

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Richard Challoner School				
Academic Year	2018/ 2019	Total PP budget	65000	Date of most recent PP Review	31/01/19
Total number of pupils	1029	Number of pupils eligible for PP	66	Date for next internal review of this strategy	1/06/19

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	0.11	0.13
Attainment 8 score average	43.36	49.96

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Lower levels of literacy and numeracy on entry for disadvantaged students.
B.	Aspirational deficit
C.	Learning environment
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	A high percentage of our disadvantaged students are also SEND

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Progress of PP students to be in line with the progress of their non PP peers.	Progress 8 score for PP students to exceed or match non PP students nationally and to narrow within school gap.
B.	High aspirations whilst in school and beyond.	Outcomes for PP students in year 11 or sixth form allow students to access appropriate courses. IAG in place to support this.

C.	Improved and sustained well-being	Provision in place to support the wellbeing of PP students where appropriate.
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5. Planned expenditure

Academic year

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?
Smaller classes for children with low prior attainment often PP with extra LSA support.	Teachers able to devote more time to targeted pupils who need the extra support. More individual knowledge of the pupil due to the smaller class size.	Although The Sutton Trust identifies that the impact of smaller class sizes may not be the most cost efficient method of improving pupil progress we feel that the staffing cost is reasonable when compared to impact on student attainment and progress. Smaller class sizes allow teachers to devote more personal attention to each student.	Annual review of settings and class arrangements to meet student's needs and current staffing levels.	IOB AC RG SLs YLS AS	July 2019
Appropriate curriculum arrangements for those PP students who on entry to the school would benefit from a more supportive curriculum.	Transition class for years 7 taught by specialist teachers to make progress selected due to their low prior attainment at key stage 2 or vulnerable to secondary school transition.	Employing specialist primary trained teachers and LSAs to work with classes with these students.	Learning walks and data tracking. Departmental and link meeting discussions.	SLT link SLs YLS Teachers AS SLT	Summer 2019

	At Key stage 4 a pathway 2 curriculum offered.	Core subjects English, Maths, Science, RE and BTEC food skills plus two option subjects	Applying for and being accepted for the FE courses of their choice.	SLs YLS	September 2019
Total budgeted cost					37000
ii. Targeted support: A positive learning environment.					
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?

<p>Providing a calm, quiet space where children can work after school and on Saturdays.</p>	<p>A dedicated, staffed, calm working space is allocated to students so that they have place to work with any resources which may be lacking at home. This can be either in the LRC or the Learning support department.</p>	<p>It is difficult for students to complete homework and study effectively if they do not have a calm, quiet environment to do so. Providing a working space after school every day and Saturday mornings allows children access to an orderly working space they may not have access to at home.</p>	<p>A register at homework club in learning support during the week. A register is also taken on Saturday mornings in the LRC. PP will be directed to this provision where appropriate.</p>	<p>RG/AC YLS K.S. Leaders</p>	<p>September 2019</p>
<p>One to one reading from learning support assistants.</p>	<p>Improved literacy for those who are not achieving as expected for their age.</p>	<p>Improved literacy will lead to increased access to all areas of the curriculum.</p>	<p>Analysis of assessment data and using this data to inform feedback and teaching PP students identified within this sub group.</p>	<p>SLT Link RG/AC</p>	<p>September 2019</p>

Curriculum based trips are funded for all disadvantaged pupils.	All PP students to have access to all curriculum opportunities.	School trips enrich curriculum experience and allow students to understand how their studies fit in to the wider world, raising aspirations and attainment.	No PP students to miss out on a school trip for financial reasons.	SLs Finance Trip Leaders	Ongoing
Curriculum equipment specific to subjects is funded.	Student access to curriculum not hindered by lack of appropriate equipment.	This will reduce sanctions received related to this and encourage a positive starting position at school.	Use of BM in Progresso to highlight any issues.	FTs YLS SLs K.S. Leaders	Ongoing
Uniform subsidy is provided to individuals requesting support.	Less unnecessary negative interactions with staff.	Student learning and engagement is better when students are properly prepared for their lessons.			
Total budgeted cost					14300
iii. Other approaches: Wellbeing, attendance and parental engagement.					
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?

