

Pupil premium strategy statement (secondary)

1. Summary information					
School	Adeyfield School				
Academic Year	2018-219	Total PP budget	£204,300	Date of most recent PP Review	05/05/16
Total number of pupils	479	Number of pupils eligible for PP	227	Date for next internal review of this strategy	July 2019

2. Current attainment			
	Pupils eligible for PP (your school)	Non-PP Students	Pupils not eligible for PP (national average)
% achieving 9-4	39.9%	69%	64.7%
% achieving 'Standard Pass' English / Maths	15%/12%	15%/0%	75%/76%
% achieving 'Strong Pass' English / Maths	27%/12%	33%/7%	58%/56%
% achieving both English & Maths Standard / Strong	32%/7%	63%/33%	71%/49%
Progress 8 score average	-0.27 (Estimate)	+0.11	0.12
Attainment 8 score average	31.95	47.27	50

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. 43% 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. The average CAT MEAN for the PP cohort is 89.5. This is a similar pattern for all year groups throughout the school.
B.	Students entering at Year 7 are significantly below national average for Numeracy Skills. 53% of the Pupil Premium cohort this year did not achieve the standard in the Key Stage 2 assessments. The average CAT MEAN for the PP cohort is 89.5. This is a similar pattern for all year groups throughout the school.
C.	Stretch and challenge for more able students: 60% of MAP students gained strong passes in both English & Maths in 2018. A key focus Teaching and learning reviews must be focussed on ensuring engagement and challenge opportunities for MAP students are

	embedded into classroom practice.	
D.	Behavioural issues for a small number of students across years 7-11 putting them at risk from exclusion, which impacts on their learning and progress.	
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 89.6%. 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 students aspirations for their futures and opportunities available to them. A significant number of students are from houses holds where parents level of education is at level 2, 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: To ensure students involved in the Rapid Progress group develop at least 6 months + on their reading age within the first term.	Closing of gap with STAR reading assessments to ensure increase in number of students reading at chronological age or above Improved reading and writing skills of students. Rapid Progress group in Years 7 & 8 to bring students in line with ARE
B.	Improved attendance: PP attendance to increase to 92% by October half term. 94% by Christmas. Early intervention & attendance clinics to run every half term.	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: To ensure 90% of PP MAP students are on target to achieve expected progress by DP1. This to increase to 95% by DP2	Increased A8 & P8 results for non-PP MAP students.
D.	Effective behavioural intervention to ensure students have access to appropriate curriculum and support: Exclusions of PP students as a result of persistent poor behaviour to reduce to Mental Health Lead for the school to be established with appropriate training.	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.
F.	Increased home-school engagement: To target 90% PP parental attendance at first parents evening event. This to increase to 95% by end of the year. To ensure 100% of PP parents & carers are contacted directly by form tutor or school to update on progress by half term.	Increased numbers of PP parents attending parents' evenings (target 90%) Development of parent IT 6 week course

5. Planned expenditure					
Academic year		2018-2019			
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. Establishment of Rapid Progress Group for those significantly behind their peers.	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. Data review of students involved in Rapid Progress Group. Learning walks for Rapid Progress Group & literacy focus learning walks across the school. TA's will have target student groups to work with across the school - review of their intervention work will be closely monitored.	Heads of faculty SENCO	Termly review of TA deployment. CLT meetings.

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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. Student progress interviews to track progress	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. HoY & HoF standing agenda item. TA's will have target student groups to work with across the school - review of their intervention work will be closely monitored.	SLT PP Lead	Monitoring every data point. Final review Summer 2019
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 HoY	Termly
Total budgeted cost					98,000
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 to work with identified student families. Period Poverty support to ensure this is not a barrier to attendance.	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.	SLT attendance Lead 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 2019 Termly behaviour reviews
Students to be equipped to develop self-resilience both in & out of the classroom.	Mentoring	Sutton Trust: +1 month	Regular student feedback. Data review at each DP point	SLT PP Lead (NW) With MVDS	August 2019
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 2019

