

Pupil premium strategy statement (Saltash)

1. Summary information					
School	Saltash.net Community School				
Academic Year	2018/19	Total PP budget	£285767	Date of most recent PP Review	April 2019
Total number of pupils	1272	Number of pupils eligible for PP	359	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
N.B. Statistics reference 2018 published performed data (source: DfE).	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8	-0.60	0.13
Attainment 8	38.5	50.1
English and Maths at grade 5 or above	18.8%	40.2%
English and Maths at grade 4 or above	50.0%	71.5%
Achieving Ebacc at grade 5/C or above	3.0%	20.2%
Achieving Ebacc at grade 4/C or above	12.5%	28.5%
Entering Ebacc	20.3%	42.8%
Staying in education or employment for at least 2 terms after key stage 4 (2015 school leavers)	95.7%	96%
Progress 8 English	-0.44	0.11
Progress 8 Maths	-0.73	0.12
Progress 8 Ebacc Subjects	-0.65	0.15
Progress 8 Open Subjects	-0.58	0.12

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.	Underachievement in Core Subject	
B.	Underachievement in Ebacc subjects	
C.	Low level disruption	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Poor attendance	
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Improve progress in Core subjects	Disadvantaged P8 for Core Subjects moves to (at least) Q3 in 2019, improving again in 2020
B.	Improve progress (Value Added) in EBacc subjects (Maintain improved progress (Value Added in Humanities))	Disadvantaged VA for Science moves to Q3 in 2019 Disadvantaged VA for Humanities moves to Q3 in 2019 Disadvantaged VA for Languages moves to Q3 in 2019
C.	Eliminate low level disruption from classrooms	The number of students accessing detentions for L will decrease across the year
D.	Improve attendance	Overall school attendance is in line with or better than national average for Disadvantaged students Rates of persistent absence in line with national average for Disadvantaged students

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?
Improved teaching and learning across all subjects	Appointment of Deputy Head (T+L) and subsequent restructure of Leadership Group	DfE suggest that the impact of leadership is second only to the impact of classroom teachers on pupil outcomes	Line Management by Head Teacher Learning Walks and Work scrutiny undertaken by Head and Deputy Head Necessary interventions put in place	SS	Termly reviews with external data in Sept 2019 20% DH salary
Pupils with additional needs are supported to access the curriculum and overcome barriers to learning	LRC (Study Plus) STAR centre	EEF Toolkit suggests an average of 3 months additional progress for pupils who participate in individualised instruction and 4 months additional progress for pupils participating in small group tuition.	Regular monitoring checks Data used to monitor progress	XPH/OS	RAP meetings following each data drop £30 600 staffing cost
Pupils who find it difficult to meet their homework commitments are supported by a member of staff to do so, so that they can benefit from the same learning gains as others	Homework Club Support Show My Homework Purchased	EEF Toolkit suggests an average of 5 months additional progress for pupils who complete homework at secondary school.	Attendance at homework club monitored Use of SMH by staff monitored through termly reports. Completion of homework monitored through classcharts	XDP HE BD	£9 335 Staffing cost £5 500 Resources + food SMH cost £2 000

Provision for all pupils is informed by most recent thinking and research	Leadership training on improving outcomes for disadvantaged pupils	Prof. Becky Allen ResearchEd talk on Pupil Premium Evidence-based debate suggests that schools should move away from an intervention model, towards more general approaches that benefit all pupils e.g. knowledge rich curriculum/vocab. focus.	PP governor and strategy lead will meet termly to interrogate strategy	GN	July 2019 CPD and conferences £4 500 (inc PiXL) Achievement For All Programme £2 500
Pupils with gaps in knowledge at GCSE are supported to revisit and understand ready for their exams	Subject Staff training on diagnosis-therapy-testing model of intervention	EEF Toolkit suggests an average of 3 months additional progress for pupils who participate in individualised instruction and 4 months additional progress for pupils participating in small group tuition.	Half termly meetings with PIXL Associate who acts as School Improvement Partner, meeting with DH, AH (Data), Directors of Key Stage and Ebacc	GN/OS	Jan- May 2019 Study Plus programme August 2019 GCSE results PIXL £3,200 Conferences £4 50 (inc. above)

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?
Disadvantaged pupils can access resources and extra-curricular activities alongside peers	Requests to Deputy Head i/c PP	EEF relates that out of the classroom and metacognitive learning are good markers	Review of trips/activities to ensure no Disadvantaged student is 'missing out'	GN	July 2019 £8 500 (in. CEW)
Attendance of FSM students improves	Achievement For All structured conversations approach	Reaching out to the parents through positive conversations will enable us to really understand the barriers to coming to school	Attendance figures monitored for the target Year 8 and Year 10 students	GN/JS	June 2019 £2 500 (inc. above)
Improve progress in all subjects	Achievement For All Programme to build the capacity of Middle Leaders	The programme has a good record of improving outcomes and gives us an opportunity to provide external support for Middle Leaders	DH i/c PP (Achievement For All Champion) to work with Achievement For All Coach. Progress of target students to be monitored at each data drop	GN	Termly £2 500 (inc. above)

