

Pupil premium strategy statement review & planned expenditure (Evidence based on the EEF- Education Endowment Foundation research)

1. Review summary information			
School	Toot Hill school		
Academic Year	2016/17	Total PP budget	£193,630
Total number of pupils	1976	Number of pupils eligible for PP	246 (12.44%)

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving 4+ EM (2016/17)	57%	80%
Progress 8 score average (2016/17)	-0.07	+0.29
Attainment 8 score average score (2016/17)	42.80	55.58

3. Evidence based barriers to future attainment -NEW TARGETS 2017/18	
In-school barriers impacting attainment	
A.	Ks2 entry levels are lower for PP students than non PP students in English and maths making curriculum access more challenging resulting in a need for additional EM time within the school day, reducing chances for EBACC security.
B.	At times, engagement in learning reduced due to lack of desire to explore post 16 aspirations/ lack of confidence in achieving entry requirements
C.	Transport to attend afterschool sessions and enrichment for PP students has been low due to our increased catchment area
External barriers	
D.	Attendance of PP students is lower than non PP students. This reduces their school hours and causes them to fall behind on average.
E.	Lack of resources to complete independent revision outside of the classroom

4. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Increased English and maths provision within the school day with use of in class mentors, small group maths sessions with a maths specialist, small group English sessions with an English specialist as well as lunchtime targeted support sessions across both Ks3 and 4.	Increased English and maths attainment for PP students in line with non pupil premium students. EEF research +4 months progress.

B.	Appointment of Pupil premium lead to work with our careers adviser Fiona Farmer on ensuring all Key stage 4 students have early intervention to raise aspiration and post 16 awareness. Mentoring to be a key element to this intervention.	All yr11 students to be suitably placed in education or training post-16. All students to have had work experience in year 11 and additional opportunities where available. Mentoring to take place to identify needs. EEF research evidence +1 month progress.
C.	Increased enrichment uptake	Enrichment requests to increase monitoring and provision for pupil premium students which will be tracked by C Morgan and M Tinsley. EEF research +2 months progress
D.	Increase attendance rates for PP students	Increase attendance for all pupil premium students to 96%, in line with non- PP students by rigorous monitoring and weekly attendance meetings for all year teams. Reduce number of exclusions to inclusions if needed to ensure effective behaviour and academic work can be done during this time. EEF research evidence +4 months progress
E.	Confident independent students who are able to complete homework and revision at home or in our study support booster sessions.	Increased uptake of revision resources and attendance to boosters advertised and assisted by our new Progress Plus+ support scheme.

5. Planned expenditure

Academic year

2017/18

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
<p>Improved Literacy and numeracy progress across all key stages.</p>	<p>Ks2 data collected from primary schools. During year 7, non-secondary ready students will be given an increased English focussed curriculum (+2 extra periods of English).</p> <p>Students across KS4 will be placed in small focus groups to improve maths and English. This will utilise flexible time on student's timetables and be targeted to students at risk of not achieving FFT targets.</p> <p>1:1 literacy and numeracy lessons to take place during the school day for students who are ½ grade lower than target.</p>	<p>Literacy skills underpin success in future studies and post 16 choices. Areas of literacy were causing a barrier to GCSE courses beyond Ks3. Additional English time during KS3 can be replaced with more languages time when secondary ready threshold achieved. EEF research evidence suggests that on average pupils make an additional 5 months progress per year through reading and comprehension intervention.</p> <p>Increased EM provision will enable access to post 16 colleges.</p> <p>EEF research evidence suggests that on average pupils make an additional 5 months progress per year with 1:1 intervention.</p>	<p>Key stage 2 data requested from primary schools. Data used to tier students prior to arrival ensuring students get additional English timetabled sessions in favour of MFL sessions.</p> <p>Additional sessions to be attended on a weekly basis by students as part of their timetable giving increased subject provision.</p> <p>RAG rating will be conducted by subject leads on a regular basis to ensure the correct students are targeted for intense intervention.</p>	<p>Senior timetable lead staff</p> <p>Head of Ks4, HoDs, PP lead</p> <p>Subject mentors</p>
<p>Increased tracking and monitoring of progress to support students in achieving college entry grades of 6+ in chosen subjects and 4+ in EM.</p>	<p>Progress plus + scheme will allow identification of all students who may require additional funded support to narrow the achievement gap. Achievement for all Progress plus+ students will be monitored throughout years 7-11 with timely interventions being put in place. Students who are ½ a grade or more from their target grades will be proactively supported.</p> <p>EDCL qualification will be sat by all Yr11 students to give an additional qualification.</p>	<p>EBACC allows more chance of post 16 success for students which will help raise aspirations. Non PP students currently are more likely to achieve the EBACC qualification than PP students.</p> <p>EDCL had an extremely high success rate in 2015-16 which most students achieving A/A* grades.</p> <p>EEF research evidence suggests that on average pupils make an additional 4 months progress per year through small group tuition interventions.</p>	<p>Progress plus + launch in October 2017. Student numbers who are eligible for the funding will be monitored.</p> <p>EDCL to be offered to students and completed after school/ in school holidays. Assessment point analysis will show improvements in attainment.</p> <p>Achievement data and attendance to interventions by students tracked. Additional English and maths support within the school day. Targeted EM support for PP students in small class/ 1:1 settings.</p>	<p>HoDs PP lead</p> <p>Head of Ks3/Ks4</p>

