

## Pupil premium strategy statement (secondary)

1. Summary information					
School	George Pindar School				
Academic Year	18/19	Total PP budget	£255514	Date of most recent PP Review	05/2018
Total number of pupils	643	Number of pupils eligible for PP	265	Date for next internal review of this strategy	01/2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2016- 2017)	33%	53%
Progress 8 score average	-0.68	-0.35
Attainment 8 score average	30.16	40.98

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	- Pupils in Year 7 - 11 have average CATs scores significantly lower than national average. In general, pupils in receipt of Pupil Premium funding enter Year 7 with lower Key Stage 2 assessment data reflecting the need to develop reading, writing and mathematical skills over the course of the academic year.
<b>B.</b>	- Standards of behaviour demonstrated by a small proportion of Key Stage 3 and Key Stage 4 pupils eligible for Pupil Premium funding could potentially have a detrimental effect on their academic progress and others.
<b>C.</b>	- Increased number of pupils eligible for PP recognised as having social, emotional and mental health issues that are significantly affecting their learning and attendance.

<b>D.</b>	- High attaining pupils do not make sufficient progress over time.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>A.</b>	To increase attendance of PP by at least 2% in order to come in line with national average attendance.	
<b>B.</b>	Pupils who are eligible for Pupil Premium funding may arrive at GPS lacking aspiration and educational ambition. Furthermore, low levels of cultural capital may be evident on entry.	
<b>C.</b>	Some PP pupils have difficult home learning environments and therefore extended learning can be a challenge.	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Increase the amount of effective lessons taking place on a consistent basis that facilitate the GPS Learning Model. Furthermore, to ensure appropriate CPD is in place to support staff in undertaking effective Pupil Premium provision,	To ensure 100% of all lessons are consistently implementing the learning model. Ensure the CPD strategic calendar reflects research based pupil premium strategies and that 100% access this.
<b>B.</b>	To reduce the amount of negative behaviour points and increase the amount of positive behaviour points for PP pupils. Furthermore, to reduce the amount of FTE for PP pupils.	The amount of positive points are higher compared to non-PP peers. The amount of behaviour points are lower compared to non-PP peers. The amount of FTE reduces by 25%.
<b>C.</b>	Improved rates of progress across KS4 for low and mid prior attainment pupils eligible for PP.	Pupils eligible for PP identified as low and middle attaining from KS2 levels / raw scores make expected or better than expected progress against their starting points so that 70% or above are on track to achieve positive progress 8 scores. Where they are not, faculties are putting in place wave 1 and 2 interventions, monitored and evidenced by Heads of Faculty and Senior Leadership.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 9% or below (National average). Overall attendance among pupils eligible for PP improves from 91% to 93%.

## 5. Planned expenditure

Academic year

2018/2019

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?
1.1 Consistently effective Teaching and Learning for all pupils using Pupil Premium (PP) Review recommendations as a cornerstone for targeted improvement and EEF recommendations.	(a) Implementation of the GPS Learning model to support a consistent approach to Teaching and Learning. (b) Formulation of 'Teaching and Learning Communities' focuses on key strands of practical pedagogy; -Metacognition -Resilience	Key rationale derived from our PP review (November 2017 and April 2018). EEF research base supports the areas chosen and the impact on quality first teaching for all in raising achievement of PP pupils.	Monitoring and Evaluation of lesson observations, book looks and Student voice. Senior Leadership Team to review and monitor the TLC process during each CPD session. TLC action plan and research plan to be monitored by the Deputy Head Teacher - BMU.	JCA	Termly

