

# Pupil premium strategy statement: Sir John Nelthorpe School

1. Summary information					
School	Sir John Nelthorpe School				
Academic Year	2019/20	Total PP budget	£115,785	Date of most recent PP Review	n/a
Total number of pupils	689	Number of pupils eligible for PP	136	Date for next internal review of this strategy	January 2020

2. Current attainment (2018/19)		
	<i>Pupils eligible for PP (17/103)</i>	<i>Pupils not eligible for PP (86/103)</i>
% achieving a strong pass in English and maths	11.76	31.4
Progress 8 score average	-0.62	0.11
Attainment 8 score average	32.12	50.53

3. Barriers to future attainment	
<b>In-school barriers</b>	
<b>A.</b>	59% of disadvantaged pupils were below the expected standard for literacy or numeracy, upon entry to Y7 (2019/20) compared to 29% non-disadvantaged) making Good progress more challenging.
<b>B.</b>	All pupils who are eligible for PP make less progress than other pupils across KS3 & KS4
<b>C.</b>	PP pupils engage less with extra-curricular activities, compared to non PP pupils
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance for pupils eligible for PP is below the target for all children (whilst non PP pupils' attendance is in line with the target). This reduces their curriculum time and leads to less progress being made.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>High levels of progress in literacy and numeracy for Year 7 pupils eligible for PP.</p> <p>This will be tracked using the intervention log for PP pupils and supported through use of the Catch-up Premium funding.</p>	<p>Pupils eligible for PP in Year 7 make more progress by the end of the year than 'non PP' pupils so that at least 50% PP pupils exceed progress targets and 100% PP pupils meet expected progress targets and other pupils still make at least the expected progress.</p>
<b>B.</b>	<p>Improved rates of progress across KS3 &amp; KS4 for pupils eligible for PP.</p> <p>Intervention is implemented as required, monitored by heads of faculties (HoF), Learning Coordinators (LC) and senior team.</p>	<p>Pupils eligible for PP make similar or better progress to that of 'non PP' pupils across both key stages.</p>
<b>C.</b>	<p>Increased participation in extra-curricular activities (particularly sporting activities), leading to improved attendance rates</p> <p>Monitoring participation of PP pupils through House Co-ordinator activities log.</p>	<p>Pupils eligible for PP have increased opportunities to engage in extra-curricular activities (e.g. trips, house events, sporting events etc.) and greater participation.</p>
<b>D.</b>	<p>Increased attendance rates for pupils eligible for PP.</p> <p>Pupil Services Officers KS3 &amp; KS4 to monitor and track attendance. Reporting to SLT for action. Half-termly reports to SLT to summarise/monitor impact and report to Governors.</p>	<p>Reduce the number of persistent absentees (PA) among pupils eligible for PP to 12% or below. Overall attendance among pupils eligible for PP improves from 93% to 96% in line with 'other' pupils.</p>

5. Planned expenditure					
Academic year		2019/20			
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 pupils eligible for PP	Engagement of Catch-up Premium. Lead (CFe) and literacy and numeracy coordinators to identify, implement support and monitor progress regularly. Progress will be measured by means of termly reading and numeracy age assessments. 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 pupils are involved in the feedback process and develops literacy and numeracy across the curriculum, through English and maths.	Forms a key part of work scrutiny of pupil 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.	<b>Deputy Head responsible for PP (SHo)</b>  <i>Supported by:</i>  <i>Assistant Head responsible for Teaching (RGo)</i>  <i>Catch-up lead (CFe)</i>  <i>Lit &amp; Num coordinators</i>	Termly          <b>Year TOTAL: <u>£2422</u></b>
B. Improved rates of progress across KS3 & KS4 for pupils eligible for PP	By leaders for leaders membership and training. CPD to employ strategies to narrow the gap.	Collaborative work between schools with By leaders for leaders membership helps to share good practice	Senior leaders to attend By leaders for leaders events. Evidence within faculties that strategies are used to help identify pupils needing targeted intervention. Tracking of progress	<b>Assistant Head responsible for Teaching (RGo)</b>	Jun 20          <b>Year TOTAL: <u>£2750</u></b>
<b>Total budgeted cost</b>					<b>£5,172</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. High levels of progress in literacy and numeracy for Year 7 pupils eligible for PP	One to one and small group targeted intervention for Y7 pupils who had not achieved the standard.	Some of the pupils need targeted literacy & numeracy support to catch up.	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Data tracking of these pupils to show impact of the programme.</p> <p>Teaching Assistant CPD to support these pupils with the strategy and SENCo to liaise with parents.</p> <p>Baseline assessments to inform:</p> <ul style="list-style-type: none"> <li>(i) Literacy progress, measured through reading age assessments.</li> <li>(ii) Numeracy progress, measured through maths termly standards assessments.</li> </ul>	<p><b>SENCo (CFe)</b></p> <p><i>Supported by:</i></p> <p><i>Deputy Head responsible for PP (SHo)</i></p> <p><i>Lit &amp; Num coordinators</i></p> <p><i>TA support</i></p>	<p>Termly</p> <p><b>Year TOTAL: <u>£4932</u></b></p>





