



# Pupil Premium Strategy

September 15

# 2017

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Review: Sept 2018

## What is the Pupil Premium?

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM') or have been in local authority care at any point. It is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The DfE has given us the freedom to use the Pupil Premium grant as we see fit, based upon our knowledge of our pupils' needs. However, we are accountable for the use of this additional Pupil Premium funding.

## 2016/17 Pupil Numbers and funding

|                    | Total    | % of year group |
|--------------------|----------|-----------------|
| <b>7</b>           | 38       | 14              |
| <b>8</b>           | 32       | 12              |
| <b>9</b>           | 43       | 16              |
| <b>10</b>          | 42       | 16              |
| <b>11</b>          | 25       | 9               |
| <b>PPR Funding</b> | £170,467 |                 |

## Year 11 Attainment and Progress

|   | 2015 | 2016  | 2017  |
|---|------|-------|-------|
| Pupil Premium                           |      |       |       |
| Pupil Premium (PPR) 5A*-C incl. EM      | 84   | 56    |       |
| Non Pupil Premium (NPPR) 5A*-C incl. EM | 84   | 81    |       |
| 5EM Gap                                 | -1   | -25   |       |
|   |      |       |       |
| PPR 3LOP English (Expected Progress)    | 87   | 67    |       |
| NPPR 3LOP English                       | 91   | 91    |       |
| Gap 3LOP English                        | -4   | -24   |       |
|   |      |       |       |
| PPR 3LOP Maths                          | 78   | 76    |       |
| NPPR 3LOP Maths                         | 88   | 88    |       |
| Gap 3LOP Maths                          | -10  | -12   |       |
|   |      |       |       |
| Progress8 PPR                           | 0.12 | 0     | -0.39 |
| Progress8 All Pupils                    | 0.34 | 0.24  | 0.06  |
|   |      |       |       |
| Attainment8 PPR                         | 52.7 | 48.45 | 41.8  |
| Attainment8 All Pupils                  | 57.3 | 56.09 | 52.2  |

**Disadvantaged pupils at Ripley commonly face the following multiple and often complex barriers to achievement:**

**In-School Barriers**

- Weak literacy/numeracy
- Social and emotional barriers
- Poor diet and nutrition
- Poor parental engagement
- Behaviour
- Low self-esteem, aspiration and lack of resilience

**External Barriers**

- Poor attendance
- Mental illness
- Material poverty in terms of resources for learning, space to work at home
- Limited FE and HE family experience

These barriers will be addressed through the following strategy. There is a projected amount of £170,000 funding for pupil premium during the academic year 2017/18. The whole strategy will be fully reviewed Sept 2018; individual approaches will be under constant review to ensure successful implementation and evaluation. Half termly grades events will trigger a review of the academic provision.

| <b>Academic</b>   |   |  |  |         |                     |
|---|---|--|--|---------|---------------------|
| Desired Outcome   | Approach/Action   | Evidence base and rationale  | Successful implementation  | Cost    | Staff Lead          |
| Increase GCSE progress and attainment of PPR pupils to be in line with NPPR pupils in school. | Targeted in-class interventions which raise attainment.   | Classroom teachers are best placed to offer appropriate intervention and should have knowledge of effective practice based on research such as EEF and Hattie.                             | Inset day to be delivered on PPR classroom interventions.  | £1,000  | Assistant Principal |
|   | Maths and English intervention, small group work and one to one.  | Pupils for whom classroom intervention is not sufficient require more intense support which, according to EEF, is high impact.   | Regular data analysis and review of interventions.   | £74,500 | Subject Leaders     |
|   | Subject level interventions – one to one and group work.  | Pupils for whom classroom intervention is not sufficient require more intense support which, according to EEF, is high impact.   | Data analysis and appropriate intervention in subjects.  | £8000   | Subject Leaders     |
| Raise attainment of pupils who have had long periods of underachievement or absence.          | Academic mentor to work with individuals to address barriers to learning and develop strategies to increase attainment. | Some pupils have significant barriers to learning due to gaps in knowledge. In extreme cases it may be felt that pupils require a differentiated timetable and intensive academic support. | Ensure progress leaders make appropriate referrals based on attendance and academic data analysis. | £23,000 | Academic Mentor     |
| Close numeracy gaps in KS3 pupils to ensure readiness for GCSE.                               | One to one and small group work intervention using Maths Watch and IXL Maths online software.                           | Much ground is lost at KS3 in the building blocks for Maths. It is imperative that we identify such gaps when pupils arrive at school and close them.                                      | Early identification of gaps in learning through PIMS and internal tests.                          | £3,000  | Head of KS3 Maths   |

