

## Pupil Premium Strategy Statement

1. Summary Information					
School	Thorpe St Andrew School and Sixth Form				
Academic Year	2018/2019	Total Pupil Premium Budget	£177,845	Date of Most Recent Pupil Premium Review	March 2019
Total Number of Students	1825	Number of Students Eligible for Pupil Premium (School records for 2018/2019) - <b>220</b>	Pupil Premium – 220  Looked After Children – 3  Service – 5	Date for Next Internal Review of this Strategy	June 2019

2. Current Attainment		
	Students Eligible for Pupil Premium	Students Not Eligible for Pupil Premium (National Average)
% achieving 4+ in English and Mathematics	<b>48%</b> (2017 – 40%)	63.9% non-Pupil Premium, 43% National Pupil Premium
% achieving 5+ in English and Mathematics	<b>32%</b> (2017 – 17%)	42.6% non-Pupil Premium, 24.5% National Pupil Premium
Progress 8 Score Average	<b>-0.25</b> (2017 – -0.37)	0.11 (non-Pupil Premium 2017 National Average) -0.01 (ALL 2017 National Average) 0.41 (Pupil Premium National Average)
Attainment 8 Score Average	<b>4.18</b> (2017 – 3.91)	48
National average figures quoted are for 2017/2018 dates.		

<b>3. Barriers to Future Attainment (for students eligible for Pupil Premium)</b>	
<b>In-school Barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
<b>A.</b>	Poor Literacy and Numeracy skills for some disadvantaged Year 7 students on entry.
<b>B.</b>	Disadvantaged boys achieve less well than disadvantaged girls throughout both Key Stages.
<b>C.</b>	Ensure high performing Pupil Premium students achieve as well as high performing students (non-Pupil Premium) in Key Stages 3 and 4.
<b>D.</b>	Ensure Pupil Premium students with Special Educational Needs and Disabilities make at least expected progress.
<b>E.</b>	Pupil Premium students are less likely to complete the English Baccalaureate qualification.
<b>F.</b>	Free School Meal students make the least progress across Key Stages 3 and 4.
<b>G.</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> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>A.</b>	Attendance of students eligible for Pupil Premium with specific focus on those eligible for Free School Meals.

<b>4. Desired Outcomes</b> <i>(desired outcomes and how they will be measured)</i>		<b>Success Criteria</b>
<b>A.</b>	Raise attendance of Free School Meal Pupil Premium students.	Ensure the attendance of Pupil Premium students matches that of non-Pupil Premium students. Monitored via Behaviour for Educational Support Team - Attendance 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 boys. 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.	Higher Ability Pupil Premium students have a positive Progress 8 score that matches or betters non-Pupil Premium students. 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 in 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. We will monitor attendance at key school events and evenings, and seek to proactively contact parents and invite them into school.
<b>F.</b>	Ensure that Special Educational Needs Pupil Premium students achieve expected progress.	Special Educational Needs students who are Pupil Premium to make at least the same progress as Special Educational Needs non-Pupil Premium students. This will be evidenced by regular data collections and the Special Educational Needs tracking programme. The Special Educational Needs Team will employ regular progress conversations with interventions for Year 11.

## 5. Planned Expenditure

<b>Academic Year</b>	<b>2018/2019</b>
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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

<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.	<p>Staff Continuing Professional Development during Training and Development Time (TDT) sessions on Teaching - Success for All strategy on stretch and challenge, narrowing the gap and effective assessment.</p> <p>Modification of assessment policy in line with current practices to showcase current strategies such as (PLCs) and feedforward marking.</p> <p>Adapt Assessment Without Level reporting so that Curriculum Leaders can more effectively track performance of disadvantaged students.</p> <p>Revisit Assessment Without Levels grids in departments.</p>	Education Endowment Foundation Toolkit: effective feedback +8 months.	Learning Walks and Work Scrutiny focus on feedback. Whole School Improvement Development Plan focus and monitoring.	<p>Deputy Principal – Learning and Teaching</p> <p>Deputy Principal – Learning and Teaching</p> <p>and</p> <p>Assistant Principal - Achievement</p>	<p>Monitoring Evaluation and Review cycle in departments, this will be reviewed monthly and in fortnightly meetings.</p> <p>Policy to be in place and shared with staff by end of Summer 2019.</p> <p>In place for first Key Stage 3 Enhanced Learning Provision collection.</p>

<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 Personalised Learning Checklists (PLCs) and Partners in Excellence (PiXL) approach.</p> <p>Introduction of Marginal Gains to target key students.</p> <p>Ongoing refinement of Assessment Without Levels reporting to parents.</p>	<p>Education Endowment Foundation Toolkit: Small group interventions +5 months.</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 Collaborative Assessment and Planning Time meetings to discuss student progress.</p>	<p>Assistant Principal - Achievement</p>	<p>Half termly.</p> <p>July 2018 and via TDT sessions.</p>
<p style="text-align: right;"><b>Total Budgeted Cost</b></p>					<p>Learning and Teaching £52,605</p> <p>Overall Co-ordination £13,423</p>

