

Pupil premium strategy / self- evaluation 2018-2019



1. Summary information					
School	Paulet High School				
Academic Year	18/19	Total PP budget	£170,470	Date of most recent PP Review	9/14
Total number of pupils	723	Number of pupils eligible for PP	218	Date for next internal review of this strategy	Jan '19

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	All PPG: -0.41 (+0.005 – 0.81) High: +0.008 Middle: -0.41 (+ 0.3 – 1.0) Low: -0.614 (+ 0.019 – 1.3)	To be updated once national data is validated
Attainment 8 score average	All PPG: 3.54 High PPG: 3% Middle: 3.65 Low: 1.87 (42% of cohort)	
English / Maths grade 4+	All PPG: 49% (E) 36% (M) High PPG: 89% (E) 89% (M) Middle: 63% (E) 36% (M) Low: 8% (E) 0% (M)	
English / Maths Grade 5+	All PPG: 45% (E) 30% (M) High PPG: 89% (E) 78% (M) Middle: 55% (E) 27% (M) Low: 8% (E) 0% (M)	

English / Maths Grade 7+	All PPG: 12% (E) 15% (M) High PPG: 33% (E) 44% (M) Middle: 9% (E) 9% (M)	
EBACC	12%	
3. Barriers to future attainment (for pupils eligible for PP)		
<i>Academic barriers (issues to be addressed in school, such as poor literacy skills)</i>		
A.	Profile of PPG cohort having lower prior attainment than non PPG students with a particular emphasis on literacy skills including vocabulary ; comprehension and inference skills when reading	
B.	Higher potential for negative behaviours, lower attitude to learning and higher numbers of fixed term exclusions often linked to social and emotional issues	
C.	Lower aspirations ; resilience and metacognition with PPG cohort	
<i>Additional barriers (including issues which also require action outside school, such as low attendance rates)</i>		
D.	Lower average attendance figures compared to non – pupil premium students including rates of those with Persistent Absence	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Improved basic literacy and numeracy key skills	Year 7 and 8 PPG students with no additional needs have a reading comprehension age which on average is above their chronological age Attainment and progress of PPG students to rise in English and maths
B.	Learning habits and behaviour for learning improves	Reduction in % of fixed term exclusions and repeat exclusions. Reduction of internal isolations and improved attitude to learning scores
C.	Improvement in aspirations; resilience and learning techniques	Progress 8 to be 0+ for Y11 PPG
D.	Rise in average attendance % for PPG and reduction in Persistent Absence rate	Year group attendance targets and PA targets

5. Planned expenditure

Academic year

2018/19

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.

i. Quality of teaching for all

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?
Quality first teaching for all students with a focus on PPG and closing learning gaps	Closing in school disparities in typical and effective teaching and learning; diagnostic feedback	EEF toolkit feedback (+8 months) PPG attainment and progress in subject areas where gaps in teaching and learning exist within school	Securing typical and effective teaching and learning departmental plans to be created CPPD focused on closing gaps within school Coaching teaching and learning cycles Development of CPPD whole	Hayley Cooper-Percival (AHT – T & L) Katie Foster (AHT – CPPD)	Heavy touch subject areas identified will be reviewed termly in relation to impact of T and L CPPD Forecast data to review impact on attainment reviewed 4 times a year Light and heavy touch subject reviews to include PPG focus
PIXL Club membership to embed PIXL approach to closing learning gaps and raising attainment	Understanding of whole school approaches that improve progress and outcomes	Impact of PIXL PPG focus reports	Learning walks Bucket three collective line management CPPD for middle leaders and lead teachers PIXL RSL in place and information disseminated	Victoria Deer (DHT) Ian Gilmour (AHT – curriculum)	Teaching and learning updates for termly Headteacher report Line management meetings records

