Pupil Premium Strategy at Arnewood School

Overview

Pupil Premium is additional funding introduced in 2011 for maintained schools in England. The two main objectives of Pupil Premium grants is to:

- Raising the attainment of disadvantaged students and diminishing the difference with their peers
- Supporting children and young people with parents in the regular armed forces

In the 2017- 2018 financial year, schools receive the following for each of the categories below:

Disadvantaged Pupils	Pupil Premium Grant Per Pupil
Students in years 7 to 11 recorded as Ever 6 FSM*	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900
Service children	
Students in year groups reception to year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence	£300

Ever 6 FSM is those pupil registered as Free School Meals within the last 6 years.

Funding Decisions

The head teacher has the overall decision on where pupil premium funding is directed in order to help achieve these objectives. This will be based on evidence driven data and analysis to help inform where pupil premium funding is directed within school. This will change year on year based on the evaluation and impact of pupil premium funding allocations.

Aim

The Arnewood School plan to use the pupil premium grant in order to help diminish the difference between pupil premium students and their peers. This will be through identifying relevant barriers to progress, implementing strategies to provide support to pupil premium students and evaluate the effectiveness of the pupil premium spending in school.

Targets

To achieve the overall aim, we plan to use the pupil premium funding to:

- Improve the progress and attainment of pupil premium students
- Support Pupil Premium students both academically and pastorally
- Diminish the difference between pupil premium students and their peers
- Improve parental engagement of pupil premium students

Targets

- Identify the barriers to progress for pupil premium students by analysing key data (attendance, behaviour reports, and attainment checks)
- Track and monitor pupil premium students attainment throughout academic year
- Develop the quality of teaching for pupil premium students
- Improving levels of English and literacy for pupil premium students
- Increase attendance of pupil premium students by engaging with parents of pupil premium students.
- Track and evaluate pupil premium funding decisions

The above objectives and aim are identified within the EEF Toolkit as tools that will help pupil premium students close the gap and improve on progress and attainment.

Outcomes and reporting

Each year an evaluation of strategies implemented to achieve the objectives will measure their effectiveness. This will be in conjunction with the Senior Leadership Team, Head of Centres of Learning, Head of Year's and Pastoral Support, the Learning Support team and Governing Body.

A pupil premium strategy will outline the desired outcomes of pupil premium funding and report on the statistics related to pupil premium students. Furthermore, this should outline possible other barriers to progress of pupil premium students.

Summary

Overall, the Arnewood School aims to improve the progress of disadvantaged students and provide them with opportunities to succeed in the future. The 6 key strategic strands will be used to help evaluate the effectiveness of our pupil premium funding.

References

Pupil Premium: Funding and Accountability for schools - https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings

Pupil Premium 2016 to 2017: Conditions of Grant - https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2016-to-2017/pupil-premium-2016-to-2017-conditions-of-grant

EEF Toolkit - https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit

Pupil Premium Strategy Review 2017-2018

Academic Year 2017-2018

Our funding for Pupil Premium students for this academic year was:

£226,062.08

Main Barriers to educational achievement faced by eligible pupils at Arnewood:

There are a number of barriers to disadvantaged students, at Arnewood we have identified 6 key areas where there can be targeted support for student achievement. The below cover the 6 areas and a list some of the barriers related to our support.

- PP1 - Parental Involvement and Attendance Support – communication between home and school,
- PP2 - Academic - low levels of literacy, accessing the curriculum (in all subjects)
- PP3 -Social and Emotional Support – low emotional and social literacy
- PP4 - Classroom Support – engaging with the curriculum (all subjects)
- PP5 - Being Exam Ready – accessing resources and support for examined subjects
- PP6 – Opportunity Fund – including Year 7 Pilot Scheme– access to opportunities e.g. extracurricular, transportation services.