**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?
<p>Raise achievement in English and Mathematics 4/5 for Pupil Premium students.</p>	<p>Review curriculum for those Key Stage 4 students for those who are eligible, alternative academic mentoring offered during gained time.</p> <p>1:1 mentoring with identified students with Learning Mentors.</p> <p>After school provision with Learning Mentors for those eligible.</p>	<p>Education Endowment Foundation Toolkit mentoring: +1 month additional progress for the majority of students. Some evidence those students from disadvantaged backgrounds +2 months.</p> <p>Education Endowment Foundation Toolkit: Reducing class sizes. Reducing class size appears to result in around 3 months additional progress for students.</p>	<p>Reviewed fortnightly by Assistant Principal (Learning Mentors)</p> <ul style="list-style-type: none"> <li>Review following each data collection point, parent meetings if needed.</li> </ul> <p>Attendance at after school provision will be more proactively chased this academic year seeking parental involvement from an earlier stage.</p>	<p>Assistant Principal – Achievement</p> <p>Curriculum Leader – Mathematics</p>	<p>Half termly and following each data collection.</p>

	<p>Use of PiXL conferences for those on 4/5 boundary.</p> <p>1:1 Tuition for some students who may fall behind in Mathematics and English.</p> <p>Form Time revision sessions for Mathematics and English for those who are on a grade boundary (4/5 or 3/4).</p>		<p>1:1 Tuition and Mentoring will be completed by the Learning Mentors on a case by case basis and reviewed fortnightly. Form Time revision sessions will follow school protocol and linked closely to PLCs and be time lined.</p>		
<p>Improved rates of progress for Higher Ability Pupil Premium students.</p>	<p>Oxbridge and Russell Bridging Intervention Team (ORBIT) coaching, Peer Tutoring for Key Stage 4 students matching area of need carefully with tutor.</p> <p>Initially this will focus on CORE and Ebaccalaureate subjects.</p>	<p>Overall, the introduction of peer tutoring approaches appear to have a positive impact on learning, with an average positive effect of +5.</p> <p>Though all types of students appear to benefit from tutoring, there is some evidence that children from disadvantaged backgrounds make the biggest gains.</p>	<p>Reviewed half termly by Assistant Principal – Achievement and Assistant Principal – Transition.</p>	<p>Assistant Principal – Achievement.</p> <p>Curriculum Leader – Mathematics.</p> <p>Learning Mentor.</p> <p>Assistant Principal – Transition.</p>	<p>Education Endowment Foundation Toolkit states that 4-10 week blocks are the most effective. Review programme.</p>

	<p>Introduce 'The Brilliant Club' at Key Stages 3 and 4. Years 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.</p>	<p>Select students in Years 7 and 8 after first data collection. Reports from PhD Tutor and assignment monitoring. Parental launch.</p>	<p>Assistant Principal – Achievement.</p> <p>Curriculum Leader – Mathematics.</p> <p>Learning Mentor.</p> <p>Assistant Principal – Transition.</p>	<p>The 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, for example scaled score less than 100.</p> <p>Language through Literacy programme in Years 7 and 8. For Years 7 and 8 Numeracy this will take the place of intervention sessions.</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 the students on entry for Reading, Writing and Mathematics and monitor progress regularly.</p>	<p>SENCO.</p> <p>Deputy Principal – Curriculum Development and Timetable.</p> <p>Assistant Principal – Achievement.</p>	<p>Review after each data collection.</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>Explore expansion into Key Stage 3 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>Curriculum Leader – Mathematics. Learning Mentor. Assistant Principal – Achievement.</p>	<p>Half termly.</p>
<p><b>Total Budgeted Cost</b></p>					<p>Learning Mentors £32,849</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?
<p>Ensure that Pupil Premium families have a point of contact with the school to increase engagement.</p>	<p>Pupil Premium Learning Mentors x 2.</p> <p>Mentor Pupil Premium students and oversee the expenditure and monitoring with the Assistant Principal – Achievement.</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 up to about two months additional progress.</b></p>	<p>Weekly meetings with Pupil Premium Coordinators with an alternating Key Stages 3 and 4 focus. Contact Data for school events and associated follow ups.</p>	<p>Assistant Principal – Achievement.</p>	<p>Half termly.</p>

