

+Pupil premium strategy statement

1. Summary information					
School	The Polesworth School				
Academic Year	2016-17	Total PP budget	£216,870	Date of most recent PP Review	
Total number of pupils	1555	Number of pupils eligible for PP	244	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average) %
% achieving 5A* - C incl. EM (2015-16 only)	34.2	64.7
% achieving expected progress in English / Maths (2015-16 only)	68.4/52.6	75.8% / 73.4
Progress 8 score average	-0.28	0.12
Attainment 8 score average	43.4	52

**3. Barriers to future attainment (for pupils eligible for PP)**

**In-school barriers** (*issues to be addressed in school, such as poor literacy skills*)

<b>A.</b>	On entry to Year 7, students eligible for Pupil Premium have a Reading Age which is, on average, 10 months lower than that of other Year 7 students. In addition, a number of PP students new to Year 7 have been identified as having Numeracy Ages which are significantly below their PP and non-PP peers. These are disadvantages which may seriously impede their progress.
<b>B.</b>	Literacy skills among current Year 8 students as measured by the school's Skills For Learning scale show a gap between those students eligible for PP and their peers.
<b>C.</b>	The percentage of PP students entering Year 11 predicted to attain a good grade in English and Mathematics is 18% lower than the equivalent figure for non-PP students. This figure reflects slower progress rates among PP students when compared to their peers in these key subjects. This is of serious concern in terms of the potential destinations and life chances of PP students.
<b>D.</b>	Poor behaviour among a very small number of Year 11 students, some of whom are eligible for Pupil Premium, affects their academic progress. The latest Skills for Learning data suggests that while the Behaviour for Learning scores are 'Very Good' for both groups, the score is marginally better among non-Pupil Premium eligible students (1.75 v 1.98, whereby 1 in 'outstanding' and 2 is 'very good'. Motivation and Engagement data also shows that while both groups are rated as 'Very Good', Pupil Premium eligible students are less motivated than non-Pupil Premium eligible students. (1.87 v 2.11)

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	Attendance rates for Pupil Premium eligible students are below the school average of 95.2%. These students cannot access the curriculum if absent and therefore their learning is affected. In 2015-16 the school's P8 figure for students eligible for Pupil Premium funding was particularly affected by the long-term persistent absence of four students. These were vulnerable students who had a range of specific and significant needs. <b>The P8 figure for the PP group excluding these students was +0.12.</b>
<b>E.</b>	Difficulties in their home lives are an issue for some of our Pupil Premium eligible students. Some struggle with a range of emotional and family issues, making it difficult for them to engage when in school.

**4. Desired outcomes** (*desired outcomes and how they will be measured*)

	Success criteria
<b>A.</b>	Improved literacy and numeracy for Y7 students eligible for PP. <ul style="list-style-type: none"> <li>Reading age and numeracy age improvements ahead of chronological</li> </ul>

		<p>expectation as measured in RA and NA re-tests.</p> <ul style="list-style-type: none"> <li>• Literacy Skills for Learning tracked grades for PP students are in line with those of other students.</li> <li>• Termly tracked progress in English and Mathematics is as good for PP students as for others – in terms of proportions making expected and beyond expected progress.</li> </ul>
<b>B.</b>	Improved literacy for Y8 students eligible for PP	<ul style="list-style-type: none"> <li>• Literacy Skills for Learning tracked grades for PP students are in line with those of other students.</li> </ul>
<b>C.</b>	Students in Year 11 who are eligible for PP make faster progress in English and mathematics than their peers	<ul style="list-style-type: none"> <li>• Tracked rates of progress of PP students is better than that of other students in their cohort. Where it is not, department-level interventions take place (monitored by Heads of Departments and Raising Standards Leaders.)</li> <li>• Any in-school gap between PP and other students in the 'Basics' GCSE measure is lower than 5% and narrower than the national average.</li> </ul>
<b>D.</b>	That Pupil Premium eligible students' behaviour is very good.	That Pupil Premium eligible students have 'Behaviour and Motivation' Skills for Learning scores which have a difference of less than 0.2
<b>E.</b>	That Pupil Premium eligible students' attendance is in line with the school average.	<p>That Pupil Premium eligible students' attendance overall is at least 95%.</p> <p>That the number of Persistent Absentees among Pupil Premium eligible students, is reduced and in line with the school average.</p>
<b>F.</b>	That Pupil Premium eligible students have a positive support network in school via Student Services and the pastoral care team in particular.	<p>That new optional intervention support systems are used regularly to support Pupil Premium eligible students.</p> <p>That Pupil Premium eligible students receive more Vivos from pastoral staff than they did in the previous academic year.</p>

