

## Pupil premium strategy statement – Pittville School

1. Summary information					
School	Pittville School, Albert Road, Cheltenham				
Academic Year	2018-2019	Total PP budget	£228,000	Date of most recent PP review	July 2018
Total number of pupils	739	Number of students eligible for PP	276	Date for next review of this strategy	January 2019

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving 5A*-C incl EM 4+ (June 2018 Results)	39%	Information not yet available for 2018
% achieving 5A*-C incl EM 5+ (June 2018 Results)	27%	Information not yet available for 2018
% achieving 4+ English (June 2018 Results)	50%	Information not yet available for 2018
% achieving 5+ English (June 2018 Results)	30%	Information not yet available for 2018
% achieving 4+ Maths (June 2018 Results)	36%	Information not yet available for 2018
% achieving 5+ Maths (June 2018 Results)	18%	Information not yet available for 2018
Progress 8 score average (June 2018 Results)	-0.28 (not yet ratified)	Information not yet available for 2018
Attainment 8 score average (June 2018 Results)	34.66	Information not yet available for 2018

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
A.	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them making good progress in Year 7
B.	Numeracy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them making good progress in Year 7
C.	SEMH issues for PP students have a detrimental effect on their academic progress.
D.	Attendance rates for pupils eligible for PP are lower than the school target of 95%. This reduces their school hours and causes them to fall behind on average.
E.	Exclusion and referral rates are higher for PP students than for non-PP students. This reduces their time in lessons and ability to progress.
F.	Lack of confidence and knowledge leads to low aspirations for future careers.

<b>4. Desired Outcomes</b>	
A	The literacy levels of PP students improves with the gap between PP and non-PP students decreasing in terms of: <ol style="list-style-type: none"> <li>1. Proportion of PP and non-PP making expected progress in English</li> <li>2. The attainment of PP and non-PP students in English</li> </ol>
B	The numeracy levels of PP students improves with the gap between PP and non-PP students decreasing in terms of: <ol style="list-style-type: none"> <li>3. Proportion of PP and non-PP making expected progress in maths</li> <li>4. The attainment of PP and non-PP students in maths</li> </ol>
C	Students meeting the criteria have access to nurture provision to improve their social and attachment skills so they have a positive experience in school and make better progress.
D.	The gap for attendance rates between PP and non-PP students is reduced so students are in school and making progress. Overall attendance among pupils eligible for PP improves in line with whole school target figures. Reduce the number of PP students who are PA.
E.	The gap between PP and non-PP students being sent to referral or excluded is reduced.
F.	Improved knowledge and raised aspirations means there is no gap in the numbers of PP and non-PP students taking aspirational subjects at Y8 options or choosing aspirational destinations post-16.

5. Planned Expenditure					
Academic Year 2018-2019					
<i>i. Quality First Teaching for all – how the pupil premium is being used to improve classroom pedagogy and provided targeted support and support whole school strategies.</i>					
<p><b>Pittville School – Whole School Pupil Premium Strategies</b></p> <p><u>Knowing Our Pupils</u></p> <ol style="list-style-type: none"> <li>1. We ensure that we identify those students we teach who are PP.</li> <li>2. We know the data of all students so we ensure they are all challenged.</li> <li>3. If students are falling behind, we put appropriate interventions in place, whether in the classroom, within department or seeking wider support.</li> </ol> <p><u>Teaching and Learning</u></p> <ol style="list-style-type: none"> <li>1. We ensure lessons are challenging and a wide range of activities are offered.</li> <li>2. We ensure the highest standards are expected - this includes quality of work produced and presentation in exercise books. All students should take pride in their work.</li> <li>3. When marking books, we consider marking those of PP students first. We always check that standards don't vary in the work or our expectations of what PP students can and should achieve.</li> </ol> <p><u>Extra-curricular</u></p> <ol style="list-style-type: none"> <li>1. We consider what opportunities can be offered to broaden the horizons of our students.</li> <li>2. We consider the costs of activities and how we can make as many as possible available to the maximum number of students.</li> <li>3. When planning activities or interventions, including and especially 'stretch and challenge' ,activities we consider whether PP students should be targeted, or you should ensure a proportion of students involved are PP.</li> </ol> <p><b>MOST OF THESE STRATEGIES ARE GOOD TEACHING AND WE USE THEM WITH ALL STUDENTS.</b></p> <p><b>We seek never to assume that a student's background or history will limit or determine what they can achieve in school. We seek to give students as many experiences as possible during their time here to broaden their experiences.</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?
Gaps between PP and non-PP students in school continue to fall, or where gaps don't	Quality First Teaching coupled with established techniques for targeting PP students.	Gaps have fallen across the school, with PP outperforming non-	Training for new staff alongside training for existing staff revisiting QFT and PP	KLF/EB	Data reviewed half-termly at KS4. Data reviewed termly at KS3. Annual review of exam data.

