

Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	The Marches School				
Academic Year	2018- 19	Total PP budget	£236.555	Date of most recent PP Review	Oct 18
Total number of pupils	1290	Number of pupils eligible for PP	258	Date for next internal review of this strategy	Oct 19

2. Current attainment (unverified internal data)			
	<i>Pupils eligible for PP (our school)</i> 45 students with prior data	<i>Pupils not eligible for PP (our school)</i> 173 students with prior data	<i>Pupils not eligible for PP</i> National Average
% achieving BASICS 9-5 (2017/18)	13.3	44.4	40
English BaccaLaureate Average Point Score	3.33	4.34	4.39
% entering the English BaccaLaureate	59	60.9	43
Progress 8 score average	-0.43	-0.101	0.13
Attainment 8 score average	36.96	46.01	49.96

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<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

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

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Students are highly engaged in the curriculum.	Lesson grading shows no difference between disadvantaged and non-disadvantaged students.
B.	All students can access extra-curricular and international residential 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. There is no difference between disadvantaged and non-disadvantaged students' participation in international experiences.
C.	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.
D.	Staff have raised expectations of student attainment to overcome any disadvantage experienced in early years.	All students to have aspirational minimum grades of attainment to aim for. Teachers tailor their lessons to ensure work matches the more aspirational grades.
E.	Students are engaged in independent learning and are able to complete independent learning to a high standard.	The standard of independent learning shows no noticeable difference between disadvantaged and non-disadvantage students.
F.	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%.
G.	Parents are engaged in supporting their child's learning.	Attendance to parental events shows no difference between disadvantaged and non-disadvantaged families.

5. Planned expenditure	
Academic year	2017/18

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?

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.	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 Senior Leadership Group 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 £188,520

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?
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.
Staff have raised expectations of disadvantaged student attainment	RSL to look at Year 7 FFT grades for PP students and raise as appropriate to ensure they are aspiration. Share rationale with staff.	To overcome any disadvantages experienced in early years. Evidence shows that in Year 7 there is already a difference showing in the attainment of disadvantaged and non-disadvantaged students.	Learning walks and lesson observations to ensure that work matches expectations.	RSL	Pillar data points
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 Leaders 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.	The Year 7 and 8 event last year showed increased levels of engagement, not just with attendance at the event but with strengthened relationships with the school.	Pupil Premium Champion and Progress Leaders 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 lesson grading. 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 Headteacher. Impact tracked by Pupil Premium Champion.	PP Champion/ Progress Leaders	Half-termly feedback to Headteacher
	Home learning intervention groups to support disadvantaged students after school.	Year 11 Nightclub targets all disadvantaged students, 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 Wellbeing Leaders	Half-termly feedback to LG
	Revision guides provided to all disadvantaged students & equipment for learning as required.	This was trialled originally by buying all disadvantaged students revision guides in one subject area. Disadvantaged students out-performed the non PP students on target in that subject.	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 the tutor knows the pupils well and have regular contact to monitor progress. If there are barriers to non-attendance 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

<p>More able disadvantaged Students perform as well as non-disadvantaged more able students.</p>	<p>Students receive priority mentoring specific to their needs and support as well as entry to the “night club”, 2 nights a week.</p>	<p>This took place last year and data shows that the in school gap for the PP high band students now shows ‘no difference’.</p>	<p>Data tracking Attendance to nightclub Successful case studies</p>	<p>MAP Lead/Associate Assistant Headteacher</p>	<p>Pillar points</p>
<p>Increased aspirations for disadvantaged students by participating in at least one international experience during their school career.</p>	<p>Target Year 7 disadvantaged students to take part in the May residential on the Opal coast, France, with a discounted price of £90. Target Years 9 & 10 disadvantaged students to participate in the ERASMUS+ project.</p>	<p>The rationale for this is that fewer disadvantaged students take part in costlier international experiences and these are subsidised residential trips. ERASMUS+ is fully funded.</p> <p>The outcomes for disadvantaged students in GCSE MFL have shown a gap compared to non-disadvantaged. A residential trip to France will raise motivation and aspiration.</p> <p>Travelling abroad raises aspirations and supports young people to develop better social skills.</p>	<p>Year 7 disadvantaged students have been individually encouraged to take part by pastoral leaders and tutors. The enrichment officer has contacted home of every disadvantaged student in Year 7 to offer the trip at the discounted rate and offer a free passport. If the offer is rejected, reasons have been sought. For ERASMUS, The Assistant Associate Headteacher has selected Year 10 disadvantaged students who study GCSE Spanish to visit Spain.</p>	<p>Assistant Associate Headteacher</p>	<p>Opal Coast trip review in November and May Termly feedback to LG</p>

