

Pupil Premium Strategy 2018/19

1. Summary information					
School	Tibshelf Community School				
Academic Year	2018/19	Total PP budget (plus Y7 Catch up £14030)	£268,220	Date of most recent PP Review	N/A
Total number of pupils	885	Number of pupils eligible for PP	274	Date for next internal review of this strategy	September 2018

2. Current attainment		
	Pupils eligible for PP (your school)	National Average for PP (and non PP)
% achieving 5-9 in EM (2016-17)	21%	42% (49%)
% achieving expected progress in English / Maths (2017-18 only)	Not Recorded	Not Recorded
Progress 8 score average	-0.84	(0.11)
Attainment 8 score average	32	46 (49)
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.	Attainment gap between PP and non-PP students at KS4	
B.	Lack of engagement in school and low aspirations/careers choice; Lack of resilience	
C.	High levels of negative behaviour and exclusions	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance; lower aspirations with disadvantaged families; lack of knowledge of careers and Post16 options.	
E.	Poor local social mobility.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved attainment for Y11 PP students, including those who are classed as higher attaining	Positive Progress 8 scores; Reduction in the gap between PP and non-PP attainment

B.	To improve emotional well- being and social integration in the life of the school so that pupils are uninhibited in their learning.	The emotional needs are removed so that progress and academic achievement can improve.
C.	To engage PP students, including those who are higher attaining, in academic and enrichment/aspirational opportunities	Participation in activities; improved levels of engagement; positive pupil voice in extra curriculum eg: School Council/School shows/Sports teams and trips
D.	Higher numbers of PP students moving onto positive destinations post 16.	Increased number moving onto college, 6 th form, employment, decreased numbers of NEETs.

5. Planned expenditure					
Academic year		2018/19			
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?
<p>Focused tracking and identification of gaps, appropriate interventions identified in order to secure expected and better progress</p>	<p><u>Staffing Responsibilities:</u> Assistant Head (Intervention) x 0.2fte Director of Progress (KS3) x 0.2fte Director of Progress (KS4) x 0.2fte Head of Disadvantaged Pupils x 1.0fte TLR (English) Head of Disadvantaged Pupils x 1.0fte TLR (Maths)</p>	<p>Capacity to allow for focussed tracking with leaders identifying and intervening in narrowing gaps and security expected and better progress.</p> <p>Research based teaching strategies to promote effective learning are proven to have significant impact on outcomes for students.</p>	<p>The provision of additional leadership and management capacity.</p> <p>Specific teachers with accountability in English and Maths.</p>	<p>Mike Pollard Brian Fischer Brian Fischer John Wathall Mike Bevilacqua</p>	<p>September 2018</p>
<p>To ensure that PP students are identified and differentiated on a pupil basis to increase motivation, attitude to learning and positive outcomes.</p>	<p>Additional Maths teacher x 1.0fte</p>	<p>The Maths Faculty has been overstaffed by 1 teacher in order to allow for smaller group sizes to accelerate the progress of students.</p> <p>Small groups with highly qualified staff have been found to be effective by the EEF.</p>	<p>The existing staffing structure makes the provision for the overstaffing.</p>	<p>Mike Bevilacqua</p>	<p>September 2018</p>

<p>Focus on the attendance of PP students.</p>	<p>Attendance Officer monitoring of attendance of all pupils below 95% x 0.2fte</p> <p>Attendance interviews, actions plans and engagement with parents to improve attendance rates</p>	<p>When pupils attend school regularly without constant breaks, they make greater progress.</p> <p>Evidence shows that pupils who attend school make better friendships, are resilient, take more ownership in their learning and are more confident. Pupils respond to recognition through the provision of awards and will often try harder when an award is being offered.</p>	<p>Attendance will be monitored.</p> <p>Particular attention will be given to PP children and their families if required. Any absence will be addressed immediately.</p>	<p>Lucie Harrison</p>	<p>September 2018</p>
<p>Admin Support</p>	<p>Administration x 0.2</p>	<p>The Pupil Premium Funding has placed significant demands on administration and finance staff in administering the various strands. There will be an admin cost associated with the full programme which will be kept to a minimum and evaluated.</p>	<p>Ensuring that accurate accounting, reporting and recording takes places along with the provision of administration for associated interventions.</p>	<p>Louise Crowder</p>	<p>September 2018</p>

<p>Provision of a varied programme of careers guidance and enrichment including trips and visits.</p>	<p>Head of Careers x 0.2fte</p>	<p>The aspirations of PP students should be enhanced by the experiences provided by the school.</p> <p>ASCL “Twenty-first-century life places complex demands on young people for work, so enabling students to become self-confident, skilled and career-ready learners must be an integral part of their education. Opportunities to engage in career-related learning while gaining transferable life-long skills in applied knowledge, critical thinking and communication are fundamental for young people to make the successful transition from education”.</p>	<p>By ensuring the PP students make equally aspirational choices as their peers and that they have access to IAG that is in-line with their peers.</p> <p>Subject days, University Visits, Alumni visits, Careers talks from Outreach team, Mock Interview Days, Ambition University programmes and Guest speakers will all be used by the Head of Careers to address aspirations.</p>	<p>Lucie Harrison</p>	<p>September 2018</p>
Total budgeted cost					<p>£111,300.60</p>

