

Pudsey Grangefield School - Pupil premium strategy statement (secondary)

1. Summary information					
School	Pudsey Grangefield				
Academic Year	2018-19	Total PP budget	£257,640	Date of most recent PP Review	Jan 15
Total number of pupils	1200	Number of pupils eligible for PP	248	Date for next internal review of this strategy	Jan 19

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 9-5 in English and Maths	17%	47%
% achieving 9-4 in English and Maths	37%	77%
Progress 8 score average	-0.4 (Sisa Collab)	+0.1 (Sisra Collab)
Attainment 8 score average	37.32	52.24

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.	Literacy skills, particularly of students with lower and middle prior attainment
B.	Numeracy skills that are impacting on poor performance in Maths
C.	In some cases, students' attitude to learning is impacting on their academic progress
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Overall attendance of pupil premium students is lower than non-PP students

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved outcomes in English and Maths Basics measures	9-5 and 9-4 E/M Basics for PP students will be within 10% of non PP students and above national average for all students.
B.	Improve Progress 8 measures for PP students	Progress 8 will be -0.0 for PP students.
C.	Improved outcomes for Higher Ability PP students	Higher Ability PP students will achieve a P8 score of +0.3
D.	Improved behaviour and conduct as measured by removals and exclusions.	Proportion of removals and exclusions will be in line with non PP students
E.	Overall attendance and persistent attendance improves	PP overall attendance >94% Overall PA < 10%

5. Planned expenditure

Academic year

2018-19

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?
All staff have detailed knowledge of their PP students and what they need to do to make better progress in a subject.	Use annotated seating plans to identify PP students and teachers identify their curricular needs.	Ensure teachers are aware who PP students are in their classroom, and are planning for progress. EEF Feedback (+8)	Use of Classcharts to identify PP students. Prior attainment data also provided on Classcharts. Seating plans QA'd	JBW	Sep 2019
High quality feedback leads to PP students making better progress.	Improve the quality of feedback for PP students.	All staff prioritise PP students where possible in feedback, marking, support. EEF Feedback (+8)	Expectations given to all staff, and monitored through learning walks and work scrutiny.	JBW	Sep 2019
PP students' literacy levels improve.	Engage all students with reading in form time. Vocabulary acquisition to be taught well across the curriculum and driven by teams.	Some PP students have weaker literacy skills and providing structured space in the curriculum helps to promote the importance of reading.	Monitoring of form time. Student voice. Work with the Directors of Study.	CGY	Sep 2019
Underachieving PP students in Y7- 11 are identified and Wave 1 interventions lead to a closing of the gap.	Staff asked to identify underperforming students on their seating plans following data captures. Middle leaders track and monitor teacher actions.	This approach ensures that emphasis shifts away from Y11 to PP students in all year groups, and more students make better progress across KS3 and KS4.	Creation of tracking documents. Monitoring of seating plans. Middle leader interventions. Link meetings with SLT.	JRD	Sep 2019
All PP students participate in learning opportunities in lessons	Improve questioning and active classroom techniques.	Better questioning techniques ("cold call" "right is right" and "wait time") allow for all students to participate in learning activities.	Use of the staff guide. CPD. Monitoring.	JBW	Sep 2019
100% of classrooms have exceptional standards of behaviour, allowing all students to learn well.	Regular training on behaviour management techniques and support for "hot-spot" areas.	All students need exceptional standards of behaviour in classrooms, allowing teachers to teach and students to learn.	SLT behaviour drop-ins Follow up where support is needed. On call rotas Regular CPD	CMN	Half termly review

Ensure PP students have high quality revision materials.	Provide free revision guides for all students. Develop website with revision area.	Ensure students make more effective use of home learning. EEF Homework (+5)	Work with subject leaders to ensure that PP students have access to the best quality resources (whether made in-house, or bought).	JRD	May 2019
Total budgeted cost					£200,000
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?
All PP students are punctual	Run breakfast clubs for targeted PP students.	Providing hot food and an early morning social space will encourage some students to arrive early to school.	Attendance monitoring and careful selection of targeted students.	JRD	June 2019
80% of Y11 PP students achieve both English and Maths basics (9-4)	Ensure PP students are closely tracked with dynamic interventions if there is a risk of underachievement.	Close monitoring of students achieving Maths and/or English will allow us to quickly determine who may need additional support so as to achieve the Basics measure.	Work with the Head of English and Head of Maths. Close monitoring of student achievement following data collection points.	JRD	Sep 2019
Improve PP persistent absenteeism and attendance.	Use attendance bus to collect PP PA students. Intensive challenge and support to PA student families.	Raise profile of good attendance. Collect students. Support families. EEF Behaviour Interventions (+3)	Weekly monitoring of attendance data to assess impact.	CMN	Termly review
Provide targeted interventions to accelerate progress in Y11.	Intervention sessions within curriculum time, holiday & Sat mornings.	Small group support. EEF Small class sizes (+3) EEF Small group tuition (+4)	Use PE time for small group intervention in Maths, English & History. Easter holiday – full curriculum cover. Saturday morning small group Maths and English.	MEN	July 2019
High ability PP students achieve well.	Raise profile of these students via CPD and meetings.	We want to ensure that all staff are aware of the potential of high ability PP students.	Data collection points. Homework monitoring.	JRD	July 2019
Underachieving Y11 PP boys “catch-up” in across term 1 in Year 11.	Use assertive mentoring for all Y11 PP students who at risk of not achieving English and Maths basics.	Harnessing staff’s strong relationships with certain PP students will be an effective way to provide additional support and care for key students.	Training, tracking, monitoring and evaluation of the mentoring programme, combined with providing mentors a clear structure to follow.	JRD	Dec 2018