A more detailed strategy, outlining barriers, spending decisions, evaluation and impact can be found below

Date of review for Pupil Premium Strategy

November 2018

PP1 - Parental Involvement & Attendance Support

Strategy	Objectives	Success Criteria	RAG July 2018	Evaluation of impact
Improve communication with parents through e-mail, Arnewood App and direct post.	• Train staff to use e-mail to contact parents using SIMS / ADDS • Send key communication home via direct post for Pupil Premium Students (ROA's, parents evening) • Inform parents via App of key dates in calendar (Parents Evenings, extracurricular activities, newsletter) • Create informal meetings for parents to attend (e.g. Coffee Mornings)	• E-mail parent function available via ADDS/SIMS • "Contact home" CPD included in INSET • Increase parents evening attendance for each year group • Increase downloads of Arnewood App • Increase attendance in extracurricular activities • Increase communication between parents, staff and students	*(green)*	• Email parent function via SIMS being used more frequently. • The Arnewood APP is used regularly to notify parents of events, etc. 1,899 people have downloaded the APP. • Coffee meetings for new Year 7 parents were set up although not well attended. • Parents of Year 11 PP students have received letters updating on provision, students' progress and revision advice planning.
Improve parents evening attendance	• Analyse attendance of parents evenings booked and actual attendance • Identify parents who have not attended a parents evening • Identify barriers to attending parents evening and possible solutions • Contact parents of disengaged parents	• Increase percentage of parents evening attendance for each year group • Increase non attendees attendance of parents evening / contact with school • List of barriers of attendance and practical solutions. • Improve attendance of PP students • Improve PP attainment (measured by progress 8)	*(yellow)*	• Improved attendance by parents of PP students at Parent-Tutor Evening in Years 8, 9 and 10. • 70% of parents of Year 7 PP students attended Parent-Tutor evening (compared to 53% for Year 7 in 2016-17). 66% of parents of Year 9 PP students attended. • c. 45% of parents of PP students in Years 7-10 attended annual parents' evenings. This is parallel to 2016-17.
Reward students with good and improving attendance	• Inform students / parents of attendance rewards (cinema vouchers) through assemblies and direct contact home (Letter/Arnewood App/Newsletter) • Create incentives for improving attendance • Analyse Pupil Premium Attendance	• Improve headline PP attendance figure • Improve individual pupil premium attendance • List of suggested incentives for improving attendance • Summary of PP students attendance figures • Improve PP attainment and Progress	*(green)*	• Whole school attendance intervention improved. • Attendance data is analysed on a weekly basis and shared with pastoral and senior staff. • Pastoral teams have rewarded 100% attendance with raffles and rewards.
				Budgeted Cost: 5,000

PP2 - Academic Support

Strategy	Objectives	Success Criteria	RAG July 2018	Evaluation of impact
Offer 1:1 tuition to year 7 & 8 students	• Sixth Form mentors to support learning for year 7 & 8 students • Identify students with highest need for tuition • Monitor progress for students being tutored in 7 & 8	• Improve numeracy and literacy for year 7 students (PP to be prioritised) • Narrow gap between PP and NPP students • Improve progress for targeted students	■ (yellow)	• 15 Year 12 students have worked with Year 7 students this year.
Year 7.8 and 9 pastoral mentoring with Tutors and HOY's	• Identify, monitor and intervene PP attendance at key points in year • Identify, monitor and intervene PP Behaviour at key points in year • Identify, monitor and intervene PP Parental Engagement at key points in year • Overview PP progress in English, Maths, Science • Meet twice with HOY,PSHOY, PPC, SLT Link, Attendance Officer, Subject representatives • Support HOY's, Subject leaders, tutors	• Tracking document for year 7,8 and 9 covering attendance, behaviour, English, Maths and Science • Parents Evening Attendance summary • Identify barriers to learning for PP students • Identify vulnerable PP students requiring further intervention • Identify appropriate individual intervention for vulnerable PP students • PP Intervention template completed for option subjects	■ (green)	• ADDS Dots analysis produced for Years 7 and 8. • Individual dots mentoring has taken place led by tutors. • Attendance logs have been created. • Year 7 attendance intervention has improved attendance of targeted students.
Year 10 & 11— Monitor each half term with HOY, Pastoral Support, English and Maths departments	• Identify, monitor and intervene PP attendance at key points in year • Identify, monitor and intervene PP Behaviour at key points in year • Identify, monitor and intervene PP Parental Engagement at key points in year • Overview PP progress in English, Maths, Science • Meet with HOY,PSHOY, PPC, SLT Link, Attendance Officer, Subject representatives (year 10 – 4 times, year 11 once per month/half term) • Support HOY's, Subject leaders, tutors	• Tracking document for year 10 & 11 covering attendance, behaviour, English, Maths and Science • Parents Evening Attendance summary • Identify barriers to learning for PP students • Identify vulnerable PP students requiring further intervention • Identify appropriate individual intervention for vulnerable PP students • PP Intervention template completed for option subjects	■ (green)	• Data analysis document produced for Years 10 and 11 in November 2017, Year 11 in January 2018 and Year 10 in April 2018. • 4 Matrix used to analyse data and identify target group students. • Mentoring of Year 11 PP students by CNE in Autumn Term. • Projected outcomes for Year 11 show an improvement in attainment 8 score and progress 8 score for PP students.
				Budgeted Cost: £10,000