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|--|--|---|--|--------|---------------------|
| Close literacy gaps at KS3 to ensure readiness for GCSE. | Accelerated Reader and Lexia programmes.   | Literacy is the key building block to academic achievement, any literacy barriers must be identified early in year 7 and intervened throughout KS3 to ensure pupils are GCSE ready. Internal data, accelerated reader assessments and EEF report on accelerated reader demonstrate the effectiveness of these approaches. | Work English and Maths heads of KS3 and progress leaders                                       | £3,500 | Head of English     |
|  | English tutor time literacy interventions.   | See above.  | Progress leaders and subject KS3 leaders to use data and intervene.                            | £7,000 | Head of English     |
|  | Academic mentor to work with individuals who require curriculum change due to literacy barriers. | See above.  | Progress leader to use data to decide which pupils need more intensive literacy support.       |        | Head of English     |
| Quality teaching first.                                  | Improve retention skills for all pupils in preparation for linear exams.                         | Retention skills are vitally important with the new linear exam system. Pupils and staff need to learn effective methods of retention and recall.   | Rota of twilight CPD sessions delivered to staff focusing evidence based effective strategies. | £1,000 | Assistant Principal |
|  | Ensure feedback is purposeful and effective.   | Feedback proven (EEF, Hattie, Lemov) to have a significant impact on academic attainment providing it is targeted and purposeful.   | Twilight CPD sessions for all staff.   | £1,000 | Assistant Principal |
|  | Develop consistent cooperative learning strategies.  | Cooperative learning is shown to be a highly effective method of learning based of Kagan and EEF research. Staff will develop skills to make sure pupils take equal   | Twilight CPD sessions for all staff.   | £1,000 | Assistant Principal |

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|  |                                       | responsibility when using cooperative structures.  |  |  |                     |
|  | Develop growth mindset in all pupils. | EEF growth mindset research shows that thorough and persistent work on developing growth mindset in pupils can have a positive effect on attainment. | Growth mindset will be the golden thread which will run through all teaching and learning CPD throughout the year. |  | Assistant Principal |

| <b>Behaviour, Attendance, Social and Emotional</b>  |  |   |   |         |                     |
|---|--|---|---|---------|---------------------|
| Desired Outcome   | Approach   | Evidence Base and Rationale   | Successful Implementation   | Cost    | Staff Lead          |
| To identify complex barriers to learning and create strategies for pupils at risk of exclusion.                             | Commission educational psychologist to work with pupils with complex needs.              | Some pupils require EP expertise to identify significant barriers or to enable an EHCP application.   | Deputy principal and progress leaders to identify swiftly pupils at risk of exclusion.                              | £503    | Vice Principal      |
| To ensure whole school behaviour is impeccable ensuring all students experience a purposeful and calm learning environment. | Whole school behaviour improvement through embedding of policy and positive environment. | Low level disruption can have a significant effect on the learning of vulnerable pupils; this must not be tolerated. EEF – Behaviour intervention | SLT and whole school monitoring and intervention with individual classes and pupils who present negative behaviour. | £1,000  | Assistant Principal |
| To create positive behaviour change in pupils whose behaviour is a barrier to learning.                                     | Deliver SEL behaviour change programme.  | Some pupils require structured behaviour change programme to address social and emotional barriers to learning. EEF – Behaviour intervention      | Embed programme and review effectiveness.   | £11,000 | Assistant Principal |
| Improve PPR attendance by 2%.   | Progress leaders work proactively to intervene swiftly with poor attenders.              | National data on attendance and achievement.  | Progress leaders to meet with deputy principal to discuss intervention.   | £1,000  | Vice Principal      |