<p>All students have access to the best quality teachers.</p>	<p>Deployment of teaching staff.</p>	<p>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 accessing and monitoring progress of students eligible for Pupil Premium and implementing appropriate intervention strategies in cases of underachievement.</p>	<p>Monitoring Evaluation and Review cycle.  Performance Management Department review and observations.</p>	<p>Deputy Principal – Learning and Teaching.</p>	<p>In line with the Monitoring Evaluation and Review cycle.</p>
<p>Appropriate Pastoral and Academic Interventions.</p>	<p>Heads of House salary.</p>	<p>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.</p>	<p>Fortnightly behaviour for learning meetings with the Pastoral Team.  Focus on improving outcomes.</p>	<p>Deputy Principal – Curriculum Development and Timetable.  Deputy Principal – Learning and Teaching.</p>	<p>Half termly.</p>

Tracking of Pupil Premium Students	Data/Attendance/ Administration Costs.	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 raise performance of sub-groups. Meetings will be minuted and actions logged.	Assistant Principal – Achievement.	Review after each Enhanced Learning Provision collection.
Behaviour Emotional and Social Intervention	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 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).	BEST Team will utilise a new cumulative behaviour report which more clearly identifies disadvantaged students. BEST Team will utilise new attendance protocols.  BEST Team meet regularly to discuss disadvantaged students and work together to support those families.  School Counsellor acts as a point of contact for Looked After Children students and external agencies, attending all Personal Educational Plan (PEP) meetings supported by Pupil Premium Learning Mentor.	BEST, Assistant Principal – Student Development.	Review weekly in site meetings and BEST Team meetings.

		Social and Emotional Learning programmes appear to benefit disadvantaged or low-attaining students more than other students, though all students benefit on average.	BEST Team will mentor all Service Children to ensure their Social and Emotional Learning needs are met in school.		
Ensure that Pupil Premium progress matches or betters that non-Pupil Premium and the gap is closing.	Overall coordination and leadership (Assistant Principal - Achievement).  Continue regular Achievement for All group meeting with BEST Team 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.	Review of weekly behaviour data with BEST Team.  Review of attainment data and attitude grades after each data collection.	Assistant Principal – Achievement.	Review in regular meetings with ongoing action log.
Ensure Pupil Premium attendance (with focus on Free School Meal students) matches or betters non-Pupil Premium.	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 guidance.	Department for Education - The link between absence and attainment at Key Stages 2 and 4 2012/2013 academic year: Students with no absence are 1.5 times more likely to achieve 5+ GCSEs at A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs at A*-C or equivalent including English and Mathematics than students missing 15-20% of Key Stage 4 lessons.	Weekly attendance logs and action from Form Tutor, BEST Team and Attendance Support and Enforcement Officer.	BEST Team.  Assistant Principal – Student Development.  Attendance Support and Enforcement Officer (LA).	Review fortnightly.

<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. They will offer alternatives if possible and act as a bridge between the school and home.</p> <p>Parental aspiration: promote Orbit and Orbit+ groups via home school communication, see also 'The Brilliant Club'.</p> <p>Actively promote careers / aspiration activities.</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>Educational 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 their studies.</p>	<p>Attendance at all school events to be monitored and followed up.</p>	<p>Curriculum Leader – Mathematics. Learning Mentors.</p>	<p>Half termly.</p>
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Address Barriers to Learning	Pupil Premium tracker set up which is filterable by barrier to learning to ensure each Pupil Premium student receives targeted support. This will be enhanced in the forthcoming academic year to include departmental interventions.	Share with staff via the Messenger (internal newsletter) and ensure staff view this when planning trips etc.	Fortnightly review.	Assistant Principal – Achievement.  Curriculum Leader – Mathematics.  Learning Mentors.	Half termly.
Budget for individual student expenditure	Pupil Premium students participate fully in school life.	Tracker will be used to ensure that Pupil Premium students can access the full curriculum in school and to support academic visits where appropriate.			
				<b>Total Budgeted Cost</b>	<b>Heads of House</b> £23,467 <b>BEST / Student and Family Counsellor</b> £56,137 <b>Administration / Attendance / Careers</b> £6,354 <b>Individual Student Spend</b> £6,500 (will include The Brilliant Club)

6. Review of Expenditure				
Previous Academic Year				
i. Quality of Teaching for All				
Desired Outcome	Chosen Action / Approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for Pupil Premium, if appropriate.	Lessons Learned (and whether you will continue with this approach)	Cost

ii. Targeted support				
Desired Outcome	Chosen Action / Approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for Pupil Premium, if appropriate.	Lessons Learned (and whether you will continue with this approach)	Cost
		PiXL Mathematics and English Conferences.		



iii. Other Approaches				
Desired Outcome	Chosen Action / Approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for Pupil Premium, if appropriate.	Lessons Learned (and whether you will continue with this approach)	Cost

## 7. Additional detail

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