

Pupil premium strategy / self- evaluation (secondary)

	2018-2019		2017-2018	
	PP	non PP	PP	non PP
Progress 8	-0.26	0.01	-0.56	
Attainment 8	44.6	49.4	39.4	
5+ English and Maths	45.50%	59.90%	29%	
Ebacc	44.40%	46.70%	39%	

1. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Intended outcome	Action	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

<p>Attainment and progress of PP students in Mathematics and English at least matches that of Other pupils</p>	<p>Improve literacy & numeracy levels</p>	<ul style="list-style-type: none"> • Book and Breakfast • Accelerated Reader – 34 students • Year 12 reading mentors 20 year 8 PP pupils • Numeracy workbooks for tutor time (trialled for two tutor groups) • Whole group reading activities during reading period – article uploaded onto LG each week for group reading followed by questions based on text. This was designed to improve reading comprehension. Articles ranged from fiction to non fiction, across a range of subjects to improve culture capital as a well as reading for comprehension which was below average for NSR • Inter-tutor group competitions. Head of year 8 and 9 led a reading competition • Whole school INSET in the spring term 	<p>Year 12 Reading mentors went really well as it builds up the confidence of those students who are reluctant to read. 20 PP Y8 students took part of this project. This is a cost effective strategy which can be used with targeted students.</p> <p>The reading activities during Wednesday were capitalising the conversations around the school. Most of the teachers took initiative on this. It is a shame that the Reading Period has disappeared. Actually, our gap with PP students in last year results have been reduced to the same national level.</p> <p>Teachers are now more confident about reading in class as the Read Now activities are buzzing around the school demonstrating that the INSET was impactful. Further CPD on reading and oracy for 2019/20 to ensure it embedded and consistent.. LW to monitor that this is being put into practice is required. SoL check by SLT during PLL to ensure that it is part of lesson planning. Li Co to monitor.</p>	
<p>Attainment and progress of PP students in Mathematics and English at least matches that of Other pupils</p>	<p>Identify students who are below average for the verbal, quantitative CATs scores, and who are Not School Ready in terms of reading and numeracy</p>	<ul style="list-style-type: none"> • Book and Breakfast • Accelerated Reader • Year 12 reading mentors • Numeracy workbooks for tutor time • Whole group reading activities during reading period - • Inter-tutor group competitions. • Whole school INSET in the spring term 	<p>NSR students identified. 44% in the whole cohort were PP students Y11 PP students- 45% - 5+ English and Maths All Y7s to Y8s took part in the reading competition. To continue with all the extra activities promoting reading and competitions. To promote Oracy in lessons alongside Reading.To continue with Literacy in form. form time School. Lit Co to lead on oracy with Lit Champions from each department.</p>	

