



Presdales School

Achievement for all



Pupil Premium & Year 7 Catch Up

Review 2017 - 2018

Action Plan 2018 - 2019

Achievement for all

Presdales School aims to provide an outstanding education that enables all students, regardless of their background and starting point, to achieve and surpass their academic potential.

We are committed to the development of independent minded young women who have active and creative minds. We expect our students to acquire a sense of understanding and compassion for one another and to have courage to act on their beliefs.

We will equip our students with the skills and attributes to empower them to lead happy and successful lives, enabling them to make a meaningful contribution to our global society.

Presdales School vision and values statement

Pupil Premium Strategy

Context

The Pupil Premium Grant is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students and close the achievement gap between this group of students and their peers.

Schools receive a funding allocation from the government based on the number of students who are:

- Looked-after children (CLA)
- Previously looked-after children
- Children currently eligible to receive Free School Meals (FSM)
- Children eligible to receive Free School Meals in the last six years (Ever6)
- Children of personnel serving in the armed forces

At Presdales we recognise that there are circumstances in life that present some students with additional challenges. We are committed to ensuring no student is disadvantaged by circumstances and to using the Pupil Premium Grant to diminish differences. We pride ourselves on knowing our students very well and identifying barriers to learning so that we can tackle and overcome them together. In this field we use the work of research bodies such as the Education Endowment Foundation, and guidance from the Department for Education and the National College for Teaching & Leadership to direct spending the grant for the best value, and we work with students, teachers and parents to find the best means of supporting the individual. We are committed to quality teaching in the classroom, an appropriate curriculum for all, focused and supportive interventions, enjoyable educational experiences shared by all and aspirations for the future.

What are the main barriers to educational achievement for our cohort of eligible students?

- 10% of the Presdales school population is defined as disadvantaged. This is a relatively small number and the barriers to achievement vary at an individual level.
- When students arrive in Year 7 there is an achievement gap to close, showing in KS2 outcomes. Some students have access to extra tuition outside school to boost KS2 outcomes which has not been available to disadvantaged students.
- Some students have been in the disadvantaged group for a significant length of time. In other cases circumstances have changed and then changed again quickly. Where a student has experienced challenges for a longer period of time and has had low attendance or low levels of engagement in their primary school phase there will be significant gaps in learning which need to be addressed or they will continue to have an impact on ongoing learning.
- Integration is an important barrier to counter. There are social advantages to affluence and we need to ensure all students enjoy their part in the school community, including developing in confidence, good friendships and enrichment experiences.
- Our disadvantaged students may not be able to access all the necessary school equipment to support their learning, such as stationery, ICT equipment, uniform.
- Off-site visits and residential trips are important activities organised to develop students' learning, put the learning that takes place in the classroom into practice, widen their horizons and develop aspirations as well as making happy memories of school life. If disadvantaged students do not engage in these opportunities, the gap between them and their peers can widen further.
- The stability of education and an individual's home environment as well as additional worries about circumstances outside school can present a significant challenge to students at school.

In 2017-2018 10% of the 7-11 student population was eligible for the additional funding at Presdales. The school received a Pupil Premium allocation of: £95,774, based on the January 2018 census.

The spending breakdown is detailed overleaf.

Academic Progress and Achievement	£
Core intervention Yr 11	9000
Additional supervised study	6000
Curriculum review	
Year 11	4,500
Year 9	3500
Year 8	2500
Yr 11 French	
Peer 1:1 tuition	1,800
Additional 1:1 tuition	875
Increased number of groups in Core subjects, KS3 & 4	72,000
Easter Revision Course	1,700
Appropriate curriculum	
Investigate: Introduction of new GCSE Business (1-9) Science ELC, and BTEC Health & Social Care	1,100
Achievement points, rewards and celebrations	240
Homework club (Yr 13)	600
Attendance	
Attendance: Lesson Monitor	1000
Breakfast club	600
Integration and pastoral support	
PSHE programme	200
Extracurricular enrichment	14,269
Music fees	1,860
Counselling	4,500
Year 11 mentoring programme	400
Nurture group	1,240
Resources & Equipment	
Extra-curricular clinics and club	200
Departmental resources and equipment	4,000
ICT access	2,000
Stationery/ Materials/ Uniform	1240
Leadership & Management	
SLT/DT for CLA	12,000
4Matrix licence (For 3 years)	3580
Staff development and training in issues facing CLA and wider group of disadvantaged students (Attachment issues and Teen Brain)	500
Aspiration input	200
Total	151,604

Impact

We are very pleased and proud of the hard work and commitment of our students for their GCSE exams.

