

## Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	The Marches School				
Academic Year	2017- 18	Total PP budget	£230,010	Date of most recent PP Review	Oct 17
Total number of pupils	1262	Number of pupils eligible for PP	268	Date for next internal review of this strategy	Oct 18

2. Current attainment (unverified internal data)		
	<i>Pupils eligible for PP (your school)</i> <b>36 students with prior data</b>	<i>Pupils not eligible for PP (national average)</i> <b>183 students with prior data</b>
% achieving BASICS 9-5 (August 2017)	36.1	46.4
% achieving the English Baccalaureate (strong)	33.3	36.6
% entering the English Baccalaureate	58.3	71.0
Progress 8 score average	-0.182	+0.014
Attainment 8 score average	41.53	47.59

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	Inconsistent behaviour amongst disadvantaged students
B.	Lower level of extra-curricular engagement
C.	Lower aspirations and lack of choice of destinations on leaving school

<b>D.</b>	Exploration of impact of low KS2 scores on entry – responded to with elevated target grades.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Lack of resources and support to enable completion and a consistent quality of home learning.
<b>F.</b>	Lower attendance
<b>G.</b>	Lower level of parental engagement

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Students are highly engaged in the curriculum.	Attitude to learning scores show no difference between disadvantaged and Non-disadvantaged students.
<b>B.</b>	All students can access extra-curricular activities and more students are engaged in these programmes.	More Students are attending extra-curricular activities. Data shows that there is no difference in the % of disadvantaged students attending.
<b>C.</b>	All students have high aspirations and are aware of future options in terms of 6th form, college and apprenticeships. They know what is required to achieve their goals.	Destination data showing more are attending higher education and studying appropriate qualifications, with NEET data reducing for pp students.
<b>D.</b>	Staff have raised their expectations to ensure that Disadvantaged students are on target or above	Pillar data shows that students are on target or above.
<b>E.</b>	Students are engaged in Independent learning and are able to complete Independent learning to a high standard	Independent learning attitude scores show no difference between disadvantaged and -Non disadvantaged students.
<b>F.</b>	Improved attendance and reduced difference between disadvantaged and Non-disadvantaged students. Reduction in persistent absence.	Attendance amongst disadvantaged students will be increased to 93.5% and the gap will be reduced to -3%
<b>G.</b>	Parents are engaged in supporting their child's learning.	Attendance to parental events shows no difference between non and disadvantaged families.

### 5. Planned expenditure

<b>Academic year</b>	<b>2017/18</b>
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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

<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>
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Quality First Teaching. Improved outcomes and progress for disadvantaged students in all subjects	All teachers in the school place a specific focus on the pupil premium students in their care. This is nominally calculated at 1 hour of time per teacher, per week, to allow a focus above and beyond the non-pupil premium student. Particular focus on white, male FSM students as a group who are under performing.	Ensuring that individual class teachers and Directors are accountable for diminishing differences will lead to more appropriate intervention.  Staff focus on this group when ensuring tasks are completed, marking books and viewing responses in yellow boxes and when giving feedback in lessons.	CPD in full staff meetings highlights and focusses on good practice. Work scrutiny and planner reviews identify strengths and developments in practice. Learning walks monitor in class activity. Access Leaders share development needs identified in lessons with SENCO, this drives further training.	Associate Headteacher	Data collection points termly. Pillars, 1,2,3
	Data to be produced after each Pillar. Staff target intervention for individuals in their classes.		Termly meetings between SLG and Directors to review data. Outcomes are measured termly, with staff appraisal discussing all groups and the interventions taking place to ensure all students are at least "on target"		

**Total budgeted cost    £185,700**

**ii. Targeted support**

<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 attendance	Attendance levels for all disadvantaged students are checked and acted upon.	Systems are in place to make early identification of issue and need, good attendance is rewarded.	Attendance is reported to the Senior Leadership Group weekly. Pupil premium attendance is checked as a number one priority every day.	Attendance Officer	Half termly review of PP strategies