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?
<p>PP students are identified and targeted to ensure that they making progress in line with whole school</p>	<p>Specialist Teaching and Learning Assistant (Intervention) KS3 x 1.0fte and KS4 x 1.0fte</p>	<p>Students are not making academic progress in line with whole school data.</p> <p>On average attendance rates for PP pupils are lower than the rest of the school.</p> <p>Negative behaviour logs are higher for PP pupils as are exclusion rates. This intervention team will track and monitor target groups of pupils and put strategies in place to address the issues.</p>	<p>The intervention team will track and monitor groups of students and have measures in place to judge the effectiveness of any work done.</p> <p>We should see a reduction of negative behaviours and therefore FTE or PEX and increase in attendance rates.</p>	<p>Andy Ball</p>	<p>September 2018</p>
<p>PP students are identified and targeted to ensure that they making progress in line with whole school</p>	<p>Teaching and Learning Assistant (Intervention) KS3 x 1.0fte and KS4 x 1.0fte</p>	<p>Students are not making academic progress in line with whole school data.</p> <p>On average attendance rates for PP pupils are lower than the rest of the school.</p> <p>Negative behaviour logs are higher for PP pupils as are exclusion rates. This intervention team will track and monitor target groups of pupils and put strategies in place to address the issues.</p>	<p>The intervention team will track and monitor groups of students and have measures in place to judge the effectiveness of any work done.</p> <p>We should see a reduction of negative behaviours and therefore FTE or PEX and increase in</p>	<p>Andy Ball</p>	<p>September 2018</p>

<p>Students transitioning into Y7 with low levels of literacy are identified and appropriate strategies/ interventions are put in place.</p>	<p>Specialist Teaching and Learning Assistant (Literacy & Intervention) x 0.5fte</p>	<p>High numbers of PP students are coming into Y7 with lower than average literacy levels, as per primary teacher assessments or statutory tests in primary school.</p> <p>This role will allow us to continue interventions that have been in place in yr6 and support pupils to continue to improve their literacy levels.</p>	<p>All interventions will be logged and base line testing will allow us to monitor impact. We should see improvements in individual levels and students being more able to access the curriculum.</p>	<p>Andy Ball</p>	<p>September 2018</p>
<p>To equip students to change their behaviour to prevent risk of exclusion via the use of external behaviour support services.</p>	<p>Behaviour Support – external support – 1.0fte day a week</p>	<p>(EEF – Teaching and Learning Toolkit – 2016) “Behaviour interventions seek to improve attainment by reducing challenging behaviour, including aggression, violence, bullying, substance abuse and general anti-social activities”.</p> <p>Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.</p>	<p>Regular meetings with BS, pupil behaviour logs and exclusion records will allow us to track the effectiveness of this strategy.</p>	<p>Andy Ball</p>	<p>September 2018</p>

<p>To target Y6/Y7 students who may require additional support with their transition into secondary school.</p>	<p>Summer School</p>	<p>Last year the rationale was to invite PP, out of area students and vulnerable students. This was to give them the opportunity to build relationships with their peers and members of staff.</p> <p>For staff to get to know students and feedback to head of year any issues which may arise.</p> <p>To be confident in finding their way around school and breaking down the barriers associated with starting Secondary school.</p> <p>To provide learning opportunities during the summer holidays.</p> <p>To enable a smooth transition from the first day back in school in September.</p> <p>To provide learning opportunities during the summer holidays.</p> <p>To enable a smooth transition from the first day back in school in September.</p>	<p>Primaries are contacted and responses from parents, including parental permission and any medical information is gathered. Lesson plans are developed. Feedback from last year's summer school was positive and staff feel that we could replicate this format again this year but on a larger scale. To liaise with staff prior to the summer school in relation to their preferences ie. Length of sessions.</p> <p>To liaise with kitchen staff in providing a cooked lunch.</p>	<p>Andy Ball Carole Rodgers</p>	<p>September 2018</p>
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<p>To increase the number of PP students who attend educational trips, aspiring to provide funding for trips that are 'out of reach' for low income families.</p> <p>To provide educational and cultural enrichment to all students as part of their development.</p>	<p>Funding for all Y9 PP pupils to attend the residential trip.</p>	<p>According to OFSTED: Learning outside the classroom – How far should you go? Learning activities, which are hands-on, outside of the classroom lead to better achievement, standards, motivation, personal development and behaviour.</p>	<p>All Y9 PP students will attend the residential trip.</p>	<p>Laura Tipping</p>	<p>September 2018</p>
Total budgeted cost					<p>£122,863</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>Consistent monitoring of progress of PP students across faculties.</p>	<p>Individual faculty run interventions and targeted support for PP students within their faculty.</p>	<p>To ensure that students are not disadvantaged through their learning as a result of financial requirements.</p>	<p>Close working with Directors of Faculties</p>	<p>Andy Ball</p>	<p>September 2018</p>
Total budgeted cost					<p>£34,057</p>

