 students across five year groups receive some measure of regular and targeted support from an in-class LSA and/or targeted intervention. Majority of these are eligible for PP.	
CPD for LSAs- SEN learning workshops	LSAs are confident and competent in delivering strategies that best support students with additional needs. LSAs disseminate best practice and work with teaching staff to promote appropriate levels of differentiation for students with additional needs.	£ 73,001.02
SENCo	SENCo has strategic oversight of the school's day-to-day operation of inclusive provision, students make expected progress and all teachers are aware of their responsibility for students with SEND.	
School counselling	Students receive additional support with anxiety, stress, personal circumstances which allows them to focus on learning and continue to make desired progress.	

Educational Psychologist service	Students' learning and emotional needs are observed and assessed. Additional 3 days bought in to enable clear diagnosis and support strategies. Staff are advised on the best approaches and provisions to support learning and development. Students developmental progress is tracked against targets set and monitored accordingly.	
SaLT provision	Treatment and support sessions enable students who have problems speaking and communicating to work towards targets set and access the curriculum as confidence grows over time.	
'Move up' transition group	Transition between KS2 and KS3 is smooth for our most vulnerable students. Students feel confident, comfortable and enjoy school.	
ELSA specialist sessions	Students requiring emotional literacy support are identified and provided with 1-2-1 sessions to enable them to learn better, reflect on the way that they express themselves emotionally and communicate respectfully in times of need.	
<b>Total budgeted cost</b>		
<b>2. Impact Statement</b>		
<b>i. Quality teaching for all</b>		
<b>Action</b>	<b>Impact</b>	<b>Lessons learned</b> (and whether you will continue with this approach)
Additional staffing in core subjects	Improvement in attainment across and progress across English, maths and science for PP students.	Continue to allocate extra staffing where possible to allow for smaller class sizes and greater levels of intervention
Outstanding ITT training provision	Mentors receive high quality training, trainees progress is carefully monitored, individual needs of trainees are met, retention of staff is high.	Partnerships with other schools could be developed to support less experienced staff, small departments (like Art and Media) and expert master classes created via collaboration with more experienced colleagues throughout the trust for those with greater subject knowledge.

Middle leadership development programme	Middle leaders ensure high quality 5 year curriculum maps and assessment schedule in place, sequencing of curriculum, implementation and intent are secure, 2iCs in Maths and English ensure rigorous and robust monitoring of KS3 has been implemented following each assessment cycle, KS3 knowledge organiser booklets promote long term retention of knowledge,	All middle and senior leaders need to know the dept vision and intent and be able to communicate this to teams. Curriculum leaders need to continue to review appropriate in-class interventions after each assessment point. Further review of student engagement in feedback and assessment cycle required as well as embedded and monitored long term retention of knowledge that is planned as part of curriculum plans.
Structured and high quality teaching and learning CPD for all staff	Quality of teaching significantly improved since 'good' Ofsted judgement in October 2017. All subjects achieving excellent outcomes. Curriculum that is underpinned by <i>Roshenshine's Principles of Instruction</i> has enabled teaching and learning to rapidly move towards outstanding.90% of all lessons judged to be 'typically' good or better in July 2019, with no inadequate teaching	Staff will be encouraged to engage with high-quality educational research and professional learning projects as part of PDR. Improvement in quality of formative assessment required to further check for understanding and inform planning/best practice. In school coaching capacity to be implemented to further support under-performing teachers.
<b>Total budgeted cost</b>		
<b>ii. Targeted support and intervention</b>		
<b>Action</b>	<b>Impact</b>	<b>Lessons learned</b> (and whether you will continue with this approach)
Homework club	Homework submission rates have improved, tutors take a more active role in monitoring planners and pastoral team lead on the monitoring of quality and frequency of HW set as well as rigidity of HW timetabling.	Pastoral team to implement systems to ensure that students who are consistently failing to produce HW are followed up and supported/monitored to ensure they make continued progress.
Literacy catch up groups	Pupils received specific and targeted intervention that led to their inclusion and ability to access the wider curriculum.	Careful monitoring of progress at key assessment points required to ensure accurate and timely re-inclusion. Training of staff delivering intervention on data analysis required.
EAL tutor group	Students reported feeling part of the whole school community and supported in their ability to access the wider curriculum. Baseline testing of students has shown an improvement in outcomes particularly where this group remains consistent and attendance is maintained.	Improved liaison with parents and staff to support the progress of the group. Closer analysis of student data to inform tutor group activities and identification of students at risk of underachieving.