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 Student progress interviews with HoY & SLT	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 2019 Year 11 PP interviews Easter 2019
GCSE students, in particular MAP to make expected progress	1-1 Tuition and online 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.	SLT Curriculum lead	July 2019
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)	HoY reviews & drop-in's	Heads of Faculty SLT Home Learning Lead	
Improved Literacy and numeracy for Year 7	Small group tuition in Rapid Progress Programme	Intensive specialised programme for Yr 7 & 8 students who are significantly behind ARE in English and / or maths.	Monitoring and tracking by SLT PP & Curriculum Lead. Lesson Walks	Head of English & Maths Rapid Progress Lead	December 2018
Development of accessible Maths resources both in & out of the classroom to aid progress.	Introduction of 'Maths Watch' Maths programme	+5 Months (Homework) Will enable effective home learning and support for numeracy.	Usage reports by HoF for Students Impact reports with HoF in LM		
Total budgeted cost					64,000
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 2018
Students to be prepared for school, ready to learn.	Uniform & equipment bursary	Sutton Trust: +3 months 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 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.	Heads of Year will refer students who may be in need to PP SLT Lead. A needs analysis will be undertaken with parent to establish what support is required.	HoY PP Lead	Termly reviews of uniform and equipment distribution.
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.	HoY Yr 10 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 2019
Increase Parental engagement	Investigation of online parents evening booking programme	Attendance by PP parents at parents evenings and events is around 65%. We want to make it easy for parents to engage with school. This is one way to easily track & monitor attendance and quickly follow up on non-attendance.			

Increase Parental Engagement	Parental skills courses: IT	With changes to curriculum feedback from some parents indicate they do not feel up-skilled to be able to best support their child. Short 4-6 week courses to look at things such as IT, home learning support could help develop confidence and therefore engagement.	Parental feedback		
Increase access to enrichment opportunities	Enrichment applications to be available through PP Bursary to ensure all PP students	Every child should have the opportunity to benefit from the enriching opportunities a residential trip provides a young person.	Application guidelines to be clearly set out. Success of application subject to meeting with parent & review with PP Lead & Principle.	PP Lead HoY	Annually
Total budgeted cost					36,000
					198,000

6. Review of expenditure					
Previous Academic Year		2017-2018			
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. PP outcomes increased to A8 31.85.	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. SENCO to review TA deployment and target groups. PP Vs Non-PP gap remains significant.	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 coordinator)	Exclusions: Whilst PP exclusions went up they were for more serious offences. Attendance: Varied. Impact seen in individual cases but not as a whole group. Case studies available for identified students. Overall attendance significantly impacted by a handful of significant non-attenders. Homework: Varied 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: Review & re-structure of Pastoral team should see great impact in 2018-19 Homework club: To continue, with expansion to KS4. New homework platform to be launched. Further monitoring and evaluation required.	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. 98% have secured next steps placements. Aspirational visits to National and local careers shows	Termly reviews of Connexions interviews will help ensure students receive the best support. We will continue to invest in additional Connexions time next year. Yr 11 PP interviews by SLT at least twice per year in addition to regular tutor & HoY to ensure applications and next steps are in place.	4,900 1000
Improved progress Year 11	1-1 Tuition: Online & with tutor (Year 11) Small group tuition	Outcomes for those students involved significantly improved. English: Maths:	Mixed. Very much dependant on a good match with student & tutor. Tutoring company used remains good Expected impact not seen. To review continuation.	610 628.80

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.	1542.02
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. 2018-19 will continue to work with Dr Van der Spoel, with a specific focus on supporting parents as well as students.	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 programme has provided students with many opportunities they wouldn't normally experience. Feedback from students and parents is very positive.	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
Individual student needs:	Including uniform, taxi's, breakfast club, homework club, Hub Programme	Increased attendance in some case studies Reduced behavioural & exclusions data for students involved in Hub programme Positive increase in progress		775

7. Additional detail