5. Planned expenditure					
Academic year		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?
Improved levels of literacy and numeracy for Y7 students eligible for PP.	Half-day <i>Learning4Life</i> event for Year 7 students to introduce them to study methods and revision techniques.	We are concerned that students should develop study habits quickly. Staff consultation identified particularly important strategies which we seek to pursue. Self-regulation rates highly (+8) in the EEF Toolkit.	Event to be planned and delivered by three senior teachers. The event ran last year and was amended following evaluations by staff and students. Evaluation will follow the event to inform potential improvements.	DHT Student Progress; AHT Student Progress/Teaching School	October 2016, May 2017
Students in Year 11 who are eligible for PP make faster progress in English and mathematics than their peers	One-day Revision Conference for Year 11 students. Focus: aspects of revision and examination preparation.	We consider it important to reinforce, in a very high profile way, the skills and strategies which we encourage students to use. The event is timed to give a boost to students' motivation to study hard in preparation for final examinations. Self-regulation rates highly (+8) in the EEF Toolkit. Materials are provided.	Event led and delivered by experienced and senior teachers. High profile is given to it to emphasize the importance of the message. Provision of conference-style facilities and resources are intended to add to this effect. Evaluation will follow the event to inform potential improvements.	DHT Teaching and Learning	April 2017
Improved levels of literacy and numeracy for Y7 students eligible for PP./ Students in Year 11 who are eligible for PP make faster progress in English and mathematics than their peers	CPD on Stretch and Challenge for all students	This is a priority for the whole school as identified in our latest Ofsted inspection. The training is delivered by Dragonfly, a company of whom we have had good experiences in the past. We will devote some PP money to this as a good way of improving standards for all, including those students eligible for PP support.	Staff evaluations will follow the training. Department action plans produced to reflect upon practical ways of using lessons learned. Any lessons of value will be built into the current whole-school review of targets and assessment and used to inform SLT in strategic plans.	AHT Student Progress/Teaching School	November 2017
<b>Total budgeted cost</b>					5000

<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>
Improved levels of literacy and numeracy for Y7 students eligible for PP.	Corrective Reading and Corrective Numeracy schemes in operation for selected Year 7 students	Strong evidence of track record of the schemes in school over the past three years (CR+16; CM+14 months for 2 months on scheme). Research by John Hattie shows direct instruction technique to be very effective.	Lessons are scripted from existing resources. Students are placed according to skills tests to ensure appropriateness of provision. Reading and Numeracy Ages measures before and after the schemes for evaluation.	Head of Inclusion Department	December 2016 April 2017 July 2017
Improved levels of literacy and numeracy for Y7 students eligible for PP./ Students in Year 11 who are eligible for PP make faster progress in English and mathematics than their peers	Small-group intervention in mathematics	A tried and trusted method, delivered by a teacher of mathematics. Small group tuition scores +4 in the EEF Toolkit.	Lessons are delivered according to individual/small group need by a specialist assistant. Frequent assessments of student progress to inform tracking. Results of these students compared with peers for evaluation.	Heads of Mathematics and Inclusion Departments	January 2017 April 2017 August 2017
Improved literacy for Y8 students eligible for PP	Peer tutoring programme involving Year 12 and Year 8 students 'Accelerated Reading Scheme'	Peer tutoring scores highly in the EEF Toolkit (+5). The school has a strong tradition of giving older students opportunities for leadership, e.g. as prefects, bully-mentors, Voice members	The programme will be run by a member of the English dept team conjunction with the Head of English Department. The dept has a track record of initiatives which successfully engage students. Evaluation will be by means of the school's system of tracking subject Steps and Literacy as a Skill for Learning.	English dept coordinator Head of English Department	April 2017 July 2017
Improved numeracy for Y7 students eligible for PP	Peer tutoring programme involving Year 10 and Year 7 students	Peer tutoring scores highly in the EEF Toolkit (+5). The school has a strong tradition of giving older students opportunities for leadership, e.g. as prefects, bully-mentors, Voice members Y7 students also build positive relationships with older students.	The programme will be run by the Maths dept coordinating with the AHT for PP and Inclusion Dept. The Maths dept have a track record of successful intervention programmes which utilise peer mentoring. Evaluation will be by means of the school's system of tracking subject Steps and	KS4 Maths coordinator AHT Pupil Premium	April 2017 onwards

