

## Annex 2d: Pupil premium strategy statement Banovallum

1. Summary information					
School	Banovallum				
Academic Year	2018-19	Total PP budget	£ 147,730	Date of most recent PP Review Ofsted inspection	12/17
Total number of students	586	Number of students eligible for PP	158	Date for next internal review of this strategy	05/19
2. Current attainment					
			Students eligible for PP (your school)	Students <b>not eligible</b> for PP (national averages not available yet)	
Progress 8 score average			<b>-0.38 (sisra)</b>	(2017 -2018) 0.12 (Bano -0.18)	
Attainment 8 score average			<b>3.84 (sisra)</b>	(2017 -2018) 52 (Bano 4.5 )	
3. Barriers to future attainment (for students eligible for PP)					
In-school barriers					
A.	Attendance – Maintain the success and further embed the good practice				
B.	Literacy skills				
C.	Mathematical resilience for PP students				
External barriers					
D.	Aspirations, Parental Support & Challenge				

<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A</b>	To improve the overall attendance rate for the DA students to be in line with other students in the school	Attendance figures / Data / outcomes in general
<b>B</b>	High levels of progress in literacy for Y7 PP students	Figures from internal progress reports and feedback from Achieve 3000 Improvement in extended writing
<b>C</b>	Improved rates of progress across KS3 maths for those students eligible for PP	Figures from internal progress reports and intervention sessions feedback from SL maths intervention Learning Walks and QA weeks
<b>D.</b>	Evidence of increased parental contact Ambitious & Attainable Career pathways Raising Achievement Plans in Core and Humanities	Attendance at parental consultation evenings, Intervention registers and reports to parents. Support timetable Behaviour logs. Careers evening University visits and skills shows records Positive data on internal Rap reports

## 1. Planned expenditure

**Academic year**

- 2018/19

The three headings below 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 it is implemented well?	Staff lead	When will you review implementation?
B. Improved Year 7 literacy progress	Use of Achieve 3000 by English teachers.	<p>We want to offer high quality teaching to all these students to drive up results. This programme was selected based on differentiated tailored text, ongoing assessment and adaptive content. This combined with an extra period on the timetable actually timetabled in an ICT suite.</p> <p>“With implementation of Achieve 3000 over a 5 year span. ..We closed the gap in state averages from 12% below to only 2% below. We used the program in our reading classes. “ Allen Flax principal Poston High School</p>	<p>Selected using evidence of effectiveness, staff and timetables organised well in advance. Assessment is constant and ongoing</p> <p>Use of the 5 step literacy routine.</p> <p>Once funding is agreed this will be elevated into seven and eight for some students who are not on the core intervention route.</p>	Head of English	<p>Reviewed last year and we will continue with this as a strategy</p> <p>Look at the results compared with the reading scores at the key progress points.</p>

B Improved Year 7 literacy progress	CPD on using literacy marking to all staff	We want to offer high quality teaching to all these students to drive up results. CPD in literacy is ongoing and we have working parties. Thus allowing a combination of pedagogical knowledge and subject knowledge, and involved both external contributors and peer support. These things are said to be effective in the Teacher Development Trust research review on professional development.	Lead practitioner for Literacy to oversee Evidence in Books and work scrutineer as well as learning walks. SLT and lead for Literacy.  Attendance at staff meeting literacy groups.	Literacy Lead	At progress points for students according to the calendar and “drop in weeks” walk about themes. Focus in QA and LM
C. Improved rates of progress across KS3 for PP students by improving mathematical resilience	Embedding of the lead practitioner in maths along with a specialist TA	We want to invest some of the PP in longer term change which will help all students and build upon the small group and peer success in Core intervention this has shown some success and we now wish to embed this.	Continue to use INSET days to deliver training. In departments for Key staff.  Observation of intervention groups’ classes to embed learning (no assessment).  Progress points will indicate how quickly they are making progress against their flightpaths and according to prior starting points.	Head of maths and Numeracy lead.	Ongoing and as part of the QA programme – reviewed by lead practitioner April 19.
<b>Total budgeted cost</b>					£5,644 plus salaries & timetabled time for room and TA time.