<p>1.2 High levels of progress in reading, writing and mathematics for KS3 and KS4 Pupils eligible for PP.</p>	<p>(a) Placement of high-quality teachers with the students who need to make most progress. (b) HLTA employed in maths in order to provide small group intervention and sustained wave 1 quality teaching. (c) 'Thinking Reading' undertaken with specific cohorts to bridge the gap in reading comprehension.</p>	<p>High quality wave 1 teaching has been shown to have a significant impact on the progress of disadvantaged students in the areas stated. Furthermore, this was the main recommendation from our PP review and research from the EEF would suggest 'timely and appropriate</p>	<p>Careful review of staffing after Faculty Leaders have assigned groups and teaching staff. Ongoing checks as set changes and staffing changes are made. In class intervention data assessed regularly.</p>	<p>CPR/ELY</p>	<p>Half termly</p>
<p>1.3 Increased literacy levels throughout all year groups. Increased awareness of the importance of literacy. The reduction in language poverty amongst all year groups.</p>	<p>(a) Increased tutor time for all year groups with a specific literacy plan formulated. (b) Literacy Co-ordinator retained to have an overview of literacy and whole school literacy agendas. Management and running of the 'Thinking Reading' program.</p>	<p>ARTI scores indicate a need for an increased literacy focus amongst all year groups. Language poverty was highlighted as a key concern in our PP review (November 2017).  Sutton Trust Report indicates high levels of literacy as a key driver in raising the progress and attainment for PP pupils.  Thinking Reading has been proven to increase reading comprehension in all year groups.</p>	<p>SLT and Literacy co-ordinator monitoring and evaluation of Tutor time activities.  Pre-timetabled ARTI test with evaluation of scores undertaken during Steps to success meetings with HOF.  'Thinking Reading' as a standing item on each line management meeting for the literacy co-ordinator.</p>	<p>JCA/JPE/LVA</p>	<p>Half Termly</p>

<p>1.4 Provide regular CPD for associate members to the leadership team and middle leaders in order to improve teaching and learning and the use of specific validated resources.</p>	<p>The School is members of the PiXL Club. This allows staff to engage in national recognised research-based training and the use of high-quality resources</p>	<p>The PiXL Club allows ongoing CPD for our staff. Ongoing high quality CPD was a key recommendation from our PP review (November 2017). It also allows for professional collaboration.</p>	<p>Dependant on the need of the school/individual specific staff are chosen to attend the training. Approached such as the Walking Talking Mock are discussed during SLT strategic meetings with a clear plan formulated. Other approaches are discussed and reviewed during fortnightly HOF meetings.</p>	<p>CPR</p>	<p>Dependant on area.</p>
<p>1.5 Accuracy of assessment.</p>	<p>Review and monitor data through KS3 and KS4 RIP meetings. Standardisation of assessment through cross department marking and engagement in current specification CPD. 'Data roadshow' CPD in enable all staff to use 4Matrix.</p>	<p>Accurate assessment in order to pitch lessons appropriately and implement intervention when needed. It allows the pupil to take ownership of learning and know what is needed to improve to a higher grade.</p> <p>Use of an accurate assessment tool will inform assessment for learning and in turn will focus more on progress and</p>	<p>KS3 and KS4 collections.</p> <p>Standardisation meetings.</p> <p>Monitoring and evaluation of lessons.</p> <p>Feedback and marking evaluation.</p>	<p>CPR</p>	<p>Dependant on collections and meeting schedule.</p>

1.6 Co-operative learning methods.	CPD to ensure staff are confident in delivering cooperative based learning to enable better levels of understanding amongst pupils.	The EEF report a consistently positive research base with regards collaborative learning.  In order to improve language poverty cooperative learning can improve this by the very nature of its approach.	Monitoring and evaluation of lessons. Pupil and teacher questionnaires. Appropriate CPD opportunities created.	JCA	Half termly
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<b>Total budgeted cost</b>	£43,021
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**ii. Targeted support**

<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>
2.1 High levels of progress in reading and writing and mathematics for KS3 Pupils eligible for PP and SEN support.	Additional literacy and numeracy support facilitated by Learning Mentors through mentoring, in class support and whole school Catch Up Club.	Provision of targeted support to those pupils who require it to improve progress and increase the amount of time available to enhance knowledge and skill base.	Careful choice of pupils highlighted through current data and monitored by the Senior Leadership Team. Weekly agenda topic facilitated by Assistant Head Teacher.	ELY	Half Termly

<p>2.2 To ensure that the Progress 8 score for disadvantaged students compared to non-disadvantaged students is significantly reduced.</p>	<p>Focus on high quality research based teaching and learning. HOF and Seconds in faculty to implement a commonality approach to PP provision in the department. Areas to consider for staff are marking, feedback (live and written), seating plans and co-operative learning. Monitoring and evaluation of this cohort and timely wave 1-3 interventions when needed.</p>	<p>Key recommendations from our PP review (November 2017) considered. EEF evidence based research and NYCC achievement unlocked findings support the need for a PP first policy being adopted by all staff in order to raise awareness and improve attainment.</p>	<p>Monitoring and evaluations of departments. 4 Matrix data. Evaluation of attendance, behaviour and achievement data.</p>	<p>HOF/SLT</p>	<p>Half Termly</p>
<p>2.3 Increased aspirations and engagement in post 16 provision.</p>	<p>Careers Advisor to have careers interviews with all disadvantaged pupils in year 10 and 11. Careers evenings/days to be held at school with key speakers in assembly. Work experience offered to some pupils.</p>	<p>The EEF (What is the impact of careers education on improving young people's outcomes?) report people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need.</p>	<p>THL to oversee this process and book in appropriate providers and feed back to SLT.</p>	<p>THL</p>	<p>Half Termly</p>