	Assistant Progress Leader and Attendance focus on Disadvantaged student's attendance each week.	Progress teams have increased knowledge of individual cases and can work with Tutors to identify barriers to attendance	Evidence and quality of this available on the PL mark sheet. Attendance is reported to the Senior Leadership Group weekly.	Attendance Officer	Half termly review of PP strategies
	Employment of minibus driver to transport hard to reach students on a daily basis	Visits to other schools have shown this to be a successful strategy in improving attendance of targeted individuals. This increased the attendance and punctuality of these students.	Attendance officer and progress teams to monitor and identify specific individuals and groups for this service.	Attendance Officer/ Pupil premium champion	Every half term, LG feedback.
Increased Parental Involvement in supporting their child's learning	Parents events. Targeting hard to reach parents prior to events with phone calls email invitations and pre - booked appointments. Follow up engagement of Non-attendance gives feedback to these parents.	In recent years this extra focus shows significant increased levels of engagement with Parents.	Pupil premium champion and progress identify specific individuals and groups based on data and experiences from previous parents events.	PP champion /Progress leaders	Half termly feedback to LG
	Extra parental events for hard to reach families, with the student being an integral part of the event.	This was trailed with a year 7 and 8 event last year and shows increased levels of engagement, not just with attendance at the event but with strengthened relationships with the school.	Pupil premium champion and progress identify specific individuals and groups based on data and experiences from previous parents events.	PP champion /Progress leaders	Half termly feedback to LG
Increased engagement, sense of achievement and motivation.	Progress Leader analysis of attitude to learning scores. Focus on Disadvantaged group.	This ensures that the progress leader is aware of issues with engagement inside and outside of the classroom so that they can target specific intervention.	Report of half termly scores and actions shared with Associate Head teacher. Impact tracked by Pupil premium champion.	PP champion/ Progress leaders	Half termly feedback to Associate Headteacher

	Home learning intervention groups to support disadvantaged students after school.	Year 11 Nightclub targeted disadvantaged students last year, with particular emphasis on Maths	Year 11 Progress Leader works with subject directors to ensure the right students are invited and are attending. Subject directors support with the delivery of the programme.	Progress leaders and subject directors.	Termly feedback to LG
	Disadvantaged mentoring groups focussed on attendance/motivation/aspiration.	Key groups of disadvantaged students in different year groups who have multiple barriers to learning.	Students complete a baseline questionnaire and this is repeated every 3 weeks to check on impact. Attendance, behaviour and progress Data to support.	Progress leaders and Well-being leaders	Half termly feedback to LG
	Bushcraft programme.	The impact last year showed excellent engagement with some of our most challenging students. Knowledge of their strengths and needs was gained to help staff work with them further.	Course leader and students complete a baseline assessment and feedback is recorded at the end of sessions. Behaviour and attitude to learning scores are monitored for impact.	Progress Leaders	Half termly feedback to LG
	Revision guides provided to all disadvantaged students & equipment for learning as required.	Revision guides were provided to all history Year 11 Disadvantaged students which saw the PP students outperform the non PP students on target.	Year 11 Progress Leader works with subject directors to ensure the students who need revision guides are provided for.	PP champion	Yearly based on progress and attainment.
Disadvantaged students are as engaged in extracurricular activities as much as Non – disadvantaged students.	Tutor mentoring to identify and support extracurricular engagement.  Tutors to set all PP pupils a target to attend an extracurricular activity.	The mentoring programme shows that tutor know the pupils well and have regular contact to monitor progress. If there are barriers to nonattendance then it is important to find solutions.	As part of the process tutors identify any barriers and report back to Director of PE and pupil premium Champion.	Director of PE	Half termly feedback to LG

More able Disadvantaged Students perform as well as Non disadvantaged More able pupils	Students receive priority mentoring specific to their needs and support as well as entry to the "night club", 2 nights a week.	This took place last year and data shows that the in school gap for the PP high band students now shows 'no difference'	Data tracking Attendance to nightclub Successful case studies	MAP Lead/Assistant Headteacher	Pillar points
Increased aspirations through careers guidance.	Funding visits to potential destinations where needed.	Ensuring that students are aware of their future choices, what they look like and how to get there will raise aspirations	SJ to use trip data to ensure opportunities are being made available and are being taken	SMSC lead/ Assistant associate Headteacher	Termly LG reviews
	Careers advice and experiences are carefully mapped and recorded for all disadvantaged students.	This is to ensure that all disadvantaged students have early one-to-one meetings and are offered follow-up meetings if required.	Ensure that all Students have their careers interviews by the end of Spring term 1 and that any concerns are followed up.	SMSC lead/ Assistant associate Headteacher	Termly LG reviews
<b>Total budgeted cost</b>					<b>£77.100</b>
<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>
Groups of students and individuals have specific intervention which removes their barriers to learning. Knowledge of students pastoral needs are identified effectively and intervention provided to aid progress.	Pupil Premium Champion.	To ensure the progress and attainment of this group is kept under scrutiny. To ensure that barriers to students having no differences are being addressed. To ensure targeted spending is being used effectively.	PP Champion meets with Associate Head teacher weekly	Associate Headteacher/ Pupil premium champion.	SLG review dates
	Progress Leader interviews and tracking.	There have been some significant case studies of successful intervention after 1 to 1 support. Progress leader's knowledge of students, their barriers and how they are supported is evident.	PL mark sheet shows evidence of interviews and quality of intervention. Students are Ragged by need. Termly case studies	Pupil premium champion.	Termly and for SLG reviews

