

Pupil Premium Review 2017-2018

What is the Disadvantaged Student fund?

The government's education policy involves a drive to support students from disadvantaged backgrounds. Each school in the United Kingdom receives an allocation of funding based upon the proportion of students meeting the criteria set by the government. This funding is now known as pupil premium funding and eligibility is dependent upon the proportion of students receiving Free School Meals (FSM). Schools are free to spend this funding as they see fit, but each school has a duty to inform parents how the funding is supporting students who are eligible.

How does the school get funded?

Secondary schools are funded for every student on their roll that is:

- a Child Looked After OR
- is currently able to claim Free School Meals OR
- has claimed Free School Meals in the last 6 years

This additional funding has been allocated to every school in order to close the achievement gap between students from advantaged and disadvantaged backgrounds.

Academic Year	2017/18	Total PP budget	£361,377
Total number of pupils	887	Number of pupils eligible for PP	305

Aim

At The Elmgreen School we believe that the quality of education can be judged by the extent to which everybody achieves excellence, irrespective of background or barrier. Our aim is to eliminate variation in achievement between students who are disadvantaged and students who are not. We aim to do this using a number of strategies detailed below, but primarily through high quality teaching and learning which is evidence based and informed by a rigorous cycle of review and planning.

Summary of 2017-2018 Pupil Premium Strategy

During the academic year 2017-2018 The Disadvantaged Student Fund was spent on:

- Reduction of teacher loading to spend time specifically on the attainment of pupil premium students. “Reduction of teachers’ timetabled hours to enable them to spend time specifically supporting the attainment of pupil premium students.”
- Creation of Move One On Boards to track student progress
- CPD for staff which focuses specifically on closing the gap
- Summer School for the new Year 7 cohort
- Purchasing new laptops
- Weekly maths intervention
- Music lessons
- Educational visits to enhance cultural capital
- Breakfast clubs
- Fast Track Curriculum
- Small group English and Maths intervention
- Attendance Officer and Head of Year time to ensure there is no gap between pupil premium attendance and non-pupil premium student attendance
- Career workshops and masterclasses
- Geography field trip
- Funding of Football Beyond Borders project

Rationale for the 2017-2018 strategy

The pupil premium strategy for the year 2017-2018 was created using up to date academic research and a rigorous, data driven evaluation of the impact of our 2016-2017 strategy. It focuses closely on correctly identifying key students, increasing the quality of teaching and learning, and regular evaluation of student data and the strategies implemented in the previous year. Increasing the quality of teaching and learning lays at the heart of the strategy, moving away from an intervention approach which characterised certain parts of our approach in 2016-2017.

To improve the quality of teaching and learning for disadvantaged pupils, a proportion of the pupil premium budget has been spent on providing staff with two additional hours each week to improve outcomes for disadvantaged students. Each staff member works with one underachieving disadvantaged student

to improve their outcomes through actions such as contacting home, providing one-to-one personalised feedback and providing high-quality targeted differentiated lesson materials. The progress and attainment of these students, as well as the weekly actions, are displayed in departmental offices and updated on a weekly basis; the actions are reviewed in Middle Leader Line Management meetings and during Senior Team meetings.

How must this money be used?

Schools are free to spend the Disadvantaged Student Money as they see fit. There is no requirement for this money to be spent on individual students simply because they fall into this category. However, it is expected that the funding will be used to support, as necessary, students in this group and other lower-income families so that this group makes the same progress as their peers.

How will The Elmgreen School measure success?

The school tracks the progress of all students, including Disadvantaged Students. We are particularly focused on identifying attainment gaps and intervening swiftly to ensure that those gaps close. Our data analysis is focused on the following areas:

- How well disadvantaged students at The Elmgreen School achieve in relation to all students in The Elmgreen School;
- How well disadvantaged students at The Elmgreen School achieve in relation to the national average of all student achievement; and
- How well disadvantaged students at The Elmgreen School achieve in relation to all students nationally as evidenced by the Value-added score in our RAISE report.

