

Annex 2d: Pupil premium strategy statement Banovallum

1. Summary information					
School	Banovallum				
Academic Year	2016-17	Total PP budget	£ 148,665.00	Date of most recent PP Review	03/15
Total number of students	591	Number of students eligible for PP	159	Date for next internal review of this strategy	06/17
2. Current attainment					
		Students eligible for PP (your school)		Students not eligible for PP (national average)	
% achieving 5A* - C incl. EM (2015-16 only)		34.5 %		64.7%	
% achieving expected progress in English / Maths (2015-16 only)		57.1% / 34.5%		75.8% / 73.4%	
Progress 8 score average		-0.77		0.12	
Attainment 8 score average		39.9		52	
3. Barriers to future attainment (for students eligible for PP)					
In-school barriers					
A.	Attendance				
B.	Literacy skills				
C.	Mathematical resilience for PP students				
External barriers					
D.	Aspirations and Parental Support				

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A	To improve the overall attendance rate for the DA students to be in line with other students in the school	Attendance figures / Data
B	High levels of progress in literacy for Y7 PP students	Figures from internal progress reports and feedback from Achieve 3000
C	Improved rates of progress across KS3 maths for those students eligible for PP	Figures from internal progress reports and feedback from SL maths intervention
D.	Evidence of engagement with external visits applications to sixth form and increased parental contact Evidence from Y9 leadership project Ambitious & Attainable Career pathways	Destinations Data Attendance at parental consultation evenings Successful completion of maths leaders sports leaders and OAA.

1. Planned expenditure					
Academic year		<ul style="list-style-type: none"> • 2016/17 			
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>	Head of English	Jan 17

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.
C. Improved rates of progress across KS3 for PP students by improving mathematical resilience	Appointment of a lead practitioner for maths to develop and enhance the provision	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	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 MidYis or CATS.	Head of maths and SLT lead PP	March 17
Total budgeted cost					£4,700 plus salaries & timetabled time

ii. Targeted support					
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	121 and small group provision of Core Intervention for struggling Y7 students.	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>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	July 17
C Improved mathematical resilience for KS3 students	<p>Weekly small group sessions in maths lesson time with specialist TA.</p> <p>Further 1-1 maths work with PP champion</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.	<p>Extra teaching time and PP Champion time paid for out of PP budget.</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>	Head of Maths	At each key progress point for the students in KS3
Total budgeted cost					£Staff costs plus books, visits etc

iii. Other approaches					
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?
A. Increased attendance rates	<p>Attendance officer employed to monitor students and follow up quickly on truancies. First day response provision.</p> <p>Buying in a specialist service for EWO</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>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>	Pupil Premium Coordinator	Termly.
D. Problem of low Aspirations	Identify a targeted group of PP Boys in Y9 and establish Core subject and leadership opportunities for identified students.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective, especially for older students.	<p>Ensure identification of students is based on Data: Ensure it is reviewed using the same process at each progress point.</p> <p>Use PP champion to establish and set up a leadership program using maths leaders, sports leaders and an OAA.</p>	Head of maths and Pupil premium champion and pupil	Each progress point for Y9 and through observation on their leadership routes.

			<p>Monitor behaviour but also monitor whether improvements in progress and homework translate into improved attainment and leadership potential.</p> <p>Attendance at sessions in their own time to develop their own independence as well as leadership potential in maths sports and OAA.</p>	premium coordinator.	
D Problem of low Aspirations	Extended School Hours	<p>Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.</p>	<p>Appoint member of staff to ensure the resources area is staffed before and after school</p> <p>Resources including access to digital learning is available for all attendees.</p> <p>Register the students who attend the sessions both before and after school</p> <p>Improve the environment so it is a work based learning area.</p> <p>Monitor the EPraise cores from those that attend</p>	<p>Specialist learning mentor / Librarian</p> <p>Pupil premium coordinator</p>	<p>Each progress point through the year</p> <p>July 1017</p>
D Problem of Low Aspirations	<p>SAS Sixth Form and Saturday</p> <p>Y11 target group of PP students.</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>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>	Pupil premium coordinator	<p>After the sessions look at attendance and need</p> <p>April 17</p> <p>August Exam results to look at progress.</p>

			<p>Identify target students based on progress. Invite them in</p> <p>Facilitate payment for services and travel as well as refreshments.</p>		
D. Problem of low Aspirations	Identify a targeted group and establish Core subject and future pathways intervention for identified students.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective, especially for older students.	<p>Ensure identification of students involves Heads of Core and is based on Data: Ensure it is reviewed using the same process at each progress point.</p> <p>Use SLT as FT to establish systems and routines for success and also to coordinate sessions with Heads of Core.</p> <p>Monitor behaviour but also monitor whether improvements in progress and homework translate into improved attainment.</p> <p>Attendance at sessions to develop their own independence as well as form tutor expectations in terms on uniform and equipment.</p>	Heads of Core Y11 FT and SLT	Each progress point for Y11 and Mocks
Total budgeted cost					<p>£ staff costings for rearrangement of Form Tutoring.</p> <p>Staff salary for Library and student mentor Attendance officer and EWO costs. And PP</p>

	<p>Champion, costs of courses and OAA</p> <p>Costing estimate for SAS</p> <p>Travel and refreshments £250</p> <p>Zero hours contract based on 6 students for two hours for 12 weeks</p> <p>£3,600</p>
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