

Pupil premium strategy statement (secondary)

1. Summary information					
School	Sir John Talbot's School, Whitchurch				
Head teacher:	David O'Toole				
Pupil Premium Co-ordinator	Pauline Roberts – Assistant Head teacher				
Date	29/09/17				
Academic Year	2017-2018	Total PP budget	£133 705	Date of most recent PP Review	Oct. 2016 PP review NCTL
Total number of pupils	448	Number of pupils eligible for PP	143	Date for next internal review of this strategy	2/10/17

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average) Data not yet available
% of disadvantaged pupils achieving a strong pass in English/Maths	25%	
% of disadvantaged pupils achieving a standard pass in English/Maths	45.8%	
Progress 8 in English / Maths	-0.1/+0.12	
Progress 8 score average	0.03	
Attainment 8 score average	37.5	
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		

A.	Male aspiration and engagement (focus on literacy)	
B.	Attainment of FSM cohort	
C.	Poor literacy and numeracy skills of low band students in PP cohort	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance rate for PP students	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Male attainment and effort to be in line with female across the curriculum	<ul style="list-style-type: none"> • ATL (attitude to learning) data to be analysed by Progress Leaders half termly. Action to be taken by Progress Leaders through form tutors and Directors of Faculties. Homework clubs and after school revision sessions to be used effectively to improve outcomes for male PP cohort. • Directors of Faculties to ensure that Pupil Premium Plan is in place for all subject areas under their control. Faculty Pupil Premium Champions to monitor action and impact of intervention so that best practices can be shared in Associate Leadership Group meetings. • Assessment data to be analysed termly by PP co-ordinator who will identify trends for each cohort and liaise with Progress Leaders. Action will be tailored to the needs of each cohort and broken down into sub groups within PP cohort so that accountable departments can take ownership of remedial action required. Assessment data for year 11 will be analysed half termly. • All teaching staff are aware of the aspirations of PP cohort with focus on male PP. Careers advice and guidance interviews undertaken as priority for PP cohort and shared with all staff to aid guidance and support. • Male PP at risk of underachievement in year 11 are mentored weekly with a view to improving academic outcomes at GCSE by a member of Associate Leadership Group. This is tracked weekly with Raising Achievement Plan with joint accountability for completion by both mentor and mentee.
B.	Attainment data of FSM students will show that they are achieving school targets in line with	<ul style="list-style-type: none"> • Assessment data to be analysed termly by all subject teachers and reviewed by DOFs. Where the FSM students are underachieving to targets, intervention

	other sub-groups within PP cohort.	<p>plans need to be agreed and documented with impact of intervention recorded the following term.</p> <ul style="list-style-type: none"> • PP co-ordinator will analyse assessment data of year 11 cohort half termly with focus on English/Maths as existing data shows that underachievement is present in these two areas. • PP co-ordinator is to ensure that all staff are aware of the difference between FSM and FSM6 highlighting cases of need who need their attention. • Class teachers will show that they are aware of FSM pupils and their needs; this will be evidenced in the use of seating planner and notes of intervention recorded in Pupil Profiles. • Work Scrutinies have been calendared at regular intervals throughout the academic year and these will evidence the intervention that have been undertaken to support FSM pupils to achieve their school targets. • Differences between the attainment of FSM and FSM6 will diminish from Summer Pillar 2017 data.
C.	Low starting points in both literacy and numeracy need to be addressed. Low band of PP cohort will show expected progress.	<ul style="list-style-type: none"> • Pupils to be identified on entry to SJT from data at KS2 and information from primary schools to join the small transition group for Year 7 and Year 8. • Progress in both literacy and numeracy will be accelerated due to tailored programme of teaching taught by English and maths specialists. • Pupils will be monitored and tracked termly so that re-integration into mainstream school occurs naturally.
D.	Attendance rates of PP cohort will improve.	<ul style="list-style-type: none"> • Up-to-date attendance figures for all sub groups and actions taken advised to Progress Leaders and Leadership group weekly. • PP absence monitored daily – school minibuss to be used to collect students where absence is identified as a barrier to learning. • Incentive scheme to nudge attendance will help to change parents/guardians understanding of the need to improve attendance of PP cohort. • Exclusion rates for PP cohort will reduce as alternative strategies are utilised more frequently.