Disadvantaged Student expenditure 2016-2017

Academic Year	2016/17	Total PP budget	£361,377
Total number of pupils	887	Number of pupils eligible for PP	305

The school received a total of £361,377 for the financial year 2017-178 representing £406,948 for 429 eligible students at £948 per student, based on the January 2015 census, £18,250 of Pupil Premium funding to run a transition summer school for eligible students and further payments for LAC students totalling £1.000.

Progress of Students – Year 7 End of Year Assessment

Subject	Gap between PPG and Whole
Art	+0.4
Computer	-2.8
Drama	-3.4
English	-3.0
Geography	-3.6
History	-4.6
Maths	-5.3
French	-2.3
Spanish	-5.6
Music	+0.9
PE	-2.4
REV	-4.7
Science	-5.4

Summary

- The gap between pupil premium students and the rest of the cohort is high on entry. This gap has been reduced by 1.8% across English and Maths.
- The Arts have shown continuous improvements in narrowing the gap between Pupil Premium and non-Pupil Premium students.
- The gap in Geography and History has remained the same between 2016/2017 and 2017/2018. This has led to a thorough review of the role of knowledge in the curriculum.
- The gap in English has also remained consistent from entry. The lowest performing group during the academic year 2015-2016 where pupil premium students with reading ages below the national average. This has led to the use of Accelerated Reader programme with these students.

Progress of Students – Year 8 End of Year Assessment

Subject	Gap between PPG and Whole
Art	-3.4
Computer	-5.7
Drama	-0.3
English	-4.5
Geography	-4.7
History	-5.4
Maths	-3.0
French	-5.0
Spanish	-4.3
Music	-3.1
PE	-0.7
REV	-3.5
Science	-4.8

Commentary

- The gap in attainment between pupil premium and non-pupil premium students has narrowed in Art, Drama and P.E. The faculty is now lead by one of the senior team and there has been a huge focus on modelling excellence to the students during lessons
- The gap in English and Maths is narrower in Year 8 that on entry in Year 7. This has remained consistent from 2016-2017
- The gap in Science has narrowed by 1.8% from 2016-2017. This is in part due to the introduction of retrieval practice and multiple choice quizzes.
- In order to address the gap in History, Geography and Computing, subjects which all require the acquisition and retention of large knowledge bases, subject leaders will be introducing knowledge organisers and reviewing schemes of work

Progress of Students – Year 9 End of Year Assessment

Subject	Gap between PPG and Whole
Art	-3.3
Computer	-1.3
Drama	-4.0
English	-0.8
Geography	+1.9
History	-4.5
Maths	-4.6
French	-6.4
Spanish	+8.3
Music	-6.1
PE	+3.3
REV	-4.9
Science	-4.2

Commentary:

- All subjects saw a reduction in the attainment gap between pupil –premium and non-pupil-premium students
- There is a significant reduction in Science and Humanities subjects, which is in part due to the use of knowledge organisers in Term 3 to support with revision
- Reduction in the gap between student performance in the end of year assessment relative to their termly average
- The gap seen in English has narrowed from entry. This is in part due to changes made to the Key Stage Three curriculum which now focuses more on depth over breadth

Move One On Progress

Data before intervention

BRAG	Numbers	Percentage
Red (2 or more grades away from target)	32	94
Amber (1 grade away from grade)	2	6
Green (on target)	0	0
Blue (above target)	0	0
9-4	9	26

Data after intervention

BRAG	Numbers	Percentage
Red (2 or more grades away from target)	15	44
Amber (1 grade away from grade)	15	44
Green (on target)	2	6
Blue (above target)	2	6
9-4	20	54

Commentary:

The use of MOO has seen an increase in students achieving 9-4 in their respective subjects, an increase in 28% from the start of the academic year. 56% of students either met, exceeded or was one grade away from their target. At the start of the academic year this number was at 6%.

75% of Key Stage 3 students met or exceeded their target from a starting point of 15%. This could be due to teaching staff thinking deeply about the process of learning and shows the importance of early intervention. This academic year, more support will be provided to staff with guidance on high impact teaching and learning strategies. This will provide a clear framework for staff on what teaching strategies should be implemented to maximise progress for all students.

