

## Pupil Premium Strategy Statement

1. Summary Information					
<b>School</b>	Thorpe St Andrew School and Sixth Form				
<b>Academic Year</b>	2017/ 2018	<b>Total Pupil Premium Budget</b>	£191,165* Est	<b>Date of Most Recent Pupil Premium Review</b>	December 2017
<b>Total Number of Students</b>	1458	<b>Number of Students Eligible for Pupil Premium</b>		<b>Date for Next Internal Review of this Strategy</b>	March 2018
		Number of students eligible for Pupil Premium (school records for 2017/18)	58 (4%) +		
		Free School Meals and Free School Meals 6 (% of Year 7-11 cohort)	161 (11%)		
		Looked After Children (% of Year 7 – 11 cohort)	8 (0.54%)		
		Service (% of Year 7 – 11 cohort)	11 (0.75%)		

2. Current Attainment		
	Students Eligible for Pupil Premium	Pupils Not Eligible for Pupil Premium (National Average)
% achieving 4+ in English and mathematics	<b>40</b>	43
% achieving 5+ in English and mathematics	<b>17</b>	
<b>Progress 8 Score Average</b>	<b>-0.37</b>	0.00
<b>Attainment 8 Score Average</b>	<b>37.99</b>	36.00

<b>3. Barriers to Future Attainment (for students eligible for Pupil Premium)</b>	
<b>In-school Barriers</b>	
<b>A.</b>	Poor literacy and numeracy skills for Year 7 students on entry.
<b>B.</b>	Pupil Premium boys achieve less well than Pupil Premium girls throughout Key Stages 3 and 4.
<b>C.</b>	High performing Pupil Premium students do not achieve as well as high performing students (non-Pupil Premium) in Key Stage 3 and 4. This also applies to those Pupil Premium students with Special Educational Needs or low attaining on entry.
<b>D.</b>	Pupil Premium students are less likely to complete the Ebaccalaureate qualification.
<b>E.</b>	Free School Meals students make the least progress across Key Stages 3 and 4.
<b>F.</b>	Parental engagement: engagement with parents. Parents are less informed about support on offer, education changes and in school life after levels system.
<b>External Barriers</b>	
<b>A.</b>	Attendance of students eligible for Pupil Premium with specific focus on those eligible for free school meals. In June 2017 the average for free school meals was 88% compared to 95% for all students.

<b>4. Desired Outcomes</b>		<b>Success Criteria</b>
<b>A.</b>	Raise attendance of Free School Meals Pupil Premium students.	Ensure the attendance of Pupil Premium students matches that of non-Pupil Premium students. Monitored via BEST Team.
<b>B.</b>	Close the gap between Pupil Premium boys and girls.	Ensure Pupil Premium boys make at least the same progress as non-Pupil Premium. Monitored per year group per data collection.
<b>C.</b>	Ensure that Higher Ability Pupil Premium students make at least the progress of Higher Ability non-Pupil Premium students.  Ensure Lower Ability Pupil Premium students and those with Special Educational Needs make at least the progress of Special Educational Needs/Lower Ability Students other.	Higher Ability Pupil Premium and Special Educational Needs Pupil Premium students have a positive Progress 8 score that matches or betters non-Pupil Premium. Ongoing Enhanced Learning Provision monitoring.

<b>D.</b>	Literacy and Numeracy interventions.	Students eligible for Pupil Premium make equal levels of progress by the end of the year as 'other'. This will be evidenced by progress review data and intervention group assessments.
<b>E.</b>	High proportion of Pupil Premium parents will engage with school information and events.	Number of parents attending school events to increase and feedback from Pupil Premium parents to be in line with 'other' parents.

## 5. Planned Expenditure

<b>Academic Year</b>	
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### i. Quality of Teaching for All

<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>
Improve the quality of assessment, marking and reporting.	Staff Continuing Professional Development (during Teacher Development Trust sessions) on stretch and challenge, narrowing the gap and effective marking assessment.	Education Endowment Foundation toolkit: effective feedback + 8 months.	Learning Walks and work scrutiny focus on feedback. Whole School Improvement and Development Plan focus and monitoring.	Vice Principal  Deputy Principal – Quality of Teaching	Monitoring, Evaluation and Review cycle in departments, reviewed monthly and in fortnightly meetings.