|   |   |  |  |         |                           |
|---|---|--|--|---------|---------------------------|
| Reduce persistent absence of PPR pupils by 2%.                              | Early intervention with pupils whose attendance was weak last year.                   | Internal data shows bespoke intervention improves attendance of PA pupils.   | Progress leaders to meet with deputy principal to discuss intervention.                              | £1,317  | Vice Principal            |
| Improve social and emotional skills of pupils at risk of exclusion.         | External agencies working with pupils at risk of exclusion.                           | Internal data and previous experiences show that some pupils require external agency support to help pupils manage their emotions.   | Vice principal and progress leaders to identify and refer pupils through inclusion system.           | £1,557  | Progress Leaders          |
| To secure smooth transition to secondary school for most vulnerable pupils. | Develop and run summer school.  | Summer school allows the most vulnerable pupils to have a positive experience of school prior to the start of the year. EEF – Discover summer schools  | Year 7 progress leader to lead and evaluate.   | £1,500  | Year 7 Progress Leader    |
|   | Thorough transition programme run by Year 7 progress leader.                          | It is vital that transition lead goes to every primary school to gather information on pupils and potential barriers to learning. EEF – Transition programmes.   | Year 7 progress leader to use information gathered from primary school to identify support required. | £5,000  | Year 7 Progress Leader    |
| Remove mental health barriers to learning.                                  | Employ 2 counsellors to support pupils who are facing emotional barriers to learning. | Mental health is increasingly effecting pupils' progress and attendance. School counsellors, whilst rarely the answer to difficulties, can offer emotional support and methods of building resilience. | Progress leaders to make referrals based on assessments.   | £11,664 | Assistant Progress Leader |

| <b>Equal access, material barriers and aspirations</b>                |  |   |  |        |                     |
|---|--|---|--|--------|---------------------|
| Desired Outcome   | Approach   | Evidence Base and Rationale   | Successful Implementation  | Cost   | Staff Lead          |
| Increase engagement and cultural capital of disadvantaged pupils.     | All year 7 and 8 pupils are offered music tuition on an instrument of their choice.  | Some pupils don't have the opportunity to learn an instrument of their choice or play in an orchestra, such opportunities can create different avenues in life. EEF – Arts participation. | Head of music to lead programme with all PPR pupils invited.           | £8,000 | Head of Music       |
| Ensure equal access for educational experiences.                      | Educational trips funded.  | It is important that pupils have equal access to all educational opportunities. EEF – Arts participation  | Trip lead aware of funding opportunities.                              | £2,000 | Assistant Principal |
| Make sure all pupils feel included and physically part of the school. | Fund uniform and PE kit.   | EEF – Limited impact but vital for inclusion and well-being.  | Progress tutors, leaders, and PE dept.                                 | £626   | Assistant Principal |
| Ensure pupils have as equal access to revision guides as their peers. | Revision guides for all GCSE subjects provided.  | Basic resources such as revision guides should be accessible to all pupils. Previous GCSE results demonstrate the effectiveness of this.  | Subject leaders to organise revision guides for pupils.                | £2,100 | Subject Leaders     |
| Ensure equipment and nutrition aren't barriers to learning.           | Homework club (printing, resources), stationery, Breakfast Club remove material barriers to learning.                            | EEF – Homework, extended school day.  | Academic mentor to provide equipment for pupils.                       | £2,500 | Progress Leaders    |
| Increase resilience of pupils at KS4.                                 | Provide all year 10 pupils with funding for DofE and equipment and ensure at least 50% of PPR pupils complete DofE bronze award. | Resilience is best learned through experience. We believe that the DofE award is one of the best ways of developing such resilience. EEF – Outdoor adventure learning.                    | Year 10 progress leader and DofE leader to ensure high uptake of DofE. | £2,815 | DofE Lead           |