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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>
B. Improved Year 7 literacy progress	<p>Small group provision of Core Intervention for struggling Y7 students.</p> <p>One to one maybe used if necessary</p>	<p>Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated by the last PP review.</p> <p>Linking into the tutor work and the HIVE programme as well</p>	<p>Organise timetable to ensure students have dedicated time on their timetable for Core Intervention with specialist staff.</p> <p>Data tracking of these students to show impact of the programme. Reviewed against reading scores</p> <p>Appointment of specialist TA's</p> <p>SENCO to liaise with parents of targeted children.</p>	SENCO and Pupil Premium Coordinator	Tutor review and learning walks tutor time as well as QA weeks – ongoing
C Improved mathematical resilience for KS3 students	<p>Weekly small group sessions in maths lesson time with specialist TA. And also Maths lead practitioner</p> <p>Specialist TA to take out key students for catch up and or tutoring in maths.</p>	<p>We want to provide extra support to maintain high attainment for all and PP students often suffer from a lack of confidence in maths. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as steps to study and use of the alumni sections on the website. This will also link in with the careers programme and the STEM links</p> <p>Now have a designated room and timetable for the maths core intervention work. Investing some of the DA intervention in short bursts for longer term success.</p>	<p>Engage with parents and students before intervention begins to address any concerns.</p> <p>Track data in core especially maths at the key progress points, for KS3</p> <p>Lead practitioner in maths to observe sessions and provide feedback / support.</p> <p>Training and linking in with the mobilise project.</p> <p>Checking the use and frequency of the room and also by recording the sessions and outcomes for the students on the intervention report</p>	<p>Head of Maths</p> <p>SLT</p> <p>TA and SLT DA lead.</p>	<p>At each key progress point for the students in KS3 Ongoing as part of the QA process and weeks.</p> <p>Ongoing and with each group after a set short focussed period.</p>

<b>Total budgeted cost</b>					Staff costs plus books, visits etc
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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>
A. Increased attendance rates	<p>Individual strategies employed to encourage attendance by the Attendance officer</p> <p>First day response provision.</p> <p>Buying in a specialist service for EWO</p> <p>Use of all staff in attendance including Govs.</p> <p>Form tutors etc.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Attendance has increased see impact statement for the detail. We want it to be better than national figures.</p>	<p>Weekly meetings with attendance officer about existing absence issues.</p> <p>PP coordinator, attendance officer, governing body will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p>Same day calls about progress for all students and thorough integration programme to ensure students attend on a regular basis, building to full timetable.</p> <p>Personalised support and assertive action with parents carers Full legal profile built if needed.</p> <p>Letters about attendance to parents / guardians. EWO to visit all at risk of becoming PA with Home visits.</p>	<p>Pupil Premium Coordinator</p> <p>Attendance officer</p> <p>Tutors</p> <p>Govs.</p> <p>SLT</p>	Weekly with SLT and compare to National averages and this time on the calendar last year

			<p>93-95% identified and spoken too by Form tutors</p> <p>Four week trawls and all those below 95% in that past for week to be spoken too</p> <p>Those students who have improved or are above to be rewarded.</p>		
<b>Desired outcome</b>	<b>Chosen action / approach</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>
D. Problem of low Aspirations	<p>Identify a targeted group of PP Boys in Y8 9 10</p> <p>Use routines and GCSE POD – every Day</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective, especially for older students.</p>	<p>Ensure identification of students is based on Data: Ensure it is reviewed using the same process at each progress point. Or intervention end point.</p> <p>Use various strategies and approaches. Inform and equip staff through CPD so our quality first teaching can thrive</p> <p>Keep up with the latest research</p> <p>Rewards are given by MY</p>	Boys champion and DA SLT lead	At the interventions end and by the progress manager reporting and boys champion reporting to SLT.and using the intervention module
D Problem of low Aspirations	Use of GCSE POD as a guide for independent study	<p>There is a correlation from the number of PODS watched to the Progress 8 score. GCSE POD helps students get organised and also no one else knows they are privately working. (GCSE POD SEPT 2018)</p> <p>See impact report</p>	<p>Relaunch with parents and staff</p> <p>Parents evening</p> <p>Training for students</p>	DA SLT coordinator	Termly and review 2019 Summer – Send regular data home to parents about usage