<p>High quality feedback for students with opportunities given for students to act on targets to inform learning.</p>	<p>Thorpe St Andrew School and Sixth Form classroom model. Whole school approach to intervention being led in the classroom including Pupil Premium students using PLCs and the PiXL (Partners in Excellence) approach.</p> <p>Boundary Leapers strategy to ensure a Pupil Premium focus in all departments.</p>	<p>Education Endowment Foundation toolkit: small group interventions + 5 months.</p>		<p>Vice Principal</p> <p>Deputy Principal – Quality of Teaching</p> <p>Leadership Team monitoring</p>	<p>Half termly.</p>
<p>Assessment Without Levels System at Key Stage 3.</p>	<p>Growth and Thresholds Model at Key Stage 3. This will promote a growth mind-set and focus on formative feedback to move students through the thresholds. Focus on progress not attainment.</p>	<p>Education Endowment Foundation toolkit: effective feedback + 8 months.</p>	<p>Close monitoring of progress outcomes at data collections leading to refinement of the threshold model. Department moderation in CAPT meetings and building up of exemplar work at each threshold descriptor.</p>		<p>July 2018 and via Teacher Development Trust sessions.</p>
<b>Total Budgeted Cost</b>					£53,668

<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>
Raise achievement in English and mathematics 4/5 for Pupil Premium students.	<p>Core plus small group tuition for those who are eligible.</p> <p>After school provision with Learning Mentors for those eligible.</p> <p>English and mathematics Raising Attainment Plans and mentoring via learning conversations.</p>	<p>Education Endowment Foundation toolkit mentoring: + 1 month additional progress for the majority of students. Some evidence that students from disadvantaged backgrounds + 2 months.</p> <p>Education Endowment Foundation toolkit: Reducing class sizes. Reducing class size appears to result in around three months' additional progress for students.</p>	<p>Reviewed fortnightly by Assistant Principal – Achievement and Learning Mentors:</p> <ul style="list-style-type: none"> <li>• Intensive review following each data collection point, parent meetings if needed</li> <li>• Student and Parent Voice following conference.</li> </ul>	<p>Assistant Principal – Achievement</p> <p>Learning Mentors</p>	Following each data collection.

	Use of PiXL (Partners in Excellence) conferences for those on 4/5 boundary.	Although not successful in outcomes for all, students reported an increased morale and a positive attitude after attending mathematics and English conferences.		Attendance Team	
	1:1 tuition for some students who may fall behind. **  Form time revision sessions for mathematics and English for identified students.	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.  Education Endowment Foundation toolkit: Reducing class sizes. Reducing class size appears to result in around 3 months' additional progress for students.		Learning Mentors	

<p>Improved rates of progress for High Attaining Pupil Premium students.</p>	<p>ORBIT coaching peer tutoring for Key Stage 4 students matching area of need carefully with tutor. Initially this will focus on CORE and Ebaccalaureate subjects.</p>	<p>Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect of + 5 months. Though all types of students appear to benefit from peer tutoring, there is some evidence that children from disadvantaged backgrounds make the biggest gains.</p>	<p>Reviewed every four weeks.</p>	<p>Assistant Principal – Achievement  Assistant Principal – Enrichment  Learning Mentors</p>	<p>Education Endowment Foundation toolkit: states that 4–10 week blocks are the most effective. Review monthly for students accessing the programme.</p>
	<p>Introduce “The Brilliant Club” at Key Stages 3 and 4. Year 7 and 8 strategy for more able students.</p>	<p>Students who complete The Scholars Programme were significantly more likely to progress to a highly-selective university. Link to parental aspirations: Education Endowment Foundation.</p>	<p>Select students in Year 7 and 8 after first data collection. Reports from pHD tutor and assignment monitoring. Parental launch.</p>	<p>Assistant Principal – Achievement  Learning Mentors</p>	<p>Pre and Post participation questionnaire and Brilliant Club impact report.</p>