<p>2.4 Teaching Assistants and SEN Team effectively supporting and assisting in the development of learning of a wider spectrum of individuals.</p>	<p>Bespoke CPD provided for Teaching Assistants using research and structure provided from the MITA project and the SENCOs knowledge. Assessment of EHCP's and the appropriateness of these in promoting interdependence. Closer pedagogical relationships with teachers with regards planning, progress and assessment,</p>	<p>Using evidence and rational through a national recognised scheme MITA, have been able to use a solid evidence base to improve and reflect on our provision.</p>	<p>JCA to line manage JPE SENCO – Weekly line management meetings to discuss, monitor and assess current models of working and create a continued training package for Teaching Assistants. Teaching Assistants views regular gathered and assessed. Pupil surveys undertaken.</p>	<p>JCA/JPE</p>	<p>Half Termly</p>
<p>2.5 Increased attainment in English and Maths. Increased focus on key tasks. Increased support to undertake the GPS LM effectively.</p>	<p>Learning Mentors to support PP pupils in English and Maths. To work with the teacher to provide support especially during consolidation activities to ensure learning is captured and secured. Pedagogy Leaders to work directly with these areas.</p>	<p>EEF suggest structured small group or one to one quick activities can have a positive impact on attainment.</p> <p>A commonality of approach to teaching and learning will enable more productive planning and collaboration focusing on PP pupils and key cohorts.</p>	<p>ELY to line manage Learning Mentors. Pupil and teacher surveys with to be facilitated and assessed. Evaluation of behaviour/positive points and academic data collections.</p> <p>Half-termly review and feedback from Pedagogy Leaders.</p>	<p>DFX/JMA/JCA/ELY</p>	<p>Half Termly</p>

<p>2.6 Learning Mentors to mentor PP pupils throughout all year groups in order to improve attendance, academic progress and wellbeing.</p>	<p>Learning Mentors meet with PP pupils in years 7-9 for thirty minutes discussing attendance and progress. Mentors meet with Year 10 and 11 mentees for 1 hour per week formulating progress plans and short term targets.</p>	<p>Key recommendations from our PP review (November 2017) suggested all year groups are mentored and that the focus of mentoring was placed on academic progress and attendance.</p> <p>EEF reports a positive contribution associated with mentoring with regards attendance, attitude to learning and confidence.</p>	<p>ELY to line manage Learning Mentors. Pupil and teacher surveys will to be formulated and assessed. Evaluation of behaviour/positive points and academic data collections.</p>	<p>DFX/JMA/ELY</p>	<p>Half Termly</p>
<p>2.7 Prioritised PP Year 11 Wave 1-3 intervention to enable structured, quick and appropriate interventions in all subject areas.</p>	<p>Every three weeks formative and summative data assessed and HOF choose a select amount of intervention pupils for small group tutor time and after school intervention. The criteria for the intervention changes is dependent on the time of the year and need however, PP is used as criteria 1 in the selection process.</p>	<p>The EEF suggest a positive effect on providing additional time for targeted groups of pupils either before or after school.</p> <p>In relation to the attendance, statistics of some of our PP pupils this also helps for content catch up.</p>	<p>Data collection results. Attendance records.</p>	<p>CPR/ELY</p>	<p>Every Three weeks.</p>

2.8 PMC	TBC				
<b>Total budgeted cost</b>					£91,115
<b>iii. Other approaches</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>
3.1 To provide SEMH support to pupils. To increase academic focus and reduce behavioural issues of individuals.	External counselling service provided for students from disadvantaged backgrounds.	EEF indicates that social and emotional learning can have an impact on attainment. An acknowledgment that the diverse need of an ever-changing society and the limited local provision for SEMH barriers.	Impact report generated for each pupil who is accessing counselling. Senior Leadership to monitor impact.	BMU	Half termly.
3.2 Increased Attendance.	Attendance team increased to enable enhanced tracking of absences and increase the number of home visits. Increased parent contact and School Attendance Panel Meetings.	Historically, school PP attendance rates are lower than non-PP attendance. DEF report a direct correlation between attendance and academic achievement.	New attendance protocol introduced by BMU. Daily attendance meetings. Daily attendance tracking and reporting of information to whole school staff. Weekly SLT agenda item.	BMU	Weekly