All PP students complete quality homework as a matter of routine.	Instigate on-the-day homework catch-up detentions for students failing to complete h/w.	Some students regularly not completing homework. EEF Homework (+5)	Implement for Year 11 and then extend to Year 10. Other students receive department detentions.	JBW	July 2019
Improve the curriculum of PP students at risk of underachievement.	Ensure that students are on the most suitable courses.	We need to ensure that students achieve essential qualifications for their future. Adapting their curriculum may benefit them as it will offer more intensive focus on core subjects.	Termly data and assessment reviews. Clear communication to students and parents.	JRD DOS	Jun 2019
Improve SEMH support to improve behaviour and wellbeing.	Further develop range of SEMH intervention programmes delivered in the 'Green Room'.	Ability to manage own emotions and behaviour is a barrier to learning for some students. EEF Behaviour Interventions (+3) EEF Social and Emotional Learning (+4)	Students referred for interventions. Develop area on website to publicise so parents are also able to request interventions.	CMN	July 2019

Total budgeted cost £52,640

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?
Staff have greater awareness of PP students.	Raise the profile of PP students via regular whole school training.	This approach will ensure staff recognise the importance of supporting key students.	Half termly staff CPD briefings with a PP spotlight. Get staff feedback to make constant improvements.	JRD	July 2019
The profile of pupil premium students is high across all levels of leadership.	All middle leaders target PP students' achievement.	By driving through the PP agenda with curriculum and pastoral leaders, all teams across the school are tasked with helping PP students achieve.	Monitoring of action plans. SLT link meetings. Data review meetings.	JRD	Sep 2019
Provide Google Chromebooks to Y11 PP students who need them.	Use survey to identify students who have no IT access & loan chromebook	Allow students to access e-resources from home, and to complete homework and use online resources. EEF Digital Technology (+4)	Meet all students who have limited IT access at home. Offer the loan of a chromebook for the whole of Year 11 PP students.	CMN	July 2019
The parents of Y11 PP students are fully aware of how best to support their students to achieve highly.	Provide parent information evenings with workshops	Parental engagement (+3)	All PP students telephone to ensure attendance at evening. Follow-up calls from SLT for any parents who did not attend, giving them the information they missed.	JRD	June 2019

<p>Pupil Premium have enhanced cultural and social capital by engaging with extra-curricular activities.</p>	<p>Ensure range of extra-curricular activities include those that motivate PP students.</p>	<p>Improve behaviour of disengaged students, particularly at social times.</p> <p>Raise self-esteem of students.</p> <p>EEF Behaviour Interventions (+3)</p>	<p>New Associate Assistant Principal in post to coordinate extra-curricular provision.</p>	<p>BWY</p>	<p>Sep 2019</p>
<p>Ensure PP students have necessary learning resources.</p>	<p>Provide key learning resources free of charge to PP students.</p>	<p>Students are equipped for learning and are not disadvantaged by having insufficient resources.</p>	<p>Provide all PP students with equipment at start of year. Signpost students to library for free replacements. Form tutor to check</p>	<p>CMN</p>	<p>Sept 2019</p>
<p>Total budgeted cost</p>					<p>£5,000</p>

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
Ensure PP students receive better feedback and support in lessons.	Use annotated seating plans to identify PP students. (JBW)	P8 of PP students in 2018 was -0.4 (in line with 2017 national average), suggesting impact was seen. There was a +0.7 improvement in the P8 score for PP students when compared to 2017 outcomes.	Greater levels of QA will be deployed in 2018.19 to assess specific areas of strengths and weakness.	Staffing budget
Increase curriculum time.	Timetable Twilight lessons for all subjects (MEN)	February – May twilights were generally well attended. (See achievement data above)	There will be a greater emphasis on small group intervention in 2018.19.	Staffing budget
Increase curriculum time via use of holidays and weekends.	Provide Easter holiday sessions for every subject Provide May holiday sessions (MEN).	Subjects reflected attendance of between 50% - 90% for holiday sessions. Saturday sessions saw approximately 40 students each week for English and Maths.	A similar plan will delivered in 2018.19 as this worked well.	Staffing budget
Ensure students have high quality revision materials	Provide free revision guides for all students. Develop website with revision area.(MEN)	P8 of PP students in 2018 was -0.4 (in line with 2017 national average), suggesting impact was seen. There was a +0.7 improvement in the P8 score for PP students when compared to 2017 outcomes.	This will be developed so that Y7-10 students also have better online resources to access. Better tracking of how many students accessed the online section of the website for 2018.19	£2,000
Provide resources and equipment required.	Ensure students have necessary learning resources (MEN)	£3000 spent on revision resources and there were clear improvements for the outcomes of PP students, suggesting a positive outcome.	Revision resources will be bought for all PP students in the 2018.19 academic year.	£3,000
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