<p>Key Stage 3 Numeracy and Literacy intervention to ensure that Year 7 students close the gap with their peers.</p>	<p>Literacy and Numeracy catch up set up in Year 7 for students who arrive with below age-related expectations, that is scaled score less than 100.</p>	<p>Education Endowment Foundation toolkit: low levels of literacy and numeracy prevent access to the rest of the curriculum and the gap must be narrowed.</p>	<p>Special Educational Needs team will baseline students on entry for reading, writing, mathematics and monitor progress.</p>	<p>SENCO  Deputy Principal – Curriculum Development  Assistant Principal - Achievement</p>	
	<p>Language Through Literacy programme in Years 7 and 8 and for numeracy this will take the place of intervention sessions.</p>				



<p>Incentivised after school study programmes to ensure Pupil Premium students have access to resources and materials.</p>	<p>Target Pupil Premium students to attend these sessions in Key Stage 4.</p> <p>Expand into Key Stage3 via Learning Resource Centre programme.</p>	<p>Education Endowment Foundation toolkit: On average, the impact of homework on learning is consistently positive (leading to on average five months' additional progress).</p>	<p>Attendance registers will be taken.</p> <p>Student and parent voice sought.</p> <p>Monitor attitude grades and look for improvements.</p> <p>Monitor homework completion.</p> <p>Review attitude grades at each data collection.</p> <p>Review behaviour data weekly for homework and Pupil Premium completion.</p>	<p>Assistant Principal – Achievement</p> <p>Learning Mentors</p>	<p>Half termly.</p>
<b>Total Budgeted Cost</b>					<p>£2,000 Brilliant Club</p> <p>£41,444 Learning Mentors</p> <p>£9,020 Equipment</p>

### 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?
Ensure that Pupil Premium families have a point of contact with the school to increase engagement.	<p>Pupil Premium Learning Mentors x 2.</p> <p>Mentor Pupil Premium students and oversee the expenditure and monitoring with Assistant Principal.</p>	<p>To give students, parents and teachers feedback on progress.</p> <p>Mentoring – Education Endowment Foundation toolkit: The impact of mentoring is low in terms of direct effect on academic outcomes, accelerating learning on average by only about one month’s additional progress for the majority of students.</p> <p><b>There is some evidence that students from disadvantaged backgrounds can benefit by about up to two months’ additional progress.</b></p>	Weekly meetings with Pupil Premium Coordinators with an alternating Key Stage 3 and Key Stage 4 focus.	Assistant Principal – Achievement	Half termly.

All students have access to the best quality teachers.	Deployment of teaching staff.	Appointment and delivery of high quality teaching staff across all curriculum areas, but particularly in English and mathematics. Teaching staff to be held accountable for assessing and monitoring progress of students eligible for Pupil Premium and implementing appropriate intervention strategies in cases of underachievement.	Monitoring, Evaluation and Review cycle.  Performance management.  Department review and observations.	Vice Principal  Deputy Principal – Quality of Teaching	In line with Monitoring, Evaluation and Review cycle.
	Heads of House.	Dedication of time and resources through Heads of House to monitor progress of Pupil Premium students across the curriculum. Heads of House to work in conjunction with subject staff and BEST/support teams to ensure support is provided to Pupil Premium students in all contexts.	Fortnightly behaviour for learning meetings with Pastoral team. Focus on improving outcomes.	Deputy Principal – Quality of Teaching  Deputy Principal – Curriculum Development	Half termly.

	Data/Attendance/ Administration.	Use of 4 Matrix and ALPS Connect to ensure gaps are identified quickly. Assessment data informs decisions about teaching and learning. Lessons and interventions are planned proactively in response to purposeful assessments.	Fortnightly achievement for all meetings to analyse performance of sub-groups. Meeting will be minuted and actions logged.	Assistant Principal - Achievement	Review after each Enhanced Learning Provision collection.
	Best Team support.  BEST Student and Family Counsellor	Education Endowment Foundation Toolkit: Behaviour interventions seek to improve attainment by reducing challenging behaviour + 3 months. Programmes of two to six months seem to produce more long-lasting results.  On average, Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).		Assistant Principal – BEST Strategy Lead  BEST Team	Review weekly in site meetings and BEST meetings.

