

## Pupil premium strategy / self- evaluation (secondary). Updated document April 2019 onwards

1. Summary information																		
<b>School</b>	Laurence Jackson School																	
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£290,785		<b>Date of most recent PP Review</b>	February 2019												
<b>Total number of pupils</b>		<b>Number of pupils eligible for PP</b>	<table border="1"> <tbody> <tr> <td>Y11</td> <td>54</td> </tr> <tr> <td>Y10</td> <td>67</td> </tr> <tr> <td>Y9</td> <td>59</td> </tr> <tr> <td>Y8</td> <td>63</td> </tr> <tr> <td>Y7</td> <td>68</td> </tr> <tr> <td><b>Total</b></td> <td><b>311</b></td> </tr> </tbody> </table>		Y11	54	Y10	67	Y9	59	Y8	63	Y7	68	<b>Total</b>	<b>311</b>	<b>Date for next internal review of this strategy</b>	April 2019
Y11	54																	
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Y8	63																	
Y7	68																	
<b>Total</b>	<b>311</b>																	

### Dates of Pupil Premium Strategy Reviews :

- February 2019
- April 2019
- June 2019

At each review of this strategy, the school will review the impact of the actions taken (with a priority of Year 11) and will plan for how the funding will be specifically allocated over the next phase. Pupil Premium progress meetings (Y11) will be held at least half termly and more regularly where appropriate.

### 2. Current attainment

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>Progress 8 score average(August 2018)</b>	<b>-1.0</b>	
<b>Attainment 8 score average(August 2018)</b>	<b>34.70</b>	48.80

<b>3. In school barriers to future attainment (for pupils eligible for PP)</b>		
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>		
<b>A.</b>	Attainment and progress of PP students, particularly Y11 is below the National Average <ul style="list-style-type: none"> <li>Progress in Maths is a priority</li> </ul>	
<b>B.</b>	Boys eligible for PP are making less progress than girls eligible for PP	
<b>C.</b>	Revision, preparation and aspirations for the future Middle ability, current FSM, SENK PP pupils are making less progress than other middle ability pupils across KS4	
<b>External barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	<ul style="list-style-type: none"> <li>Attendance for PP students in 2017/2018 was 89.1% and there were issues with persistent absenteeism at 31.8% for PP students. PA for PP students continues to be an area of concern</li> <li>Behaviour and attitude to learning</li> <li>Lack of support and engagement from parents of PP students and collaboration to address identified emotional health issues of individuals</li> </ul>	
<b>4. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	Achievement : Improved Progress 8 for PP students, particularly in Maths and English	Improving results/performance indicators - trial and summer exams
<b>B.</b>	Improved rates of progress in Y11 particularly - gender specific groups	Gender specific (trial in English), PP only, bespoke 1:1 interventions for identified students - data shows improvement
<b>C.</b>	Focused interventions to improve PP student and parental engagement - based on EEF/other research	Improved attendance/engagement with interventions Improved support from PP parents/carers eg parents' evening attendance Improved PP progress
<b>D.</b>	<ul style="list-style-type: none"> <li>Improved attendance and reduced PA for pupils eligible for PP</li> <li>Improved behaviour and reduction in FT exclusions for pupils eligible for PP</li> <li>Improved engagement/aspiration from PP parents and their children, increased attendance at events –eg parents' evenings, Y9 option choice 1:1 mtgs with parents and extra curricular</li> </ul>	Improved attendance >90% and reduced number of PP PA's Reduction in exclusions 2018/19  Improved progress outcomes – annual data

	<p>events previously with lower engagement. Support acknowledgement from parents regarding individual/s affected by mental health/context/environmental problems</p>	
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**Supporting research which has informed our rationale for spending the pupil premium:**

- Education Endowment Fund Toolkit (National) • <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>
- Learning without labels. Improving outcomes for vulnerable pupils – National Education Trust. Edited by Marc Rowland
- Making kids cleverer. A manifesto for closing the advantage gap – David Didau

**5. Planned expenditure**

**Academic year 2018-2019**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**Leadership and Management**

<b>Action</b>	<b>Intended outcome</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>
<p>Appoint Temporary AHT with specific PP role/accountability</p>	<p>Leadership of PP role Improved outcomes/protocols/strategies/ staff interventions</p>	<p>Previous leader of core subject transferring skills of leading/monitoring and making staff accountable</p>	<p>Accountable to HT via LMM</p>	<p>HT/Governors</p>	<p>Via regular LMM (HT)</p>

