

Pupil Premium Self Evaluation Overview 2017

Overview of

- *Build confidence and aspiration*
- *Provide access and opportunity and a sense of belonging*
- *Support core skills (literacy & numeracy) and positive learning habits*
- *Listen and respond to specific needs*

Ensuring the Pupil Premium strategy is across the school

The performance and progress of Pupil Premium students is an explicit and understood priority for the school. The Seven non-negotiables for our Pupil Premium strategy are new (January 2017). Staff training has been provided, the evaluation of impact in lessons has been improving, though still some variability as practice becomes more embedded. There are regular information sharing points in the week/calendar but additional, focused faculty meeting time this academic year (2017-18) has been provided to ensure greater consistency and support for vulnerable learners in lessons.

Basing the support on evidence

In January 2017 the strategy was revised around the seven non-negotiables (see website) to reflect the most significant barriers to learning, identified in the overview section (above). These have a diagnosis and therapy evaluation plan using bench-marked metrics (data based measures) where possible. This system is evolving and with new staffing becoming more embedded. From September 2017 all staff are involved in learning triads to develop and share effective practice through collaboration. The role of the Pupil Premium Support Manager, Progress Mentor Coordinators is to support mentors and subject teachers to identify specific areas of additional help that

Leadership of Pupil Premium progress

Since January PP strategy has been led by the Vice- Principal in order to raise the profile and engagement with staff. In April PP Support Manager was recruited with oversight of the monitoring and consistency of intervention and support. All Middle Leaders are accountable for progress in their subject/Faculty areas. For September 2017 Progress Mentor Coordinators have been identified to provide additional capacity to monitor and plan additional resources/intervention and to profile students to ensure their individual needs are best supported.

Identifying barriers to learning for disadvantaged learners (including children looked after and those adopted from care) at Pupil, School and Community level?

An audit of the barriers to learning was conducted including trends in underperformance and student attainment during the summer. This underpinned the Seven non-negotiables which focus on confidence in reading and numeracy, attendance, high expectations, organisation and self-belief. This wider review is further supported by individual profiling of vulnerable learners to tailor the support provided to maximize progress. The importance of consistently good Quality First Teaching in addressing these areas of focus alongside an additional programme of intervention is the main strategy for the school in the Pupil Premium strategy.

How is the Pupil Premium used to help overcome these barriers?

The additional funding is used to:

- Address any gaps in literacy and vocabulary through dedicated support for reading/writing
- Support small groups with additional maths
- Provide access and inspiration to wider and extra-curricular opportunities
- Support parental partnerships (targeted) to raise value/perception of school and independent learning
- Improve the capacity to improve capacity, consistency and specific need with additional staff

How does the school's curriculum build cultural literacy for disadvantaged pupils?

- Use of Accelerated Reader programme and high profile to reading in curriculum
- Broad range of experiential opportunities to enhance learning (trips, visits, immersion days etc)
- Additional support with independent learning and in addressing specific need
- Mentor programme
- Wide range of leadership opportunities through School/House/Mentor Group responsibilities
- Students are actively encouraged to participate in extensive extra-curricular clubs and performances
- Athlete mentor project to build self-esteem and confidence

Current context: outcomes for disadvantaged pupils at each key stage.

- Persistent absence is disproportionately high in Pupil Premium cohort across all years
- Middle Ability Pupil Premium students do not (average) make sufficient progress (becoming more evident in older years)
- Low Ability and High Ability Pupil Premium students (mostly) do well compared with non-Pupil Premium cohort

How do we make sure all staff have high expectations of all pupils, regardless of background or barrier to learning?

This is a focus of Learning Walks, School Reviews and book scrutiny. However there is still a lack of consistency in the evidence that this provides. This is a focus for this academic year (2017-18). Seating plans and class management software are used by all staff with priority given to Pupil Premium students in marking, grouping etc. Consistency is a focus for the school. An updated BfL policy was launched in Term 6 to initiate an improvement in expectations across the school and to establish disruption free classrooms to give greater support to vulnerable learners. This has been effective in improving on task and more focused learning in lessons.

How well do disadvantaged pupils take part in wider school life?

There are cohorts of Pupil Premium students that are very engaged in a wide range of activities. However this does not reflect the more 'difficult to reach' students within the Pupil Premium cohort. Activity registers are used to collate this information in more detail. However this is an area that is receiving additional focus and support, through the newly created roles to provide more precision to this evaluation.

How does Pupil Premium funded activity work towards achieving the school's overarching school improvement aims?

- Generating additional staffing capacity to support all students (student support, counsellors etc)
- Additional resources that can be accessed by non Pupil Premium students (LRC, software etc)
- Focus on Quality First Teaching
- Development of classroom innovation (Teacher researchers/ Learning Triads)
- Focus on consistency (expectations, behaviour, presentation etc)