		Social and Emotional Learning programmes appear to benefit disadvantaged or low-attaining students more than other students, though all students benefit on average.			
Ensure that Pupil Premium progress matches or betters that of non-Pupil Premium and the gap is closing.	Overall coordination and leadership (Assistant Principal x 1).			Assistant Principal - Achievement	
Focus on Pupil Premium students with Special Educational Needs/English as Additional Language.	Continue fortnightly Achievement for All (AFA) group meeting with BEST structure to ensure that no student is left behind. This group to have a particular focus on Fischer Family Trust multi alert students who may be the most vulnerable.	Close tracking to ensure gaps are closing will enable interventions to be put in place rapidly.	Review of behaviour data with BEST Team.  Review of attainment data and attitude grades after each data collection.		Review in fortnightly meetings with ongoing action log. Shared with wider Leadership Team and pastoral heads.

<p>Ensure Pupil Premium attendance (with a focus on Free School Meals students) matches or betters non-Pupil Premium.</p>	<p>New attendance protocols in place from September 2017, earlier alert system for parents and carers (93%) and closer monitoring and tracking of this sub- group. Review of communication - see attendance guide.</p> <p>Vulnerable students including those with Pupil Premium can access ‘safe haven’ five days a week which has been extended from two.</p>	<p>Department for Education - The link between absence and attainment at Key Stage 2 and Key Stage 4 2012/13 academic year : Students with no absence are 1.5 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and Mathematics than students missing 15-20% of Key Stage 4 lessons.</p>	<p>Weekly attendance logs and action from Form Tutor, Best Team and Attendance Support and Enforcement Officer.</p>	<p>Assistant Principal – BEST Strategy Lead</p> <p>BEST Team</p> <p>Assistant Principal - Student Support</p> <p>Attendance Support and Enforcement Officer (Local Authority).</p>	<p>Half termly.</p>
<p>Parental Engagement to match or better non-Pupil Premium.</p>	<p>Closely monitor Pupil Premium attendance at all school events. Pupil Premium Learning Mentors to proactively contact parents where attendance has been a concern to offer alternatives, if possible, and act as a bridge between the school and home.</p>	<p>Education Endowment Foundation toolkit: although parental involvement is consistently associated with students’ success at school, the evidence about how to increase involvement to improve attainment is mixed and much less conclusive. This is particularly the case for disadvantaged families.</p>	<p>Attendance at all school events to be monitored and followed up.</p>	<p>Learning Mentors</p>	<p>Termly.</p>

	<p>Parental aspiration: promote ORBIT and ORBIT+ groups via home school communication - see also Brilliant Club.</p> <p>Actively promote careers/ aspiration activities.</p> <p>Pupil Premium Learning Mentors to communicate frequently with the Pathways Guidance Officer to discuss Post 2016.</p>	<p>Education Endowment Foundation toolkit suggests that we offer a flexible approach considering parents' time pressures (offering meetings outside 'normal' school times) and look at parental aspiration as this has benefitted students in studies.</p>	<p>All Pupil Premium students to have Post 16 plans in place and have a careers interview.</p>		
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<p>Address barriers to learning.</p>	<p>New whole school Pupil Premium tracker set up which is filterable by barrier to learning to ensure each Pupil Premium student receives targeted support.</p> <p>Whole school Pupil Premium survey to address barriers to teaching and learning.</p> <p>Request for funding document. Fund made available for students to seek support when purchasing school equipment, uniform, peripatetic music lessons, access to educational visits or other materials required for school study.</p>	<p>Share with staff and ensure staff view this when planning trips and so on.</p> <p>Student voice to identify barriers to learning.</p> <p>New document following the key model to ensure that all interventions have an impact and tracked against named individuals.</p>	<p>Fortnightly review.</p>	<p>Assistant Principal – Achievement Learning Mentors</p> <p>Assistant Principal – Achievement Learning Mentors</p>	<p>Half termly.</p>
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<p>Free School Meals matches or is better than non-Pupil Premium students.</p> <p>Vulnerable Pupil Premium students are not excluded.</p>	<p>Protocols and Bromcom tracking established, which alerts students and carers to problems at an early level 93–95%. Attendance newsletter established. See attendance information.</p> <p>Vulnerable students including those with Pupil Premium can access ‘safe haven’ five days a week which has been extended from two.</p>				<p>Fortnightly.</p> <p>Via the BEST Team.</p>
<b>Total budgeted cost</b>					<b>£135,567</b>