exist this is maintained.		PP in some areas. But this needs to be maintained and the focus on PP revisited.	techniques. Ongoing training on the use of pupil data in planning for QFT.		
				<b>Total budgeted cost</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. The literacy levels of PP students improves with the gap between PP and non-PP students decreasing in terms of: <ul style="list-style-type: none"> <li>Proportion of PP and non-PP making expected progress in English</li> <li>The attainment of PP and non-PP students in English</li> </ul>	1. PP students who fall behind in English at KS3 receive targeted support from EB, and CAT.	We have had success in moving more students to being on track through small-group interventions. It is particularly effective when attendance is good.	Review the progress students have made at the end of the intervention and cross-check with the subject reports.	EB/CAT	Each full term with governors and in RAP meetings.  Half-termly in line management meetings.
	2. Marking for literacy improves basic skills and helps students become more independent in checking and correcting their own work.	A focus on M4L in the past has led to the whole school seeing themselves as teachers of literacy. Basic skills and presentation of work has improved as a result, so we want to continue this for new Y7 students and keep up the	Book scrutinies by HOFs, SLs and SLT. Learning walks by HOFs, SLs and as part of the MER Calendar.	KLF, AMI	Throughout the year with a termly check at senior level.

		momentum with older students.			
	3. Our whole school literacy program includes Word of the Week (WOW) themes, Drop Everything and Read (DEAR), Spelling Bees, Cross-curricular extended writing and debating.	Our whole school program is showing improvements across the school, but particularly in the PP population.	HOHs to support checking tutor activities are being carried out correctly. AMI, LED, KLF to ensure lesson-time activities are being completed to a good standard. AMI to evaluate the impact of the program.	AMI, LED, KLF	Termly through line management meetings. At the end of the year through student/teacher feedback and end of year data.
	4. Whole school termly focus on actively teaching spellings with a link to techniques learned in primary school. This will require training for staff across the school.	Our research suggests that this has been successful in other settings.	Lesson observations, learning walks.	KLF, AMI, LED, HOFs, SLs	Review in January and then at the end of the year.
	5. Whole school termly focus on actively teaching vocabulary to boost student word power.	Our research suggests that this has been successful in other settings.	Lesson observations, learning walks.	KLF, AMI, LED, HOFs, SLs	Review in January and then at the end of the year.
B. The numeracy levels of PP students improves with the gap between PP and non-PP students decreasing in terms of:	1. PP students who fall behind in maths at KS3 receive targeted support from KTA.	We have had success in moving more students to being on track through small-group interventions. It is particularly effective when attendance is good.	Review the progress students have made at the end of the intervention and cross-check with the subject reports.	EB/KTA	Each full term with governors and in RAP meetings.  Half-termly in line management meetings.
	• Proportion of				

<p>PP and non-PP making expected progress in maths</p> <ul style="list-style-type: none"> <li>The attainment of PP and non-PP students in maths</li> </ul>					
	<p>2. Our whole school numeracy program includes Number of the Week (NOW) themes, termly numeracy challenges, and links to primary school to aid transition.</p>	<p>Our whole school program is showing improvements across the school, but particularly in the PP population.</p>	<p>HOHs to support checking tutor activities are being carried out correctly. RF to evaluate the impact of the program.</p>	<p>RF, MS, KLF</p>	<p>Termly through line management meetings. At the end of the year through student/teacher feedback and end of year data.</p>
<p>C. Students meeting the criteria have access to nurture provision to improve their social and attachment skills so they have a positive experience in school and make better progress.</p>	<p>Continue the nurture group in Years 7 and 8 in 2018-2019. Include more parent and family involvement from the beginning.</p>	<p>In 2017-2018 nurture students saw this group as a safe place where they build good relationships with each other and with trusted adults. Some difficult behaviours were reduce or eliminated and reports were good. We want to build on this and secure parental support as research suggests</p>	<p>Review data and share it more regularly. Feedback from parents and students to see if they think the intervention has a positive outcome.</p>	<p>EB</p>	<p>Termly – cross-reference ATL/Referral/Reports/feedback</p>