Total budgeted cost					£60,000
ii. Targeted support					
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?
Development of high quality identification ; support and intention for PPG students who also have additional	Raising outcomes for low on entry PPG students to close learning gaps and raise attainment	SEND code of practice EEF Special educational needs and disabilities case study	DHT to act as transitional SENCO to develop identification; intervention and support systems CPPD in attachment ; autism ; specific learning	Victoria Deer (DHT/SENCO) Julie Guest – Assistant SENCO	Termly progress data for SEND students Student and parental voice
Re-Launch of whole school literacy drive	Reading comprehension ages increase across years 7 and 8 to ensure that all students who do not identified additional needs at least at a reading age which matches their chronological age	EEF Toolkit Reading Comprehension Strategies EEF Closing the Vocab Gap – Alex Quigley The profile of PPG cohort in year 7 ad 8 indicates low levels of literacy and limited range inn vocab which impacts upon progress	Whole staff training on literacy across the curriculum Library lesson drop ins and student voice Re-modelling of the library to make it more attractive to key groups of students Form time quality assurance of root word programme	Claire McArthur (Head of English and Literacy co-ordinator)	Termly reading age test for year 7 and 8 students reporting progress made in reading

Small group intervention and additional timetable hours for English Literature in Y10 and Y11	Improved English and Maths progress for all PPG students Rise in attainment and progress for Y11 PPG cohort -	EFF toolkit – small group	Action plan for raising attainment in Key Stage 4 Additional small group tuition for Key Stage 4 Literature Additional member of staff (due to maternity) for maths groups post January Intervention form groups	Jim Murdoch – Subject Leader for Maths Claire McArthur – Subject Leader English Ian Gilmour – Curriculum AHT	Review of action plan by CMI and Arthur Terry Alliance
Enhanced pastoral provision through re-structuring of behaviour for learning system to create Wellbeing Hub; additional staffing with appointment of Assistant Inclusion manager Aspiration Interventions through detailed programme of University visits;	Repeat exclusion rate for PPG students to be lower than previous academic year Appointment and re-structuring of Wellbeing Attitude to learning average scores to improve for PPG cohort across the school	Maslow’s Hierarchy of Needs – direct correlation within Paulet’s PPG cohort of increased % of students with safeguarding concerns ; mental health and wellbeing issues leading to exclusion and poor attendance EFF Behaviour Interventions 3+ months progress	Re-structure and identified programme of support from Wellbeing team Application for Wellbeing Award Regular stakeholder voice Lesson drop ins to ensure low level disruption remains low	Nicola Bradley – Inclusion Manager Heads of Year Ian McArthur – Headteacher Safeguarding and Wellbeing Team	State of Play document for governors once per term BFL monitoring by term

Total budgeted cost £90,000

iii. Other approaches

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?
Home school link worker and wellbeing	Attendance targets in SDP for PPG students met including reduction in the PA rate for PPG students	NFER briefing for schools identifies that improving	Fortnightly attendance meetings with Wellbeing Team	Jo Smith – Home School Link	Half termly attendance data tracking to show three year

