

Pupil premium strategy statement (secondary)

1. Summary information					
School	The High Arcal School				
Academic Year – review Plan for	2016/7 2017/8	Total PP budget	£347,000	Date of most recent PP Review	9/17
Total number of pupils	1175	Number of pupils eligible for PP	407	Date for next internal review of this strategy	9/18
2. Current attainment (2017)					
		Pupils eligible for PP (your school)		All pupils (school)	
Progress 8 score average		-0.86		-0.27	
Attainment 8 score average		30		40.63	
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.	Aspirations and ambition of a significant group of students, particularly white, lower ability boys. (Progress 8 boys = -0.46, progress 8 lower = -0.23. In addition aspiration and confidence of high ability PP and Non PP students is too low (progress 8 higher ability = - 0.32				
B.	Significant numbers of students in Y7 arrive at the academy below the national average (44% below 100 in maths and in reading)				
C.	Behaviour issues for a group of y8 and y9 boys and girls (mostly eligible for PP) is impacting on rates of progress for these students				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Attendance of FSM students (93%) is lower than their non FSM counterparts (95.6%)				
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>) for 2018		Success criteria		Evaluation – results 2018 / end of year data	
A.	<ul style="list-style-type: none"> Half termly data trawls will demonstrated the continuous progress of PP students. Interventions will be in place with PP students having priority access to the highest quality intervention. PP students will have priority access to external intervention, in particular revision programmes at Dudley college and to The Aspire Interventions 	<ul style="list-style-type: none"> Progress 8 for PP students to be at -0.4 (half current score) Attainment of PP students to be at 40 pts At least 80% of PP students invited to external intervention to have attended Progress of PP students in English and maths to be at national levels Attainment of PP students in English and maths to be at national levels 	<ul style="list-style-type: none"> Awaiting publication of Progress 8 data Attainment as of 9.9.18 was 39.37 Awaiting national data 		
B.	<ul style="list-style-type: none"> Identification of those below national standard places these students in our Student Support centre for bespoke intervention 	<ul style="list-style-type: none"> At least 75% of Identified students are on target to achieve aspirational target grades 	<ul style="list-style-type: none"> In virtually all subjects at least 75% of identified students did reach target. 		

	<ul style="list-style-type: none"> • Support for learning to enable 'wrap around' care for these students including Achievement Centre work to enable a successful transition • Use of Baseline testing to identify gaps in key skills, knowledge and understanding • Use of Lexia Reading Programme to support development of literacy skills in identified students 	<ul style="list-style-type: none"> • Y7 SOW re-written to support filling of known gaps • Evaluation of Lexia reading programme is able to identify key areas of success. 	Subjects where this was not the case was MFL and Science.
C.	<ul style="list-style-type: none"> • Development of identified Y9 and Y8 refocus groups based on internal behaviour logs and exclusion data • Y9 refocus group to follow a bespoke curriculum which will still allow them to be Progress 8 compliant but also benefit from time in our Personalised Learning Centre to continue to work on social and emotional skills • Y8 refocus group to focus on social skills and basic learning behaviours • Both groups to benefit from Early Help when required to support parents 	<ul style="list-style-type: none"> • Significant reduction in fixed term exclusions for both refocus groups • No permanent exclusions from either group • Data trawls will show at least 75% of students on track to reach targets • Attendance rises for all students 	<ul style="list-style-type: none"> • 60% drop in exclusions for both groups • No Permanent exclusions from either group • 75% drop in behaviour referrals • 4 of Y8 refocus group now have a diagnosis of ADHD/ Autism from CAMHS
D.	<ul style="list-style-type: none"> • Attendance officer to focus on FSM as a key group for intervention • Where appropriate Early Help to be in place for key families 	<ul style="list-style-type: none"> • Less than -0.5% difference in attendance between FSM and NON FSM • Persistent absence of FSM to be reduced by 4% 	

5. Planned expenditure

Academic year

2018/9

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?
Improve literacy levels in Y7 so as to allow more rapid progress to be made in KS3.	<p>Use of GCSE assessment criteria to be taught from Y7- see trackers.</p> <p>Resilience groups in place to allow 10 hours per week focussing on key literacy skills, taught by the same teacher</p> <p>Sharing of Y6 work with all staff so teachers are aware of the standard achieved at primary school</p> <p>Use of GL assessments to ensure all gaps are identified from week one</p>	<p>Sutton Trust evidence of the need for quality scaffolding and criterion referenced feedback.</p> <p>Current Y7 SATS scores suggest students have much lower literacy levels but work in school suggests this is not the case hence we must be fully aware of teaching content and methodology in Y6.</p> <p>GL assessments will allow us to identify gaps more quickly</p>	<ul style="list-style-type: none"> Regular PP v non PP book trawls Forensic analysis of KAP data QA calendar in place and monitored by SLT line managers Student voice from resilience groups Work fayre from resilience groups 	HM	Each KAP and self- review period
Improve the quality of oracy of all students with a specific focus on PP students	<p>Focus on a collaborative style of teaching</p> <p>Ability driven seating plans in place to support all learners</p> <p>Where possible all rooms to be laid out in groups</p> <p>Use of Teacher Toolkit to support greater focus on PP students</p>	<p>Sutton Trust evidence of the need for quality scaffolding and criterion referenced feedback.</p> <p>Sutton Trust evidence for the need to teach 'speaking for writing' to support the fluency of written work.</p>	<ul style="list-style-type: none"> Regular PP v non PP book trawls Forensic analysis of KAP data QA calendar in place and monitored by SLT 	DI,SD,HM	Each KAP and self- review period
Improve the quality of teacher questioning, ensuring challenge is embedded into all lessons	<p>Smart curriculum to have challenge embedded</p> <p>Use of Teacher Toolkit to support the development of a range of questioning/ challenge techniques</p> <p>Teacher development programme to support individual staff to focus on this area</p>	<p>The Smart Curriculum has been shown to lead to significant improvements in both attainment and progress in school where it has been introduced.</p>	<ul style="list-style-type: none"> Regular PP v non PP book trawls Forensic analysis of KAP data QA calendar in place and monitored by SLT 	DI,SD,HM	Each KAP and self- review period