Franklin Scholars	Confidence and positive relationships of Yr7 and Yr10 students highlighted. Several students went on to take positions of school leadership in prefect-ships and school council rep appointments.	Programme to be continued this year. Careful selection of year 7 students required so that targeted groups benefit the most.
Handwriting club	Improved legibility of handwriting and stamina in extended writing activities across the curriculum and therefore exam access.	Ensure staff are aware of the benefits, successes shared and referral process is clear so that greater numbers of students benefit from the programme.
KS4 assertive mentoring programme	Yr11 students organised and prepared for exam season and the demands of the GCSE curriculum. Students clear about targets and receive weekly guidance on how to achieve these.	KS4 co-ordinator to monitor positive impact of mentoring and ensure parents are engaged with the programme.
Subsidised access to instrument lessons outside of formal music curriculum	4 students learnt musical instruments that they would otherwise not been able to access, develop skills and gain graded music qualifications.	Music team to promote this opportunity and identify students in KS3 who would benefit the most from this subsidy.
GCSE intervention (weekend/holiday/additional P8 lesson/am tutor time core intervention)	Well above national average progress 8 and increased attainment 8 scores from 17/18 figures	Same programme to be continued in 18/19. Middle leaders to be mindful of intervention loading on individual students.
<b>Total budgeted cost</b>		
<b>iii. Behaviour and Attendance improvement strategies</b>		
<b>Action</b>	<b>Impact</b>	<b>Lessons learned</b> (and whether you will continue with this approach)
Cultural Capital Trips/Reward trips-subsidized participation for pupils eligible	Exposure to cultural places of significance in London and promotion of good attitudes to learning.	Successful trip week to be replicated in the summer term
Attendance & Behaviour awards	Attendance figures are positive, persistent absenteeism falls, students are motivated to attend school at least 95% of the time.	Friday tannoy from Principal and end of term reward assembly is extremely motivating. To be continued this year ensuring that this is in place in his absence.

Free breakfast for all pupils	A positive and healthy start to the school day. Improved attendance and punctuality.	Successful. To be continued this year
Cover Supervisors	Pupils have a familiar member of staff who fully understands and is aware of the schools procedures and policies in order to ensure disruption free learning.	Successful model. To be continued. Capacity has been increased this year so that two cover supervisors are in place, one of whom will be potentially completing teacher training with us.
Attendance officer	Regular attendance information sent to pastoral teams and parents to assist them in monitoring attendance where attendance is below 95%. Detailed analysis of attendance figures sent to the SLT on a weekly basis. Parents contacted on first day of absence as well as support for students and parents where absence is persistence and attendance issues are emerging.	Reduced number of unauthorised absences recorded. To be continued this year.
Childerley centre	Alternative provision enabled students to work in a supportive and focused environment that enhanced behaviour for learning. Attainment for students attending Childreley has improved significantly and has supported their reintegration to school positively.	Reduced number of exclusions and increase in attendance for our most vulnerable students. Improved attainment and progress. Will continue to be utilised this year. Close liaison with lead practitioner to be implemented via pastoral leads and attendance officer.
<b>Total budgeted cost</b>		
<b>iv. Catch-Up Premium improvement strategies (including transition Y6-Y7)</b>		
<b>Action</b>	<b>Impact</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
Timestables rockstars and numeracy catch up groups	Year 7 students showed increased confidence in accessing the core maths curriculum. Students involved in the catch up programme made expected progress and were able to apply these basic skills in lessons.	Some students were not able to apply skills learnt to more complex maths questions and require more structured practise under timed conditions.
Ruth Miskin Fresh Start Phonics-change to literacy groups	Students tracked according to Miskin data and assessment points show progress in most students.	Ensure that AR data correlates with RM data and assessment points are aligned with UL data collection points.
Yr 7 Reading buddy group	Yr 7 students feel more confident reading aloud, participate more in class reading, oracy remains a priority amongst school literacy initiatives and reading ages of these students increased.	Ensure that teachers are completing reading regularly. Create a reward incentive for students to attend. Track progress of students involved in reading programme regularly
<b>Total budgeted cost</b>		
<b>v. SEND improvement strategies (PP eligible pupils who also have identified SEN)</b>		

Action	Impact	Lessons learned (and whether you will continue with this approach)
Effective deployment of LSAs	LSAs know their students well, can differentiate and support the needs in the classroom. Students show increased outcomes at key assessment points in the year.	LSA timetables to be added to SIMS and student support timetables to be shared with parents and staff for effective communication. LSAs to receive training on observation of students and recording of information.
SENCo	Teachers are increasingly improving their practice regarding inclusive teaching and learning, are aware of the greatest area of need in our school and ensure the LSA team are regularly planning provision for SEND students.	Tracking and monitoring of SEN provision needs to be improved as well as assessment of students showing less obvious signs of SEN need. LSA team need to build skills so that they are able to take ownership and responsibility of significant areas.
CPD for LSAs- SEN learning workshops	LSAs deliver effective support strategies and are capable of identifying the specific learning needs of students they work with, can set and monitor targets in order to facilitate differentiated progress in the classroom.	LSAs to create resources that can be shared with new members of staff and passed on in the event of staff leaving.
SaLT provision	Clear framework of assessment and support for those with language communication needs. SaLT supports the team in setting and monitoring of targets for specific students and meeting the legal requirements of EHCP students.	Successful programme of intervention followed. To be continued this year.
<b>Total budgeted cost</b>		

## 2. Additional detail

- Equipment
- Curriculum resources
- Revision guides, student folders, assessment materials
- Other costs as they arise from PP contingency