6. Review of Expenditure				
Previous Academic Year				
i. Quality of Teaching for All				
Desired Outcome	Chosen Action / Approach	Estimated Impact	Lessons Learned (and whether you will continue with this approach)	Cost
Ensure Pupil Premium students make the same or better progress than non-Pupil Premium students.	Teaching and Learning  High Quality Teaching <ul style="list-style-type: none"> <li>• TDT</li> <li>• Master teacher</li> </ul>	Pupil Premium students did not make as much progress as non-Pupil Premium students across the school on average. However, the data was affected by outliers. Non-Pupil Premium students made more progress, yet both groups saw a fall since 2015/16.	Approach will continue to spend Pupil Premium funding on high quality teaching and learning. However, the model will focus on strategies proven to be effective for Pupil Premium students, for example feedback/expectations and high quality assessment. Performance Management documentation has been adapted to increase engagement with Master Teacher and Teacher Development Trust programmes.	£50,572 – see below

<b>ii. Targeted support</b>				
<b>Desired Outcome</b>	<b>Chosen Action / Approach</b>	<b>Estimated Impact</b>	<b>Lessons Learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Remove barriers to learning for Pupil Premium students.	Use of personal fund.	<p>Difficult to measure as the fund ensured that Pupil Premium students were able to fully access all areas of school life. This included:</p> <ul style="list-style-type: none"> <li>• PiXL (Partners in Excellence) mathematics and English conferences</li> <li>• 1:1 Tuition</li> <li>• Music Tuition</li> <li>• Uniform and Equipment</li> <li>• Books and Revision Guides</li> <li>• Laptop Loan.</li> </ul>	<p>Only four of the attenders increased the grade. However, all attenders improved motivation to mathematics and mathematics lessons and reported being more confident. We will therefore continue with this approach for a further academic year.</p> <p>Some Pupil Premium students received 1:1 mathematics tuition with a positive impact on outcomes and attitude.</p> <p>Some Pupil Premium students received music tuition engaging positively with the service and this will continue next year. We will continue to use the personal fund to remove individual barriers to learning this academic year.</p>	£18,020
Alternative Curriculum E-learning.	Use of personal fund.	E-learning	E-learning is provided for students who, for a variety of reasons, could not attend school. Engagement with the service was mixed and outcomes variable. We will continue with this next year with increased monitoring by the wider BEST Team. We will re-examine provision for those students who do not engage at all with the service. See E-learning reports.	