<p>Close gaps in progress and attainment in English and maths between PP and Non PP students so that they are at national norms or better</p>	<p>Smart Curriculum to have high expectations and challenge embedded into each lesson Teacher Toolkit to 'force' staff into focussing on challenge for PP students Every lesson Expectations to support the delivery of lessons which are always at least good in terms of the progress students make. Use of Pixl resources for teaching, assessment and analysis to support planning GCSE POD integrated into home learning for all KS4 classes Mentoring and study aid programme introduced to a focus group of Y11 students using the Elevate Programme</p>	<p>The Smart Curriculum has been shown to lead to significant improvements in both attainment and progress in school where it has been introduced</p> <p>3,500 schools are part of Pixl, the evidence base for success of these resources is significant. All resources are online which enable the school to track the use and success rate of the use of the resources</p>	<ul style="list-style-type: none"> • Regular PP v non PP book trawls • Forensic analysis of KAP data • QA calendar in place and monitored by SLT • Monitoring of use of Pixl resources and attendance at conferences 	<p>DI,SD,HM</p>	<p>Each KAP and self- review period</p>
<p>Reduce the incidents of low level disruption in lessons so as to impact on progress of all students.</p>	<p>Introduction of VDE across all year groups with very clear high expectations of behaviour. Valued reward scheme in place for the invisible 80%!</p>	<p>The VDE system has been proven to lead to significant improvements in behaviour, amount of learning that takes place in schools where it has been introduced before. Too much of our time is focussed on those not doing what is expected and not on those who follow the expectations relentlessly.</p>	<ul style="list-style-type: none"> • Regular PP v non PP book trawls • Forensic analysis of KAP data • QA calendar in place and monitored by SLT • Fortnightly analysis of VDE data 	<p>GT, WS</p>	<p>Each KAP and self- review period</p>
Total budgeted cost					<p>Approx £100,000</p>
ii. Targeted support					
<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>No wasted moments in Y7 allowing those arriving below the national standard to be at least national by the end of Y7</p>	<p>Bespoke curriculum in place in resilience groups One day of SENCO time to focus on these students One lesson per day of PLC staff time to focus on the social and emotional needs of these students / families Use of Lexia reading programme to support gaps in literacy</p>	<p>Tracking of students who have used these programmes in previous years (in place for 3 years) has proven the success. This is an adaptation of Literacy for Life that has a highly successful record of developing the key learning skills of all students.</p>	<ul style="list-style-type: none"> • Regular PP v non PP book trawls • Forensic analysis of KAP data • QA calendar in place and monitored by SLT line managers • Student voice from resilience groups • Work fayre from resilience groups 	<p>HM, DI, JW</p>	<p>Each KAP and self- review period</p>

Gaps in progress will close in English and maths to within national norms	Targeted revision for Y11 PP students – use of non tutor teacher in English and maths to lead Priority for PP students for intervention Friday Priority for PP students for Aspire and College interventions Following mocks to create an intervention tutor group PP students to have priority access to the KS4 Learning Zone for 1 to 1 support with KS4	Sutton Trust confirms that targeted intervention is highly successful. In addition Aspire is beginning to prove that working on aspiration as well as attainment is the preferable method for improving student outcomes	<ul style="list-style-type: none"> Interview with EVERY PP parent following mocks with a bespoke student action plan in place Register of attendees at revision to form part of self- review 	JB, HM, SJ	Each KAP and self- review period
Behaviour issues for Y8/9 students show a significant decline	Behaviour manager to develop and monitor key intervention programmes for key students whilst liaising with other support structures in school eg PLC, learning mentors	The VDE system has been proven to lead to significant improvements in behaviour, amount of learning that takes place in schools where it has been introduced before.	<ul style="list-style-type: none"> Fortnightly VDE analysis Half- termly report to SLT on impact and issues arising from VDE Analysis of exclusions 	WS, DI, GT	Each KAP and self- review period
Reduction in persistent absence figure for FSM students	Reward for improved attendance, Bespoke intervention from Attendance Officer leading where necessary to Early Help	Work of attendance Officer has led to a whole school improvement in attendance of 3.5%. PP students has a group now attend well BUT the focus needs to now be on FSM students as this group has the lowest attendance of all groups.	<ul style="list-style-type: none"> Weekly meeting between attendance officer and HS Half termly review of attendance produced Rewards given in presentation assemblies 	HS, AD	Each KAP and self- review period

Total budgeted cost £250,000

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?
Improve engagement of Y11 students eligible for PP.	Reward programme linked to application to the Y11 Prom	This programme has run for 2 years now and has improved Y11 attendance by 2% and that of PP students by 3.4%	<ul style="list-style-type: none"> Prom assembly followed by monthly completion of application form Regular target group of students for HOH intervention 	HS, HOH	Each KAP and self- review period

Total budgeted cost £5,000