Total budgeted cost £70,000

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
Early careers support & mentoring	Close collaboration with external providers, careers staff (Mrs Farmer) and pupil premium coordinator. Provision of funding for enrichment opportunities linked to careers. Mentoring to support vulnerable students identify achievement needs.	Some students have no post 16 aspirations and historical evidence suggests PP students are more likely to be at risk of NEET (not in education or training status) post 16. Increase aspirations of students. EEF research evidence suggests that on average pupils make an additional 1 month progress per year using mentoring intervention.	Timely use of enrichment opportunities to support aspiration building. Use of Pupil premium coordinator to liaise with students about post 16/ career aspirations.	PP lead, Careers advisor
Resource provision for academic support including transport support	Through mentoring students who require additional revision material or funded transport will be identified and supported.	Booster attendance for PP students is lower than non PP students due to transport issues. Revision material can provide students with home support. EEF research evidence suggests that on average pupils make an additional 2 months progress per year with holiday school and targeted intervention.	PP coordinator to ensure all staff awareness of PP students is raised and revision material is given free of charge. Transport provision will be offered to students upon request to attend subject boosters.	PP lead & subject teachers
Improved progress for high attaining pupils	Close tracking of attainment data for all pp students.	We want to provide extra support to maintain high attainment. Small group English and maths interventions with highly qualified staff. EEF research evidence suggests that on average pupils make an additional 4 months progress per year through small group tuition interventions.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and pupils before intervention begins to address any concerns.	All staff Analysis PP lead
Total budgeted cost £50,000				
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
Raise attendance for pupil premium students to 96%	Appointment of new staff member to introduce rigorous monitoring and tracking systems.	Attendance will be more closely monitored for PP students with PARS alert groups indicating drops in attendance throughout the day.	Pupil premium attendance figure will become in line with non-pupil premium figure of 96%. Less cases of persistent absence will be recorded.	Student services officer and

	Use of home visits and home collections on first day response monitoring.	First day response to be proactive in identifying a non-attender and making efficient use of home collection to raise attendance.		Heads of Year
Study support to be fully utilised by all students	Offered study support 2 x weekly sessions staffed by 2 senior staff and 2 learning mentors. Additional voluntary support from Ks5 students.	Students will have quality feedback and support on their chosen subject. EEF research evidence suggests that on average pupils make an additional 2 months progress per year with mentoring intervention. Aim to inspire high achieving students.	Monitoring of attendance to SS by maintain a weekly register and tracking attendance. Positive encouragement to attend study support for PP students. Funding of transport home if required.	School leader Pupil Premium lead
Total budgeted cost				£40,000