6. Review of expenditure				
Previous Academic Year		2017/18 (Financial Year commencing April 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
To re-engage young people or to provide additional pastoral support for young people potentially at risk of disengagement.	Positive Support/ Talk & Draw	We have had 13 pupils access PS since September '17 and 15 access T&D over the same period.	Positive support, T&D and similar interventions will continue next year. We have introduced new systems which will enable us to better track the effectiveness of this intervention.	£8,798
To equip students to change their behaviour to prevent risk of exclusion via the use of external behaviour support services.	Behaviour Support	Numbers of negative behaviour logs and FTE is higher with PP pupils than it is with whole school data. External BS allows us to support teaching staff and pupils by providing strategies to engage and reduce the risk of TF or Perm EX	Behaviour support has been an invaluable intervention, supporting pupils, teachers and support staff to understand the needs of pupils and put effective strategies in place. The behaviour support teachers have contributed effectively to internal and external MAT meetings and helped with the transition of pupils into yr7. We need to continue to communicate with BS regularly to ensure that strategies in place are working and continuing to be effective.	£11,000
To target Y6/Y7 students who may require additional support with their transition into secondary school.	Summer School	Feedback from last year's summer school was positive and staff feel that we could replicate this format again this year but on a larger scale.	Summer school has received positive feedback and has been effective in supporting some of our vulnerable learners to transition effectively into secondary school. We are opening up the summer school offer to all yr 6 pupils for the intake of Sept'18 and we will track all summer school attendees periodically over the course of Y7.	£4,621
<u>Staffing</u>				<u>£241,242</u>

Improved attainment for PP students	Small intervention groups and 1:1 support	Evidence shows gaps in core learning and additional needs are lessened through targeted support.	Provision will continue to be targeted through the redeployment of Specialist Teaching Assistants and Teaching Assistants into individual Faculty areas.	-
Improved attainment in Literacy levels across the curriculum in KS3.	Targeted support in small groups who have been withdrawn from MFL to have extra Literacy	Evidence shows gaps in core learning and additional needs are lessened through targeted support.	Provision will continue through the use of an Alternative Curriculum Teacher.	-
Improved attainment PP Students	1:1 mentoring	To support disadvantaged pupils emotionally to try to remove emotional barriers that are preventing learning through mentoring.	Whilst mentoring has been effective we are going to offer more focussed mentoring for target groups, eg, assertive mentoring in KS4.	-

<p>PP students are identifiable and differentiated on a pupil basis to increase motivation, attitude to learning and positive outcomes.</p> <p>To support the tracking and monitoring of PP students.</p> <p>To ensure that class sizes are reduced in these two core areas.</p>	<p>Additional 1.0fte English and 1.0fte Maths teachers employed</p>	<p>The impact in English has not been successful.</p>	<p>Through natural wastage (opposed to redundancies) the opportunity has arisen to rethink the English staffing and alternative strategies (as listed above) are going to be utilised going forward.</p>	<p>-</p>
<p>Provision of a varied programme of careers guidance and enrichment including trips and visits.</p>	<p>Aspirational</p>	<p>Programme of careers and P16 options events organised by Head of Careers/Raising Aspirations</p>	<p>This intervention will be continued through the use of Subject days, University Visits, Alumni visits, Careers talks from Outreach team, Mock Interview Days, Ambition University programmes and Guest speakers</p>	<p>£2,187</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
Support for enrichment trips and visits Provision of uniform and resources through an application process.	Trips & Hardship Fund	5% of all placed on trips were subsidised for pupil premium students.	To ensure equality going forward the strategy that the school will implement will be to subsidise the Y9 residential trip for all PP students.	£5,532
Pupils able to focus on learning	Art Therapy	1:1 therapy to support meaning that pupils are better able to focus on learning.	Positive impact made to pupils, as evidenced on case by case basis - pupils meeting targets around social skills, engagement, anger/self-management, improved behaviour, improved mental health	£3,205
Reduce barriers to learning, revision and potential outcomes	A, Curriculum Resources	Resources provided specifically for eligible pupils to remove financial barriers to learning and supporting pupils to overcome these.	Support accessing curriculum resources needs to be continued and further explored with Directors of Faculties.	£349
	B Food Technology Contributions		Removing these financial barriers for this area of the curriculum is having a positive impact and this intervention will continue.	£500
	C, Music Tuition		Music tuition broadens access to lessons, providing opportunities to play an instrument (including voice), regardless of parents/guardians income or interest in music at home.	£639

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
Event provision	Canteen Catering	Contribution to support specific events and interventions targeted at PP students.	Not to continue with this approach.	£918
Ensure pupils are in school and learning	Transport – taxi fees	Ensure that pupils are able to get into school and home each day.	Short term provisions whilst ensuring that relevant travel plans are made.	£58

7. Additional detail

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

