

Pupil premium strategy statement (secondary)

1. Summary information					
School	Adeyfield School				
Academic Year	2017-2018	Total PP budget	£204,756	Date of most recent PP Review	05/05/16
Total number of pupils	468	Number of pupils eligible for PP	217	Date for next internal review of this strategy	July 2018

2. Current attainment			
	Pupils eligible for PP (your school)	Non-PP Students	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	32%	51%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	63% / 53%	79% / 72%	75.8% / 73.4%
Progress 8 score average	-0.9	-0.49	0.12
Attainment 8 score average	29.3	36.8	52

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.	Students entering at Year 7 are significantly below national average, particularly for literacy. 49% of the Pupil Premium cohort this year did not achieve the standard in the Key Stage 2 assessments. This puts their starting point significantly below their peers and affects their rate of progress. Reading and writing remain a whole school focus across all year groups. 69% of the cohort did not achieve standards in both English and Maths.
B.	Students entering at Year 7 are significantly below national average for Numeracy Skills. 65% of the Pupil Premium cohort this year did not achieve the standard in the Key Stage 2 assessments.
C.	Stretch and challenge for more able students
D.	Behavioural issues for a small number of students across years 7-11 putting them at risk from exclusion.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance for PP students last academic year was 89%. This reduces the number of hours they are in school and learning, and

	therefore impacts progress. Internal analysis clearly shows the detrimental effect of attendance below 90% on student outcomes at the end of KS4.
F.	Parental Engagement in supporting child progress in school. This is clearly seen in the attendance of some PP students at parents evenings.
G.	Raising student's aspirations for their futures and opportunities available to them. A significant number of students are from houses holds where parent's level of education is to age 18, very few have accessed higher education.
H	Emotional needs of a number of students requiring additional support both in and out of the classroom impacting on engagement and accessibility of curriculum.
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	
	Success criteria
A.	Improved progress in literacy
	Closing of gap with DEAR reading assessments to ensure increase in number of students reading at chronological age or above Improved reading and writing skills of students.
B.	Improved attendance
	Closing of gap between PP and non-PP students attendance. Overall raised attendance levels. PP v non PP attendance gap to close. PP attendance to be closer to 95%.
C.	Gap between PP and non-PP MAP students to close.
	Increased A8 & P8 results for non-PP MAP students.
D.	Effective behavioural interventions to ensure students have access to appropriate curriculum and support.
	Increased 'in-house' intervention provision to reduce exclusions, and provide targeted support and interventions for those requiring emotional and mental health support.
E.	NEET figures to remain below national average
	Planned calendar of aspirational events across all year groups targeting PP students. PP students to have priority appointments with connexions advisor.

5. Planned expenditure

Academic year

2017-2018

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 literacy across the school	Deployment of TA's assist targeted students as well as lead small group interventions. Use of Accelerator Reader Programme.	Sutton Trust: +4 months (Small group tuition) +1 month (Teaching Assistants +5 Months (Reading strategies)	Monitoring of DEAR time and Accelerator Reader assessment tests to track literacy progress. Whole school literacy focus through theme for the week to be led by Lead Practitioner.	Heads of faculty LP's	Termly review of TA deployment. CLT meetings.
Gap between PP & non-PP students to continue to close	Academic mentoring and support: Students to work with Educational coach to help develop effective working methods & strategies	Sutton Trust: +1 month Students can often find establishing good work practices difficult. Our Educational Coach has 3 years of proven results in supporting students to prepare for their exams effectively.	SLT PP lead to monitor progress of students working with the educational coach. Regular review meetings with the educational coach at SLT level.	SLT PP Lead	Monitoring every data point. Final review Summer 2018
Providing educationally enriching opportunities for students	Creating a PP bursary for faculties to bid for in order to run PP focussed T & L events and opportunities.	Sutton Trust: +5 months (Collaborative learning)	HoF's to include at least 1 enrichment opportunity within faculty action plan.	SLT PP Lead Heads of faculty	Termly
Total budgeted cost					86,500