Overall attainment and progress of PP students at least matches that of Other	Effective CPD for staff	PP outcomes in literacy based subjects, where reading, oracy and extended writing are the norm, was stronger than numeracy based subjects CPD was delivered on reading as a whole school focus in L&T meetings. ML meetings	More CPD on reading and oracy, particularly for maths to be embedded in new calendar.	
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<p>Overall attainment and progress of PP students at least matches that of Other pupils</p>	<p>Outstanding teaching and learning</p>	<ul style="list-style-type: none"> Peer led lesson observations <p>Peer observations were changed to coaching for this academic year.</p> <ul style="list-style-type: none"> The new GCSE specs are embedded in schemes of work. <p>A whole day INSET was dedicated to SoW and what SoW should include. SoW have been checked with MLs and as Line leaders for 3 times. GCSE SoL in place and finalised for most subject areas. KS3 SoW were updated and adapted to consistent whole school focus. All departments had improved their continual work on KS3 SoW. Throughout last year and the start of this year. Regular meetings take place with Line leaders to discuss and share ideas on how to build a challenging and specific SoW for our student. Items are discussed in PLL weekly. A whole school PP inset was aimed at raising the standard of literacy across the whole school. 3 clear aims were set at improving PP and closing the gap and improving how school literacy. These were students reading in lessons, understanding and transferring tier 2 and tier 3 words and reading for meaning. The impact shows that KS3 PP are very close at core to non-PP</p> <p>Year 8 Whole school on or above target</p> <table border="1" data-bbox="689 858 1126 1031"> <tr> <td>English</td> <td>73%</td> </tr> <tr> <td>Mathematics</td> <td>78%</td> </tr> <tr> <td>Science</td> <td>88%</td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>Year 8 PP on or above target</p> <table border="1" data-bbox="689 1066 1126 1193"> <tr> <td>English</td> <td>75%</td> </tr> <tr> <td>Mathematics</td> <td>74%</td> </tr> <tr> <td>Science</td> <td>88%</td> </tr> </table> <p>Year 7 Whole school</p> <table border="1" data-bbox="689 1228 1126 1356"> <tr> <td>English</td> <td>96%</td> </tr> <tr> <td>Mathematics</td> <td>94%</td> </tr> <tr> <td>Science</td> <td>92%</td> </tr> </table> <p>Year 7 PP</p> <table border="1" data-bbox="689 1391 1126 1519"> <tr> <td>English</td> <td>94%</td> </tr> <tr> <td>Mathematics</td> <td>93%</td> </tr> <tr> <td>Science</td> <td>93%</td> </tr> </table>	English	73%	Mathematics	78%	Science	88%			English	75%	Mathematics	74%	Science	88%	English	96%	Mathematics	94%	Science	92%	English	94%	Mathematics	93%	Science	93%	<p>All lessons at KS3 now (when permitting) should have a read now slide where students read and discuss the tier two and tier three words. Teachers question or have short tasks for inference. This is currently monitored by CM and SH and will be monitored in November at an SLT meeting. The aim is to develop further with the girl's school and develop inference further to close the gap for PP. Learning walk observations to focus more on outstanding TL strategies which support PP.</p>	
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ii. Targeted support				
Intended outcome	Action	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
<p>Overall attainment and progress of PP students at least matches that of Other pupils</p> <p>Overall attendance for PP students is at least in line with Other pupils</p>	Engage students through interventions	<p>A dedicated team have been employed to work in this area which includes an Alternative Provision Manager</p> <ul style="list-style-type: none"> • BMX – 40 students/20pp • Tump 53 - 40 students/21pp • The Dogs Trust - 28 students/18pp • Mindfulness – 24 students/15pp • SafeCore – 8 students/1pp • The Amy Winehouse Foundation – 18 students/16pp • LFB – 3 students/3pp • Access Sport BMX School Games – 45 students/28pp • Peabody Project – 21 students/12pp • Registration of students - registered 6 students(5pp) am & pm, and had 2 year 11 students full time(1pp) for 6 weeks and 3 year 10 students(1pp) for a whole term 	<p>Initially, the Bridge reached 57% pp students, along with FAP and students from families with social services involvement. Now we have in place a referral program where students are recommended by HoY or J.Lumbis so the number of pp students reached has risen greatly.</p> <p>Registration students- School refusers, monitoring attendance and truanter.. Year 10 students - School refusers, monitoring attendance and truanter. One to one mentoring. Year 11 students – at risk of exclusion if we hadn't supported to get them through their GCSEs.</p>	

<p>Overall attainment and progress of PP students at least matches that of Other pupils</p> <p>Overall attendance for PP students is at least in line with Other pupils</p>	<p>Students attend 'The Bridge'</p>	<ul style="list-style-type: none"> • Breakfast club – 8 students/6pp • Lunch club – 35 students/24pp • Alternative timetables • Time out • Mentoring • Liaise with HoYs • Work with parents/carers • FAP meetings • End of term Reward trips – 36 students/31pp <p>Attendance PP – 95.98% non PP – 95.92% (NAPP- 94.5%) Persistent Absence – 8.4% (NAPP – 24.6%)</p>		
<p>Overall attainment and progress of PP students at least matches that of Other pupils</p> <p>Overall attendance for PP students is at least in line with Other pupils</p>	<p>Students work in small groups and one-to-one</p>	<ul style="list-style-type: none"> • English catch up group – 18 students/12pp • Maths catch up group – 18 students/12pp • Re tracking – 77 students/39pp • Garden group – 10 students/8pp • One to One – 65 students/46pp • Asdan- Roadwise short courses 	<p>Due to now teaching 12 lessons of Asdan, unfortunately we have had to cut back on some of these groups due to time and staffing. The Maths and English were very successful, but we are focusing our resources on the one to one and retracking sessions.</p>	
<p>Overall attainment and progress of PP students at least matches that of Other pupils</p> <p>Overall attendance for PP students is at least in line with Other pupils</p>	<p>Raise self-esteem</p>	<ul style="list-style-type: none"> • BMX • Tump 53 • The Dogs Trust • SafeCore • Peabody Project • Garden group • Re tracking • One to One • Amy Winehouse Foundation • LFB • Access Sport BMX School Games • English group • Maths group • Lunch club • Mentoring • One to One 	<p>Due to interventions always changing, the list will change throughout the year as we are always adding new programs to meet the needs of our students.</p>	

