



Pupil Premium Plan 2018-2019

Summary information					
School	The Elmgreen School				
Academic Year	2018-2019	Total pupil premium budget	£355,768	Date of most recent review	September 2018
Total number of students	1,122	Number of students eligible for PP	317	Date for next internal review of this strategy.	November 2018

Rationale for plan

The review of the 2017-2018 plan outlined some key priorities for the school:

1. To continue to place high quality teaching and learning at the centre of our pupil premium plan.
2. To improve the quality of our curriculum, with subject knowledge starting to take centre stage.
3. To use data in a more forensic way to drive intervention, with the continued support of the SISRA Analytics software and PiXL guidance.
4. To focus on retrieval practice to support students in their summative assessments.
5. To ensure that all intervention has clearly defined desired outcomes.

The following 2018-2019 pupil premium action plan uses the Teaching Schools Council proforma.

Planned expenditure					
Academic year	2018-2019				
The three headings below better 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	What is the evidence and rationale for this choice?	How will you ensure that it is well implemented?	Staff lead	Evidence- Autumn term
Students are provided with the knowledge required to access higher order thinking.	<p>Knowledge organisers created across the Key Stages to support staff and student understanding of the key knowledge required to access a unit of work.</p> <p>Ensure staff CPD programme focuses on how to effectively use knowledge organisers.</p>	<p>An increased knowledge base will support disadvantaged students in increasing their cultural capital.</p> <p>It will provide students with the necessary confidence to discuss and access a range of higher order thinking. Clear guidance from the DfE.</p>	<p>Heads of Department and Key Stage Coordinators to quality assure all knowledge organisers prior to a unit of work being taught.</p> <p>Knowledge organisers to be reviewed regularly and updated as necessary.</p>	HODs ST	
Teaching ensures the progression of all students.	<p>Heads of Department from Rosendale Primary and The Elmgreen School to undertake termly CPD sessions on Rosenshine's '<i>Principal of Instructions</i>'.</p>	<p>The work of Rosenshine will support teachers in delivery guided instructions in retrieval practice, the importance of</p>	<p>Middle Leaders to be trained in the Principal of Instruction. Learning to be distributed to teams throughout the academic year.</p>	HODs ST	

		daily, weekly and monthly review and deliberate practice.			
Staff are actively aware of the performance of pupil premium students.	Use of SISRA Analytics to analyse performance of pupil premium students relative to their starting points. Pupil premium students clearly identified on seating plans and context sheets.	Raising the profile of these students and understanding the final outcomes they should be achieving will ensure that the performance of pupil premium students is a key focus for all teachers in the school. Heads of Department sent termly data breakdown of pupil premium students' performance within their department.	Data to be sent by pupil premium lead in the school and analysed during line management meetings, with key future actions agreed on.	SMI MMO	
Increasing student performance in summative assessments.	Staff to focus on retrieval practice and in particular constant low stakes testing.	Retrieval practice will support students in making links between their prior knowledge and new content being learnt. It will support them in the move to a more linear model of assessment in which they will need to retain information taught over a prolonged and sustained period of time.	Retrieval practice placed into schemes of work and monitored during ST and HoD learning walks. Feedback to be given to teachers and Heads of Department and actions agreed.	MMO	

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure that it is well implemented?	Staff lead	Evidence- Autumn term
Reducing the gap in English and Maths.	Targeted intervention for pupil premium students. Intervention to be tracked by Heads of Department with increased accountability on classroom teachers. Pupil premium lead to provide guidance on how to run effective intervention sessions.	Data driven intervention in English and Maths used effectively last academic year (please see pupil review, 2017-2018). Structure required to ensure intervention has clear tangible outcomes.	Heads of Department to keep weekly registers and identify the intended outcomes of the intervention being provided.	PAR Heads of Core	

BCRB pupil premium students to achieve at levels in line with their FFT 20 target.	<p>BCRB leads at Key Stage 3 and 4 to target pupil premium BCRB students with the Move One On strategy focusing on Year 10 students.</p> <p>BCRB & pupil premium students to have access to a range of external speakers from a range of careers.</p> <p>Students to have university trips with follow up mentoring sessions around access to opportunities.</p>	<p>BCRB pupil premium students were the most underachieving group in the school last year.</p> <p>There is a need for a whole school teaching and learning focus on this group.</p> <p>Lambeth report on the achievement of BCRB students has spoken strongly about raising aspirations and opening up new access opportunities for BCRB students.</p>	The Lead Practitioner in charge of BCRB achievement will keep a weekly track of the Move One On boards and feedback to Heads of Department on the quality of provision.	AMC MMO	
HAHS pupil premium students to achieve their FFT 20 target.	HAHS lead to conduct weekly lesson walks with a clear focus on the attainment of HAHS pupil premium students to see whether students are being suitably challenged.	Focus on the level of challenge within lessons to ensure students are being challenged.	Lead practitioner in charge of HAHS progress to report to Assistant Headteacher in charge of teaching and learning.	DST MMO	
Year 7 pupil premium students with low chronological reading ages to increase their reading age.	<p>Fortnightly intervention sessions with a class reader to be led by the library.</p> <p>Funding for Fast Track Intervention at Year 7.</p>	EEF have found that reading comprehension activities can increase progress by 6+ months.	Library to work with a small group of students on a weekly basis.	SGE MMO	
Increase in outcomes in Year 11 Core subjects.	Purchasing core revision guides for all pupil premium students.	Student surveys of all Year 11 pupil premium students found that there was a gap in the level of access to core revision guides.	HOY and Pupil Premium Lead to ensure all Year 11 students have access to core revision guides.	SGA MMO	
Music lessons.	Ensure that any pupil premium student wanting to undertake music lessons can do free of charge.	Another lever to close the cultural capital gap between pupil premium and non pupil-premium students.	<p>Tracking of uptake to be conducted by Head of Music.</p> <p>Expression of interest opened each term.</p>	SGV	

ii. Other Intervention					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure that it is well implemented?	Staff lead	Evidence- Autumn term
Increasing cultural capital amongst pupil premium students.	Prioritising pupil premium students on all enrichment activities in the school.	Work from the Sutton Trust has shown that there is cultural capital deficit between pupil premium and non-pupil premium students.	Specific allocation of pupil premium funding and working with enrichment coordinator to ensure pupil premium students are targeted.	HLA	
Increase attainment and improve positive behaviour of pupil premium boys and girls in Year 10.	To work with Football Beyond Borders (FBB). Coaching and mentoring sessions around soft skills and presentation skills.	A trial group of Year 9 students undertook the programme during the academic year 2016-2017. The group saw on average a 16% raise in attainment and significant decrease in SIMS behavioural points. Programme to continue into Year 10 and work with an additional group of students.	FBB to be monitored by Assistant Headteacher in charge of P.E. Progress of students to be monitored by Head of Year and Assistant Headteacher in charge of pupil premium progress.	PAR DTH MMO	
Increase students' knowledge of post-16 options.	Year 11 pupil premium students to have career meetings with JWH.	Provide students with measurable and achievable goals. Ensure that students have medium-term and long-term goals. Ensure that students are fully aware of the provision they can access especially when taking into account their starting points.	LM of JWH. Head of Year to work with families.	JWH	

<p>Ensuring pupil premium students have a voice in the school.</p>	<p>Pupil premium surveys to be undertaken each term. Ensure there is proportional pupil premium allocation in student council.</p>	<p>Marc Rowland's Pupil Premium Toolkit places real emphasis on students feeling as if their voice is being heard.</p>	<p>Review with Heads of Year on a termly basis.</p>	<p>MMO</p>	
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