Re-modelled appraisal system to incorporate clear capability systems	To ensure quality first teaching is linked to performance/pay progression, is delivered by all staff and addresses the disadvantaged achievement gap and raises the profile of PP students	EEF – HQ T&L improves outcomes	Classroom teacher accountability/performance/pay progression to address PP underachievement in their own groups – to be monitored by middle and senior leaders Learning walks, work scrutiny, progress meetings	DHT T&L/Reviewers	External and internal T&L reviews/ LW/work scrutiny throughout the year
Use of ‘Lessons Learned ‘ software package for observations/LW’s	Improved consistency and QA processes to identify underperforming teachers	EEF – HQ T&L improves outcomes			Implemented from March 2019
External audit of PP strategies/interventions	External validation of identified areas for development and guidance of next steps/CPD for SLT/MLs/relevant staff so that PP spend can be more precisely targeted  Review of recommendations from external PP Review  Annual review of PP strategy		Agreed TT implemented  Review document produced	PP Reviewers HT/AHT/SLT/MLs  KDO/HT via LMM  AHT - PP	Feb/March 2019  April 2019  End of term 4 (HT/KDO)
Staffing levels in attendance/behavioural support/Literacy/counselling are appropriate and addresses the identified barriers to PP learning	Improved attendance Modified behaviour/attitude to learning – reduction in exclusions Improved emotional health Availability of bespoke pastoral support	EEF- Moderate impact based on extensive research	LMM’s with AWO/BSA/YL/SWM/ Int Alt Ed staff	AHT Behaviour Termly Governor sub committee	Positive impact and reduction in individual B4L Data reviewed by Governors on a termly basis

**Total budgeted cost for Leadership and Management**

**Progress**

Action	Intended outcome	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 quality first teaching is delivered by all staff – particularly with a focus on challenge and pace	Increased staff attendance at focused CPD sessions Improved academic/aspirational outcomes – staff and students	EEF Mastery Learning –moderate impact for low cost	Regular monitoring by DHT T&L/SLT/MLs via observations/learning walks/work scrutiny	DHT T&L supported by T&L Team	<b>External/internal</b> reviews Nov 2018 February 2019 June 2019
Review of individual performance of PP students (Paper 1 Oct. 2018) in English Language - Question by question analysis and Maths	Areas for development and outcomes improved compared to PC1	QLA from PC1 assessment identified areas for development in English EEF- Moderate impact based on moderate research	Data capture indicates improvements	DoL English/Maths/AHT-PP	Ongoing after each data capture
Dedicated Pupil Premium analysis, review and tracking of interventions from senior administrator/ data analyst	Provides detailed child by child analysis which allows for precisely targeted interventions to support underachievement.	Based on research that clear tracking and identification of needs is essential to effective intervention	Monitor via LW/observations/student voice	Data lead/AHT/DHT – T&L/ML's	Ongoing after each data capture PC2 compared with PC3 – April 2019

<p>PP specific (Boundary Leapers), gender/ intervention groups - registration/lunchtime and after school. Eng/Maths</p> <p>Review and enhance classroom provision in English and Maths for disadvantaged students</p>	<p>To narrow the disadvantage and gender gap</p> <p>Teaching and Learning strategies to support disadvantaged students are evident and effective in English and Maths</p> <p>To narrow the disadvantage and gender gap</p>	<p>Evidence from data/marking assessment indicates improvements in AfD</p> <p>EEF- Moderate impact based on moderate research</p>	<p>Data capture indicates improvements from PC1 to PC3</p>	<p>KDO/MBU Specific markers of all PP English assessments</p>	<p>Ongoing after each data capture</p>
<p>Barriers to progress of disadvantaged students are identified and used to ensure bespoke intervention</p> <p>Regular meetings with AHT PP (Y11 priority)</p>	<p>Barriers identified supported by individual monitoring &amp; feedback</p>	<p>EEF- high impact based on moderate research regarding individual feedback</p> <p>EEF – individualised instruction, moderate impact</p>	<p>Close monitoring of PP students/data/staff involved</p> <p>Close monitoring of PP students/data/staff involved</p>	<p>AHT PP Data Lead</p> <p>AHT PP</p>	<p>Bespoke to each student</p> <p>Monthly/weekly determined – bespoke to each student</p>
<p>1:1 Tuition – bespoke in Maths and English</p> <p>Removal from Core PE of identified Y11 PP students to become part of the ‘Lilac Group’</p>	<p>Bespoke support to improve their outcomes</p> <p>Bespoke support to improve their outcomes</p>	<p>EEF- Moderate impact based on extensive research</p> <p>EEF- high impact based on moderate research regarding individual feedback</p>	<p>Review impact of provision after termly intervals (after data captures). The pupils involved will be fluid depending on individual need. Every data capture will be used to measure impact.</p>	<p>AHT/En/MaTutors</p>	<p>Ongoing after each data capture</p>