			Numeracy as a Skill for Learning.		
Improved levels of literacy and numeracy for Y7 students eligible for PP Improved literacy for Y8 students eligible for PP Students in Year 11 who are eligible for PP make faster progress in English and mathematics than their peers	1 to 1 tuition	Results from a similar 2 to 1 scheme we ran in school last year were very encouraging in terms of Literacy Skills for Learning measures and in terms of positive outcomes in English and mathematics for many students.	The programme is delivered by qualified and highly experienced teachers who are contracted to the school explicitly for this purpose. Evaluation will be by means of the school's system of tracking subject Steps and Literacy as a Skill for Learning.	Head of Inclusion Department	January 2017 April 2017 August 2017
Students in Year 11 who are eligible for PP make faster progress in English and mathematics than their peers	Daily 1 to 1 intervention sessions.	A tried and trusted method. 1 to 1 tuition scores +5 in the EEF Toolkit	The sessions will be delivered by qualified teachers of English and mathematics. Skills will be taught on a personalised basis, according to individual students' needs. Evaluation will be on the basis of tracked grades measured against rates of expected progress.	AHT Pupil Premium	April 2017 August 2017
Raising aspiration and motivation for boys in Y11 (Incl key PP students)	Two sessions led by the Elevate team for 30 boys in Y11 in January and March 2017	The Elevate Education Programme is a new initiative recommended to raise aspirations and promote motivation.	Session 1 – 'Student Elevation' focuses on belief, goal setting and short term planning. Session 2 – 'Ace your exams' focuses on revision skills	AHT Student Progress and Teaching Schools	April 2017
Improved attendance rates	Tutor time withdrawals for Pupil Premium eligible students to discuss attendance, address worries, provide support and set targets. All students who attend and engage receive Vivos.  Structured interventions planned for when attendance dips to key	We need students to attend to keep them safe and to help them to achieve.	Intervention Plan agreed at a full pastoral leaders' meeting which included all necessary support staff.  Fortnightly meetings between HOHs and SLT link to have a standing item agenda on PP eligible students, where data is analysed and actions agreed.  Regular monitoring by the Deputy Head to ensure agreed systems	DHT Relationships	Half termly

	<p>levels – At 95%, 92%, 90% or below. Series of interventions including phone calls, meetings and targets, ultimately leading to prosecutions if necessary.</p> <p>Celebration lunch invitations will be given to all Pupil Premium eligible students whose attendance improves.</p>		and interventions are being followed.		
Targeted mentoring builds stronger support networks and builds confidence and security	Morning drop-ins before school for tea and toast, providing time to relax, receive support for organisational issues and to engage in informal chat with Pastoral Support Managers/Youth Worker and Attendance Clerk.	We need students to feel that if they have concerns about homework, or having the correct equipment for example, they have people they can turn to before school starts to help them solve those problems. Students who feel worried about school are less likely to attend and if they do, are less able to engage. This removes that barrier.	<p>As above, the Intervention Plan was agreed at a full pastoral leaders' meeting which included all necessary support staff.</p> <p>Fortnightly meetings between HOHs and SLT link will regularly look at the progress of Pupil Premium eligible students in terms of their general well-being, attitude, behaviour and attendance.</p>	DHT Relationships	Half termly
Improved decision making for Y9 PP students when choosing KS4 courses	Y9 PP students will be involved in 1:1 interview discussions to better inform their KS4 course choices/pathways	We want students to feel that they can make informed and appropriate KS4 course decisions which will suit their needs and allow them to achieve their potential in Y11.	Students will meet with four key staff to discuss KS4 choices, career plans etc to support their decisions. This will take place during tutor times.	AHT Pupil Premium AHT Student Progress Head of Inclusion dept Inclusion manager	April 2017
<b>Total budgeted cost</b>					122000

