

Pupil premium strategy statement: Sir John Nelthorpe School

1. Summary information					
School	Sir John Nelthorpe School				
Academic Year	2016/17	Total PP budget	£80,670	Date of most recent PP Review	n/a
Total number of pupils	567	Number of pupils eligible for PP	103	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP (14/116)</i>	<i>Pupils not eligible for PP (102/116)</i>
% achieving 5A* - C incl. EM (2015/16 only)	50%	74.3%
% achieving expected progress in English / Maths (2015/16 only)	61.5%/61.5%	86%/78%
Progress 8 score average (from 2016/17)	-0.4	0.03
Attainment 8 score average (from 2016/17)	42.21	53.59

3. Barriers to future attainment	
<p>The low number of PP students (18%) means that the impact of under-performance in any one individual can have a dramatic effect on the outcomes of this group, leading to a distorted view of performance when compared to schools where PP numbers are closer to national average (28.5%) and above.</p>	
In-school barriers	
A.	Literacy and numeracy skills of students entering Year 7 (2016/17) are lower (CAT profile/SAT scores) for students eligible for PP than for other students, making Good progress more challenging
B.	All students who are eligible for PP are making less progress than other students across KS3 & KS4
C.	PP students engage less with extra-curricular activities, compared to non PP students
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for students eligible for PP is below the target for all children (whilst non PP students' attendance is in line with the target). This reduces their curriculum time and leads to less progress being made.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy and numeracy for Year 7 students eligible for PP	Students eligible for PP in Year 7 make more progress by the end of the year than 'non PP' students so that at least 50% PP students exceed progress targets and 100% PP students meet expected progress targets and other students still make at least the expected progress. This will be tracked using the intervention log for PP students
B.	Improved rates of progress across KS3 & KS4 for students eligible for PP	Students eligible for PP make similar progress to that of 'non PP' students across both key stages. Intervention is implemented as required, monitored by heads of faculties (HoF) and senior team.
C.	Increased participation in extra-curricular activities, leading to improved attendance rates	Students eligible for PP have increased opportunities to engage in extra-curricular activities (e.g. trips, house events, sporting events etc.) and greater participation.
D.	Increased attendance rates for students eligible for PP	Reduce the number of persistent absentees (PA) among students eligible for PP to 12% or below. Overall attendance among students eligible for PP improves from 92% to 96% in line with 'other' students.

5. Planned expenditure					
Academic year		2016/17			
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. High levels of progress in literacy and numeracy for Year 7 students eligible for PP	Staff training on high quality feedback to be delivered as part of the staff INSET September 2016. Engagement of Catch-up Premium lead (CFe) and literacy and numeracy coordinators to identify, implement support and monitor progress regularly. Literacy progress will be measured by means of termly reading age assessments. Use of CAT assessment evidence will help inform re individual students. Increase parental support/involvement, eg through information sharing sessions.	The EEF Toolkit suggests 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 on ensuring that students are involved in the feedback process and develops literacy and numeracy across the curriculum, through English and maths.	Use INSET days to deliver training/awareness to all staff. Forms a key part of work scrutiny of student books and lesson observations. This is monitored through the use of SISRA Observe (real-time monitoring to help inform progress and implement further interventions etc.) Catch-up lead and Literacy and Numeracy coordinators empowered to lead.	Assistant Head responsible for PP (SHo) <i>Supported by:</i> <i>Assistant Head responsible for T&L (ASm)</i> <i>Catch-up lead (CFe)</i> <i>Lit & Num coordinators (SCa/BBr)</i>	Termly Year TOTAL: £6435
B. Improved rates of progress across KS3 & KS4 for students eligible for PP	PIXL membership and training. CPD to employ strategies to narrow the gap.	Other schools employing the strategies suggested by PIXL have been successful in narrowing the gap. Collaborative work between schools with PIXL membership helps to share good practice	HoF to attend PIXL training events. Evidence within faculties that PLC's and PPE's are used to help identify students needing targeted intervention. Tracking of progress	Assistant Head responsible for T & L, CPD (ASm)	Jun 17 Year TOTAL: £5,720
Total budgeted cost					£12,155