		this has a very positive influence.			
D. The gap for attendance rates between PP and non-PP students is reduced so students are in school and making progress. Overall attendance among pupils eligible for PP improves in line with whole school target figures. Reduce the number of PP students who are PA.	<ol style="list-style-type: none"> <li>1. PP students are 'red-flagged' daily if not attending so they are a priority.</li> <li>2. Education Welfare Officer (EWO) calls these parents first.</li> <li>3. EWO visits are to these families first.</li> <li>4. Return to school interviews are held and targets set.</li> <li>5. Students have fortnightly meetings with HOH to discuss attendance.</li> <li>6. SLT and governors are involved where appropriate.</li> </ol>	For most students we see attendance improve when we engage regularly with students and their families. We can understand issues sooner and help families overcome them.	Attendance is checked daily to see where PP attendance is compared to non-PP. Strategies are reviewed regularly to see their impact.	AP	Fortnightly for PP attendance. Half termly to review strategy impact.
E. The gap between PP and non-PP students being sent to referral or excluded is reduced.	<ol style="list-style-type: none"> <li>1. Use of the in-school 3 Day Intervention Program.</li> <li>2. Use of Abbey View for Alternative Provision.</li> <li>3. Student mentoring through a dedicated mentor and a team of mentors.</li> <li>4. Psychotherapy/mentoring sessions.</li> </ol>	All of these interventions have had some success over the last academic year – we have reviewed and are now reworking for 2018-2019.	Progress for students on each pathway is reviewed each time it is used at SLT and amongst the pastoral team.	MWA	Half termly discussion at SLT. Termly review with pastoral.

Total budgeted cost					
<i>iii. Other approaches</i>					
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?
F. Improved knowledge and raised aspirations means there is no gap in the numbers of PP and non-PP students taking aspirational subjects at Y8 options or choosing aspirational destinations and courses post-16.	1. More training for staff so everyone is a teacher of careers and can give basic advice on destinations and courses. Teachers recognise what aspirational choices look like.	Training in 2017/2018 was successful, but gaps have been identified that can be worked on.	Feedback from staff to review effectiveness of training.	KLF	Half termly review at line management meetings. Termly review at governors' meetings.
	2. Use of local careers events and post-16/18 links to raise aspirations – PP given a priority. More opportunities to meet local employers and recent school leavers.	We recognise that many students aren't aware of the range of courses and careers available to them. We want to ensure our students have the information to help them make good choices.	Research and feedback to look at what students have learned from events organised. PSHE lessons observed by HOH/SLT and student feedback and assessment used to see if they have improved understanding.	KLF/SI	Half termly review at line management meetings. Termly review at governors' meetings.

	3. Improve our provision of IAG at KS3.	We have 100% students in Year 11 with applications in, but recognise a need to have this working further down the school. Review of IAG in KS3 reveals gaps in student knowledge, particularly PP students in finance and range of careers available.	HOH/KLF/SI monitoring of PSHE teaching. SI review of curriculum and impact.	SI	Half termly review at line management meetings. Termly review at governors' meetings.
	4. Review of Options Process to ensure PP students get good advice.	Options process does involve seeing all pupils, but more preparation needs to be done before the options process to ensure PP students make informed choices.	JAP/SI monitoring of PP students' options. Intervention if concern about choices taken.	JAP/SI	Termly review at SLT and governors' meetings.
	5. Link with previous aim – use of interventions to reduce student activity in crime and raise aspirations.	We are aware that some students end up making poor life choices as a result of outside influences. Interventions working with outside agencies are used to keep students in school and working	MWA to monitor impact of these courses.	MWA/SI	Termly review at SLT and governors' meetings.