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| Increase proportion of PPR pupils progressing to sixth form study. | Sixth-form mentor run programme to increase aspirations with KS4 pupils. | All pupils have high aspirations but not all pupils know what high achievement looks like or how to achieve their best. This programme will ensure pupils are aware of options and that they make an informed and aspirational choice about their future. Aspiration work EEF. | Sixth-form pastoral member to arrange group work and one-to-one meetings with PPR pupil throughout year. | £3,000 | Sixth Form Mentor |
|--|--|--|--|--------|-------------------|

#### Success criteria

1. No in school gap in attainment between PPR and NPPR
2. Positive Progress 8 figure for PPR pupils
3. Removal of literacy barriers for PPR pupils at KS3
4. Most able PPR pupils achieve in line with their peers
5. Attendance of PPR pupils is 95%

The Pupil Premium is used through a wide range of targeted interventions and whole school initiatives, both academic and pastoral, to address barriers to the achievement of disadvantaged pupils. **Below is a summary of the £170,467 pupil premium expenditure in 2016/17.**

| Academic Support   |  |  |  |         |
|--|--|--|--|---------|
| Desired Outcome  | Approach   | Estimated Impact   | Lesson Learned   | Cost    |
| Ensure all PPR pupils experience high quality teaching. Focus on PPR pupils during observations, learning walks and work scrutiny. | Quality first teaching   | Moderate – Gap still exists in all measures.   | Quality first teaching is fundamental to success of disadvantaged pupils.  | £1,000  |
| All teachers understand barriers and ways of overcoming them in the classroom.   | Pupil Premium booklet and CPD                                    | Positive impact based on results since PPR CPD and booklet produced.   | CPD needs to be ongoing and high profile.  | £1,000  |
| Intense mentoring support for pupils who face barriers to learning.  | Academic Mentor  | Moderate impact based on GCSE results of mentored pupils; some highly complex barriers could not be addressed. | This support needs to be in place as early as possible so to ensure positive relationships and identification of barriers. | £22,000 |
| Short term intense intervention for pupils who have gaps in knowledge.   | Maths and English Intervention, Small group work and one-to-one. | Moderate – Some improvement of GCSE results of pupils who received intervention especially in Maths.           | Maths intervention very efficient and effective, other subjects could learn from their monitoring and intervention model.  | £96,686 |
| Increase numeracy, Maths attainment and mastery of key skills at KS3.  | Maths Watch and IXL Maths online software                        | High - percentage of PPR pupils making expected levels of progress at KS3 based on PIMS testing.               | Continue with approach to intervention.  | £3,000  |

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|-------------------------------|---|---|--|--------|
| Increased reading proficiency | Accelerated Reader and Lexia programme. | High - increased reading age of pupils above national average based of PIE tests. | Current strategies for reading having positive impact. | £2,500 |
|-------------------------------|---|---|--|--------|

| Behaviour, Attendance, Social and Emotional  |  |  |  |        |
|--|--|--|--|--------|
| Desired Outcome  | Approach   | Estimated Impact   | Lesson Learned   | Cost   |
| Identify barriers to learning and create strategies.                                   | Educational psychologist                                 | Mixed – Two pupils achieved EHC plans and appropriate support. One pupil was permanently excluded.                                   | Effective for pupils with complex needs – earlier intervention may provide higher success rate.                        | £1,500 |
| Reduce risk of exclusion and develop social and emotional skills.                      | External agency working with pupils at risk of exclusion | High – Three PPR pupils at risk of exclusion avoided permanent exclusion following social and emotional support from outside agency. | Similar programmes could be used more comprehensively throughout school.   | £1,557 |
| Increase attendance  | Transport to school                                      | High – All pupils who received bus passes had attendance of over 95%.  | Some pupils need support to get to school given the distances our pupils travel.                                       | £1,317 |
| Improve transition to secondary school for most vulnerable pupils.                     | Summer School  | Excellent impact – All summer school pupils made positive transition.  | Very effective.  | £1,500 |
| Part-time counsellors to support pupils who are facing emotional barriers to learning. | Counselling  | Moderate impact and difficult to measure.  | Some pupils can become dependent on counselling support. Could be more proactive with some pupils who require support. | £5,332 |
| To ensure whole school behaviour is impeccable. Make sure our most vulnerable students | Whole school behaviour improvement                       | Teacher survey demonstrates an improvement in behaviour and excellent support in managing behaviour.                                 | This is an area of school which must always be focused on.   | £1,000 |