PP3 - Social and Emotional Support

Strategy	Objectives	Success Criteria	RAG July 2018	Evaluation of impact
Pastoral support with each year group	• Support HOY, PSHOY and tutors within each year group with PP students • Identify vulnerable PP students in each year group • Communicate with all staff available support	• List of vulnerable PP students for each year group • Improve support network for PP students (with all staff)	🟩	• Pastoral teams are aware of who their PP students are. Attendance logs and intervention logs are used to identify potential barriers and record interventions. • 4 of 8 Year 8 G&T students who completed the Scholars' Programme were PP.
Nurture group for vulnerable students	• To support PP students with emotional and social barriers to learning • Provide assistance to PP students outside of curriculum time	• Improve attendance with target students • Improve progress with targeted students • Improve student engagement with targeted students	🟨	• Year 7 nurture group has seen an improvement in students' self-confidence and attendance. This is shown by an improvement in ADDS scores and overall attendance.
Informal mentoring with members of staff	• Support individual PP students with social and emotional barriers to learning • Liaise with parents, teachers, Learning Support and tutors of mentored PP students	• Improve student engagement for mentored students • Improve progress for mentored students • Improve individual PP students behaviour • Improve individual PP students attendance	🟥	• Reduction in number of "on calls" for PP students as a result of "The Orchard" provision.
Identify individual barriers & interventions to learning for each pupil premium student	• Identify barriers to learning for PP students • Create a list of possible interventions • Liaise with all staff concerning progress of PP students	• Create a toolkit for Arnewood Staff to support PP Students • Create list of common barriers to learning for PP students • Create list of possible teaching & learning strategies for all staff in conjunction with CPD co-ordinator	🟩	• Whole staff INSET on 4/9/17 shared Arnewood barriers. • Departments have identified barriers to learning for individual PP students in Year 11 as shown by intervention maps. • Departmental SEF documents show performance of PP students and identify individual barriers to learning.
				Budgeted Cost: £ 10,000