<p>team to monitor students - first day response provision and use of attendance PPG challenges</p>	<table border="1"> <thead> <tr> <th>Year Group</th> <th>2018-19 Attendance Targets</th> </tr> </thead> <tbody> <tr> <td>Whole Cohort Disadvantaged</td> <td>94%</td> </tr> <tr> <td>FSM whole cohort attendance</td> <td>93%</td> </tr> <tr> <td>Year 7</td> <td>96%</td> </tr> <tr> <td>Year 8</td> <td>96%</td> </tr> <tr> <td>Year 9</td> <td>92%</td> </tr> <tr> <td>Year 10</td> <td>94%</td> </tr> <tr> <td>Year 11</td> <td>93%</td> </tr> </tbody> </table>	Year Group	2018-19 Attendance Targets	Whole Cohort Disadvantaged	94%	FSM whole cohort attendance	93%	Year 7	96%	Year 8	96%	Year 9	92%	Year 10	94%	Year 11	93%	<p>attendance as a key step for raising outcomes. Outcomes can't improve if children are not attending school</p>	<p>to ensure gaps are diminishing and early intervention is in place for students were attendance is a concern</p>	<p>Worker Ahsan Ashraf – Progress and Achievement Coordinator Wellbeing Team</p>	<p>trends</p>
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<p>Provide basic equipment and resources to remove barriers to attainment for PPG students</p>	<p>Students are equipped and take responsibility for their own learning</p>	<p>Impossible to make progress if personal barriers exist and are not removed</p>	<p>Advertised PPG £50 per Y9, 10 and 11 student in PPG cohort 50 hour challenge and supervised study at Easter</p>	<p>Ahsan Ashraf – Progress and Achievement Coordinator</p>	<p>Termly review of progress of PPG students and action plans to be clear</p>																
<p>Trips and experiences exclusively for PPG students</p>	<p>Raise aspirations of key students within the PPG cohort</p>	<p>EFF –aspiration intervention</p>	<p>Programme of events based on students' needs and coordinated by Progress and Achievement Coordinator</p>	<p>Ahsan Ashraf – Progress and Achievement Coordinator</p>	<p>Termly reports to governors including student voice</p>																
Total budgeted cost					£20,000																

6. Review of expenditure

Previous Academic Year

2017-18

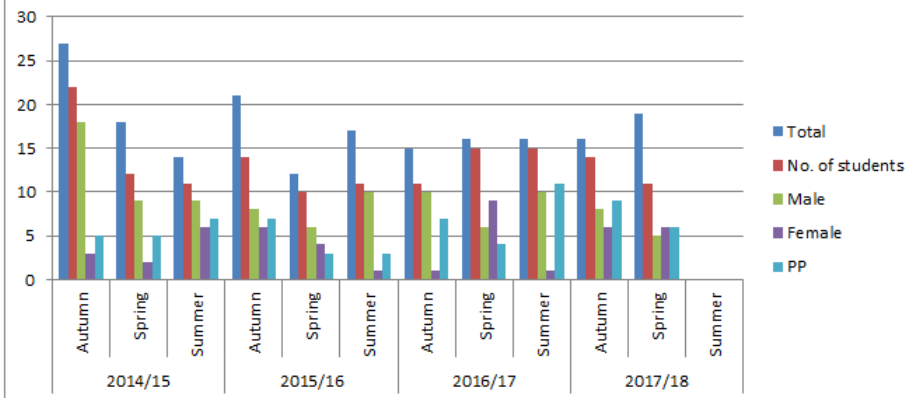
i. Quality of teaching for all

Action	Intended outcome	Estimated impact:	Lessons learned
High quality literacy and numeracy support for students not at standard at the end of KS2.	Students not at standard to have 'caught up' reading age for all PPG students to increase rapidly by the end of year 7	<ul style="list-style-type: none">• 100% of PPG cohort not at standard effectively caught up• PPG students in year 7 made 37 months progress in their reading age as a collective• Average reading comprehension age increased from 9 years and 10 months to 12 years and 2 months• Non PPG students also made a gain in 19 months over the academic year	<ul style="list-style-type: none">- Year 6 summer school ran with adaptations to have increased focus on reading and numeracy- Literacy drive has been relaunched this academic year with a clear literacy strategy across the whole school- Reading clubs to be created for high ability readers- Re-launch of library to include increased spaces to make reading more attractive to students

<p>Identification of FSM students by all teachers. QFT and diagnostic feedback to ensure learning gaps are closed. Additional curriculum time 'red pathway' lessons for targeted students in option subjects</p> <p>PIXL DDT approach in the classroom</p>	<p>Quality first teaching leads to higher attainment for all</p>	<ul style="list-style-type: none"> - PPH high ability students positive progress 8 score and attainment above national others - Progress 8 score for PPG students though negative does cross the confidence levels and has improved from 2017/18 - Decline in progress and attainment within maths for PPG cohort - Significant success in closing literacy and numeracy attainment within Year 7 for PPG cohort 	<p>Focus needed on supporting PPG students who are low ability on entry – SEND provision a key priority for the school 2018/19. Focus regarding support and challenge for low on entry students who are also PPG</p>	
<p>ii. Targeted support</p>				
<p>Action</p>	<p>Intended outcome</p>	<p>Estimated impact:</p>	<p>Lessons learned</p>	

