



## Pupil premium strategy statement: secondary schools, completed example based on fictitious school

As part of your full strategy you will also wish to **consider results for specific groups of pupils** (specific year groups or minority groups) as well as the headline figures presented here. If you have very small pupil numbers you may wish to present 3 year averages here.

1. Summary information					
School					
Academic Year	2016/17	Total PP budget	£127,000	Date of most recent PP Review	n/a
Total number of pupils	556	Number of pupils eligible for PP	123	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015/16 only)	29.7%	64.7%
% achieving expected progress in English / Maths (2015/16 only)	43.6% / 39.7%	75.8% / 73.4%
Progress 8 score average (from 2016/17)	-0.32	0.12
Attainment 8 score average (from 2016/17)	35.2	52

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor literacy skills)	
A.	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.
B.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.
C.	Behaviour issues for a small group of Year 10 pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
D.	Attendance rates for pupils eligible for PP are 82% (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average.

Data sources that can help you identify barriers to attainment in your school include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.

Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance.

It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.

#### 4. Outcomes ←

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	High levels of progress in literacy for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using accelerated reader assessments and English written assessments in October, March and June.
<b>B.</b>	Improved rates of progress across KS3 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 85% or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and senior team.
<b>C.</b>	Behavioural issues of Year 10 addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 82% to 95% in line with 'other' pupils.

You may have more than one action/approach for each desired outcome.

Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the [Teaching and Learning Toolkit](#), the [NfER report](#) on supporting the attainment of disadvantaged pupils, [Ofsted's 2013 report](#) on the pupil premium and [Ofsted's 2014 report](#) on pupil premium progress.

**5. Planned expenditure**

**Academic year**      **2016/17**

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. Improved Year 7 literacy progress	CPD on self-regulated writing for relevant teachers.	We want to offer high quality teaching to all these pupils to drive up results. CPD course was selected which offered a combination of pedagogical knowledge and subject knowledge, and involved both external contributors and peer support. These things are said to be effective in the Teacher Development Trust research review on professional development.	Course selected using evidence of effectiveness, cover staff organised well in advance. Peer observation of attendees' classes after the course, to embed learning (no assessment).	Head of English	Jan 17
A. Improved Year 7 literacy progress	CPD on using Accelerated Reader effectively and developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language.	Components of language identified as an area of weakness from moderation  Schools in the English network have successfully trialled this approach.  Accelerated Reader was shown to have a positive impact in an independent evaluation.	HOD to oversee resources and scheme development with KS3 lead for English and SENCO.	Head of English	October, March and June 17
A. Improved Year 7 literacy progress  B. Improved progress for high attaining pupils	Staff training on high quality feedback to be delivered by SLE.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources (including Johan Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. This will focus specifically on effective assessment of writing for a purpose.	Course selected using evidence of effectiveness and discussed with SLE Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy. Initial, 3 month and 6 month evaluation of CPD through moderation and assessment grades.	Deputy Head	Jan 17

**Total budgeted cost**      £31,000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved Year 7 literacy progress	121 and small group provision of Read Write Inc 'Fresh Start' for struggling Y7 pupils.	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation. Data tracking of these students to show impact of the programme. Teaching Assistant CPD for TAs delivering Fresh Start. Pupil Premium Co-ordinator to liaise with parents of targeted children.	Pupil Premium Coordinator	Jun 17
B. Improved progress for high attaining pupils	Weekly small group sessions in maths and English for high-attaining pupils with HOD or equivalent, replacing tutor time or assembly.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and pupils before intervention begins to address any concerns. Track data in English and maths at 3 key points, October, March and June HODs to observe sessions and provide feedback / support.	Head of Maths/ English	Mar 17
<b>Total budgeted cost</b>					£59,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. Increased attendance rates	Support worker employed to monitor pupils and follow up quickly on truanancies. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a	Pupil Premium Coordinator	Jan 17

			regular basis, building to full timetable. Personalised support and assertive mentor assigned to each PA pupil eligible for PP. Attendance and progress discussed at least fortnightly with PP Coordinator and mentor. Letters about attendance to parents / guardians. Support worker to visit all PA at home to discuss attendance with parents / guardian and explore barriers		
C. Problem behaviour in Year 10 addressed	Identify a targeted behaviour intervention for identified students.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of pupils is fair, transparent and properly recorded. Use support worker to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Achievement/effort points to be a focus for all staff through a focus month of positive praise/effort cards through form tutors.	Head of Year 10	Jun 17
<b>Total budgeted cost</b>					£37,000

6. Review of expenditure				
Previous Academic Year		This is a review of the previous year, so the outcomes and success criteria will be different to above.		
Lessons learned may be about impact or implementation.				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attainment across the curriculum	Staff sent on external 'growth mind-set' course	<i>Mixed:</i> training has informed approach to building aspiration in school. We measured the impact on attainment for all children, not just PP eligible. Success criteria: not fully met. Approach shows promise as evident from staff developing questioning technique as seen in lesson observation – best practice shared in briefings. However, Progress 8 data shows that PP students did not make expected progress.	Staff were positive about the training and believe it has affected attitudes of students. We will not repeat the training, but continue implementing the approach and monitoring pupil response.	£420 per teacher for 15 teachers. Plus staff cover for training days. £10,050
Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.		For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.		
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved Year 8 literacy results	One to one tuition delivered by qualified teacher	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	£1550 per pupil for 26 pupils. £40,300
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved Year 7 literacy results	Summer school programme for Y7 with one intensive week of literacy and aspiration focus and target activities for Y6 teacher to complete prior to summer school.	Medium-low: positive impact for students who attended but many did not. Success criteria: not met.	Next year we will try to provide more intensive after-school support instead, with parental engagement to encourage attendance.	£1260 per pupil for 14 pupils. £17,640

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.highschool.sch.uk](http://www.highschool.sch.uk)