

Pupil premium strategy statement – Pittville School

1. Summary information					
School	Pittville School, Albert Road, Cheltenham				
Academic Year	2016-2017	Total PP budget	£230,010	Date of most recent PP review	July 2016
Total number of pupils	591	Number of students eligible for PP	236	Date for next review of this strategy	January 2017

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving 5A*-C incl EM (2015/6 only)	35.14%	63%
% achieving expected scores in English/ maths (2015/2016 only)	68.57%/44.12%	74%/72%
Progress 8 score average (from 2016-2017)	-0.26%	
Attainment 8 score average (from 2016-2017)	D+	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In school barriers (issues to be addressed in school, such as poor literacy skills)	
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
External barriers (issues which also require action outside school, such as low attendance rates)	
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

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Promote levels of progress in literacy for Year 7 pupils eligible for PP	Pupils eligible for PP catch up interventions will receive them from specialist trained staff in small groups. Pupils eligible for PP in Year 7 make more progress by the end of the academic year than pupils not eligible for PP. This will be evidence used in school data drops across the academic terms and progress made in Accelerated Reader assessments.
B	Promote levels of progress in numeracy for Year 7 pupils eligible for PP	Pupils eligible for PP catch up interventions will receive them from specialist trained staff in small groups Pupils eligible for PP in Year 7 make more progress by the end of the academic year than pupils not eligible for PP. This will be evidence used in school data drops across the academic terms.
C	Promote an atmosphere that supports SEMH issues and nurtures the whole child across the school	A nurture room will be provided to allow students who are unable access whole class teaching to receive individual attention and support for their SEMH issues and keep attendance in school promoted.
D	Promote levels of attendance for pupils eligible for PP across the school	Reduce the percentage of PA students to 12% or below. Overall attendance among pupils eligible for PP improves in line with whole school target figures achieved through greater working relationships with parents and the use of attendance clinics on a half termly basis

5. Planned Expenditure					
Academic Year 2016-2017					
<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>					
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. Improved Year 7 literacy and numeracy progress	BDA strategy to ensure language in the curriculum is not a barrier to learning.	BDA approaches support all students but the greatest limiting factor for progress is literacy and numeracy levels on entry.	RAP data every half-term.	Whole school approach	
A. Improved Year 7 literacy and numeracy progress	Use of Progress Leaders to support attainment of identified PP students	Evidence suggests greater links needed between curriculum and pastoral to remove barriers to learning	RAP data every half – term. Case studies of identified students. Feedback from Progress Leaders.	KLF	
				Total budgeted cost	

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. Improved Year 7 Literacy progress	1:1 and small group Literacy interventions for struggling Year 7 pupils	Some of the students require targeted literacy support to catch up with their peers. Literacy interventions have proven to be effective.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of targeted students to evaluate impact and progress.	SEND department	
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	Students will develop a deeper understanding of post-16 options and will feel supported in their choices.	Feedback from students and parents. Analysis of post-16 destinations	Whole school	
Total budgeted cost					
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?
C. Increased attendance rates	Attendance Officer to monitor pupils and follow up quickly on truancies. Head of Inclusion to target persistent	Pupils' attainment cannot improve if they are not in school.	Attendance Officer to support pupils who struggle to get to school through pick up using School minibus.	Head of Inclusion	Every half term

	absentees		Attendance clinics to run every half-term. Mentors assigned to support persistent absentees.		
D. Problem behaviour in Year 9 and 10 addressed	Solution Focussed Approaches Setting up of nurture group Employment of apprentice pastoral manager	Evidence from EP service shows that solution focussed approaches has a positive effect on improving SEMH outcomes	Range of staff trained to enable all students to receive this intervention when required	SI – in charge of student welfare	Every half term
E. Extension of Maths and English team to provide numeracy Lead and Literacy Lead i/c KS3 progress	Appropriate staff identified and sufficient time provided to work with students who are working below expected levels. (Not SEND)	SEND students make good progress through targeted support however, PP students not identified as SEND but who are underachieving also require support.	RAP team meetings every half-term Pupil progress analysed. Curriculum time provided.	KLF	
Total budgeted cost					

Review of expenditure				
Previous Academic Year 2015 - 2016				
<i>i. Quality First Teaching for All</i>				
Desired Outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
Improve attainment across the curriculum	<p>4matrix for more accurate whole school data tracking</p> <p>Training of use of 4matrix</p> <p>Provision of alternative curriculum pathways</p>	<p>High: GCSE results improved Progress 8 score is positive Progress 8 data shows that PP students make expected progress in Year 11</p> <p>High: Students who struggle with literacy are supported through the alternative curriculum to improve Functional skills of Maths and English and Entry Level courses where appropriate. Great success achieved with these programmes has ensured successful College transition post 16</p>	<p>Year 10 students and Year 9 students are weaker on entry overall and will require more specialist targeted support that focuses on removal of SEMH barriers to support attainment</p> <p>Small groups are costing too much money to be viable</p> <p>Some students require 1:1 support to achieve Entry Level and this can be HLTA led</p>	
<i>ii. Targeted support</i>				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
Improved literacy and numeracy attainment levels at KS3	Small group interventions to be single sex; during school and after school	<p>High: Single sex interventions in numeracy were highly effective in terms of development of both soft skills (confidence in Maths) and attainment.</p> <p>High: Targeted students made expected or above expected progress except where</p>	After school interventions were less effective due to pupil attendance and transport issues. Targeted interventions to be used at tutor time and a more effective use of the alternative curriculum	

		attendance impacted on attainment		
Greater use of ICT to remove barriers to learning	Touch typing lessons to improve accuracy and speed of written communication	High: Improved engagement with written communication tasks Greater demonstration of understanding of written tasks led to above expected progress in literacy being made with identified students	Greater roll out of the programme to include more students Closer liaison with English faculty to identify who would benefit from this intervention at an earlier stage	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
Improve transition to allow for continued attainment progress of PP students who are also SEND	Summer School with intensive week of orientation and literacy skills. Individualised orientation tasks during Summer term and literacy work provided across the summer holidays to support engagement	Nil: unable to run due to significant building work High: Positive impact, all targeted students completed work packs and both students, parents and tutors report that confidence levels upon return in September are high	Individual transition approaches have been more successful overall but have required greater time and thus more cost	
Improve focus and aspirations for PP students at KS4	Use of Elevate Education programme	High: Response from students over 98% positive on feedback forms. Students engaged with all aspects of the programme	To be expanded to include parents and Year 9.	