Increased aspirations through careers guidance.	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
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Total budgeted cost £81.760

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?
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 Headteacher weekly.	Headteacher / Pupil Premium Champion.	Senior Leadership Group 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 Senior Leadership Group 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
Total budgeted cost					£74.020

6. Review of expenditure

Previous Academic Year 2017/18

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
<p>Quality First Teaching. Improved outcomes and progress for disadvantaged students in all subjects.</p>	<p>All teachers in the school place a specific focus on the pupil premium students in their care.</p> <p>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.</p> <p>Particular focus on white, male FSM students as a group who are under Performing.</p> <p>Data to be produced after each Pillar. Staff target intervention for individuals in their classes.</p>	<p>The difference between disadvantaged students and non-disadvantaged students narrowed significantly for mid band students and the overall attainment of these rose from 34.9% to 36.8%</p> <p>The low band disadvantaged students saw and increase in attainment in EBACC subjects from 2.25% to 10.38%</p> <p>The Pupil Premium independent reviewer in October 2017 stated that the work of Pupil Premium students was consistent with other students and no differences observed.</p> <p>The latest inspection revealed that Under the PP thread, books were a strength - Inspectors could see no difference in the books of PP and non PP students. There are high expectations, with PP students checked upon more times or given targeted questions.</p>	<p>Data shows that MAP students is a key focus with the difference increasing for the high band students.</p> <p>FSM males are a key focus group for intervention.</p> <p>Yellow box marking needs to be closely monitored to ensure that there are no differences between the standards of disadvantaged and non-disadvantaged work.</p> <p>Appraisal records for staff show an effective focus.</p> <p>Approach to continue with leadership reinforcing expectations.</p>	<p>£185,700</p>

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.	<u>Attendance</u> Term 5 Pupil Premium Attendance 2016/2017 =91.4% 2017/2018 =91.45%	There needs to be a particular emphasis in 2018/2019 on Year 8 and Year 9 to prevent differences. Continue with weekly Progress Leader Meetings which targets all individuals with less than 95% attendance. Pupil Premium Champion to meet with Attendance Officer on a Weekly basis. Continue with Pupil Premium Minibus.	£72.100
	Assistant Progress Leader and Attendance focus on disadvantaged student's attendance each week.	<u>Minibus impact</u> 77% of home visits resulted in impact		
	Employment of minibus driver to transport hard to reach students on a daily basis.			

<p>Increased Parental Involvement in supporting their child's learning</p>	<p>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. Extra parental events for hard to reach families, with the student being an integral part of the event.</p>	<p>At each event the priority phone calls and follow-up had significant impact. For example the year 11 engagement at parent events last year shows that 1% more of Pupil Premium parents were engaged compared to non-Pupil Premium students at an impressive 95%.</p>	<p>In the summer of 2018 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>	
<p>Increased engagement, sense of achievement and motivation.</p>	<p>Progress Leader analysis of ATL scores with a focus on the disadvantaged group.</p>	<p>In the Summer term we switched to a new lesson grading system to monitor focus and learning in class. Impact prior to this involved examples like the following: Year 8 Spring 2 data showed that Percentage of students gaining 8 or more in their attitude to learning scores was 91%. This compares well to the previous Year 8 cohort who, at the same point in the year scored 83%.</p>	<p>The change to lesson grading needs to be monitored regularly by pastoral and subject staff with particular attention to disadvantaged students.</p>	
	<p>Disadvantaged Students engaged in extra tuition after school.</p>	<p>Students received priority mentoring specific to their needs and support as well as entry to the "night club", 2 nights a week.</p> <p>Nightclub attendance was significantly higher. Individual case studies show impact both in attendance at school and progress in core subjects from pillar 2 to pillar 3.</p>	<p>Individuals need to be monitored closely and feedback shared from all teachers at subject meetings.</p>	

