

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	2015/16	Total PP budget	£202,271
Total number of pupils	1662	Number of pupils eligible for PP	246

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving A* - C EM (2015/16 only)	60%	83%
Progress 8 score average (from 2015/16)	-0.04	+0.25
Attainment 8 score average grade (from 2015/16)	D	C

3. Evidence based barriers to future attainment	
In-school barriers impacting attainment	
A.	Historical evidence suggests PP students are more at risk of being NEET (not in education or training post 16) due to low aspirations.
B.	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.
C.	Transport to attend afterschool sessions and enrichment for PP students has been problematic due to our increasing catchment area and lack of family transport.
External barriers	
D.	Attendance of non PP students= 95.6% average. PP students have an average of 93.26%. This reduces their school hours and causes them to fall behind on average.

4. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	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.
B.	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.

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

5. Planned expenditure				
Academic year		2016/17		
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
Improved Literacy and numeracy progress across all key stages.	<p>At Key stage 3, non-secondary ready students with have increased English curriculum time on their timetable.</p> <p>Students across KS4 will be given additional maths and English lessons when possible and applicable.</p> <p>1:1 and small group Literacy and numeracy lessons to take place during the school day.</p>	<p>Areas of literacy were causing a barrier to GCSE courses beyond Ks3. EEF research evidence suggests that on average pupils make an additional 5 months progress per year through reading and comprehension intervention.</p> <p>Independent study time in replace of languages time was not proven to be effective and 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 3 and 4 English and maths attainment to be closely tracked.</p> <p>Additional sessions to be attended on a weekly basis by students as part of their timetable giving increased subject provision. English and Maths intervention lunch sessions.</p> <p>Monitoring of achievement data and rigorous planning to ensure students who require support get the support.</p>	<p>Senior timetable lead staff</p> <p>Head of Ks4, HoDs, PP lead</p> <p>Subject mentors</p>
Increased EBACC provision ensuring all pupil premium students have all subject baskets filled without compromising English and maths achievement.	<p>All year 7 students will now take a language and this will be supported with timely intervention to ensure the best possible chance of success.</p> <p>EDCL qualification will be sat by all students who are able 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 2014-15 which most students achieving A/A* grades.</p> <p>EEF research evidence suggests that on average pupils make an additional 2 months progress per year with holiday school intervention.</p>	<p>Additional English and maths support within the school day. Targeted EM support for PP students in small class/ 1:1 settings.</p> <p>Assessment point analysis will show improvements in attainment.</p> <p>EBACC subjects will remain on student's timetables, giving them access to the EBACC qualification at the end of year 11.</p> <p>EDCL to be offered to students and completed after school/ in school holidays.</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
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 £40,000				
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. Use of home visits and home collections on first day response monitoring.	Attendance will be more closely monitored for PP students with PARS alert groups indicating drops in attendance throughout the day. First day response to be proactive in identifying a non-attender and making efficient use of home collection to raise attendance.	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 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 2015-16

i. Quality of teaching for all

Desired outcome	Chosen approach	Estimated impact:	Lessons learned	Cost
Improve attainment in literacy	<p>Provision of extra support programmes including lexia, toe by toe and stride ahead for 28 pupil premium students across years 7-11.</p> <p>Access arrangement testing was conducted using an external provider, ensuring all pupil premium students were tested prior to the GCSE exams.</p>	<p>All students who completed the programme achieved their personalised literacy targets following the programme. The average gain for the 5 yr11 students using lexia was +13 in their standardised score.</p> <p>Ensure all students can access exam material in the GCSE formal exams.</p>	<p>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.</p> <p>Access arrangements were granted for a large proportion of the students tested (70%) and student feedback was that they found this intervention very useful. EBACC overall data is a reflection of the attainment impact.</p>	<p>£8000 for programme licences.</p> <p>£7000</p> <p>£300 for testing day plus staffing costs to invigilate.</p>
Reduced class sizes (<20) & TA support	<p>100% 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.</p>	<p>60% PP students achieved A*-C in English and maths.</p> <p>50% achieved A*C in science.</p> <p>20 students achieved A*-C in MFL.</p>	<p>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.</p> <p>TA and in class mentors were effective in raising confidence and offering small group and 1:1 support when needed.</p>	<p>£680/ pupil for the year (total cost £114400)</p> <p>£16000</p>

ii. Targeted support

Desired outcome	Chosen approach	Estimated impact:.	Lessons learned	Cost
Improved English and maths attainment for all key stages	<p>One to one and small group tuition delivered by qualified teachers</p> <p>Additional English lessons within the school curriculum for students across year 7 and 8.</p>	<p>Students both achieved D grades in final GCSE maths exam. 2 levels of progress. 62% of PP students made 3+ levels of progress in GCSE exams. 25% made 4 Levels of progress</p> <p>3 students achieved C grades, 1 student a B grade and 1 a D grade in their GCSEs</p> <p>All ks3 students achieved their target CALS by the end of the year.</p>	<p>Impact was high as reflected in the fast progress these students made in year 11. 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.</p> <p>We have also added additional support into pupil's timetables and lunchtimes to lower the cost implications.</p>	<p>£26615</p> <p>£12000</p>

iii. Other approaches				
Desired outcome	Chosen approach	Estimated impact:	Lessons learned	Cost
Ensure Yr11 students achieve the best possible GCSE results allowing for secure post 16 placements	<p>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</p> <p>Saturday Maths School (2 X small groups) and holiday maths- C Club. Accessed by PP students but not exclusive.</p>	<p>60% PP students achieved A*-C in English and maths.</p> <p>50% achieved A*C in science with all ISAs (coursework) completed to FFTD or above</p> <p>87.5% PP students achieved A*-C in art</p> <p>75% PP students achieved A*-C in English and maths.</p>	Next year we will try to provide more in school provisions for these attainment needs.	£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.	11% of pupil premium student's attended study support. Homework was completed more efficiently with fewer negative behaviour incidences being recorded.	Maintain a register of study support attendance to ensure all students who need the support are accessing the support. 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: cpierce@toothillschool.co.uk