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?
Increased attendance of PP students	Family Support Worker	Sutton Trust: Family and parental engagement +3 months We cannot improve attainment and progress for children if they are not in school. Having a dedicated team working with the family to improve engagement, identify and remove barriers to school is essential. We know that if a child attends school, they do make progress.	Regular Pastoral meetings and reviews with AIO to identify students with poor attendance. Clear structures and procedures to address attendance. Regular discussion of whole school & PP attendance within SLT meetings.	Pastoral manager (JC) SLT PP Lead	Half termly attendance review & family support worker case reviews.
Reduction of exclusions and behavioural issues.	Employment of effective, well trained pastoral support staff to help break down barriers within school and address behavioural concerns through targeted approach. Training in STEPs de-escalation, and Lego therapy is being targeted this year.	Sutton Trust: Behaviour interventions: +3 months Targeted intervention and behavioural support matched to individual needs is proven to be effective. Where students who have been at risk of exclusion have received this we know this has support them in being able to cope in the school environment and therefore continue to learn.	Pastoral team to review and monitor review of whole school behaviour strategy. Regular Pastoral team meetings and monitoring by SLT behaviour lead.	SLT Behaviour Lead (DG)	July 2018
Students to be equipped to develop self-resilience both in & out of the classroom.	Mentoring	Sutton Trust: +1 month		SLT PP Lead (NW) With MVDS	August 2018

To provide students with effective SEMH support.	Counselling	Sutton Trust: +3 months The need for specific SEMH support is growing; we are finding particular need within our PP cohort. Providing access to appropriate counselling and SEMH support is enabling students to address these issues and concerns. This ultimately enables them to engage with their learning and make progress.	Regular reviews of referrals within pastoral team.	SLT Behaviour Lead	July 2018
To ensure NEET figures remain in line with or below average, and that students are supported in the next steps of their journey.	Careers Specialist support	Our experience shows us that dedicated external careers advice and support enables students to make the right choices for the next stage in their career. Our NEET figures for PP students remain below national average as a result.	Additional Connexions days bought specifically to focus on PP students. I/C student services will coordinate appointments & regular line management meetings with SLT PP lead will ensure regular review.	SLT PP Lead (NW)	July 2018
GCSE students, in particular MAP to make expected progress	1-1 Tuition and on-line tuition support	Sutton Trust: +5 months We want to provide extra support for our high attaining students. Small group and 1-1 tuition from highly trained specialist staff is proven to be effective.	Regular reviews within line management meetings for Lead Practitioner IC MAP. Monitoring & tracking of progress data.	Lead Practitioner MAP (RE)	July 2018
Students to make use of home learning to aid progress.	Key Stage 3 Homework club Key Stage 4 revision cafe	Sutton Trust: +5 Months (Homework) +2 Months (extended day)		Heads of Faculty Deputy Head (KH)	
Improved Literacy and numeracy for Year 7	Small group tuition	6 Week catch up programme September – October half term to support identified Year 7 students close the gap with their peers.	Monitoring and tracking by HoF of student progress.	Head of English & Maths	December 2017
Total budgeted cost					38,210

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?
	Motivational speakers				
Year 7 students to make a smooth transition into secondary school life and begin their year well.	Year 7 Transition Summer School	Sutton Trust: +2 months We have found our Summer School programme to be a very effective and important aspect of our transition programme. The school has built a good reputation for delivering a summer school which allows students to familiarise themselves with the site, staff and new subjects, enabling them to remove concerns, fears and anxieties, make friends and familiarise themselves before term starts. On average 90% of all new Year 7's who qualify for PP attend.	Summer school review to be carried out with parents and students on conclusion of summer school to evaluate its effect. Monitoring of transition difficulties. KS3 Pastoral team to ensure summer school is tailored to the needs of the students attending.	HoK 3 (WH)	October 2017
Development of self-esteem and confidence for vulnerable and at-risk students	LEGO therapy training & resources	Sutton Trust: +3 months Lego Therapy is a proven intervention in addressing students with self-esteem, confidence and social skill development.	Students identified as benefitting will be referred to behaviour for learning coordinator who will assess suitability. Groups will be of no more than 6 students, running for 6 weeks. Reviews on behaviour logs and learning engagement will provide an evaluation of the effectiveness of the programme.	SLT Lead Behaviour (DG)	July 2018
Reduction in low level disruptive behaviour escalating.	STEP Up & STEP on training	Sutton Trust: +3 months		SLT Behaviour	February 2018
Students to be prepared for school, ready to learn.	Uniform & equipment bursary	Sutton Trust: +3 months 'Look Smart' is one of our schools 3 core principles. Purchase of school equipment and uniform can often be a barrier to school. We have developed a stock of second hand uniform that we can give to students & parents free of charge, but on occasions additional specific items of	Heads of Key Stage will refer students who may be in need to PP Coordinator. In conjunction with SLT lead needs analysis will be undertaken with parent to establish what support is required.	PP Co-ordinator	Termly reviews of uniform and equipment distribution.