<p>Targeted personalised timetables to allow disadvantaged students to access an appropriate learning environment for study</p> <p>Purchasing of revision materials from a range of subjects in order to support PPG students</p> <p>Assertive mentoring is provided for all PPG students</p> <p>Employment of increased staffing within the data team</p>	<p>B Achievement of FSM students within the PP cohort across all key stages are below their peers</p> <p>D Attainment at the end of key stage 4 is below others particularly for middle ability on entry PP students and FSM students</p>	<ul style="list-style-type: none"> - FSM students attainment and progress improved from 2017/18 with a progress 8 which indicates with confidence levels is average - Middle ability PPG P8 significantly improved from 2017/18 again with confidence levels in line with national 	<p>Data indicates that students who are not in receipt of PPG throughout Y7 – 11 are particularly at risk of underachievement therefore closer early intervention for students who become PPG. This is particularly an issue for mobile students who join Paulet within Year 9 or Year 10 – data indicates that without these students P8 for PPG would be above 0</p>
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iii. Other approaches

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<p>E. Attendance rates for pupils eligible for PP (particularly FSM students) are 90.6% This reduces their school hours and causes them to fall behind on average.</p>	<p>Significantly reduced the number of persistently absent students within the school with a particular focus on PPG students</p>	<p style="text-align: center;"><u>Three Year Trend PPG - Internal Figures</u></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Year Group</th> <th colspan="3">HT 1</th> <th colspan="3">HT 2</th> <th colspan="3">HT 3</th> <th colspan="3">HT 4</th> <th colspan="3">HT 5</th> <th colspan="3">HT 6</th> </tr> <tr> <th>2016 /17</th> <th>2017 /18</th> <th>2018 /19</th> <th>2016 /17</th> <th>2017 /18</th> <th>2018 /19</th> <th>2016 /17</th> <th>2017 /18</th> <th>2018 /19</th> <th>2016 /17</th> <th>2017 /18</th> <th>2018 /19</th> <th>2016 /17</th> <th>2017 /18</th> <th>2018 /19</th> <th>2016 /17</th> <th>2017 /18</th> <th>2018 /19</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>94.9</td> <td>97.9</td> <td>97.12</td> <td>91.5</td> <td>95.8</td> <td></td> <td>91.7</td> <td>95.3</td> <td></td> <td>91.8</td> <td>95.3</td> <td></td> <td>92.0</td> <td>95.4</td> <td></td> <td>91.9</td> <td>95.2</td> <td></td> </tr> <tr> <td>Year 8</td> <td>92.0</td> <td>96.5</td> <td>96.33</td> <td>88.6</td> <td>93.6</td> <td></td> <td>89.1</td> <td>93.2</td> <td></td> <td>89.1</td> <td>93.2</td> <td></td> <td>89.1</td> <td>93.6</td> <td></td> <td>88.7</td> <td>93.9</td> <td></td> </tr> <tr> <td>Year 9</td> <td>89.8</td> <td>95.6</td> <td>96.4</td> <td>87.6</td> <td>93.7</td> <td></td> <td>88.5</td> <td>93.3</td> <td></td> <td>88.5</td> <td>93.4</td> <td></td> <td>89.2</td> <td>92.5</td> <td></td> <td>89.7</td> <td>93.3</td> <td></td> </tr> <tr> <td>Year 10</td> <td>88.7</td> <td>95.5</td> <td>95.15</td> <td>88.1</td> <td>91.5</td> <td></td> <td>88.6</td> <td>91.0</td> <td></td> <td>88.6</td> <td>91.0</td> <td></td> <td>88.6</td> <td>92.0</td> <td></td> <td>88.1</td> <td>91.4</td> <td></td> </tr> <tr> <td>Year 