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?
A. High levels of progress in literacy and numeracy for Year 7 students eligible for PP	One to one and small group targeted intervention for Y7 students who had not achieved the standard.	Some of the students need targeted literacy & numeracy support to catch up.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of the programme. Teaching Assistant CPD to support these students with the strategy and SENCo to liaise with parents. Baseline assessments to inform: (i) Literacy progress, measured through reading age assessments. (ii) Numeracy progress, measured through maths termly standards assessments.	SENCo (CFE) <i>Supported by:</i> <i>Assistant Head responsible for PP (SHo)</i> <i>Lit & Num coordinators (SCa/BBr)</i> <i>TA support</i>	Termly Year TOTAL: <u>£5,304</u>
B. Improved rates of progress across KS3 & KS4 for students eligible for PP	Additional targeted support and intervention for KS3 students through the employment of a learning mentor.	Small group intervention with highly qualified is known to be effective.	Students identified following the initial assessment point. They will then receive additional targeted support in the identified areas.	Assistant Head responsible for PP (SHo) <i>Supported by:</i> <i>Learning Mentor</i>	Termly Year TOTAL: <u>£4752</u>
B. Improved rates of progress across KS3 & KS4 for students eligible for PP	Weekly small group sessions in maths and English for middle PA students in Year 11 with teaching staff, 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.	Engage with parents and students before intervention begins to address any concerns. Track data in English and maths at 3 key points, October, January and April HoFs to observe sessions and provide feedback / support.	HoF Maths/ English	Termly Year TOTAL : <u>£5,941</u>

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?
B Improved rates of progress across KS3 & KS4 for students eligible for PP	Targeted support and intervention for KS4 (Year 10) students focusing on English and Maths	Small group interventions with highly qualified staff are known to be effective. This is focused on students who are middle and low attaining students. Additional English and Maths is delivered in groups of 2 or 3 students that is targeted on key areas identified in the core lessons.	Students are considered for one or more fewer option subjects at GCSE. Liaise with parents to ensure all stakeholders are informed and in agreement. Data tracking of these students to show progress and impact.	SENCo HoF English/Maths <i>Supported by:</i> <i>Class teacher</i>	 Year TOTAL: <u>£3,467</u>
Total budgeted cost					£19,461
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?
D Increased attendance rates for students eligible for PP	Pupil Services Manager employed to monitor students and follow up quickly on trancies. 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 PSM 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 regular basis, building to full timetable. Letters about attendance for those students who have an identified falling attendance sent to parents to invite in and explore barriers	Pupil Premium Coordinator Supported by: Pupil Services Manager	Half termly Year TOTAL: <u>£26,402</u>
B Improved rates of progress across KS3 & KS4 for students eligible for PP D Increased attendance rates for students eligible for PP	Nurture group set up at break and lunch aimed particularly at KS3 (Yr 7 & 8) focusing on developing social skills and coping strategies for those with behavioural difficulties	As social skills are developed for students who do not have the strategies to interact with others they are more likely to enjoy school and engage in the classroom environment with their peers. This will be run by a Teaching Assistant alongside 6 th Form Helpers	Students identified following referral from teaching staff/Learning Coordinator. Invited to attend and a register kept. Student progress tracked following attendance of Nurture group on termly basis.	SENCo <i>Supported by:</i> <i>TA support</i> <i>6th Form Students</i>	Termly Year TOTAL: <u>£8,916</u>

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?
B Improved rates of progress across KS3 & KS4 for students eligible for PP	Ensure all students eligible for PP have a careers interview within KS4	If all the students eligible for PP have support and guidance given on a career path this will increase aspirations and therefore provide the ambitions required to improve attainment.	Appointments schedule and minutes of meetings shared with Learning Coordinator and PP Coordinator, parents informed of careers interview. Check attendance at meetings. Track progress of students.	Learning Coordinator KS4 <i>Supported by:</i> <i>Careers Advisor (M.Allen)</i>	Termly Year TOTAL: <u>£4,633</u>
B Improved rates of progress across KS3 & KS4 for students eligible for PP	Ensure all students eligible for PP have all revision guides for KS4 subjects	This will provide additional support for the students and money should not be a barrier to learning.	HoF provide a list of all the suitable revision materials required. All students eligible for PP are issued with relevant guides that are signed for.	HoF	May 17 Year TOTAL: <u>£1,600</u>
C Increased participation in extra-curricular activities, leading to improved attendance rates	Provide additional funding to support students eligible for PP to attend activities to raise aspirations and provide a greater educational experience. Sports assistant to engage PP students in activities to improve their well-being and awareness of healthy lifestyles (development of Crystal Maze Project)	If all students eligible for PP are able to attend the Year 7 French Trip & Pantomime visit, Year 8 Outward Bound trip and other extra-curricular activities it will provide them with a wider educational experience which will enable them to have the skills and aspiration to improve academic progress	Ensure all parents of students eligible for PP are aware there is additional financial support available for those wishing to take part in these activities. This will be on all correspondence sent to parents. Sports assistant (responsible for PP engagement) will develop a range of activities specifically aimed at students eligible for PP to take place at lunch and as part of intervention. Attendance will be recorded and progress of students is tracked.	Pupil Premium Coordinator <i>Supported by:</i> <i>Sports assistant (responsible for PP engagement)</i>	Termly Year TOTAL: <u>£7,621</u>
Total budgeted cost					£49,172