		clothing or specific equipment as required by the schools equipment is needed. By being able to remove this barrier students can access learning more easily.			
To ensure students have easy access to learning resources needed to help independent study	Purchase of GCSE subject textbooks & resources	Speaking to our students, one of the major barriers they face is accessing course material. By developing faculty resources and a resource section in the LRC this barrier is broken down. Having piloted this last year, the feedback from PP students was that this was invaluable and should be expanded and developed.	PP coordinator to be responsible for student revision guide purchases. – As part of this contact with parents will be made. SLT PP lead to oversee curriculum resources with MLT.	SLT PP Lead	At each mock examination point. July 2018
Total budgeted cost					16,000
					140,710

6. Review of expenditure				
Previous Academic Year		2016-2017		
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
Teaching assistants to provide targeted support for identified students	Teaching Assistants deployed in faculties	Mixed impact: Many faculties have provided support for teaching assistants to run smaller subject intervention and support of identified students. This has had mixed impact, often depending on the student – TA relationship. Good examples of practice can be seen in Global Studies, English & Maths.	Deploying TA's to faculties is more effective in ensuring students receive appropriate support. Further subject-based training to be delivered both external and through facilities will make TA's even more effective.	11,800
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
i) Reduction in exclusions ii) Increased attendance iii) Improved rate of homework completion	Pastoral Support Staff: (Pupil Premium Coordinator, Key stage assistants, Behaviour for Learning worker, Homework club co-ordinator)	Exclusions: Whilst PP exclusions went up they were for more serious offences. Attendance: Varied. Impact seen in individual cases. Homework: Good attendance and use of homework club. Feedback on better quality of homework when attending compared to not in some cases.	Behaviour: Review of whole school approach to include de-escalation training, and alternative curriculum provision. Attendance: The role of the family worker has changed, and impact will be closely monitored. This is an invaluable member of support staff. Homework club: To continue, with expansion to KS4.	54,357

NEET figures to remain in line with or below national average	Careers Support	All Year 11 PP students received at least 3 connexions interviews during the course of the year. All PP students were accepted onto a post 16 course, training programme or secured employment.	Termly reviews of Connexions interviews will help ensure students receive the best support. We will continue to invest in additional Connexions time next year.	4,900
i) Trial of new intervention ii) Improved progress in History and Geography	PET XI Subject Days	Met expected outcomes as per proposal. Both days proved successful impact and subsequent mock exam results, overall exam results for areas covered. +0.5 grade higher compared to those who did not attend the subject days.	A positive intervention with proven impact. However for cost, and with student feedback similar intervention to be run in-house in future.	4,400
Improved progress Year 11	1-1 Tuition: Online & with tutor (Year 11)	French: Increased progress v students without tutoring. Maths: Group tutoring: Impact not as expected. English: Mixed (online)	Mixed. Very much dependant on a good match with student & tutor. The tutoring company used for languages would be used again. We will also look to use in-house staff to provide tutoring opportunities to ensure closer evaluation and enable programmes to be more tailor made.	
For students to have access to appropriate revision and support materials.	GCSE Revision books: Year 10 & 11	PP v non-PP gap has continued to reduce. A8 score in line with target. Student and parent feedback overwhelmingly positive.	We will be continuing with this, and following feedback expanding subject resources available for students, and also ensuring teachers have all the necessary resources required for new specifications.	
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