2018 results

	Disadvantaged students	Non-disadvantaged students
Number of students in cohort	15	151
Attainment 8	45.6	59.4
Progress 8	-0.06	0.55 (all students)
English and Maths 4+	80%	92%
English and Maths 5+	47%	71%
Entered for Ebacc	67 %	82%
Achieved Ebacc with standard pass	47%	72%
Achieved Ebacc with strong pass	33%	56%

*Progress 8 score is based on data from DfE before grade reviews. Final data will be updated when published nationally.

The school tracks the progress of all students, including students eligible for support from the Pupil Premium Grant. Student performance at assessment tracking points is analysed, and discussed with students. Careful action-planning, taking account of the individual student's voice has ensured the disadvantaged group of students has progressed and achieved in line with national expectations for all students. The attainment gap has narrowed from a 38% gap in 2017 to a 12% gap in the number of students achieving English & Maths GCSE. For the Attainment 8 score this has narrowed from 23.81 points in 2017 to 13.8 points in 2018.

Student feedback showed that effective use of the Pupil Premium Grant related to supplying revision guides and materials, providing revision sessions and additional tuition, providing additional supervised study time and funding smaller teaching groups.

Pupil Premium spending for 2018-2019

We are estimated to receive £94,930 for the next financial year. We will continue to review student needs after each tracking point, and the strategy as a whole in September 2019. We intend to spend the Pupil Premium funding in the following ways over the next academic year:

Intervention	Cost £ (all figures rounded)	Activities	Success criteria
Academic Progress and Achievement			
Core intervention Yr 11	9000	Small group additional tuition (English & Maths) with specialist teachers to work on practice questions and strategies for success in GCSE exams.	Teachers address student areas of weakness and gaps. Students improve performance in English and Maths and across all subjects and sustain good levels of motivation for the GCSE course
Additional supervised study	6000	Guided supervised exam study	Students develop study skills and improve performance in English and Maths across all subjects and sustain good levels of motivation for the GCSE course
1:1/ small group tuition (KS3 & 4) PP and PP & SEND	8500	Targeted support in area demonstrating current underperformance (with a focus on literacy and numeracy)	Accelerated progress to get back on track to achieve expectations and GCSE target.
Appropriate curriculum Investigate: Introduction of new GCSE Business (9-1), Science ELC, Media studies Introduction of BTEC Health & Social Care	5000	Survey student body preparing for options to assess appropriate curriculum, including alternative curriculum if appropriate. Introduce BTEC in Health and Social Care with increased support compared to linear exam GCSEs and relevance to development of life skills and career options.	Students are motivated by an appropriate curriculum and develop career aspirations and are equipped for their next steps
Curriculum review Years 11-8	10,500	Additional teaching time to support students with core skills and reduce curriculum load by one subject.	Students achieve or exceed threshold in Maths & English.
Bespoke (external) support	2300	External specialised counsellor and tutors to support students with complex needs	Students receive academic and pastoral support and avoid impact on timetabled lessons.
Peer 1:1 tuition	No cost	A Level students work 1:1 in weekly sessions with Year 11 students and in-class support	Students meet/exceed expected Target Grade
Reduced class size in English/ Maths KS3 & 4	84,000	Teacher: student ratio decreased and expert staffing of the groups Continued development of strategies to address barriers to learning, support student achievement, including raising aspirations.	Improved progress towards target grades/ achievement of target grade.