6. Review of expenditure				
Previous Academic Year		£83000		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Embed high quality feedback	Staff training on marking and feedback	There was an improvement in the quality of feedback given to students and through student voice it was clear that this had helped to improve progress of students	Development to allow for further student involvement to ensure they are responsible for their own learning. Improve efficiency of the marking and feedback technique	Year TOTAL: <u>£4290</u>
Improved rates of progress for students eligible for PP in KS4	PIXL membership and training. CPD to employ strategies to narrow the gap.	As membership only took place part way through the academic year there was impact on the KS4 students.	All staff are employing the successful strategies developed by PIXL and the member schools. This allows for more targeted intervention not just on the specific students, but also on the particular areas they have been identified to have gaps in their understanding.	Year TOTAL: <u>£6,270</u>
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
High levels of progress in literacy for Year 7 students eligible for PP	Within Year 7 an additional class was added to the curriculum for English, this particularly supported PP students who had not achieved the standard in their KS2 SATS	Students in this group benefited from the small group size and the additional support and this resulted in students making progress.	There are 5 groups in the current Year 7 and further intervention will take place during MFL lessons to ensure there is additional support still provided, along with lunch activities	Year TOTAL: <u>£4,016</u>
High levels of progress in literacy and numeracy for Year 7 students eligible for PP	Targeted support for Year 7 students who had not made the literacy and numeracy standard. This intervention took place in small groups to support what was being covered in English and Maths lessons. The unit of sound programme was also used to support literacy intervention.	Students engaged well with the unit of sound programme of study and secured good progress, where required Dyslexia screening was used to allow for further focused support	Additional intervention in the form of sporting activities to improve literacy and numeracy will be implemented.	Year TOTAL: <u>£6,509</u>

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
High levels of progress in literacy and numeracy for Year 7 students eligible for PP	Daily reading and homework club provided to support students to improve literacy and provide access to ICT equipment outside the classroom.	The early morning reading club was well used and students used this time to achieve the independent reading awards. Although there was less success with the number of students using the lunch time homework club.	Continue to provide the pre-school opportunity to read in the library. Use lunchtime as a chance to improve social skills within small groups.	Year TOTAL = <u>£1,582</u>
Improved rates of progress for students eligible for PP in KS4	Weekly small group sessions in maths and English for middle PA students in Year 11 with teaching staff, replacing tutor time.	Students who had previously been identified as not making expected progress made improvements on the predicted GCSE grade. Although not all made the aspirational target.	Targeted intervention has been proven to work, this needs to be developed to provide more opportunities throughout the week to engage in this.	Year TOTAL : <u>£9,035</u>

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Increased attendance rates for students eligible for PP	Pupil Services Manager employed to monitor students and follow up quickly on trancies. First day response provision.	There was an improvement on whole school attendance from 94.9% (2014/15) to 95.6%. The attendance rate specifically for students eligible for Pupil Premium also improved from 90.7% to 92%, although there is still a gap there is clear evidence of an improvement.	To further develop this there needs to be more engagement with parents of these students below target and to raise awareness with them of the impacts on progress that poor attendance has.	Year TOTAL: <u>£31,402</u>
Improved rates of progress for students eligible for PP in KS4	Careers and enterprise coordinator appointed to raise aspirations of students and engage with local business	There continues to be no NEET's following the November review point. There has been further development of the delivery of CEIAG via the PSHCE curriculum.	To further develop there needs to be more opportunities for students to have personalised feedback on career paths available.	Year TOTAL: <u>£3,240</u>
Improved rates of progress for students eligible for PP in KS4. Increased attendance rates for students eligible for PP	Identified students in KS4 follow a more vocational curriculum to provide further opportunities to succeed and support them in their chosen career path.	All students completed the relevant courses and in some cases provided them with the motivation to continue with the school based curriculum. Although, some of this time could have been used to focus on the core subjects within school.	Students would benefit from more targeted support in English and Maths to ensure they have the key skills to continue in education.	Year TOTAL; <u>£12,960</u>

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improved rates of progress for students eligible for PP in KS4.	Ensure all students eligible for PP have all revision guides for KS4 subjects	The between non/disadvantaged students narrowed from the previous year, although the gap still exists and is substantial	This will be continued for the following cohort.	Year TOTAL: <u>£1,540</u>
Increased attendance rates for students eligible for PP	To provide financial support when needed in accessing school uniform and subject specific equipment	This was particularly important as a new uniform had been introduced (although for Year 8-11 there was a full year given for full integration to allow for parental budgeting). Although it is difficult to measure impact, attendance for students eligible for PP did increase.	Although there maybe individual cases where this is required, it will not be a substantial amount.	Year TOTAL: <u>£2,000</u>