

Pupil premium strategy statement: Sir John Nelthorpe School

1. Summary information					
School	Sir John Nelthorpe School				
Academic Year	2018/19	Total PP budget	£104,670	Date of most recent PP Review	n/a
Total number of pupils	665	Number of pupils eligible for PP	117	Date for next internal review of this strategy	January 2019

2. Current attainment (2017/18)		
	<i>Pupils eligible for PP (11/106)</i>	<i>Pupils not eligible for PP (95/106)</i>
% achieving a strong pass in English and maths	36.4	44.2
Progress 8 score average	-0.834	-0.069
Attainment 8 score average	39.45	50.31

3. Barriers to future attainment	
In-school barriers	
A.	46% of disadvantaged students were below the expected standard for literacy or numeracy, upon entry to Y7 (2018/19) compared to 28% non-disadvantaged) making Good progress more challenging.
B.	All students who are eligible for PP make 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 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.	<p>High levels of progress in literacy and numeracy for Year 7 students eligible for PP.</p> <p>This will be tracked using the intervention log for PP students and supported through use of the Catch-up Premium funding.</p>	<p>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.</p>
B.	<p>Improved rates of progress across KS3 & KS4 for students eligible for PP.</p> <p>Intervention is implemented as required, monitored by heads of faculties (HoF) and senior team.</p>	<p>Students eligible for PP make similar or better progress to that of 'non PP' students across both key stages.</p>
C.	<p>Increased participation in extra-curricular activities (particularly sporting activities), leading to improved attendance rates</p> <p>Monitoring participation of PP students through House Co-ordinator activities log.</p>	<p>Students eligible for PP have increased opportunities to engage in extra-curricular activities (e.g. trips, house events, sporting events etc.) and greater participation.</p>
D.	<p>Increased attendance rates for students eligible for PP.</p> <p>Pupil Services Manager/Officer 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 students eligible for PP to 12% or below. Overall attendance among students eligible for PP improves from 91% to 96% in line with 'other' students.</p>

5. Planned expenditure					
Academic year		2018/19			
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	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 students 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 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.	Deputy Head responsible for PP (SHo) <i>Supported by:</i> <i>Assistant Head responsible for Teaching (RGo)</i> <i>Catch-up lead (CFe)</i> <i>Lit & Num coordinators</i>	Termly Year TOTAL: <u>£2422</u>
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 Teaching (RGo)	Jun 19 Year TOTAL: <u>£10,945</u>
Total budgeted cost					£13,367

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.	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Data tracking of these students to show impact of the programme.</p> <p>Teaching Assistant CPD to support these students with the strategy and SENCo to liaise with parents.</p> <p>Baseline assessments to inform:</p> <ul style="list-style-type: none"> (i) Literacy progress, measured through reading age assessments. (ii) Numeracy progress, measured through maths termly standards assessments. 	<p>SENCo (CFe)</p> <p><i>Supported by:</i></p> <p><i>Deputy Head responsible for PP (SHo)</i></p> <p><i>Lit & Num coordinators</i></p> <p><i>TA support</i></p>	<p>Termly</p> <p>Year TOTAL: <u>£4932</u></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 students eligible for PP	Mentoring programme to support Year 11 PP students. SLT members are assigned 2 PP students to support throughout the year and closely monitor progress, support and ensure appropriate intervention is in place.	Providing students with a key member of staff to support will provide regular feedback on what students should be focusing on and liaise with parents to ensure progress is made	SLT complete formal meetings twice a half term with progress documented along with targets and strategies of support.	Deputy Head responsible for PP (SHo) Supported by: All members of SLT	Termly Year TOTAL: <u>£6,690</u>
B. Improved rates of progress across KS3 & KS4 for students eligible for PP	Weekly small group sessions in English and Maths for students in Year 11 with teaching staff, replacing tutor time.	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.	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>£10,080</u>
Total budgeted cost					£21,702

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 Officer in addition to the 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. 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. Support groups set up to students and collaboration with Local Authority Education Inclusion Team.	Deputy Head responsible for PP (SHo) Supported by: Pupil Services Manager & Officer	Half termly Year TOTAL: <u>£45,878</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>£3,916</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?
<p>B Improved rates of progress across KS3 & KS4 for students eligible for PP</p> <p>D Increased attendance rates for students eligible for PP</p>	<p>Counsellor employed to support the emotional wellbeing of all identified students to ensure they have the strategies to develop resilience.</p>	<p>Students who have resilience and developed strategies to deal with stress are more likely to succeed and less likely to have poor attendance.</p>	<p>Cause for concern sheets provided to staff so that students in need of support identified. The Guidance team use the emotional wellbeing pathways to decide on appropriate actions and support level required. Session notes shared and progress of students tracked.</p>	<p>SENCo</p> <p>Supported by:</p> <p>J.Dixon</p>	<p>Termly</p> <p>Year TOTAL: <u>£8,632</u></p>
<p>B Improved rates of progress across KS3 & KS4 for students eligible for PP</p>	<p>Ensure all students eligible for PP have a careers interview within KS4</p>	<p>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.</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 students.</p>	<p>Learning Coordinator KS4</p> <p><i>Supported by:</i></p> <p><i>Careers Advisor (F.Fisk)</i></p>	<p>Termly</p> <p>Year TOTAL: <u>£4,633</u></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 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 19 Year TOTAL: <u>£1,056</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.	If all students 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 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. 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 Year TOTAL: <u>£6,081</u>
Total budgeted cost					£70,196