Improve PP persistent absenteeism.	Use attendance bus to collect PP PA students (JBW)	PP whole school attendance improved by over 1%, PP PA reduced by 6.6% The attendance plan put in place in Term 2/3 of the academic yielded significant gains of PA PP students.	These measures will be continued as they had impact. Additionally, we expect all students to know their attendance and to aim for 97%. This will be shared with each year group.	Staffing budget
Improve completion and quality of homework	Instigate on-the-day homework catch-up detentions for students failing to complete h/w	Over 1200 missed homeworks logged in 2018.19 for y11. The system had a lot of impact with the year group, though there are aspects to build on in the year ahead.	The system will continue to be used, but will be better embedded to achieve greater consistency. The system will also be extended down to y7-10.	Staffing budget
Improve SEMH support to improve behaviour and wellbeing.	Further develop range of SEMH intervention programmes delivered in the 'Green Room'. (CMN)	Significant reduction in students being placed in external isolation over the 2018.17 year. The number of PP removals from lessons fell by 39% from 738 in 2016-17 to 451 in 2017-18. PP students contribute 66% of all exclusions. However, 5 students contributed one third of these (20/63)	To be continued and improved upon in the 2018.19 year. In 2018 one member of staff delivered most of the sessions. This year it will be expanded so that 3 staff run sessions.	Staffing budget
Provide early intervention support for students whose behaviour in lessons is impacting on learning.	Early Intervention staff provide behaviour support within lessons (CMN)	Lesson removals fell by over 28% in the 2017.18 year for all students. Specialist behaviour support interventions provided to 109 students in 2017-18, 28 currently. These have successfully improved behaviour in 98% of students involved: 83% have reduced number of lesson removals 66% have reduced number of behaviour points 74% have improved wellbeing (measured by questionnaire)	To be continued and improved upon in the 2018.19 year.	Staffing budget
Provide tailored tutorial support for PP students	Place majority of PP students in same form group. (CMN)	Several PP "heavy" form groups were created, and whilst tailored support was provided, this approach did lead to some problems.	This will not be continued. Instead PP students will be set in forms with non PP students as in many cases their learning needs do not differ.	Staffing budget
Improve support for students following periods of absence.	Use Green Room to provide personalised timetables. (CMN)	EEF Social and Emotional Learning (+4) Specialist behaviour support interventions provided to 109 students in 2017-18.	Provide personalised timetables to improve re-integration following long periods of absence or fixed term exclusion.	Staffing budget

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 understanding of what works well / what could work better for PP students.	Conduct student voice activity KS3 & KS4 jointly with PP governor. (CMN)	Extensive student voice completed in Feb 19 by G. Tiffany (Governor) and C. Martin (VP) (see separate report). Lots of actions put in place as a result, to the benefit of all students. E.g. Better support and monitoring of the small number of temporary staff to improve T&L consistency.	Student voice will continued to be used regularly in 2018.19	NA
All staff have better understanding of individual barriers.	Survey students about likes/dislikes/barriers to learning (CMN)	Staff became more aware of students' individual needs in Year's 7-9.	Tuesday morning achievement briefings will allow for the needs of key students to be frequently shared with staff.	NA
Provide Google Chromebooks to Y11 PP students who need them.	Use survey to identify students who have no IT access & loan chromebook (CMN).	Only 1 student wanted to take the Chromebook home however the remaining ones have been used effectively by the pastoral support team.	Resources will continue to be provided for PP students in the 2018.19 year, should they be needed. Continue to audit and assess all students, annually.	£5,000
Improve parental engagement & ability to support their child.	Provide parent information evening with workshops (MEN).	Sep 2017 parental attendance - 92% for the evening: "How to support your child through y11" March 2018 parental attendance – 65% for the evening: "How to revise" We think this had a positive impact on outcomes.	Processes to be repeated in 2018.19 Greater focus to be placed on students in year 7-10.	£1,000
Increase opportunities to engage PP students.	Ensure range of extra-curricular activities include those that motivate PP students. (CMN)	We collected little data on the PP provision for extra curricular activities in the 2017.18 year. This will be a key focus for our school improvement in the 2018.19 year as we improve our extra-curricular provision.	New Associate Assistant Principal to better coordinate and monitor the extra-curricular offer at PGS.	Staffing budget

7. Additional detail

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