<p>3.3 Greater resilience, perseverance, ambition and self-worth.</p>	<p>The embedding of the GPS Thin Blue Line in order to make success of learning explicit. These key strands of success are referred to in assemblies, lessons, form time and extracurricular activities. They also appear in learning environments and part of teacher/pupil language.</p>	<p>Drawing on wide ranging evidence base centred on 'Growth Mind-set' the GPS Thin Blue Line uses the work on Carol Dweck amongst others in empowering a psychological trait that is proven to have a plethora of benefits.</p>	<p>Monitoring and evaluation of teaching and learning, attendance, behaviour points and achievement points to determine improved mind-set. Weekly SLT agenda item to assess key figures. Thin Blue Line communications to make explicit strategies being used. Thin Blue Line ambassadors to develop strategies within Faculty areas. Thin Blue Line rewards in assemblies.</p>	<p>BMU/JCA</p>	<p>Weekly</p>
<p>3.4 Collaboration with other schools in order to share good practice.</p>	<p>School visits to HLT schools to collaborate on PP strategies.</p>	<p>A key recommendation of our PP review was to engage in the scheme in order to magpie ideas and collaborate with other professionals.</p>	<p>Monitoring and evaluation of academic data, attendance, behaviour points and achievement points to determine improvements in agreed strategies.</p>	<p>ELY</p>	<p>Termly</p>
<p>3.5 Pastoral Team</p>	<p>To support and challenge the negative behaviour and assist in pastoral issues leading to negative academic progress and attendance.</p>	<p>Due to the amount of complex needs throughout our pupil body. Pastoral care is paramount to positive outcomes and effective pastoral care is proven to improve pupil outcomes and signpost issues early if detected.</p>	<p>Deputy Head Teacher to line manage the pastoral team with daily meetings and feedback during the standing SLY agenda item.</p>	<p>CPR</p>	<p>Termly</p>

<p>3.6 Increased parental engagement of PP students so that dialogue between all members of the whole school community is more regular and positive.</p>	<p>(a) Introduction of high level communication methods that actively engage parents. Freefloinfo software.</p> <p>(b) Development of parental working party to increase community base.</p>	<p>EEF research shows that parental engagement is likely to have an impact of 3 months in terms of development.</p> <p>Current PP uptake at parental meetings is low. Year 11 Steps to Success (September 2018) meeting was 18% attendance for PP and 39% overall.</p>	<p>Staff CPD to look at positive methods of communication. Implementation of communication methods using internal and external ambassadors.</p> <p>Parental engagement surveys and collection and analysis of engagement data.</p>	<p>ELY/THL</p>	<p>Half termly</p>
<p>3.7 GCSE students have access to high quality resources to support learning outside of the classroom. Increasing of independent learning and assessment.</p>	<p>GCSE Pod software able to be used on all digital platforms.</p>	<p>High number of PP students not engaging in traditional homework methods.</p> <p>Uptake by schools reports 80% increase in PP engagement. PiXL endorsed and ASCL endorsed.</p> <p>EEF shows effective marking and feedback results in 3 months impact in terms of development. Homework development is 5 months.</p> <p>External barrier C.</p>	<p>Software is self-monitoring, able to generate reports of user engagement.</p> <p>Student and parental surveys.</p> <p>HoF monitoring.</p>	<p>DFX/JMA/ELY/HoF/JCA</p>	<p>Weekly after initial launch</p>
<p>3.8 HPA PP students attain at least in line with national average.</p>	<p>Members of The Brilliant Club for selected group of HPA PP students. Students engage in a project that allows them access to University PhD mentors.</p>	<p>EEF 1-2-1 tuition shows an impact of 5 months in terms of progression.</p> <p>The Brilliant Club shows that students are 80% more likely to attend a University as a result of direct engagement.</p>	<p>Program is led by PhD students from The Brilliant Club.</p> <p>Measure of impact both from student, parent voice and analysis of data at collection points.</p>	<p>JMA/ELY</p>	<p>Termly</p>

		In-school barrier D and External barrier B.			
<b>Total budgeted cost</b>					£132,378