PP4 - Classroom Support

Strategy	Objectives	Success Criteria	RAG July 2018	Evaluation of impact
Quality first teaching	• Ensure that PP students receive the quality first teaching on a day-to-day basis. • Teachers are aware of their PP students and their individual needs.	• PP students identified through ADDS system. • Teachers are able to differentiate their lessons and adopt a variety of strategies to prioritise PP students in their lessons and feedback.		• PP students regularly reviewed and SIMS amended accordingly by SIMS office. • Workshop on differentiation for PP students held on 5/9/17. • TeachMeet held focused on differentiation on 14/11/17. • Lesson observations include specific reference to the progress of PP students and show an improvement in differentiation. • Teachers are aware of PP students and consider appropriate seating.
Individual monitoring by each subject area	• Ensure that all departments are identifying the PP gap in each key stage.	• Regular discussion and monitoring of PP students in all year groups in department meetings. • HCOL and DHCOL will identify which students are underperforming in their subject area for all year groups.		• Intervention maps produced by departments for Year 11 PP students. • Departmental SEF documents show performance of PP students and identify individual barriers to learning,
Student focused intervention	• Departments will identify individual intervention strategies and monitor their impact. • To increase awareness of effective strategies for improving PP attainment and progress.	• Regular intervention mapping of PP students by departments. These will be collated by the PPC at certain points of the year. • INSET provision on effective PP strategies in the classroom will share best practice and be integrated into lessons. • Creation of an Arnewood toolkit for classroom teachers.		• Intervention maps produced by departments for Year 11 PP students. • Best practice shared at whole school INSET on 1/12/18.
				Budgeted Cost £198 000 approx

PP5 Being Exam Ready

Strategy	Objectives	Success Criteria	RAG July 2018	Evaluation of impact
Establishment of a Year 11 PP target group based upon attainment and progress analysis.	• Identify which PP students are most at risk of underachieving and in which subjects.	• A priority list of PP students at risk of underachieving will be identified by at the end of Year 10 based on tracking document. • The priority list will be reviewed in November, January and March and adjusted accordingly.	(green)	• Year 11 target group established with focus on boys and PP students. • Data analysis completed in November, January, March. • 4Matrix used to identify students most at risk of underperforming. This has also been used for the current Year 10 students to identify a target group of students for 2018-19.
1:1 Mentoring of Year 11 PP students.	• Identify barriers to PP student progress. • Identify strategies to deal with these barriers based upon individual needs.	• A 1:1 mentor will meet with these students on a regular basis and be in regular contact with parents and subject teachers. • Individual action plans will be established and reviewed on a monthly basis using progress data.	(yellow)	• Targeted PP students mentored by CNE in Autumn term. Impact limited due to staff changes.
Provision of revision resources	• Ensure all PP students have revision guides and past paper booklets for each of their subjects. • Ensure all PP students have stationary needed for effective revision	• A process will be created whereby each subject area will identify the resources needed for each Year 11 PP student. • PP students will also work with the PPC and 1:1 mentor in order to produce a revision plan tailored to their individual needs.	(green)	• Letter sent to parents of Year 11 PP students. • Revision resources provided for majority of subjects. • Revision planning pack created by HOY and PPC and sent out Easter 2018.
Revision Incentives	• To encourage a wider participation of PP students in after school revision sessions. • To reward attendance of 15 revision sessions in second half of spring term (Dominos Pizza Lunch)	• Increase attendance of revision sessions • Improve attainment for PP students	(green)	• Revision programme published and communicated with parents by post to ensure reduction in clashes.
				Budgeted Cost: £3,000

PP6 The Arnewood Pupil Premium Opportunity Fund – Pilot for Year 7 Pupil Premium Students

Strategy	Objectives	Success Criteria	RAG	Evaluation of impact
Allocate up to £100 per PP student based upon carefully defined criteria (attendance, academic support, enrichment, engagement)	- Increase PP participation in enrichment activities. - Provide targeted support based upon individual students' needs - Improve parental engagement with the school. - Improve PP attendance.	- A formal process will be established for parents to request the PP Guarantee. This will be reviewed on a case-by-case basis before any money is granted. - Each case will be evaluated against carefully defined criteria and whether or not the student has benefitted. - Improve take up of extra-curricular activities (e.g. sport clubs) for Pupil Premium Students - Improve pupil premium engagement in enrichment activities (e.g. trips) - Improve attainment and progress of PP students	 	- Little progress made due to changing priorities and a reduction in funding allocated to the school. - Individual payments made for specific needs.
Provide transport costs for pupil premium students using the school bus	- Identify PP students that need transport to school - Arrange with Finance department costs to be paid - Communicate to PP parents	- Improve PP attendance for identified students - Improve PP progress / attainment – narrowing the gap	 	Transport costs provided for identified students.
				Budgeted Cost £1000