

# Pupil premium strategy statement (secondary). January 2018 review

Review			
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	Actions completed and impact to date	Future actions this academic year
<p>A. Pupils entering Frome College and indicated as in need of catch up receive intervention to accelerate their learning experience to levels closer to their peers</p> <p>AP literacy</p>	<p>Purchase and use of accelerated reader to encourage substantial reading practice to create strong readers, based on reading level student's independent</p> <p>Use of Literacy Catch-up intervention programme</p> <p>Purchase and use of Reading Plus Support package</p>	<p>Accelerated Reader purchased.</p> <p>Literacy catch up programme in place</p> <p>Reading plus support package purchased, in place and delivered to key groups in timetabled sessions.</p> <p><b>Impact:</b></p> <p><b>September 2017, 43 students in ear 9 had a baseline reading age of under 9 years</b></p> <p><b>January 2018, 34 students in year 9 had a baseline reading age of less than 9 years. 21% improvement.</b></p> <p><b>66% of those making significant progress are PP students</b></p>	<p>Student review in summer term to inform planning 2018/19</p> <p>Library review of texts borrowed to see if we have an increase of borrowed books from key groups – track against year group and PP</p>
<p>B. Year 11 PP Math's students attain national averages for similar cohort</p> <p>AP numeracy</p>	<p>Use of specialist math's intervention programme (success maker) to consolidate mathematical skills and support Increased levels of progress.</p>	<p>Success Maker and Doodle Maths purchased, timetabled and monitored in lessons</p> <p><b>Impact;</b></p> <p><b>Year 11 mock results in Maths show significant improvement on previous years.</b></p> <p><b>Number of level 4 improved by 12%</b></p> <p><b>Number of level 5 improved by 2%</b></p> <p><b>Number of level 6 improved by 3%</b></p> <p><b>Number of level 7 improved by 3%</b></p> <p><b>U and number of level 1 reduced by 20%</b></p>	<p>Continue to use specialist Maths intervention as and where appropriate</p> <p>Use of student voice in summer term to review alongside results</p> <p>Review again post mock 2</p>

<p>C. Decrease in Exclusions and gap in behavioural sanctions between PP and non PP across all measures, especially for withdrawals and exclusions.</p> <p>Lead HoH</p>	<p>Inclusion team to respond effectively to teacher/HOH requests for intervention with appropriate strategies that modify behaviours.</p>	<p>Inclusion team has reviewed process. Lead of HoH in post who can clearly articulate withdrawal and exclusion process</p> <p><b>Impact:</b>  <b>Reduction in overall exclusions from 11 in equivalent period last year to 3 this year to date</b>  <b>Number of PP students in isolation not significantly reduced yet but repeat incidences has declined</b></p>	<p>Further review support packages for key students who show repeated incidences of negative behavior</p> <p>For 2018/19 consider permanent position of lead HoH to address discrepancies between houses</p>
<p>D. All students to receive timely effective feedback from classroom teachers, ensuring closing loop following feedback</p> <p>Teaching and Learning VP</p>	<p>Continued CPD and development of feedback and response methods for staff and students</p>	<p>CPD, staff meetings and work sampling focus on PP students. Review of best practice shared with all staff and in departmental teams</p> <p><b>Impact;</b>  <b>Work sample in October 2017 on low ability year 10 PP students showed an improvement from march 2017 sampling. More effective use of feedback in evidence, more consent use of RAG sticker and students responding to marking. 2 students identified from sample for further scrutiny by SEN team to identify any SEN need.</b>  <b>Feedback to whole staff meeting with examples of best practice shared</b></p>	<p>Work sample planned in Spring and in summer alongside timetabled departmental samples.</p> <p>PP student voice used in reviews</p>