	Educational Coaching	A8 result of 35.19 for those working with educational coach compared to 29.29 those working without. (Overall educational coaching impact A8 37.31 v 33.68.	Very positive feedback from students, younger years very keen to be part of the programme. Parental engagement opportunity also provided support and engagement by parents. This we will continue with this approach moving forwards.	5,000
	Year 7 Summer School	Success criteria met: Students transitioned well, additional needs for some students identified enabling effective support to be established before term started. Parental and student feedback very positive.	There are many valuable benefits of the summer school, and we will continue to ensure it runs next year.	5,000
To provide students with employer engagement, and the world around them	Aspirational Activities	The measurable impact of such activities is difficult to measure. Feedback from students was overwhelmingly positive, and they have asked for more similar opportunities in the future. Examples include: Visits to law firms, engineering companies, national careers & skills shows.	Whilst difficult to measure impact, developing an aspirational visits.	1,000
Ensuring needs of students SEMH are met.	Counselling & support	Students receiving this support are able to effectively engage with their learning, and whilst difficult to quantify the impact we know from student feedback that allocating additional time for our PP students is essential in supporting them and their welfare.	To develop more robust monitoring of service provision whilst maintaining discretion of those who use it.	4,700

7. Additional detail

Pupil Premium planned spend 2017-18

Internal Staff	Research impact	Focus: Progress or social /emotional support	Intervention	Intended outcome
PP Co-ordinator		Both	Full time appointed coordinator to oversee the implementation of strategies / interventions and support, and review their impact and pupil progress.	Close and rigorous monitoring and tracking of all PP students.
Pastoral Support Staff: (Key stage assistants, Behaviour for Learning worker, Homework club co-ordinator)	+4 months	Both	Student support to address barriers to learning, reduce exclusions and increase school engagement.	Increased school attendance. Reduced exclusions. Effective implementation of pastoral & behaviour support plans.
Career Specialist Support (Amended to reflect change in allocation)		Progress	Additional support for students in order to secure next place in education, employment & training.	All students to secure a place or position for next steps in education, employment or training.
Councillors	+ 4 months	Social / emotional	External councillors	
Core Subject specialist support	+5 months	Progress	Small group and individual tuition in specific year group programmes	Increased progress in English across all Key stages.
Attendance / parent support worker	+ 3 months	Both	Early intervention and support for families to engage with school and increase attendance.	Increased attendance of Pupil Premium students. Increased parental engagement.
Teaching Assistant	+1 month	Progress	TA's allocated within faculties based on individual and class needs.	Targeted classroom support, resulting in increased progress.
IEN Support		Both	Individual support for identified needs	Increased engagement in school life leading to better progress.
External Staff	Research impact	Focus: Progress or social /emotional support	Intervention	Intended outcome
Martijin Van Der Spool	+1 +8	Progress	Targeted support across key stages	
Alternative provision		Both	External educational provision for identified students	To provide opportunity for students to engage with an accessible curriculum.
Motivational speakers		Both		

Resources	Research impact	Focus: Progress or social /emotional support	Intervention	Intended outcome
Inclusion resources		Both	Re-engagement packages for students excluded from school or working out of lessons.	Increased engagement with school.
Positive behaviour		Social / Emotional	Rewards scheme to incentivise students	Increased engagement with school.

Summer school	Research impact	Focus: Progress or social /emotional support	Intervention	Intended outcome
		Both	2 day summer school for students joining year 7	Smooth transition between primary and secondary school. Increase parental engagement.

Curriculum support	Research impact	Focus: Progress or social /emotional support	Intervention	Intended outcome
Faculty Specific interventions including		Progress	Provision to enable students to fully access and participate in school curriculum activities.	Increased engagement leading to better progress.
Yr 10 revision resources*			Revision guide bundles available for all yr 11 Pupil Premium students.	Revision support and resources to allow for better exam preparation and study resources out of school.
Online textbook access			KS 4 students to have home access to core texts and revision books via ebooks	Increased quality of homework. Out of classroom learning opportunities increased leading to better progress.
1-1 & small group external tutors			Online tutoring programmes External 1-1 tutors	
Aspirational and engagement opportunities			Providing both curriculum and non-curriculum opportunities to engage with the work place and the wider world.	To encourage raising aspiration both short term, in relation to exam outcomes, and long term in relation to aspirations for the future.