Key stage 4

Year 11

School English and Maths 9-4

	Count	%
All pupils	177	100
Pupil Premium	97	42
Non Pupil Premium	90	58

National

	%
Pupil Premium	44

Attainment

Attainment 8	Cohort	School	National
All	177	43.8	46.4
Pupil Premium	97	38.6	36.6
Non Pupil Premium	90	47.9	50.2

Progress

Progress	Cohort	School	National
All	166	-0.38	-0.02
Pupil Premium	76	-0.65	-0.44
Non Pupil Premium	90	-0.14	0.14

Disadvantaged Student expenditure 2017-2018

Notified Pupil Premium Grant for 2017-18 financial year is £361,377. There is no separate funding for a summer school. Based on the above priorities the pupil premium expenditure has been modified in the following ways:

Action	Cost
Reduction of teacher timetables.	£248,004
Summer school	£7,000
Laptops	£10,000
Maths intervention	£2,000
Music Lessons	£7,200
Literacy support at KS3	£5,000
Educational visits	£12,000
Revision guides to support year 11	£2,500
Breakfast clubs	£4,800
Fast Track curriculum	£4,600
Equipment (maths and science)	£1,000
Move One On Boards	£900
Geography field trip	£1,500
Careers Workshops	£1,000
Oracy staff professional development	£1,400
Intervention English and Maths	£15,000
Intervention in the Foundation subjects	£15,000
Attendance Officer and Head of Year time	£22,000
Total	£361,377

Review of plan 2017-2018

Priority: Pupil Premium		
Tasks	Review Criteria	Evidence – End of Year Review
1.1	<p>Quality first teaching has pupil premium students at its heart.</p> <p>a) Are disadvantaged students at the centre of all student progress reviews and learning walks at all levels in the school?</p> <p>b) Has the reduced contact time been used to maximise the progress of pupil premium students?</p> <p>c) Do disadvantaged and vulnerable students disproportionately work with the best-qualified, most effective staff available?</p> <p>d) Do all lessons equip disadvantaged students with the cultural capital they would otherwise not be able to access?</p>	<p>a. Throughout the year, pupil premium students have been central to progress reviews. Each review stated that 3 pupil premium books were to be looked at by Heads of Department. The pupil premium books throughout the school showed that they were making 'good' progress.</p> <p>b. Year 11 MOO students moved from 26% hitting minimum standards to 59% by the end of the year. 56% of year 11 students either achieved their target or were one grade away. At the start of the academic year this figure was at 0%. The MOO programme seems to have seen particular benefits at Key Stage 3 with 75% of students meeting or exceeding their target.</p> <p>c. Year 11 Core. Weighting of pupil premium students equally distributed. Middle sets have teachers with minimum 'good' student progress reviews and learning observation feedback. Final attainment of these students:</p> <ul style="list-style-type: none"> - English: 56% 9-4 - Maths: 48% 9-4 - Science: 51% 9-4 <p>Pupil premium funded weekly intervention for selected students.</p> <p>This has seen a significant rise from 2016-2017:</p> <ul style="list-style-type: none"> - English: 45% 9-4 - Maths: 38% 9-4 - Science: 44% 9-4 - <p>d. Learning walk proforma for Heads of Department includes section about cultural capital. Review conducted</p>

