

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Sir John Talbot's School, Whitchurch				
Academic Year	2019-2020	Total PP budget	£134,821	Date of most recent PP Review	
Total number of pupils	615	Number of pupils eligible for PP	250	Date for next internal review of this strategy	October 2019
2. Current attainment					
Please note that all figures are subject to change – official figures not released until January 2020			Pupils eligible for PP (your school)		
Progress 8 score average			+0.265 (+0.58)		
Attainment 8 score average			3.84 (4.61)		
% of students achieving a strong pass in English + Maths			17.2% (39.2%)		
% of students achieving a standard pass in English + Maths			44.8% (67.1%)		
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)					
A.	Lower attainment for FSM students				
B.	Lower attainment and progress for PP males compared to females				
C.	Poor literacy and numeracy skills of low band students in PP cohort				
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)					
D.	Low attendance rates of PP students				
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)			Success criteria		

<p>A.</p>	<p>Improve attendance of PP students and reduce persistent absence rates.</p>	<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. • New ‘tutor challenge’ strategy to be introduced with a large emphasis on PP students • Exclusion rates for PP cohort will reduce as alternative strategies are utilised more frequently. • PP absence monitored daily – school minibus to be used to collect students where absence is identified as a barrier to learning. • Uniform costs are kept to a minimum and support is provided for families who require it. • Non-school uniform days kept to an absolute minimum and an alternative found for ‘Christmas Jumper Day’ to reduce unnecessary absence. • Timetabling carefully considers factors such as having PE on consecutive days.
<p>B.</p>	<p>Aspirations of students will be raised.</p>	<ul style="list-style-type: none"> • All teaching staff are aware of the aspirations of PP cohort with focus on male PP. • More PP students are attending extra-curricular classes and trips, so there is no gap between PP and other student’s aspirations. • Careers advice and guidance interviews undertaken as priority for PP cohort and shared with all staff to aid guidance and support. • PP at risk of underachievement in year 11 are mentored regularly with a view to improving academic outcomes at GCSE by a member of staff (to include, LG, ALG, teaching staff and support staff)
<p>C.</p>	<p>The gap between reading age and chronological age will reduce to support literacy across the curriculum.</p>	<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 7pupils. • 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 • Students with low reading ages will join ‘reading families’ and their progress carefully monitored.

D.	Improvement in parental engagement of parents of PP students.	<ul style="list-style-type: none">• There will be an improvement in the attendance of parents of PP students at parents' evenings throughout the year – this will be analysed following each parents' evening.• Online parents evening booking system to be used where PP parents are invited 2 days before the rest of the cohort.
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5. Planned expenditure

Academic year

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Intended 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?
Improved progress in literacy.	<p>Accelerated reader scheme to support all students in Year 7-11.</p> <p>Reading families introduced to support students with the lowest reading ages.</p> <p>Teaching staff, particularly those who have a reading family to receive training from Trust primary schools in decoding and other reading techniques.</p>	<p>Progress is being made in English – shown in the P8 scores – by PP students so this strategy should continue.</p> <p>Progress made by the weakest readers is slower, reading families is an intervention to improve progress.</p> <p>Staff currently feel they need strategies to enable reading families to make the most progress.</p> <p>EEF teaching and learning toolkit has a potential impact of reading strategies of +6 months.</p>	<p>Data from AR will be used to promote reading levels of all cohorts. English class teachers will be given progress data to encourage and prompt their pupils.</p> <p>AR groups and reading families will be reviewed regularly.</p>	CB, SH	Termly