Intervention	Cost £ (all figures rounded)	Activities	Success criteria
Easter Revision Course	1700	Targeted course during Easter holiday period to support Yr11 PPG students with revision habits and provide guided revision on each of the core subjects and across the curriculum as required.	Students meet/exceed expected Target Grade
Achievement points, rewards and celebrations	240	HoYs and SLT (Disadvantaged) track achievements and rewards	Students are motivated, have good self-esteem and build momentum through recognition for achievements.
Homework club (Yr 13)	4500	Ensure after school supervision (4 days a week) to provide conducive homework environment with ICT access, and support students with difficulties in organisation. Staffed by teaching staff (except on meeting days when Senior students run the club)	Improved achievement from quiet environment to benefit from consolidation/ research/ stretch of homework tasks completed; reduction of negative consequences for non-completion of homework; Improved self-esteem from being organised and on top of work.
Exam support	1800	Students with SEND have access arrangements in place for internal exams as well as public exams, including Read/Write software.	Students feel calm and familiar with the exam environment and software and are able to perform to their best.
Attendance			
Transport	200	Transport (taxi/ bus cards) to ensure students can get to school	Full attendance. Students have reasonable journey-time and arrive at school on time.
Attendance: Lesson Monitor	1000	Rigorous and consistent follow-up with appropriate stages of action for low attendance levels in conjunction with.	Student attendance increases and students are in school with in excess of 95% attendance.
Breakfast club and FSM	500	Students on FSM in school are provided with breakfast	Students are able to concentrate and persevere in class.
Integration and pastoral support			
Extracurricular enrichment	14,000	To support disadvantaged students with extra-curricular trip costs to give access to enrichment activities. To include targeted experiences such as theatre visit.	Enrichment and improved achievement and engagement in related curriculum area. Good social cohesion and integration within year group. Reduction of insecurity, increased confidence and independence. Heightened aspirations.
Music fees	3000	To give disadvantaged students access to musical development, including as a satisfying outlet for expression, emotion and creativity	To raise student self-esteem, opportunity to explore and nurture talent and expression; achievement of music awards.
Counselling	4500	Support for students facing significant emotional needs	Specialist pastoral care for vulnerable students in distress. Increased security and engagement with school. Support personal development. Able to attend and focus in lessons.

Intervention	Cost £ (all figures rounded)	Activities	Success criteria
Nurture group	900	Students meet weekly for creative social activity. Opportunities for entrepreneurial development.	Vulnerable students more secure. Improved self-esteem from engagement in school activity and achievement in producing and selling attractive items.
Resources & Equipment			
Departmental resources and equipment	4000	To allow departments to buy materials that students are unable to provide, including revision materials.	Students are fully equipped for lessons and able to engage and make increased progress
Yr 11 Extra-curricular clinics and club	1000	Contribution to lunchtime and after-school support groups targeting disadvantaged students (funding required to support Art, D&T)	Students receive the subject specific support they require with their peers.
ICT access	3000	To ensure students have use of a computer for homework and access to the internet, including Google Classroom and other learning technologies for guided and independent learning and development	Students derive benefit from research, consolidation and productive tasks, keep up to date with homework and organisation.
Uniform	300	All students are wearing the correct uniform.	Anxiety and integration barriers are removed, all students integrate well.
Leadership & Management			
SLT/DT for CLA	12,000	Meet with parents/ carers and students and produce Student Profiles to share with teaching team; Raise awareness of PPG students amongst all staff: Ensure register and SIMS are up to date and communicate changes to staff; CPD to communicate challenges for disadvantaged students, share significant research findings relating to the chances of PPG and how to help; Monitor attendance; Track student performance and implement interventions to address issues; Meet regularly with PPG students including CLA (PP+) for day-to-day, student voice and PEP meetings, and previously CLA, including liaison with carers and parents.	Student Profiles for each student shared with staff. Barriers to learning identified and measures in place to address these. Parent/ carer partnership is working to support students. Gap closure across all cohorts.
Admin support	500	To support tracking of student achievement.	Clear and current picture of performance. Issues arising addressed with interventions as appropriate.
4Matrix licence (For 3 years/ 1 year)	3000/ 1000	Software to support tracking of student achievement.	Clear and current picture of performance. Issues arising addressed with interventions as appropriate.