11</td> <td>92.6</td> <td>95.5</td> <td>94.36</td> <td>91.3</td> <td>92.5</td> <td></td> <td>92.2</td> <td>91.2</td> <td></td> <td>92.2</td> <td>91.2</td> <td></td> <td>92.5</td> <td>92.1</td> <td></td> <td>93.2</td> <td>93.2</td> <td></td> </tr> <tr> <td>total</td> <td>91.6</td> <td>96.2</td> <td>95.87</td> <td>89.4</td> <td>93.4</td> <td></td> <td>90.0</td> <td>92.1</td> <td></td> <td>90.0</td> <td>93.0</td> <td></td> <td>90.2</td> <td>93.2</td> <td></td> <td>90.3</td> <td>93.4</td> <td></td> </tr> <tr> <td>Difference</td> <td></td> <td>4.6</td> <td>-0.4</td> <td></td> <td>4.0</td> <td></td> <td></td> <td>2.1</td> <td></td> <td></td> <td>3.0</td> <td></td> <td></td> <td>3.0</td> <td></td> <td></td> <td>3.1</td> <td></td> </tr> </tbody> </table> <p style="text-align: center;">2018/19 for PPG < 16%)</p>	Year Group	HT 1			HT 2			HT 3			HT 4			HT 5			HT 6			2016 /17	2017 /18	2018 /19	2016 /17	2017 /18	2018 /19	2016 /17	2017 /18	2018 /19	2016 /17	2017 /18	2018 /19	2016 /17	2017 /18	2018 /19	2016 /17	2017 /18	2018 /19	Year 7	94.9	97.9	97.12	91.5	95.8		91.7	95.3		91.8	95.3		92.0	95.4		91.9	95.2		Year 8	92.0	96.5	96.33	88.6	93.6		89.1	93.2		89.1	93.2		89.1	93.6		88.7	93.9		Year 9	89.8	95.6	96.4	87.6	93.7		88.5	93.3		88.5	93.4		89.2	92.5		89.7	93.3		Year 10	88.7	95.5	95.15	88.1	91.5		88.6	91.0		88.6	91.0		88.6	92.0		88.1	91.4		Year 11	92.6	95.5	94.36	91.3	92.5		92.2	91.2		92.2	91.2		92.5	92.1		93.2	93.2		total	91.6	96.2	95.87	89.4	93.4		90.0	92.1		90.0	93.0		90.2	93.2		90.3	93.4		Difference		4.6	-0.4		4.0			2.1			3.0			3.0			3.1		<p style="text-align: right;">2015/ 16: 14.4 %; 2016-17: 19.4%, 2017 -18 15% target 2018/19: <14% target</p>
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<p>Targeted early help to remove barriers which impact on the emotional resilience , behaviour and wellbeing of PPG students</p>	<p>Emotional wellbeing and resilience of a percentage of the PP cohort leads to barriers in attainment, behaviour and attendance at school</p>	 <p>The bar chart displays five data series: Total (blue), No. of students (red), Male (green), Female (purple), and PP (light blue). The x-axis shows three terms (Autumn, Spring, Summer) for each year from 2014/15 to 2017/18. The y-axis represents the number of students, ranging from 0 to 30. The 'Total' series is consistently the highest, followed by 'No. of students'. The 'PP' series shows a general downward trend over the period.</p>																																																																																																																																																																											

7. Additional detail

- We are working with Arthur Terry Teaching Alliance to review our curriculum to ensure that it meets the needs of our student body
- FFT has been purchased to develop target setting system and PPG targets are set between FFT 20% and FFT 5% - higher than other students
- We have significant safeguarding issues for a number of families who are also part of the PPG cohort therefore changes in the Wellbeing structure of the school though costly will have impact on attendance; wellbeing and attainment – wellbeing is priority one on the SDP for 2018-2020