	All students are mentored by their tutor in one-to-one conversations. Intervention is put in to place where needed and impact recorded.	Disadvantaged students are given priority and more regular sessions through the year. Individual support has shown to identify needs successfully.	Tutor mentoring mark sheet is monitored by Progress leaders regularly and mentoring process is on agenda of weekly Progress leader briefings.	Pupil premium champion.	Termly
	Extended Year 6 Transition Programme	This programme runs for a day a week for vulnerable pupil premium students from March through to July, ensuring that the students gain confidence in attending the school and working with the staff.	Student's transition is monitored by progress Leader.	Assistant Headteacher Transition lead	Every year.
<b>Total budgeted cost</b>					<b>£72.700</b>

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
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
Quality First Teaching. Improved outcomes and progress for disadvantaged students in all subjects	All teachers in the school place a specific focus on the pupil premium students in their care. Focus includes priority marking, specific intervention and knowledge of disadvantaged student's barriers to learning. Data scrutiny highlights these students and specific intervention and impact is recorded.	<p>Progress 8 data for Pupil Premium moved from -0.79 in 2015 to -0.44 in 2016 and now to <b>-0.16 in 2017</b>, in line with national expectations.</p> <p>2015/16/17. This 3 year trend shows a rise in overall attainment for disadvantaged students.</p> <p>The % of achievement of a good and standard pass in English and Maths increased from Pillar 3.</p> <p>The Pupil premium independent reviewer in October stated that the work of Pupil Premium students was consistent with other students and no differences observed.</p>	<p>Data shows that White, Male FSM are the biggest group of negative impact. This needs to be a key focus for all staff.</p> <p>Book scrutiny (Nov 17) showed inconsistencies with yellow box marking completion. This informs plans to ensure our approach and expectations need highlighting more regularly. Spring term monitoring in place.</p> <p>Appraisal records for staff show an effective focus.</p> <p>Approach to continue with leadership reinforcing expectations.</p>	£139,642
ii. Targeted support				
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
Improved attendance	Attendance levels for all disadvantaged students are checked and acted upon.	<p>Attendance for Pupil Premium students improved from 90.59% (Term 5 2015/2016) to 91.87% (Term 5 2016/2017).</p> <p>Pupil Premium Attendance for Term 4 (2016/2017) was 92.09%. This indicates an improvement of 1.28% in overall attendance for Pupil Premium Students (Term 5).</p>	<p>A weekly focus with Assistant Progress Leader ensured that progress teams were aware of attendance issues amongst disadvantaged students and links with other barriers made.</p> <p>Evaluation of 2015/2016 Attendance Voucher scheme revealed that it was High cost and no measurable impact on overall attendance. However, evidence that scheme</p>	(£50.000 see targeted support iii)

	Assistant Progress Leader and Attendance focus on Disadvantaged student's attendance each week.	The difference between Pupil Premium School Attendance and Non-Pupil Premium Attendance was - 3.74%.	<p>had a very positive impact on a small number of students. 2016/2017 A free trip to Liverpool, during school time, was therefore organised which would be open to all PP students with 95% attendance or better. Again, evidence of impact on attendance patchy but a very positive impact on a small number of students.</p> <p>Project to continue with more student engagement in what the trip will include.</p>	
Increased Parental Involvement in supporting their child's learning	Parents events. Targeting hard to reach parents prior to events with phone calls. After event engagement made.	At each event the priority phone calls and follow up had significant impact. The percentage of key stage 3 Parents of Pupils who attended Parent consultation events in terms 2 and 3 was 81% compared to that of Non-Pupil premium at 78.5%.	<p>In the summer of 2017 we invited parents of students who could not attend parents' evening in to celebrate their success with their progress leaders. Students served their parents refreshments as part of their Futures Award. We will continue to make ways to meet parents of pupil premium students if they cannot make the calendared parental events.</p> <p>Personal invitations and text message programme for parent evening attendance is showing impact. Plans evolve each time and will continue to be enhanced.</p>	£32.000
Increased engagement, sense of achievement and motivation.	Progress Leaders analysis of attitude to learning scores.	<p>Examples of impact include the following:</p> <p>Year 10 Summer Data showed that the difference between non-pupil premium and pupil premium students gaining 8 or more in their attitude to learning had decreased from -12% (2015/16) to -2% (2016/17). This compares well to the previous Year 10 cohort. Summer 2 data showing a decrease in the difference from -7% to -2%.</p> <p>Year 11 Spring Data showed the Home Learning ATL difference narrowed from -12% to -1%.</p>	There are key areas to focus on next year, particularly with Home learning which remains a key barrier to learning. More focus groups to be in place for next year. Mentoring from tutors and progress leaders to ensure that disadvantaged students can access the resources to complete independent learning.	