<p>Quality First Teaching will improve outcomes and progress for PP students in all subjects</p>	<p>All staff to have one additional non-contact hour on their timetable to enable them to plan for progress of PP students.</p> <p>Consistent use of seating plans in classrooms – enabled by Class Charts – will reflect PP students and therefore be a focus for classroom teachers.</p> <p>‘Learning Spotlights’ to have a PP focus regularly throughout the year.</p> <p>At each data entry point, data is analysed by Raising Standards Leader as well as Directors and classroom teachers to monitor the progress of disadvantaged learners. Subject leaders use this to put intervention plans in place.</p>	<p>The difference between a very effective teacher² and a poorly performing teacher³ is large. For example during one year with a very effective maths teacher, pupils gain 40% more in their learning than they would with a poorly performing maths teacher⁴. Sutton Trust, 2011.</p> <p>EEF Teaching and Learning Toolkit – feedback has a possible impact of +8 months.</p>	<p>Positive progress 8 for disadvantaged students.</p> <p>Performance of disadvantaged cohort in year 11 will be tracked at 5 data collection points with corrective action taken at each analysis.</p> <p>Performance of disadvantaged cohort in years 7-10 will be tracked at 3 data collection points with corrective action taken at each analysis.</p>	<p>CD, PB, JTR</p>	<p>Half-termly for year 11.</p> <p>Termly for years 7-10.</p>
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Total budgeted cost					90,000
ii. Targeted support					
Intended 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?
Equity for disadvantaged cohort with provision in CIAG, trips, music and theatre and revision material	Introduce a systematic approach to ensuring that disadvantaged students are able to have full access to enrichment opportunities.	Based on research from EEF toolkit: - Arts participation +2months Sports participation +2months Outdoor adventure learning +4months	Enrichment opportunities flow chart published to all staff, including support staff who assist with organising enrichment opportunities. Audit of enrichment opportunities to take place each half term to check the proportion of PP students accessing opportunities.	PB, JTR, HBE	Half termly
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.	RU, PB, JTR	Half termly
PP passport to inform all staff of student aspirations.	PP students to be interviewed by a member of staff to find out about home life and future aspirations. Information made available to all staff.	This strategy was used several years ago and since its decline, staff have less awareness of student life aspirations.	'Spotlight on...[name]' to regularly appear in staff bulletin. PP passports to be placed into PP Team for all staff to access.	LR	Half termly.
Total budgeted cost					60,000

iii. Other approaches					
Intended 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?
Improve parental engagement and attendance at parents' evening.	Introduce online parents' evening booking system where parents of PP students are invited 2 days before the rest of the cohort.	EEF Teaching and learning toolkit states possible impact of parental engagement - +3 months.	Online system allows for analytics to monitor uptake and attendance of appointments, can be compared to previous year.	PB, JTR, SK	Following each parents' evening.
Attendance of PP cohort will improve.	<p>Introduction of tutor challenge focused on attendance of PP students.</p> <p>Daily attendance emails sent out to all staff to challenge poor attendance.</p> <p>Reduction in barriers to attendance: cost implication of equipment, reduction in non-uniform days.</p>	Attendance for PP cohort has improved during the last 2 years due to increased information delivered to pastoral team for action. Attendance officer is now spending more time focusing on PP students.	Attendance register is tracked daily and data is analysed weekly by the attendance officer.	AL, HA	Weekly
Reducing exclusion rates	RAISE centre to be manned 8am-5pm and will accommodate pupils of reduced/alternative timetable.	The RAISE centre was introduced last year and was a vital part of reducing exclusion rates for all students – which is disproportionately disadvantaged pupils.	Regular analysis of case studies presented to LG.	HA	Half -termly

Total budgeted cost 80,000

6. Review of expenditure

Previous Academic Year

2018-2019

i. Quality of teaching for all

Action	Intended outcome	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
<p>Effective and timely feedback.</p> <p>Additional non-contact time available to all teaching staff.</p>	<p>Positive progress 8 for disadvantaged cohort.</p>	<p>Overall progress of all students was +0.57 with PP students' progress at +0.27.</p> <p>All faculties have PP strategy and have an appointed PP champion in place.</p>	<p>Teaching staff will continue having an additional non-contact hour on their timetable which is labelled as having a PP focus.</p> <p>Feedback policy has been amended whole school to make it more time-efficient and effective with more in class marking. PP students will have their books sampled more frequently and staff will go to underperforming PP students in the first instance in lessons.</p>	<p>100,000</p>
<p>Academic Mentoring by leadership group member.</p> <p>Targeted support in English/Maths.</p>	<p>Improvement in % of disadvantaged cohort achieving a strong and standard pass in English/Maths</p>	<p>9-5 and 9-4 English/Maths data does not show an improvement in performance of disadvantaged students however students in the cohort are not comparable to previous cohort due to different starting points. Progress data above is a much better measure of how students have performed – from +0.054 in 2018 to +0.27 in 2019.</p>	<p>Academic mentoring will continue and the programme will be widened for cohort 2020 as well as students in the lower year groups.</p> <p>Students will continue to get additional academic support in English and Maths but this will also include Science.</p>	