	Disadvantaged mentoring groups focussed on attendance/motivation/aspiration.	Individual case studies support that the intervention provided had impact. Group data also showed impact. For example, a group of Year 8 students identified were given a range of extra opportunities including horse-riding sessions. In the period following this session their group attendance rose by 86.5% to 90%. From pillar 2 to pillar 3, their average progress (% on/above target) went from 79.4% to 86.2%.	More girls than boys were identified. There needs to be more focus on providing intervention and experiences for both sexes. Next year it is important that the groups that have been worked with continue.	
	Bushcraft programme.	Monitoring and feedback of the programme showed that all students were really motivated and enjoyed the work they completed. The course provider had great relationships with the students and passed on that knowledge and understanding to staff at school.	It is difficult to measure the impact of this programme on groups of individuals over time. There has been no obvious trend in improving attendance, behaviour or attainment. Therefore the programme will not run next year.	
	Revision guides provided to all disadvantaged students & equipment for learning as required.	Individual case studies support that the resources provided had impact.	Subjects should be providing these resources as early as possible/available.	

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 program revealed that The % of disadvantaged students accessing a club was more than that of non-Pupil Premium. Non PP 50% PP 58% - the difference was +8% This compares favourably with 2016/17 where the difference was -13%.	The questionnaire and mentoring snapshot showed that Years 8 and 9 had the least uptake of extracurricular opportunities. More time getting to know the barriers to this involvement needs to be taken by key staff.	
Increased aspirations through careers guidance.	Funding visits to potential destinations where needed.	Trip analysis shows more disadvantaged students are attending trips than non-disadvantaged students. Individual case studies show that progress has improved for students in the relevant subject areas.	These invaluable opportunities need to continue. Better tracking on impact and progress needs to support this intervention.	
	Careers advice and experiences are carefully mapped and recorded for all disadvantaged students.	All disadvantaged students are seen in the first wave of interviews, 100% of the PP cohort were seen in the Summer of Year 10, many have second interviews. This enables us to monitor their preparation for transition to Post 16 education and encourage aspirational applications. 24% of the current Year 11 cohort have recorded an intended destination of Marches 6 th Form. All have had at least 1 encounter with an employer, a college and a sixth form provider in the last 6 months. All PP students in the current Year 11 cohort attended Work Experience.	This is an intervention that should be continued, it enables us to support PP students throughout Year 11 and to actively use the conversation of 'where next' to support learning.	

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.	Pupil Premium Champion.	The Pupil Premium Champion decides on the strategy and identifies means of measuring the impact for the interventions. In the latest Ofsted inspection, it was stated that there is a clear plan	The Independent review in October expressed that the new plan/do review has a more cohesive format and is documented clearly by the pupil Premium Champion.	Total cost £72.700

Knowledge of students pastoral needs are identified effectively and intervention provided to aid progress.		to identify the barriers and measure how we are doing.			
	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.	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.		
	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. It has been monitored closely to ensure that all disadvantaged students are mentored regularly. The new mark sheet is easier to use and more effective to monitor.	Tutor mentoring needs even more close monitoring and sharing of good practice. Pastoral Leaders need to ensure that students are mentored frequently and effectively.		
	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.	It is vital that disadvantaged students are mentored by pastoral staff in the first half-term to ensure they transition well.		
TOTAL COST 2017/18				£330.500	