<b>iii. Other Approaches</b>				
<b>Desired Outcome</b>	<b>Chosen Action / Approach</b>	<b>Estimated Impact</b>	<b>Lessons Learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve engagement in all aspects of school life.	Use of Pupil Premium Personal Fund. See above for examples.	This fund enabled our young people to access the full range of the curriculum including trips and visits. It paid for school uniform and other curriculum expenditure and therefore removed any barriers to learning.	We will continue with this approach with tighter record keeping and a new request form so that expenditure may be better evaluated.	£18,020 This Funded **
High quality pastoral care for Pupil Premium students.	Deployment of Heads of House.	Funding is directed to ensure that Pupil Premium students achieve high quality pastoral care. Pupil Premium students were mentored where the need arose and directed onto appropriate course of study, for example Core Plus. Heads of House ensured that materials and equipment, for example uniform were purchased via the Pupil Premium Coordinator. Students were referred to the Student Counsellor, as appropriate.	Pastoral meetings weekly have been modified so that student attainment and barriers to learning are discussed in addition to pastoral issues. We will continue to spend Pupil Premium funding in this area. Heads of House are focussing more on academic mentoring in the forthcoming academic year and Pupil Premium attendance/behaviour is to be more closely tracked. The new BEST Team structure will more closely monitor pastoral issues and liaise with Pupil Premium team.	£56,341
High quality teaching for ALL.	Deployment of Teaching Staff	To ensure that all students including those with Pupil Premium have high quality teaching and learning.	Outcomes for Pupil Premium students fell from 2015/16 and the Teacher Development Trust and Master Teacher programmes have been modified accordingly to focus on Education Endowment Foundation toolkit recommended strategies, for example assessment.	£50,572

Pastoral care.	Additional staffing to the Bridge.	Students felt safe and supported in the Bridge but did not always re-integrate back into lessons quickly enough. The Key Worker Scheme was successful in terms of re-integration back to lessons and behaviour impact on non and Pupil Premium students. Key Worker staff left midway through academic year.	Support structure of the school has been modified to ensure that students spend as little time out of class as possible. This now includes a revised BEST Team structure and attendance protocols including Key Worker Provision.	£19,713
Social /Emotional /Behavioural Support.	BEST Team/ Student and Family Counsellor.	Deployment of BEST Team and Student Counsellor to work with disadvantaged students on issues relating to behaviour and welfare. In circumstances that require further support, time and resources were used to work with families and outside agencies, where necessary.	This will continue next academic year. The Student Counsellor position was essential in dealing with outside agencies. Further training may be required during the academic year 2017/18 and this will be funded by Pupil Premium money. Pupil Premium Coordinator to attend Personal Education Plan meetings to ensure better communication with carers, student and counsellor.	£54,524
Improve Literacy and Numeracy	Literacy / numeracy intervention.	Ten Pupil Premium students received intervention from the Special Educational Needs department on literacy and numeracy interventions. These included Sound Discovery, catch up reading (delay), Spelling Group, Spelling Mastery, Comprehension Special Educational Needs.	Full impact data is available on Special Educational Needs track for individual students. This personalised individual approach will continue throughout the next academic year delivering targeted support to individuals.	£1,845

Improve Pupil Premium outcomes to better than of non-Pupil Premium.	Data and Attendance coordination.	Clear reporting of Pupil Premium outcomes and attendance was achieved to all stakeholders.	We need to modify approach to ensure that the data is more visible with the wider staff and pastoral teams. New pastoral structures and the new wider Leadership Team will ensure better communication. The move in January to ALPS Connect will ensure presentation of data is more user friendly with a common language across the main school and Sixth Form.	£11,240
Personalised Learning Curriculum Intervention.	Core Plus/Learning Mentors.	Improve outcomes for Pupil Premium in mathematics and English.	The Core Plus group did not have the impact we had hoped for with Pupil Premium students. We found that students with good attitude grades were more likely to succeed in Core Plus.	£3,800
		Progress for both mathematics and English buckets was negative for Pupil Premium students but positive for other.	This strategy will continue for the next academic year as a means of supporting students with Curriculum choices where mathematics and English are vulnerable. However, this is under review.	£15,525
		Use of the Basic and Key Skills Builder mathematics programme enabled all Pupil Premium students to leave school with a mathematics qualification and an opportunity to practice Basic Skills.	Basic and Key Skills Builder mathematics will continue with the current Year 11 and 19 Pupil Premium students as of September began the programme.	
		Alternative Curriculum post holder left.		
Information to Pupil Premium students and parents/carers.	Pupil Premium Learning Mentor	Excellent attendance at school events was achieved during first half term. The post holder left which created a difficult transition period.	In 2017/18 there are two full time Pupil Premium Learning Mentors who review data and tracking regularly and ensure that Pupil Premium retains high visibility throughout the academic year.	£14,777

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.