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?
Behaviour is improved	<p>The school's Behaviour Response System is followed for all Pupil Premium eligible students. This ensures that they know exactly what consequences follow for misbehaviour and can see that it is fair.</p> <p>Students are mentored by their tutors or co-tutors when they have received detentions, thus providing the opportunity for Pupil Premium eligible students to receive personalised support and to agree strategies to manage potential misbehaviour.</p> <p>Pastoral Support Managers and Youth Worker to provide bespoke counselling and mentoring for Pupil Premium eligible students who are struggling to manage their behaviour.</p> <p>All exclusions result in a reintegration meeting followed by a bespoke one to one reintegration session for students to work with a member of</p>	<p>As Ofsted have identified, relationships are 'a strength' in the school and this strategy capitalises on these relationships, taking a positive approach to intervention, at every opportunity, while still maintaining high standards via consistent application of the Behaviour Response System.</p>	<p>As above, the Intervention Plan was agreed at a full pastoral leaders' meeting which included all necessary support staff.</p> <p>Fortnightly meetings between HOHs and SLT link will regularly look at the data for Pupil Premium eligible students, analysing detention, internal exclusion and fixed term exclusion data. Skills for Learning data such a behaviour and motivation will also be analysed..</p>	DHT Relationships	Half termly

	pastoral staff to focus on modifying behaviour and addressing their key trigger issues if appropriate.				
All (A-F)	Appointment of AHT with specific remit regarding students eligible for PP. Provision of support from Learning Support Manager and Inclusion Department Administration.	Provision for students eligible for PP has been organised and delivered across the school by a number of different department and house teams. We wish to consolidate our provision under one lead in order to provide ever greater focus for our work.	The post has been filled by an existing senior leader in the school who has a strong track record for raising standards of progress and attainment. Evaluation will be by means of Performance Management systems and student outcomes.	Headteacher	September 2017
<b>Total budgeted cost</b>					10000

6. Review of expenditure				
Previous Academic Year		2015-16		
<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<b>ii. Targeted support</b>				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost



<p>Improved levels of literacy and numeracy for Y7 students eligible for PP.</p>	<p>Corrective Reading and Corrective Numeracy schemes in operation for selected Year 7 students</p>	<p>The average Reading Age gain for students on the two month Reading scheme was 20 months. The equivalent Numeracy Age gain was 9 months. Given the low starting points of these cohorts, the schemes can be considered to have been successful.</p>	<p>The additional impact of the Reading scheme could be attributable to a home-reading programme operated by the English Department. Further support for numeracy is desirable, although the progress made by those on the Numeracy scheme is well in advance of any made prior to the scheme. This approach will continue.</p>	
<p>Improved levels of literacy and numeracy for Y8-Y11 students eligible for PP.</p>	<p>2 to 1 tuition</p>	<p>Positive impacts were obtained in terms of Literacy Skills for Learning in-school measures and in terms of positive outcomes in English and mathematics for many students.</p>	<p>Those students who attended most often were the students who gained most. Timing was an issue for many – the sessions included withdrawal from some other lessons, which was not desirable, particularly for Year 11 students. We will continue with this approach but supplement it for Year 11 students with a more concentrated 1 to 1 scheme which will not withdraw from subject-lessons.</p>	
<p>Improving engagement of PP eligible students</p>	<p>Academic mentoring from teachers and a dedicated Learning Support Manager</p>	<p>Positive impacts for all but the most persistent absentees. Some attitudinal and behavioural improvements for some students. Increased parental attendance at Parents' Consultation Evenings.</p>	<p>The issue with this was that those students who benefited most were those who were not the worst attenders. More focus this year on boosting the attendance of the most persistent absentees will increase the impact of this initiative.</p>	
<p>Improving the attendance of PP eligible students</p>	<p>Fortnightly meeting with Attendance Officer</p> <p>Letters, phone calls, parent meetings as appropriate for low attendance</p> <p>Vivos for improved attendance to be used against Prom tickets, year book</p> <p>Postcards home for improved attendance</p> <p>Tutor intervention for students between 92-95%.</p> <p>Regular updates at Welfare meetings.</p>	<p>The success criteria of 'The attendance of Pupil Premium eligible students is to be at least in line with whole school average', was not met. However, this was in part due to a very small group of high needs students who, despite considerable intervention, we could not consistently get into school.</p> <p>There is evidence to suggest that had the listed interventions not taken place, the gap between Pupil Premium eligible students and non- Pupil Premium eligible students would have been wider.</p>	<p>There was some inconsistency in the application of the actions and therefore the revised strategy builds in increased consistency by having a strict timeline of when interventions occur. For example, every student will receive a letter home in the second week of term if their attendance is below 95% as opposed to just selected students receiving the said letter.</p>	