6. Review of expenditure				
Previous Academic Year		£91950		
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 students 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 students who were identified and took part in the intervention sessions made more than expected progress and 36% of the students caught up with their peers.	Students 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	Year Total £4997
Improved rates of progress for students eligible for PP in KS4	PIXL membership and training. CPD to employ strategies to narrow the gap.	Student voice supports that this has helped to provide clear direction through the use of PLC's, 'Smith Proformas' etc. All lead to engaging with students and give them the skills to be independent learners	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>£6,600</u>

ii. Targeted support

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	One to one and small group targeted intervention for Y7 students who had not achieved the standard.	Mixed: Some students targeted were making progress which was more than a chronological year in relation to reading, although not all.	If students have reached the required standard then they no longer require the intervention and others can be targeted instead.	Year TOTAL: <u>£5,377</u>
Improved rates of progress across KS3 & KS4 for students eligible for PP	Mentoring programme to support Year 11 PP students. SLT members are assigned 2 PP students to support throughout the year and closely monitor progress, support and ensure appropriate intervention is in place.	Through support and engagement with parents there was increased awareness to engage students into the various intervention available	Further develop strategy to have a specific tutor group to support and provide further intervention.	Year TOTAL: <u>£6,690</u>
Improved rates of progress across KS3 & KS4 for students eligible for PP	Twice weekly small group sessions in Maths and English for students in Year 11 with teaching staff, replacing tutor time.	The percentage achieving a 9-5 in English and Maths has improved on the previous year.	Shorter more frequent intervention has a better impact than hour long sessions. As a result, 2 registration periods a week for English and 1 for Maths will be used for Year 11. This will happen over the course of the year rather than starting at Christmas and then again at Easter.	Year TOTAL: <u>£5,941</u>
Improved rates of progress across KS3 & KS4 for students eligible for PP	Targeted support and intervention for KS4 (Year 11) students focusing on English and Maths.	Mixed: Although the students within this group benefited from additional Maths and English support the progress was not as high as expected.	The shorter, more frequent intervention as outlined above had greater impact.	Year TOTAL: <u>£3,467</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 truancies. First day response provision.	Attendance was maintained for the year. The attendance rate specifically for students eligible for Pupil Premium increased slightly from 91.9% to 92%.	To further develop this there will be an additional appointment to allow for a focus on each Key Stage and develop support groups for students and parents.	Year TOTAL: <u>£28,281</u>
Increased attendance rates for students eligible for PP.	Incentive scheme implemented to provide encouragement for PP students to improve attendance and engage in an active lifestyle	As above there was a slight increase in the PP attendance.	Engagement of parents and support of students emotionally has a greater impact than the incentive system. Recognition through celebration assemblies will still be used.	Year TOTAL: <u>£3,484</u>
Improved rates of progress across KS3 & KS4 for students eligible for PP Increased attendance rates for students eligible for PP	Counsellor employed to support the emotional wellbeing of all identified students to ensure they have the strategies to develop resilience.	Positive impact particularly evident for Year 11 students who through student voice expressed the benefit of this support during exam periods. The support was also used as a strategy for students 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.	Year TOTAL: <u>£6,977</u>
Improved rates of progress across KS3 & KS4 for students eligible for PP. Increased attendance rates for students 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 students showed improvements in their abilities to maintain positive relationships. Linked to this there was a continued reduction in the number of fixed term exclusions.	Continue to support 6 th form students to engage in this programme as younger students engaged positively when 6 th form students were involved and leading the sessions.	Year TOTAL: <u>£3,916</u>

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improved rates of progress across KS3 & KS4 for students eligible for PP.	Ensure all students eligible for PP have a careers interview within KS4	All Year 11 students received a careers interview and as a result all students 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 students and provide guidance.	Year TOTAL: <u>£4,633</u>
Improved rates of progress across KS3 & KS4 for students eligible for PP.	Study skills day used to support students in KS4 to develop revision techniques and to manage stress. A further seminar on the evening is provided to guide parents on how to support their child further.	Student voice and parent feedback were both positive and students continued to use the strategies for mock and summer exams.	Although positive feedback was provided a more effective strategy to be applied is to embed these revision techniques within all year groups long term rather than a 'one-off' event.	Year TOTAL: <u>£2,445</u>
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.	All students were provided with the appropriate revision guides and support.	Although the guides were provided a further improvement would be to develop the skills students have to revise efficiently and manage the stress of exams, rather than in a 'one-off' event.	Year TOTAL: <u>£1,600</u>
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.	Mixed: This funding did allow a number of PP students 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 student engagement needed to be higher.	Increase awareness of the sporting activities that take place afterschool and increase engagement in these of PP students.	Year TOTAL: <u>£7,477</u>