**Total budgeted cost**    **£133006**

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Actions completed and impact to date</b>	<b>Future actions this academic year</b>
<p>E. All students who receive intervention to have made progress in their development against their perceived difficulty and appropriate evidence of intervention to be recorded allowing timeline and impact to be assessed</p> <p>Senior AP</p>	<p>Mentoring and interventions</p> <p>Close liaison with home and appropriate use of external agencies</p>	<p>Mentoring for year 11 in place, mentors identified and meetings held.</p> <p><b>Impact</b>  <b>To be reviewed term five</b></p>	<p>Review this system of mentoring for next academic year</p>
<p>F. All students to receive Next Steps interviews to support their career aspirations and post16 transition.</p> <p>Senior AP</p>	<p>All students interviewed and supported with careers guidance. Students with greatest need receive follow up interviews and appropriate interventions</p>	<p>All year 11 PP students received individual interviews</p> <p><b>Impact</b>  <b>At least 75% of PP year 11 students have made their future choices</b></p>	<p>Ensure 100% of PP students have future destinations</p>

<p>G. Greater parental contact and influence on their child's education</p> <p>Parental attendance at all events to be measured for PP children and additional meetings to be minuted, filed and audited. Mapping of PP parent locations used to offer such things as alternative venues for meetings to support parental engagement.</p> <p>Senior AP</p>	<p>Personal invites to events as per calendar and parents held to those appointments</p>	<p>PP attendance at parents' evening monitored PP parents telephoned before the events</p> <p><b>Impact</b> <b>To be reviewed after year 9 parents' pm</b></p>	<p>Explore potential of parents meetings in community centres</p>	
<p>H. Increased attendance rates for pupils eligible for PP</p> <p>Strategic review of attendance systems and procedures</p> <p>Teaching and Learning VP</p>	<p>Strategic review of attendance to ensure systems robust and consistency in approach.</p> <p>Across all year groups PP attendance gap Measured every 2 weeks and interventions applied by HOH</p>	<p>Review of attendance systems by LA and report in place with suggested actions System of tracking PP attendance in place and clearly shared with pastoral teams Attendance of PP a focus in staff meetings and on agendas of middle and senior leadership Member of staff appointed as liaison for Hard to Reach PP families</p> <p><b>Impact</b> <b>PP attendance overall improved by 1.5% although still difference between PP and others by 4%</b></p>	<p>Review reward systems and student support Focus on PP girls in year 10</p>	
			<b>Total budgeted cost</b>	<b>£26541</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Actions completed and impact to date</b>		<b>Future actions this academic year</b>
<p>I. Strong leadership of inclusion of all students with specific understanding of Pupil Premium and attendance</p> <p>Principal</p>	<p>AP with Inclusion team lead on PP These staff will direct dedicated time to the outcomes of PP students along with the benefits that this will provide for the wider student community</p>	<p>PP on Wednesday morning weekly briefings PP students identified in all class maps PP features in all teaching appraisal paperwork PP focus in SLT Staffing deployed with PP focus Review of curriculum for PP lower band students at KS4</p> <p><b>Impact;</b> <b>Rising literacy standards</b> <b>Reducing gaps in year 11 mock results compared to last year</b> <b>Curriculum plan for PP lower ability year 9 from September 2018</b></p>		<p>Focus on; Year 8 PP transition plan Year 10 PP intervention plan</p>

<p>J. End of year 11 low ability PP Maths students attain national averages for similar cohort AP Numeracy</p>	<p>Purchase and use of Cogmed Working Memory Scheme, a computer based solution for improving attention by increasing working memory capacity</p>	<p>Cogmed in process of purchase <b>Impact</b> <b>See year 11 mock results</b></p>	<p>Review of this scheme to deem if it is feasible Review of impact on Years 9 and 10</p>
<p>K. Pupils entering Frome College and indicated as in need of catch up receive intervention to accelerate their learning experience to levels closer to their peers Teaching and Learning VP</p>	<p>Purchase and use of Sam learning subscription, an on line resource to enable students to consolidate lessons.</p>	<p>SAM learning in place <b>Impact:</b> <b>To be reviewed summer term</b></p>	
<p>L. Decrease in Exclusions and gap in behavioural sanctions between PP and non-PP across all measures, especially for withdrawals and exclusions. Senior AP</p>	<p>Funds available to support enrichment activities to raise aspirations and support inclusion</p>	<p><b>Impact:</b> <b>To be reviewed summer term</b></p>	
<b>Total budgeted cost</b>			<b>£21208</b>