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?
<p>B Improved rates of progress across KS3 &amp; KS4 for pupils eligible for PP</p> <p>D Increased attendance rates for pupils eligible for PP</p>	<p>Counsellor employed to support the emotional wellbeing of all identified pupils to ensure they have the strategies to develop resilience.</p>	<p>Pupils who have resilience and developed strategies to deal with stress are more likely to succeed and less likely to have poor attendance.</p>	<p>The Guidance team use the emotional wellbeing pathways to decide on appropriate actions and support level required. Session notes shared and progress of pupils tracked.</p>	<p>SENCo</p> <p>Supported by:</p> <p>J.Dixon</p>	<p>Termly</p> <p><b>Year TOTAL: <u>£8,632</u></b></p>
<p>B Improved rates of progress across KS3 &amp; KS4 for pupils eligible for PP</p>	<p>Ensure all pupils eligible for PP have a careers interview within KS4</p>	<p>If all the pupils 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.</p>	<p>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 pupils.</p>	<p>Learning Coordinator KS4</p> <p><i>Supported by:</i></p> <p><i>Careers Advisor (F.Fisk)</i></p>	<p>Termly</p> <p><b>Year TOTAL: <u>£4,633</u></b></p>

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 pupils eligible for PP	Ensure all pupils eligible for PP have all revision guides for KS4 subjects	This will provide additional support for the pupils and money should not be a barrier to learning.	HoF provide a list of all the suitable revision materials required. All pupils eligible for PP are issued with relevant guides that are signed for.	HoF	May 20  <b>Year TOTAL: £2,112</b>
C Increased participation in extra-curricular activities, leading to improved attendance rates	Provide additional funding to support pupils eligible for PP to attend activities to raise aspirations and provide a greater educational experience. Sports assistant to engage PP pupils in activities to improve their well-being and awareness of healthy lifestyles.	If all pupils eligible for PP are able to attend the Year 7 French Trip, 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 pupils 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 pupils eligible for PP to take place at lunch and as part of intervention. Attendance will be recorded and progress of pupils is tracked. The sports assistant will also be used to support after school clubs.	Pupil Premium Coordinator  <i>Supported by:</i>  <i>Sports assistant (responsible for PP engagement)</i>	Termly  <b>Year TOTAL: £6,302</b>
<b>Total budgeted cost</b>					<b>£71,473</b>

6. Review of expenditure				
Previous Academic Year		£104670		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
High levels of progress in literacy and numeracy for Year 7 pupils eligible for PP	Engagement of Catch-up Premium. Lead (CFe) to identify, implement support and monitor progress regularly. Progress will be measured by means of termly reading age and numeracy assessments	93% of pupils who were identified and took part in the intervention sessions made more than expected progress and 36% of the pupils caught up with their peers.	Pupils were identified and intervention taken place with regards to literacy and numeracy levels, the testing has been adapted for the 2018/19 academic year to allow for further analysis	<b>Year Total £2422</b>
Improved rates of progress for pupils eligible for PP in KS4	PIXL membership and training. CPD to employ strategies to narrow the gap.	Pupil voice supports that this has helped to provide clear direction through the use of PLC's, 'Smith Proformas' etc. All lead to engaging with pupils and give them the skills to be independent learners	All staff are employing the successful strategies and this has now been embedded into faculty practice. Staff are confident and clear on the procedures and as a result membership has not been renewed, with an alternative in 'By Leaders, for leaders' providing the opportunity to collaborate with other schools and share best practice.	<b>Year TOTAL: <u>£10,945</u></b>

## ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
High levels of progress in literacy and numeracy for Year 7 pupils eligible for PP	One to one and small group targeted intervention for Y7 pupils who had not achieved the standard.	Mixed: Some pupils targeted were making progress which was more than a chronological year in relation to reading, although not all.	If pupils have reached the required standard then they no longer require the intervention and others can be targeted instead.	<b>Year TOTAL: <u>£4,932</u></b>
Improved rates of progress across KS3 & KS4 for pupils eligible for PP	Mentoring programme to support Year 11 PP pupils. SLT members are assigned pupils to support throughout the year and closely monitor progress, support and ensure appropriate intervention is in place.	Through engagement with parents there was increased awareness of what was required, although there needs to be further focus on barriers to learning.	Further develop strategy to identify barriers to learning and ensure subject teachers identify key focus areas for pupil	<b>Year TOTAL: <u>£6,690</u></b>
Improved rates of progress across KS3 & KS4 for pupils eligible for PP	Weekly small group sessions in Maths and English for pupils in Year 11 with teaching staff, replacing tutor time.	Although staff identified the benefit of this intervention there would be further impact if the intervention occurred more regularly	Shorter more frequent intervention has a better impact. As a result, tutor groups have been reorganised to allow daily maths and English intervention to take place.	<b>Year TOTAL: <u>£10,080</u></b>

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Increased attendance rates for pupils eligible for PP.	Pupil Services Manager employed to monitor pupils and follow up quickly on truancies. First day response provision.	Attendance improved overall to the target of 96% for the year. The attendance rate specifically for pupils eligible for Pupil Premium increased from 92% to 93.1%.	Continued focus on early engagement with identified pupils.	<b>Year TOTAL: <u>£45,878</u></b>
Improved rates of progress across KS3 & KS4 for pupils eligible for PP  Increased attendance rates for pupils eligible for PP	Counsellor employed to support the emotional wellbeing of all identified pupils to ensure they have the strategies to develop resilience.	Positive impact particularly evident for Year 11 pupils who through pupil voice expressed the benefit of this support during exam periods. The support was also used as a strategy for pupils who had low attendance to engage back into school	Continue to use the service and incorporate strategies within the PSHCE curriculum across the school to further develop resilience.	<b>Year TOTAL: <u>£8,632</u></b>
Improved rates of progress across KS3 & KS4 for pupils eligible for PP.  Increased attendance rates for pupils eligible for PP	Nurture group set up at break and lunch aimed particularly at KS3 (Yr7 & 8) focusing on developing social skills and coping strategies for those with behavioural difficulties	There was high engagement in this strategy and pupils showed improvements in their abilities to maintain positive relationships.	Continue to support 6 <sup>th</sup> form pupils to engage in this programme as younger pupils engaged positively when 6 <sup>th</sup> form pupils were involved and leading the sessions. Having additional TA support within this role will also help	<b>Year TOTAL: <u>£3,916</u></b>

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
Improved rates of progress across KS3 & KS4 for pupils eligible for PP.	Ensure all pupils eligible for PP have a careers interview within KS4	All Year 11 pupils received a careers interview and as a result all pupils are engaged in further learning. The destinations data will be published in January to show if for 6 years we have no NEET's.	Continue with this strategy, continue to develop opportunities for local business to engage with pupils and provide guidance.	<b>Year TOTAL: <u>£4,633</u></b>
Improved rates of progress across KS3 & KS4 for pupils eligible for PP.	Ensure all pupils eligible for PP have all revision guides for KS4 subjects.	All pupils were provided with the appropriate revision guides and support.	Although the guides were provided a further improvement would be to develop the skills pupils have to revise efficiently and manage the stress of exams, rather than in a 'one-off' event.	<b>Year TOTAL: <u>£1,056</u></b>
Increased participation in extra-curricular activities, leading to improved attendance rates	Provide additional funding to support pupils eligible for PP to attend activities to raise aspirations and provide a greater educational experience. Sports assistant to engage PP pupils in activities to improve their well-being and awareness of healthy lifestyles.	Mixed: This funding did allow a number of PP pupils to engage with extra-curricular activities that would have not been able to afford it otherwise. This allowed them to experience other cultures and widen their appreciation. The lunch activities helped to support the development of literacy and numeracy, although pupil engagement needed to be higher.	Increase awareness of the sporting activities that take place afterschool and increase engagement in these of PP pupils.	<b>Year TOTAL: <u>£6,081</u></b>