			Monitor content weekly use the graphs and reward students		
<b>Desired outcome</b>	<b>Chosen action / approach</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>
D Problem of Low Aspirations	<p>SAS Sixth Form and Saturday</p> <p>Y11 target group of PP students.</p> <p>Develop this with the PALAC team at University College London.</p>	<p>Although the evidence is limited and done mainly by the EEF with less able students trying to catch up with their peers we have a model of a successful program at a nearby school.</p> <p>A report has been commissioned by the PALAC team at University College London although this is now published and we are a case study a copy of this is attached to this document.</p>	<p>Meet with head of the local Sixth form</p> <p>Identify the program and produce a job description</p> <p>Share this with the students and recruit at a sixth form assembly</p> <p>Identify target students based on progress. Invite them in</p> <p>Facilitate payment for services and travel as well as refreshments.</p> <p>Use Banovallum as a base instead of QEGS.</p> <p>Ten weeks maximum and finish before Easter.</p>	SLT DA lead and Head of QEGS 6 <sup>th</sup> Form	<p>Review again after the exams very successful last year</p> <p>10 week interval</p>
D. Problem of low Aspirations	Identify a targeted group and establish and future	The EEF Toolkit suggests that targeted interventions matched to specific students	Ensure Students from Y8 9 10 and 11 are on the Steps to study pathway with careers.	JP and DA coordinator	After each outside event or visit



<p>D Evidence of increased parental contact.</p>	<p>pathways intervention for identified students.</p> <p>KS4 RAP testing</p> <p>Improve the evaluation of DA strategies</p>	<p>with particular needs can be effective, especially for older students.</p> <p>We had increased results in the P8 scores last year in the core especially in Science.</p> <p>Maintain this with a particular focus on DA students.</p> <p>Evidence suggested from the most recent Ofsted December 2017 “that the recently introduced strategies used to support the learning of disadvantaged pupils are used consistently throughout the school and their impact on pupils’ progress is regularly evaluated.”</p> <p>Research shows that self discipline is key and we will need parental support to facilitate this.</p>	<p>University visits and taster days with Nottingham and Lincoln</p> <p>STEM days as drop down sessions with RAF and other outside providers</p> <p>Skills show specific to year 9 DA students</p> <p>Use of prior data to measure against flightpath and also current grades in RAP tests</p> <p>Students assessed according to effort and outcome and intervention given either by teacher or SLT. Focus of this is fortnightly and the data produced is triangulated with behaviour attendance and intervention. This may then be sent home to parents</p> <p>We will keep parents informed and provide the right environment, support and opportunity.</p> <p>This will provide support so students can become self regulated learners.</p> <p>By using the SIMMS Data and intervention reports we will e mail parents to keep them updated and train staff in the use of the software.</p>	<p>Heads of Core and Humanities + SLT</p> <p>All staff coordinated by SLT Lead.</p>	<p>Fortnightly as a calendared meeting</p> <p>After Each intervention and data drop has been completed.</p>
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<p style="text-align: right;"><b>Total budgeted cost</b></p>					<p>staff costings for rearrangement of Form Tutoring.</p> <p>Staff salary and student mentor and EWO costs., costs of courses and OAA</p> <p>Cost of GCSE POD</p> <p>Costing estimate for SAS</p> <p>Travel and refreshments</p> <p>Zero hours contract based on 6 students for two hours for 12 weeks</p> <p>Achieve 3000 costs</p> <p>Doubled if we extend into Y8</p>

### Chosen strategies that maybe implemented throughout the year

- Use of bids to raise funds for trips tutoring and equipment
- Use of a champion in each faculty to take the lead on pupil premium progress
- Purchase of revision guides
- Specialist breakfast clubs
- Funding of outside agencies especially counselling