	Tutor intervention and update of details to be an agenda item in welfare meeting on a termly basis.			
Improving engagement of the families of PP eligible students	Tutor/HoH/AHoH to contact parents of PP students to highlight positive issues, resulting in relationship building with families, leading to easier and more beneficial 'learning-centred conversations' if and when the time comes.	The success criteria of 'Families of Pupil Premium eligible students to be contacted by the school for 'learning-centred conversation' at least once a term', was partially met.	Again some inconsistencies in that while many parents of Pupil Premium eligible students spent a considerable amount of time in school working with the pastoral team to engage their child(ren), there were others who were not seen or not seen as regularly as planned, partly due to the investment of time in the higher needs students. The revised strategy will ensure conversations take place about all Pupil Premium eligible students over the year and not just focusing on the highest need students	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Improving the behaviour of PP eligible students</p>	<p>Issue tutors with latest Pupil Premium eligible student details to use in mentoring sessions and tutor periods</p> <p>Liaison with Pupil Premium co-ordinator to agree strategies</p> <p>Moderation of Pupil Premium eligible student target setting through HoH/AHoH drop-ins with a focus on study skills and social skills</p> <p>Tutor intervention and update of details to be an agenda item in welfare meeting on a termly basis.</p> <p>Reminder about Vivos during termly Pupil Premium agenda item.</p>	<p>The target of 'The numbers of detentions and exclusions per Pupil Premium eligible student to be in line with or lower than whole school rate' was met in term of exclusions and not met in terms of detentions. However, the gap was not significant.</p> <p>The second target of the number of Vivos awarded to Pupil Premium eligible students to be in line with or higher than whole school average was also not met but the gap was again very slight.</p>	<p>Again, the revised strategy tightens up on the good ideas in the previous strategy by setting clearer actions. Rather than stating that Pupil Premium eligible students will receive more Vivos, the revised strategy states that every Pupil Premium eligible student who attends an attendance discussion or a before school drop-in will automatically receive Vivos.</p>	
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<p>Reducing exclusions among PP eligible students</p>	<p>Use of tutor and HoH Report if behaviour deteriorates</p> <p>Email teaching staff for update on behaviour issues</p> <p>Speak to 'at risk' students weekly and during mentoring time about detentions and reasons</p> <p>Monitor detentions and reasons weekly and intervene where required</p> <p>Tutor intervention and update of details to be an agenda item in welfare meeting on a termly basis.</p>	<p>The success criteria of 'The number of exclusions per Pupil Premium eligible student to be in line with or lower than whole school rate', was met. 16 Pupil Premium eligible students were excluded and 32 non- Pupil Premium eligible students were excluded.</p>	<p>This approach will continue but inconsistencies will be tightened up.</p>	
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## 7. Additional detail

In 2015-16 the school's P8 figure for students eligible for Pupil Premium funding was particularly affected by the long-term persistent absence of four students. These were vulnerable students who had a range of specific and significant needs. **The P8 figure for the PP group excluding these students was +0.12.** This figure is lower than the whole-school equivalent of +0.20, but in line with the national average for non-PP eligible students.