<p>Attainment of High-Prior Attaining PP students at least matches that of Other High-Prior Attaining students</p> <p>Overall attainment and progress of PP students at least matches that of Other pupils</p>	<p>Students attend Saturday</p>	<p>Staff indicate students' PP status on Extended School requests so their engagement with the programme can be monitored. At the start of the year, PP attendance was below that of non-PP (e.g. 21/02/19 – PP attendance was 53% compared to non-PP attendance of 71%). To rectify this gap, PP students are called on Saturday mornings as a priority and by the end of the year they were attending in line with, or even exceeding, non-PP students, (e.g. 11/05/19 – PP = 73% and Non-PP = 71%) (18/05/19 – PP – 71% and Non-PP = 66%) – showing the impact made. On some Saturdays, the head teacher even took the minibus to the homes of some PP students to ensure they attended their sessions.</p>	<p>We will continue to require that staff identify PP students on extended school requests as this allows us to support attendance to sessions by prioritising phone calls. Also, by indicating such students on requests, staff become more familiar with who they are and therefore are able to constantly put in place intervention strategies in class.</p> <p>We will also continue to report attendance of PP in comparison with total attendance.</p>	<p>£50,000 Spent on all the interventions, incl - Saturday school (September to July for years 10 – 13).</p> <p>Half term school</p> <p>Easter school</p> <p>Summer school Year 7 Catch Up school</p> <p>Year 10 DGM</p> <p>3X Residential, Eng/Ma</p>
<p>Attainment of High-Prior Attaining PP students at least matches that of Other High-Prior Attaining students</p> <p>Overall attainment and progress of PP students at least matches that of Other</p>	<p>Students attend holiday school</p>	<p>As above – intervention sessions held in half terms and Easter break for students with PP students a priority for staff lists and for calling home if not turned up.</p>	<p>This is a successful strategy and attendance has improved for PP with impact showing through data as gap has closed in progress between PP and non PP.</p>	<p>As above</p>

Attainment of High-Prior Attaining PP students at least matches that of Other High-Prior Attaining students	Support vulnerable EAL students	Small groups with drawn for basic literacy – reading to help close gap		
Attainment of High-Prior Attaining PP students at least matches that of Other High-Prior Attaining students	Small group learning by a dedicated team	ACE for year 7 who are not secondary ready.		

iii. Other approaches

Intended outcome	Action	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
Overall attainment and progress of PP students at least matches that of Other pupils	Increase digital learning strategies	Pupils Premium P8 for 2018/19 was -0.29, compared to the previous year of -0.56, which shows that we improved the gap by 0.27. The gap from our overall co-hort was improved from 0.53 to 0.26.	We focussed our RAPs, intervention and learning resources on PP students, but also include some of our non-PP students to strike the balance right. We organised revision weekends and paid for our PP students and made sure that 50%+ students were PP.	£1000
Overall attainment and progress of PP students at least matches that of Other pupils	Ensure students have access to Pixl Apps,	Pupils Premium P8 for 2018/19 was -0.29, compared to the previous year of -0.56, which shows that we improved the gap by 0.27. The gap from our overall co-hort was improved from 0.53 to 0.26.	All PP students had access to PiXI Apps, Seneca and Maths Watch and we've made sure that our PP students that have Option Support, made use of it during that time.	