6. Review of expenditure for 2016-17

i. Quality of teaching for all

Desired outcome	Chosen approach	Impact:	Lessons learned	Cost
Reduced class sizes (<20) & TA support	72% of PP pupils in this cohort were taught in smaller classes including English, Maths, Science and MFL. TAs and mentors employed to work with PP pupils who also have SEN needs but not exclusively.	57% PP students achieved level 4+ in English and maths. Progress 8 score = -0.07. <i>National progress 8 score for non-pupil premium students is 0.09.</i>	EEF reports on positive research on small class sizes and the GCSE data reflects that this was an effective use of money although the cost implications are exceptionally high. TA and in class mentors were effective in raising confidence and offering small group and 1:1 support when needed.	£680/ pupil for the year (total cost £114400) £16000

ii. Targeted support

Desired outcome	Chosen approach	Impact:	Lessons learned	Cost
Improve confidence and attainment in literacy and numeracy	Provision of literacy enhancement programmes; lexia, toe by toe and stride ahead for 19 pupil premium students across years 7-11. Provision and delivery of numeracy 1:1 support from a member of the learning support team for 9 pupil premium students. Access arrangement testing was conducted internally by trained staff over several days. This was done to Ensure pupil premium students were fairly provided for when sitting their exams.	All students who completed the programmes achieved their personalised targets following the programme. The average gain for the 5 yr11 students using lexia was +10 in their standardised score. Ensure all students have fair access to support GCSE formal exams as well as internal assessments. Individual rooms with invigilators will be given for examinations where required. Vulnerable learners will have the exam conditions in which they can achieve the best result.	We were very pleased with the impact of this intervention and will continue to proactively identify students who need this support to ensure it is as effective this year. Access arrangements were given to 47% of pupil premium year 11 students. Although this is a large proportion the impact on the student's anxiety was observed. This level of provision will be maintained.	£5000 (Plus staffing costs) Funded from school staffing budget
Improved English and maths attainment for all key stages	One to one and small group tuition delivered by qualified teachers Additional English lessons within the school curriculum for students across year 7 and 8.	14 students were given 1:1 and small group maths tuition. 36% exceeded their grade. 43% achieved a level 5+, 57% achieved at least a level 4. 9 students were given 1:1 and small group English. 67% exceeded their target grade. 56% achieved a level 5+, 78% achieved at least a level 4.	As we move forward with this intervention we hope to target students who need this intervention at the earliest possible stage to ensure maximum use of intervention. Through use of internal tracking data by classroom teachers, the cohort will be carefully selected to ensure maximum success. We have also added additional support into pupil's timetables and lunchtimes to lower the cost implications.	£26615 £12000

iii. Other approaches				
Desired outcome	Chosen approach	Impact:	Lessons learned	Cost
Ensure Yr11 students achieve the best possible GCSE results allowing for secure post 16 placements	Holiday School Science (ISAs), PD, Food, Maths, English, CD, Art Controlled assessment catch up for absentees and fully equipped, coursework support for practical subjects. Nearer the exams this had a focus on exam preparation and revision Accessed by PP students but not exclusive.	57% PP students achieved level 4 (college entry) in English and maths. 60% PP achieved FFTD in core science 67% PP students achieved FFTD targets in art	Whole school training on 'Keep up, not catch up (KUNCU)' agenda to ensure intervention offered if more exclusively aimed at students who have found the learning material challenging. This will reduce the need for boosters in all subjects during holiday times. Pupil premium students will maintain their high profile within the 'KUNCU' agenda.	£8565
Pupil mentoring	Personalised mentoring including CAMHS, School nurse, SLT senior staff, Heads of years, LAC team and TIME. CASY counselling to offer intense support to students who need it	Termly report indicated improved emotional health and wellbeing of students involved.	Next year we have one member of staff overseeing the mentoring to ensure the waiting list is followed accurately.	£3500
Study support and extracurricular support	Enrichment opportunities sought with travel expenses covered when needed. Resources provided to aid revision. Weekly homework sessions ran 2x weekly.	Many pupil premium student's attended study support. Homework was completed more efficiently with fewer negative behaviour incidences being recorded.	Use peer mentoring within these sessions to offer more support for students on homework tasks.	£15700

7. Additional detail

To see if your child is eligible for funding please visit: <http://www.nottinghamshire.gov.uk/learning/schools/school-dinners/free-school-meals/>
For an overview of previous years spends and summary documentation please see our website: www.toothillschool.co.uk

For questions regarding pupil premium funding please email our Pupil premium coordinator: cmorgan@toothillschool.co.uk