|   |                            |   |   |         |
|---|----------------------------|---|---|---------|
| experience a purposeful and calm learning environment.  |                            |   |   |         |
| To create behaviour change in disadvantaged pupils whose behaviour is a barrier to learning.  | Behaviour change programme | High – All but one pupil had a reduction in behaviour incidents following programme.          | The programme reduced the risk of exclusion of most vulnerable, disadvantaged pupils.                                       | £11,000 |
| Improve overall attendance of PPR pupils by 5% through whole school attendance approaches, prioritising of PPR pupils and individual support. | Attendance Improvement     | Moderate – Improvement of PPR attendance by 3%. There is still a 3% gap between NPPR and PPR. | Closing the attendance gap is a significant challenge but one which must be addressed in order to close the attainment gap. | £1,000  |

| Equal access, material barriers and aspirations   |                   |   |  |        |
|---|-------------------|---|--|--------|
| Desired Outcome   | Approach          | Estimated Impact  | Lesson Learned   | Cost   |
| All year 7 and 8 PPR pupils offered free tuition. Pupils have the same opportunities of developing musical and cultural experiences as their peers. | Music tuition     | High – 30% of all PPR pupils have taken up a musical instrument and have weekly one-to-one lessons. | Learning an instrument can be very powerful in developing cultural capital. This will be opened to all disadvantaged pupils next year. | £900   |
| Pupils have equal access to cultural and educational trips as their peers.  | Educational Trips | High – All PPR pupils attended educational trips.   | Promote the availability of funding to ensure pupils don't miss out.   | £2,000 |

|   |   |   |  |        |
|---|---|---|--|--------|
| Pupils feel part of the school and reduce anxieties about difference. | Uniform   | High – No pupils had uniform issues which couldn't be addressed.  | Be more proactive about providing uniform opposed to waiting for pupils to be without.     | £100   |
| Pupils have equal access to revision guides than peers.               | Revision guides for all GCSE subjects             | Minimal impact but vital to ensure equal opportunity and access.  | All pupils should have access to revision guides, this needs to be checked by departments. | £1,100 |
| Ensure equipment isn't a barrier to learning.                         | Homework club (printing, resources), stationery.  | Medium - Reduced barriers to learning and provides quiet time to complete H/W. Very difficult to measure. | This could be promoted more as the uptake of our disadvantaged pupils could be higher.     | £1,320 |
| Encourage pupils to eat before school and complete any homework       | Breakfast Club                                    | Mixed - Uptake questionable and difficult to measure.   | This could be promoted more as the uptake of our disadvantaged pupils could be higher.     | £1,250 |
| All pupils access careers guidance as a priority.                     | Careers Guidance                                  | NEET levels very low.   | More able PPR pupils would benefit from more support with their academic options.          | 0      |
| Provide pupils with the opportunity to develop character and grit.    | Duke of Edinburgh funding enrolment and equipment | High – 50% of PPR pupils completed DofE bronze award.   | Benefits of DofE need to be clearly explained to parents and pupils to increase uptake.    | £815   |
| Encourage a growth mindset in pupils prior to exams.                  | Inspirational Speakers – Metacognition work       | Questionable and difficult to measure.  | More metacognition work to be done given the evidence base for this.                       | £750   |