Booster classes- February/ Easter / Spring bank/Monday evenings Various subjects	Booster classes targeted at PP students in the last few weeks leading up to the exam	Collaborative Learning – EEF- Moderate impact for very low cost, based on extensive evidence	AHT PP to monitor provision	ML's/AHT	End of year results improvement on mock examinations
Provision of revision timetable requested in 1 to 1 with PP - topic by topic weekly for Language and Literature	Homework and individualised instruction supports PP students' independent learning	EEF – moderate impact and cost	Feedback/monitoring use via 1:1 meetings with PP students	AHT PP	Half termly from February 2019
Investment in alternative education provision and transport if needed?	Ensuring bespoke outcomes for most vulnerable learners for whom mainstream schooling is no longer possible		Close liaison with Alt Ed provider	AHT Behaviour	6 weekly

**Total budgeted cost for Progress**

## Attendance

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Day by day tracking of attendance  Ensure accountability of YL/SWM/AWO in improving attendance.	AWO and SWM's maintain attendance processes (first day calls and attendance at ACCs is key part of this role). Improved PP attendance and reduction in the proportion of	Improved attendance leads to improved outcomes	Weekly attendance data capture  Modify SWM/YL job descriptions and monitor closely	HT/AHT Co-opted YL YLs/SWMs  via LMM with AHT Behaviour/Co-opted YL/YL	Weekly  Timetabled

Recruit additional AWO/increase working hours – home visits/ACCs	PP PA's(30.2% Jan 2019 from 31.9% Jan 2018) Improved attendance (90.9% Jan 2019 from 89.8% Jan 2018)				
YL co-opted to extended SLT	To work closely with PP students and parents whose attendance is their main barrier to learning. Will oversee strategies, deploy support and evaluate successes	Improved attendance leads to improved outcomes PP Attendance Target 18/19 – 92% PP PA's Attendance Target 18/19 – < 25%	Via daily/weekly monitoring by relevant staff	CEV/AWO/SWM	Daily/weekly
Rewards Contributions to rewards and particularly attendance reward schemes	Positive impact on student attitude to learning.  Improved PP attendance, student confidence and motivation	EEF – high impact In terms of motivation and 'thirst for learning'	Monitored by Senior Teacher i/c rewards		Half termly
<b>Total budgeted cost for attendance</b>					
<b>Parental and student engagement/support</b>					
<b>Action</b>	<b>Intended outcome</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>
PP Students prioritised to access CEAIG regarding career pathways – Careers	External advice/direction to support PP career choices 1:1 support given to PP students where required	EEF- Moderate impact based on moderate evidence	Reduction/NEET PP figures are in line with national averages	Careers Lead/YL	End of half term 5



provision SLA with Careers Inc  PP students and parents to have 1:1 mtgs with SLT/AHT PP (Y9 Options)	Greater involvement of parents in supporting their children's academic learning			AHT PP/SLT/FT	Via parental/student voice questionnaire
Engage with KS2 PP parents via the Transition programme	Early communication/meetings with PP parents leading to early identification of individual B2L	EEF – moderate impact for moderate cost - Parental engagement		AHT Transition	Summer half term  September 2019
Improve lines of communication – text messaging, Gateway app, consistent protocols for parental contact (prioritise PP parents)/direct contact prior to events	Greater involvement of parents in supporting their children's academic learning and school to support parents with any identified barriers	EEF – moderate impact for moderate cost - Parental engagement	Regular review of specific actions taken – attendance at events, parental and student feedback	Finance Manager YL/SWM/(AHT PP)	Half termly
Counselling provision to address social and emotional barriers being presented by individuals.  Time4U Counsellors	Targeted to need of individual/s based on their emotional health	EEF – moderate impact for moderate cost - Social and emotional learning	Regular feedback to YL/PP Lead by SEN Lead	YL/SENDCo/ Safeguarding Lead  Finance Manager/Counsellors	Half termly
<b>Total budgeted cost for Parental and student engagement/support</b>					
<b>Other: these provisions add intrinsic value to the academic and pastoral success of students but there is no definitive -, quantitative measure.</b>					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Equipment/revision guides/resources to aid revision	Extra support to impact on outcomes for PP students	Access to revision materials	DoL/MLs request/bid for PP funding to support PP students within their subject. Impact on outcomes monitored by ML and included in their departmental evaluations	Finance Manager/MLs	Final data capture/GCSE results
Transport provision for after school revision	Provide students with a wider learning experience Greater access to subject specific revision materials	Collaborative Learning – EEF- Moderate impact for very low cost, based on extensive evidence	Monitor use of transport provided	AHT PP/Finance Manager	Final data capture/GCSE results
Breakfast provision - all years	To ensure students have been fed	Food is a fuel which will provide the energy needed to focus each day and particularly prior to exams	Monitored by Catering LM	Catering Manager	Termly
Trips	Provide students with a wider learning experience and encourage engagement with extra-curricular activities and opportunities	Greater engagement and raised aspirations from PP students	Student voice	Finance Manager/AHT PP	Termly
Music lessons	Music lessons with external teacher over all three terms	Musical qualification in an instrument.		Finance/SL Music	Termly

		Opportunities for extra-curricular activities e.g. brass band.			
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