ii. Targeted support

Action	Intended outcome	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
<p>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.</p>	<p>Lesson grades of disadvantaged cohort in all year groups will improve throughout the year.</p>	<p>Lesson grades have been an ineffective measure of impact; it has been too difficult to unpick the slight variability in average lesson gradings.</p> <p>A PP focus has been high on the pastoral agenda with consideration given to this when putting specific interventions in place.</p>	<p>Lesson grades will continue only until December. Attitude to learning scores will be trialled at the pillar 1 data entry point as a means of measuring student behaviour and a method of effective interventions.</p> <p>PP focus will remain high on the pastoral agenda.</p>	<p>60000</p>
<p>Funding to provide opportunities for disadvantaged cohort.</p>	<p>Equity for disadvantaged cohort with provision in CIAG, trips, music and theatre and revision material</p>	<p>Funding has been provided for revision material, trips and CIAG and has been documented at faculty level.</p> <p>The provision has been sporadic and needs a more systematic approach.</p>	<p>Systems need to be introduced to document the number of enrichment opportunities provided to PP students along with a system for ensuring all PP students are not prevented from accessing any enrichment activities due to finances.</p>	

<p>Small group selected for access group provision. Extracted from mainstream with all Ebacc subjects taught with dedicated team including English and maths specialists</p>	<p>Transition unit for year 7 and 8 targeting increase in progress in literacy and numeracy with tailored programme.</p>	<p>Access group started the year with 12 students, of which 9 were PP students. During the year, students were able to move out of the access group into mainstream, depending on their assessments.</p> <p>Of the 9 PP student ? moved back into mainstream whilst ? remain in the access group into year 8 due to them being very high needs (eg: Down's syndrome)</p>	<p>Access group continues as a method for nurturing the students who have a very low attainment in English and Maths. Carefully consideration to be given to the students who go into the access group and this should be reviewed half-termly.</p>	
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iii. Other approaches

Action	Intended outcome	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
<p>Star testing from AR system to be used to identify progress for disadvantaged cohort</p>	<p>Data from AR will be used to promote reading levels of all cohorts.</p> <p>AR groups will be reviewed regularly</p>	<p>AR groups were given regular reviews during the year. Most significant change was the introduction of Reading Families; small groups where all students read the same book together. Between Nov-May there has been a significant increase in reading age – between 0-22months.</p>	<p>Reading families to continue into next academic year along with the use of Star testing to inform planning on teachers from all subjects.</p>	<p>80,000</p>

<p>In 2018-2019, the attendance officer will increase time at SJT. He will now spend two days at SJT increasing time by 100%</p>	<p>Attendance of disadvantaged cohort will be in line with National Data.</p>	<p>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.</p> <p>National data not currently available (Dec 19). At the end of 18-19, PP attendance was 92.92% and nonPP was 95.74%. The gap has decreased by 2% since year 2017-18.</p>	<p>Attendance initiative, with a PP focus to be rolled out in the Autumn term – tutor challenge. Target students will be chosen both based on attendance and progress.</p>	
<p>Introduction of Raise Centre. The Centre will be manned from 8.00 to 5.00 and will accommodate pupils on reduced/ alternative timetable.</p>	<p>Reducing Exclusion rates</p>	<p>Raise centre has reduced the need for internal exclusions. Fixed term exclusions have reduced from 317 in 2017-2018 to 207 in 2018-2019.</p>	<p>Raise centre to continue to next academic year – additional provision in place for ensuring it is an intervention room.</p>	

7. Additional detail