Intervention	Cost £ (all figures rounded)	Activities	Success criteria
Staff development and training in issues facing CLA and wider group of disadvantaged students (Attachment Toolkit)	500	Staff are up to date with policy, research and means of support for students.	Students receive the requisite teaching, care and support for them to achieve.
Aspirations	200	Visits and resources to support student aspirations for the future. Including developmental experiences and summer schools.	Students have a positive sense of hopefulness about their future, direction for their choices and goals to motivate their learning. Staff supporting them can help investigate specific courses and job requirements.
YC Herts	1800	Careers guidance for students Students meet 1:1 with a professional to discuss and develop plan for their options pathway, continuing education and future career.	Students have a good understanding of the pathways open to them, enjoy their courses and have aspirations for the future.
Total	181,940		

The Year 7 Literacy and Numeracy Catch-up Premium

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 students who did not achieve the expected standard (the scaled score of 100+) in reading or maths at the end of Key Stage 2 (KS2).

We received £5294 in funding for 2017-2018.

The programme for students was developed further in 2017-2018, featuring:

- A spelling focus group receiving 12 x 15 minute sessions with the Head of English
- Paired reading with 18 year 7 students paired with a year 12 students once a week for 14 weeks.
- Students were assessed on a 1-1 basis for their Maths needs and gap analysis carried out.
- Passport Maths intervention programme used in form times then revised to an individualised Maths support program to complement class teaching and the improving of basic skills.
- Students were guided to understand their own needs and work on student-perceived weaknesses, building confidence.
1-1 weekly Maths intervention during school day revised to 1-1 sessions during morning registration time for 2.5 terms.
- 2 smaller Mathematics sets of with teacher-student ratio of 15-1
- Most lessons also supported by a teaching assistant or Year 12 A level Maths student.
- 2 lunchtime sessions available to all to support homework and classwork issues
- Homework club after school
- Screening and testing for extra time/electronic reader/laptop

Impact 2017-2018 and Plans for 2018-2019

Of the 26 students who started Presdales in September 2017 at a level not deemed secondary ready in Maths, all students have made progress and closed the gap to some degree:

- 50% have now "caught-up" with their peer group
- a further 19% have made significant progress closing the gap.
- In Year 8, there will be continued support of weekly half-hour Maths sessions targeted at the students with continuing additional need.

31 students who started Presdales at a level not deemed secondary ready in English.

- On the paired reader programme, readers improved by 84 lexile points (29 points above the average in the year group.)
- Students on the spelling programme said the programme made them feel more positive about spelling, all showed improvement in the end of year test, though progress measures were small, between 4 and 14%. The spelling programme for 2018/2019 will instead use

Lexia's programme. Approaches to support students with spelling will also be widened to include a literacy drive focussing on key words across the curriculum.

- 68% of students are now on track to achieve or exceed age-related expectation.
- In Year 8, there will be additional support of weekly English sessions and/or in-class and 1:1 support targeted at the students not currently on track to achieve age-related expectation.

The funding allocation for 2018/2019 is approx. £5,000

Intervention	Cost (all figures rounded)	Activities	Success criteria
Yr 7 Catch-up (Core Heads of Department)	3,000	Core HoDs released from pastoral time to lead Yr 7 Catch-up (English & Maths), with trained A Level student tutors for targeted students.	Students who scored below 100 at KS2 receive support to access KS3 curriculum. Students catch up with their peer group.
Yr 8 continuation		Core HoDs continue to lead Catch-up (English & Maths), with trained A Level student tutors for targeted students	Students who scored below 100 at KS2 receive support to access KS3 curriculum. Students catch up with their peer group.
Lexia software	tbc	Spelling software to be purchased to support reviewed approach to improving student spelling	Improved spelling for students
Yr 8 continuation	Included in PP spend above	Additional small group tuition for students with continuing need in Maths and English and reduced timetable. (replaces 1 x MFL) with SENCO and subject specialist tutors. Targeted in-class support and 1:1 tuition.	Students progress and diminish differences with their peer group in Maths and English, and enjoy access to the wider KS3 curriculum. Students achieve age-related expectation.

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