<p>Overall attendance for PP students is at least in line with Other pupils</p> <p>Attainment of High-Prior Attaining PP students at least matches that of Other High-Prior Attaining students</p> <p>Overall attainment and progress of PP students at least matches that of Other pupils</p> <p>Overall attendance for PP students is at least in line with Other pupils</p>	<p>Allow students to access cultural enrichment experiences.</p>	<p>Activities Week runs in June with the aim for all students to experience a variety of trips including a day trip to the seaside, cultural visits, sports visits. They have opportunities to learn how to engage with other groups of students outside their immediate peer group, interact with adults, learn to travel outside their immediate home area, also get the opportunity to visit museums and galleries or take part in workshops. Many trips organised are free, or minimal cost, making use of free public transport where possible. Trips have included – tours along the Thames; Cyclopark, Olympic Park.</p>	<p>Activities Week to continue. Would like to extend the number of subject based trips throughout the year esp in year 7 and 8 to broaden cultural experiences. Planned university trips as well as residential targeting years 8-10.</p>	
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As above	Continue to develop the GSI initiative	<ul style="list-style-type: none"> • Teaching and learning targeted at groups of students from Year 7, pushes the low prior attainers and develops the high prior attainers. • Year 10s were involved in the Developing Great Minds Programme (03/19 – 07/19) – based on an interdisciplinary curriculum. The focus was on Darwinism and it help students in the following ways: <ul style="list-style-type: none"> ○ To be critical thinkers. ○ To be able to draw cross curricular links. ○ Science – understanding Darwin's theories through lectures and experiments. ○ English – focused on social Darwinism and the Grand theories. ○ Maths - Probabilities, including calculations of Filial generations as used in science. ○ Programme was very well attended and helped to raise aspirations of these HPA (6 of who achieved Grade 9 in maths and statistics early entry). • Roundhouse trip (18/07/19) – Preview of The Barbershop Chronicles. 14 students had the opportunity to see this at no cost to them or school. • Interactive parents' evenings for all year groups. <p>Year 8 and 9 had the Medical ethics debate for which parents were also invited.</p> <p>PP GSI Year 8 (14/46) English – 57% above or on target Maths – 50% above or on target</p> <p>Year 7 (11/39) English – 100% on or above target Maths – 91% on or above target</p>	<p>Developed confidence and critical minds</p> <p>Appears to be a plateau in progress in year 8 which needs to be addressed in 2019/20 strategy. To include university visits.</p>	<p>£3000</p> <p>£0</p> <p>£0</p> <p>£0</p>
As above	Support those with low prior attainment through the ACE project.	As above		

As above	Introduce additional vocational courses to give students an additional GCSE equivalent course	iMedia was introduced as a Level 1 and 2 vocational course of which 9/18 students are PP. TLM Level 1 course was offered to year 11 students who had low grades in GCSEs.		
As above	HumanUtopia	1/11/18 and 2/11/18 year 9 and 10. Day with tutors and students.	The year 11s remember it quite fondly. At the time it did encourage a few boys to report some serious long term bullying they had been experiencing and those boys are a lot happier now.	
As above	Counselling Service for students and parents	42% of the referrals that came through the service were pupil premium. The drop-in service worked well in that effective use was made of the counsellors time when clients seen were not in school for one reason or another and more students were able to be seen for a consultation.	ELSA's are a new resource for the service and a focus this year is on how to utilise them effectively and support them in their new role. Also, a focus this year will be on monitoring the number of HPA students coming through the service.	

As above

Students attend English & Maths residentials

- PP students were specifically targeted to attend English and Maths residential.
- From the students who went on the PGL trip, this appeared to benefit PP students more than their non-PP counterparts. A total of 73.2% of non-PP students either secured a fine grade c, achieved one grade or two grades higher than their Wave 2 paper. However, this rose to 87.6% of PP students. In planning this trip next year, close attention needs to be paid to the invitee list to ensure that sufficient numbers of PP students are not only invited but chased and encouraged to attend (where budgets will allow).

	Non-PP Students		PP Students	
	Number	Percentage	Number	Percentage
Secured two grades higher	1	2.4	1	6.3
Secured one grade higher	20	48.8	9	56.3
Secured a fine grade c	9	22	4	25
Secured a fine grade a or b	9	22	1	6.3
Secured a grade lower	2	4.9	1	6.3
	41		16	

English and maths residentials are planned for the coming exam season.

2. Additional detail