<p>Encouraging PP parents to attend information evenings to support learning, wellbeing, and internet use.</p>	<p>Parents to become more involved with their children's development. and education.</p>	<p>Hattie states, 'The effect of parental engagement over a student's school career is equivalent to adding two or three years to that student's education.' Dr J Goodall suggests, 'Parent engagement offers the best lever to narrow the achievement gap.'</p>	<p>Targeted personal invitations to parental events where appropriate. Personal contact with PP parents when lack of engagement is seen to be hindering a student's wellbeing. Actively monitoring attendance PP parents at such events.</p>	<p>SLT YLS PP lead</p>	<p>Ongoing</p>
<p>Clinical Psychologist working with parents.</p>	<p>To improve parenting skills.</p>	<p>The home environment and effective parenting is important to support attendance, wellbeing, motivation and academic progress.</p>	<p>Tracking of attendance over time.</p>	<p>AS</p>	<p>Pre and post measure taken</p>
<p>CP/EP/Counselling.</p>	<p>Improve wellbeing</p>	<p>Research by Public Health England found that 'Pupils with better health and wellbeing are likely to achieve better academically'.</p>	<p>Tracking of attendance over time.</p>	<p>AS RG/AC</p>	
<p>Appoint a specialist Career's officer.</p>	<p>Improve aspirations and provide information leading to a wider range of opportunities and pathways.</p>		<p>CO ensures PP students are prioritised in this process.</p>	<p>AS K.S. Leaders YLS</p>	<p>Ongoing</p>

<p>Youth Health link worker working with a group of students on aspirations and motivation.</p>	<p>Improve behaviour, achievement and well-being.</p>	<p>Ofsted states, 'In the best cases seen, joint working between the home and the school led to much better outcomes for pupils; in particular, this helped pupils with special educational needs and/or disabilities, those with low attendance or who were potentially vulnerable in other ways'</p>	<p>YHL worker ensures PP students are prioritised in this process.</p>		<p>July 2019</p>
<p>Encourage disadvantaged students to take part in Duke of Edinburgh</p>	<p>Increased confidence, resilience and self-esteem.</p>	<p>Duke of Edinburgh is recognised for developing skills and attributes in young people which will go on to serve them well as they move on to adult life.</p>	<p>Ensure PP students are aware of application process and provide financial support where necessary. Laisse with Head of DofE to ensure they are aware of PP candidates.</p>	<p>Head of DoE PP lead</p>	<p>Autumn term</p>
<p>Monitoring attendance closely responding to address attendance concerns of disadvantaged students. YLs and EWO meet with parents of key disadvantaged pupils regarding attendance.</p>	<p>Ensure attendance of PP children is in-line with non PP students</p>	<p>The DfE (2001/2014) states findings that 'absence had a statistically significant negative link to attainment'</p>	<p>Data will be analysed</p>	<p>SB YLs DYLs</p>	<p>On going</p>

Total budgeted cost					13000

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	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
Smaller classes. LSAs intervention and support	Good levels of progress made by PP pupils	Yes. Despite budgetary pressures the school recognises the benefits that smaller classes and a good teacher to student ratio as important.	Continuing	18500

Training on effective teaching and effective feedback.	Improved outcomes for PP students	Progress 8 for our PP students was 0.11 and for non PP nationally was 0.13. This suggests that our interventions are having a positive impact.	We will continue with this approach.	2000
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ii. Targeted support

Action	Intended outcome	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
Improved literacy and numeracy who have not achieved the expected standard in year 7.	Reading and numeracy levels improved gain on their non pp peers.	Feedback from those delivering the program points towards the students having made good progress.	We need to put time aside at the end of the program to do post intervention measures.	32000

iii. Other approaches

Action	Intended outcome	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>Access to LS and the LRC after school for homework club. This was staffed by teachers who would teach and support the children. PP were actively encouraged to go.</p>	<p>To support learning and consolidation.</p>	<p>Yes as Attainment 8 was 43.36 for our PP students and 49.96 for non pp students nationally.</p>	<p>Continuing</p>	<p>7500</p>
<p>EP/CP/ counselling to support wellbeing and raise motivation</p>	<p>To support wellbeing and motivation</p>	<p>Teaching the children to know themselves, the weaknesses and strengths</p>	<p>Continuing</p>	<p>1600</p>

7. Additional detail

The following are also provided to enhance the experience of PP students:

- Intervention classes for Year 11 students identified as working below their target grades
- Independent study resources – revision guides
- Intervention classes at KS4.
- Opportunities to develop their confidence and communication skill through public speaking
- Curriculum trips such as Berlin, Hungary, France, Kew Gardens, Year 7 camp and theatre trips.
- Supported iPad scheme