		well.			
<b>Total budgeted cost</b>					

Review of expenditure			
Previous Academic Year 2017 - 2018			
<b><i>i. Quality First Teaching for all – how the pupil premium is being used to improve classroom pedagogy and provided targeted support and support whole school strategies.</i></b>			
Desired Outcome	Chosen action/approach	Estimated impact	Lessons learned
A. Improved Year 7 literacy and numeracy progress	BDA strategy to ensure language in the curriculum is not a barrier to learning.	Year 7 catch up data <u>Accelerated reader:</u> 41% improved 44% went down 15% remained the same	Teachers are focusing more on students using language correctly, but we still have more to do, especially in light of the new GCSE curricula.
B. Improved Year 7 literacy and numeracy progress	Use of Progress Leaders to support attainment of identified PP students	4 staff have been involved with interventions – there has been a mixed rate of success in terms of pupils being on track, although engagement has improved .	Our best results come from those students with good attendance. Those with poor attendance didn't see their performance in lesson improve, even if they did well in intervention.
<b><i>ii. Targeted support</i></b>			
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned
A. Improved Year 7 Literacy progress	1:1 and small group Literacy interventions for struggling Year 7 pupils	1:1 data will be available in July	
B. Enhance aspirations in order to improve progress for high attaining pupils	University and Sixth Form visits. Mentoring from Careers guidance. Career guidance assemblies and workshops	Targeted Year 10 and Year 11 students visited GlosCol and Hartpury Colleges. Targeted students visited Glos Uni through the GAP project. All Year 9-11 students invited to post-16 evening to meet prospective post-16 providers. Year 10 and 11 met post-16 providers through assemblies. Year 9 had talk from Mira, Mira also worked with targeted Year 8 and Year 10 students. All Year 8 students had advice on options and the opportunity to meet with careers advisors at	Need to investigate ways to ensure more PP students and their parents come to careers events. When they do, we are able to direct them to aspirational providers and more have applied to sixth forms as a result this year. More needs to be done in years 7 and 8 now to get the message home to the right students earlier.

		our options evening. 100% Year 11 students (therefore including PP) had applications in, including a back-up plan before the GCSEs started in May 2018.	
<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>
A. Increased attendance rates	Attendance Officer to monitor pupils and follow up quickly on truancies. Head of Inclusion to target persistent absentees	PP attendance 90.2% (NA 92.2%) Non-PP 95.63% (NA 95.6%)  PP PA 32.4% (NA 24%)	There have been problems with a lack of support from the LA. Our EWO invited in our MP to gain support. We have also witnessed an increase in family issues outside of school that are impacting on attendance.
B. Problem behaviour in Year 9 and 10 addressed	Solution Focussed Approaches	New system for referring for low level disruption has been very successful. Behaviour in lessons is even better, FTE are decreasing, and we are able to identify root causes and the most vulnerable students in terms of behaviour much more quickly and effectively. A 3 day intervention program has been used for some pupils. 3 were PP. 1 facing PEX, 1 moderate improvement, 1 large improvement. This has also led to an increased link and co-operation between pastoral and SEND teams which is proving very effective. Use of a psychotherapist and, mentor and more RJ discussions have led to improved behaviour for most: <ul style="list-style-type: none"> <li>• Levels of welfare improved by 13%</li> <li>• Reports from teachers showed disruptions across the school from students involved had decreased significantly</li> </ul>	3DIP will need to be reviewed. It hasn't work for all – but it may not be appropriate for all. Clear link to be made with our other alternative provisions. Need to build on work bringing pastoral and SEND together.

	<p>Setting up of nurture group</p> <p>Employment of apprentice pastoral manager</p>	<ul style="list-style-type: none"> <li>• Students' engagement with academic tasks improved by 20%</li> <li>• 19% students experienced more positive cognitions when engaged in academic tasks.</li> </ul> <p>Nurture group up and running and pupils are settling well. HR data due</p> <p>In place and working with a key group of students. Support now provided to these students and work done to reduce incidents of self harm.</p>	
<p>C. Extension of Maths and English team to provide numeracy Lead and Literacy Lead i/c KS3 progress</p>	<p>Appropriate staff identified and sufficient time provided to work with students who are working below expected levels. (Not SEND)</p>	<p>Literacy and numeracy co-ordinators now in place and working together, including with PSHE lead to raise profile. Literacy and numeracy now have a much higher profile around the school. Both have been involved in interventions through the KS3 RAP – see above.</p>	<p>Now need to ensure tutors are delivering the materials provided effectively. Plans are already in place for 2018 to monitor this more closely and evaluate if more staff support is needed.</p>