Priority: Pupil Premium		
Tasks	Review Criteria	Evidence – End of Year Review
		<i>at the end of the academic year saw the creation of knowledge organisers which have been introduced during the academic year 2018-2019. This is to make the teaching of knowledge more explicit to all of our students.</i>
1.2	Closing the gap in literacy and numeracy between pupil premium and non-pupil premium learners.	<ul style="list-style-type: none"> a) Does Accelerated Reader improve the reading ages of pupil premium students? b) Do disadvantaged students read at or above their chronological age? c) Do disadvantaged students make as much progress as their non-pupil premium peers in mathematics? d) Is oracy consistently implemented across the school?
		<ul style="list-style-type: none"> a. Programme launched 30/10/17. Data has shown a good impact on student's chronological reading age. From the 21 students who participated in the programme, 11 students saw a 10 month increase in their chronological reading age with the remaining students making on average 6 months progress. b. See point a. c. 6% variance between pupil premium and non-pupil premium pupils in year 11. Awaiting all other data. d. Oracy learning walks are conducted on a weekly basis with feedback provided to staff on how they can embed this practice into all lessons.
1.3	The CEIAG programme strategically targets pupil premium students.	<ul style="list-style-type: none"> a) How are disadvantaged students prepared for employment? b) Does our careers advice consistently communicate high expectations of our pupil premium students? c) Do disadvantaged students understand what is required to achieve their higher education and career goals? d) Do disadvantaged students have the opportunity to discuss and prepare for key transitions in their school life?
		<ul style="list-style-type: none"> a. A member of the school's senior team met with 24 of the most underachieving pupil premium students in Year 11 to complete careers surveys. Students were involved in 5 master classes with 'tier 1 professionals.' Next year needs a real focus on work experience placements and prioritising where our pupil premium students go. Excellent progress this year on the placements made in tier 1 placements. b. Monthly masterclasses for pupil premium students on a range of careers. Key is the follow up and how we use the information to build a sustainable careers programme. c. Clear tutor time programme was implemented around Year 6 to 7, Year 9 options and Year 11 careers information and guidance. d. Positive student feedback in yearly surveys especially around Year 9 options and careers advice post-16.

Priority: Pupil Premium		
Tasks	Review Criteria	Evidence – End of Year Review
1.4	<p>Effective monitoring and evaluation of pupil premium spending and actions.</p>	<p>a) Is data the key driver for the pupil premium strategy?</p> <p>b) Do staff know how their pupil premium students are performing?</p> <p>c) Are middle leaders given time to monitor and evaluate the effectiveness of the pupil premium strategy?</p> <p>d) Is the criteria by which we measure success fully understood by all staff?</p> <p>e) Has student voice been acted upon?</p> <p>f) Is in-school variation of how pupil premium students are performing understood and acted upon promptly?</p>
		<p><i>a. After each data drop for Key Stages 3, 4 and 5, Heads of Department where sent the % of pupil premium students who were on target. This information would be used to inform the update of context sheets. MOO data reported to all staff after each data drop.</i></p> <p><i>b. Teaching staff, including Middle Leaders, were provided with a breakdown of pupil premium students' performance relative to their targets each term. There was clear guidance provided to Heads of Department on how to formulate solutions on how to close the gap.</i></p> <p><i>c. Pupil Premium time provided into timetable. MOO board continuous focus of ML focus.</i></p> <p><i>d. Academic Board, Staff Meeting and Appraisal process has all focused on targets and current pupil premium attainment. CPD session led by pupil premium lead on student starting points and how this informs target setting and progress.</i></p> <p><i>e. 140 pupil premium surveys completed and the results have been communicated to Middle Leaders. Mid and end of year surveys conducted to see progress made in relation to needs identified at the start of the year. Improvements seen by students were good. Students positively commented on the increase in careers information and guidance in particular the advice provided around Year 9 Options; the use of quizzes to address any misconceptions and Year 11 Maths intervention run by the Head of Department. There is work to be done around ensuring a consistency of after school intervention sessions and earlier careers guidance.</i></p> <p><i>f. Please see data on pages 5-9.</i></p>

Evaluation and priorities for 2017-2018

Priorities for 2018-19

Based on this analysis the priorities for the 2017-2018 academic year are to:

- Ensure that the progress of students in maths matches that of English so that disadvantaged progress at the same rate as all other students;
- Ensure there is a focus on quality teaching and learning, not only intervention strategies, through the increase in teacher time.
- Regularly use data to inform teaching and learning and allow early intervention before any gap starts to develop.
- Explicitly teach knowledge to all students. Knowledge to be at the core of the curriculum.
- Have targeted pupil premium intervention in the Foundation subjects.
- Early intervention. The Move One On process to focus on the attainment of Year 10 students.
- CPD on data and the importance of student starting points.