	Revision guides provided disadvantaged students & equipment for learning as required.	Individual case studies support that resources provided had impact. In history GCSE we trailed this year giving every PP student revision guides. The PP students outperformed the Non PP students on target.	The trail with History GCSE showed clear impact so will clearly be repeated and extended to other subjects.	£7000
	<b>Year 11 Nightclub</b>	Progress 8 data for Pupil Premium moved from -0.79 in 2015 to -0.44 in 2016 and now to <b>-0.16 in 2017</b> , in line with national expectations.  The % of achievement of a good and standard pass in English and maths increased from Pillar 3.  Individual case studies show high impact.	The focus needs to be CORE subjects with more structured sessions working on exam skills, for example Walking/Talking mocks. The White Male FSM group needs to be a focus for nightclub invites.  Nightclub strategies, highly targeted and with refined activities will continue.	£3000
	<b>Year 7 and 8 Homework club</b>	Specific students were targeted to attend where homework was an issue. Individual case studies support that students improved their ATL scores.	Boys in year 8 need most focus. Need to use subject staff to support the well-being leader with the weekly focus.	£1.200

More able Disadvantaged Students perform as well as Non disadvantaged More able pupils	Reach for the Stars programme Students receive priority mentoring specific to their needs and support as well as entry to the "MAP club", 2 nights a week	Data show that the in school gap for the PP high band students now shows 'no difference'. This is an improvement from the 2016 data.  In 2015/16 the average point score for Pupil Premium was <b>46.00</b> with Non-Pupil Premium scoring <b>64.74</b> . In 2016/17 the average point score for Pupil Premium <b>rose significantly to 58.08</b> in line with Non-Pupil Premium at <b>59.17</b> .	2 students fall into this category for 2017/18. Students need to be part of the leadership mentoring programme and in Nightclub. High impact seen for this initiative.	£3000
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### iii. Other approaches

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
Groups of students and individuals have specific intervention which removes their barriers to learning. Knowledge of students pastoral needs are identified effectively and intervention provided to aid progress.	Pupil Premium Champion.	The Pupil Premium Champion decides on the strategy and identifies means of measuring the impact for the interventions. The independent reviewer in October stated that "The Pupil Premium Champion role has been established by the leadership team as part of a comprehensive response to diminishing the attainment gap between disadvantaged pupils and others. The impact of the work over the last two years has resulted in improved performance of the disadvantaged pupils and it became clear that the champion has plans to further close the attainment gap"	The Independent review in October expressed that although there was a comprehensive range of documentation, they lacked a cohesive format and approach.  The personalised and individual approach is essential in removing specific barriers to students learning The individualised approach for each student links well with the whole school Quality First Teaching approach and the PP champion monitors closely individual students' academic progress and wider attitudes to learning.  The dashboard that the progress leaders recorded intervention and impact proved to be quite time consuming so needs adapting so more students are mentored more frequently and effectively.  Tutor mentoring needs even more close monitoring and sharing of good practice.	£8500
	Progress Leader interviews and tracking	All activities carried out by Progress leaders are audited for impact against cost. Some very significant changes have been achieved; however these are individual in nature and so they are not included here to prevent identification.		£50.000

	All students are mentored by their tutor in one-to-one conversations. Intervention is put in to place where needed and impact recorded.	Tutor mentoring has been tracked much more closely and disadvantaged students have been mentored first. This has enable staff to detect any issues and needs.		£4000
	Extended Year 6 Transition Programme	There are individual case studies which support the impact of the transition program being vitally important for our vulnerable disadvantaged students		£1300
				<b>£249.642</b>

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.