5. Planned expenditure					
Academic year		2017-2018			
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?
Positive progress 8 for disadvantaged cohort.	Effective and Timely Feedback. Additional non-contact time available to all teaching staff.	EEF Teaching and Learning Toolkit – this strategy has +8 months	Calendared work scrutinies. Director of Faculties have appointed PP champion in their areas who will monitor implementation of plan.	CD and PR	Termly at work scrutinies
Improvement in % of disadvantaged cohort achieving a pass in the Ebacc. and in English/Maths	Academic Mentoring by leadership group member. Targetted support in English/Maths.	This strategy was used last year and improved standard pass in English/Maths for disadvantaged cohort from 24% in 2016 to 44% in 2017.	Performance of disadvantaged cohort in year 11 will be tracked at 6 data collection points with corrective action taken at each analysis.	PR	At half termly data collection
Total budgeted cost					60 000
ii. 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?
ATL of disadvantaged cohort in all year groups will improve throughout the year.	Dedicated focus time from Progress Leaders for disadvantaged pupils. Action taken will depend on the behaviour and the intervention most likely to bring about positive change.	EEF toolkit show +3 months for behaviour intervention.	ATL will show positive improvement and no gap between disadvantaged ATL compared to non-disadvantaged cohort	HA – KS4 HW – KS3	Termly at Pillar Reviews

Equity for disadvantaged cohort with provision in CIAG, trips, music and theatre and revision material	Funding to provide opportunities for disadvantaged cohort.	Marches Trust Policy.	Progress leaders and subjects leaders aware of funding and to action according to student need.	PR	On-going
Transition unit for year 7 and 8 targeting increase in progress in literacy and numeracy with tailored programme.	Small group selected for this provision. Extracted from mainstream with all Ebacc subjects taught with dedicated team including English and maths specialists	Based on research from EEF tool kit: - Phonics teaching +4 months Small group tuition + 4 months Reducing class size in mainstream + 3 months	Termly assessments undertaken to ascertain if students have made sufficient progress to transfer back into mainstream classes.	JJ and access leaders	Termly
Total budgeted cost					100 000
iii. 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?
Literacy and numeracy focus	Additional phonics lesson per week for small group delivered by Phonics trained teachers. Numeracy extraction on a rota basis in max. ratio of 1:4 delivered by maths specialist. Accelerated reading programme	Based on research from EEF tool kit: - Phonics teaching +4 months Small group tuition + 4 months	Tracking system in place to assess progress in both phonics and numeracy. Accelerated reading programme quizzes undertaken regularly	PRS – Phonics KC – Numeracy CB – Accelerated Reading	On going

Attendance of disadvantaged cohort will be in line with National data	Attendance officer and Pastoral team to take pro-active action to improve attendance of disadvantaged cohort working closely with parents/guardians.	Need to improve attendance of attendance cohort in line with national data. Nudging attendance incentive based on improvement of 1% and 6% attendance of PP cohort from 2 schools in North West.	Attendance officer works closely with EWO and Pastoral team and track data daily/weekly. Attendance officer spends 1 hour per week reporting direct to Pastoral and LG teams.	JJ	On going
Total budgeted cost					50 000

6. Review of expenditure	
Previous Academic Year	

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
Improved outcomes for disadvantaged cohort	2 additional English/maths sets in year 11. 1 extra hour per week for all teachers to provide additional feedback for PP.	P8 increased from -0.44 to 0.03 A8 increased from 30.56 to 38.02 English/Maths strong pass for PP = 28% compared to 32% for whole cohort English/Maths standard pass for PP = 44% compared to 28% for previous year.	This strategy was specifically designed for last year's cohort. The extra 2 sets in English/maths has not been carried through, budget being used for transition programme to accelerate progress at KS3. Additional hour per teacher has been retained as this proved successful in raising progress in all subjects.	100 000
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
Improvement in ATL	Dedicated focus time for all progress leaders for behaviour intervention and academic support.	ATL scores showed little difference between PP and non PP in ATL scores although greater number of interventions takes place with PP cohort in all years.	This is a successful strategy and will be carried through to 2017-2018	30 000
Equity for disadvantaged cohort with provision in CIAG, trips, music and theatre and revision material	Funding to provide opportunities for disadvantaged cohort.	Pupil voice from external visitors confirm that PP cohort benefit from this provision and feel part of the school community in line with other sub groups.	This is a successful strategy and will be carried through to 2017-2018	5 000

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
Improve attendance rates for disadvantaged cohort by reducing exclusions and encouraging parental engagement	Bespoke programmes for identified individuals at risk of non-attendance to avoid exclusion. Increase parental engagement by improving attendance to parents' evening and guidance events.	Case studies held showing intervention via work experience, tuition with TMBSS and working closely with families in need with family support worker. Attendance rates not in line with national data. Exclusion rates higher than national data.	We will continue to identify students in need of bespoke programmes to help individual students to improve attendance leading to better outcomes for them. Attendance data to be more readily available to allow comparison to national so that corrective action can be swiftly taken – this has been addressed in 2017-2018 strategy.	40 000

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