Disadvantaged pupils meet their targets in English, Maths and Science	Tutor Group Boosters	EEF Toolkit- Small Group Tuition and One to One Tuition analysis suggests an average of 4-5 months of additional progress.	Mock exams and other in class assessments used to check for progress and identify need	GN/OS	August 2019 Revision Guides for Science, Photocopying for English and Maths Wellbeing Wednesday resources £1 000
Disadvantaged pupils meet their targets in Maths	Subject Specialist TA	EEF Toolkit- Small Group Tuition and One to One Tuition analysis suggests an average of 4-5 months of additional progress.	In class assessments to be used to check progress	GN	Termly £7 550
Attendance of Disadvantaged students improves	Transport Assistance	If they're not here they can't learn and this removes one of the barriers	Monitoring attendance	GN/JS	Termly £1 500

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?
Provide psychological support for disadvantaged students	Counsellor on-site 3 days a week and access to other professionals for 20 days in the year	Well documented need to support MH in young people. Very difficult to access external services.	Allocations to the service through one central person. Impact forms completed.	GN	July 2019 £34 450

Continue to improve rates of attendance	Attendance AH Attendance Champion (Y7)	Strategies from last year saw an improvement in attendance so continued focus this year.	Attendance AH line managed by DH i/c PP Attendance AH meet half termly with HOYs to implement Attendance Strategy Attendance data reported termly in HT report to governors	GN/JS	Termly in DH/AH line management meetings July 2019 for strategy review £29 500 + £71 450 (20% Pastoral Team)
To ensure that all students but especially the PP cohort have a meal to start the day – thus improving concentration and outcomes.	Breakfast Club	This provides a facility for the students in need of breakfast, whether PP or otherwise	PP Champion to monitor attendance of students and to sign-post breakfast club as an intervention where need is identified	GN/XDP	July 2019 £10 000
Eliminate low level disruption in classrooms	New Behaviour Policy monitored through Classcharts	EEF Toolkit – Behaviour Interventions analysis suggests that improving behaviour management can result in increased attainment at whole school level, however evidence is lacking on expected effects of reducing low level disruption.	Classcharts data monitored by groups	BD/GN	July 2019
Improve attendance of persistent absentees Ensure that pupils are safe from the risky behaviours of others	Recovery Room, Internal Exclusion and LRC	We want to keep students in school where learning can take place. A daily routine will help to build 'habit'	Learning programmes monitored in LRC	GN XLP	July 2019 Costs included already (Study Plus staffing, Attendance Champion)
To increase the number of students able to access the music curriculum	Music and Singing lessons	We believe it is important to support The Arts and enable all students to participate in Music and singing lessons	Student numbers studying Music at GCSE and A Level to increase (particularly Disadvantaged students)	OY	July 2019 £3 500
Improve attendance	Provision of Uniform	Removing a barrier to not attending school and not 'feeling different'.	Attendance data	XDP	July 2019 £750

Improve rates of attendance Improve progress in Core subjects and the Ebacc subjects	Careers advice and guidance via PD and external services	Personal Guidance is the 8 th Gatsby benchmark for the DfE careers strategy When pupils have clear future plans they are more motivated to be in school and work for good outcomes	Careers provision map	EG	July 2019
Improve attendance of persistent absentees	Education Welfare Officer services	The EWO can support families in several ways: offer advice, support parents in meetings with the school, attend school on behalf of parent, signpost other agencies, provide information on free school meals, uniform grants and transport.	Regular meetings held between EWO, Attendance officer and HOYs	JS	
Improve progress for disadvantaged students in all subjects	Photocopying of resources Providing resources for students	When students return from absence they may need different resources giving photocopying costs to the departments. Also, it is sometimes necessary to provide Disadvantaged students with extra paper resources if they do not have access to resources at home.	Monitoring of outcomes at each data drop	GN	External data August 2019 Internal data July 2019 £20 500

6. Review of expenditure

Previous Academic Year

2017-18

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
Specific focus on PP directed from SLT. Ultimate aim is to remove the gap entirely.	Appointment of PP SLT	The gap was not removed (0.61) but it had improved (0.81)	Deputy Head (Progress) to oversee Disadvantaged agenda	£39 250

Reduce sizes teaching groups and so improve PP outcomes	Maths teacher	Maths year 11 P8 Disadvantaged -0.94 Other -0.47 Gap 0.47 No improvement	Not continuing with this strategy	£28 432
Improvement in attainment of PP students in English	85% English teacher	English y11 P8 Disadvantaged -0.92 Other -0.32 Gap 0.60 0.5 improvement	Due to finding constraints we are unable to continue with this strategy	£17 000
Expedited catch up of "not secondary ready" students (SATs less than 100). The intention is for all students identified in this bracket to be at target by the end of 2017-18.	KS2/3 transition teacher	Internal data showed improvements for these students but this was not sustained beyond Year 7.	Due to a restructure of the SEN team, this intervention will be delivered by Senior Learning Support Assistants and overseen by the SENDCo	£42 366

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
Improvement in PP revision leading to improved outcomes at GCSE. 2017 data (target to improve on) Grade 4 or better: English 31.7% Maths 30.2% RE 42.4% Science 50.5%	Science, RE and Maths revision texts	Grade 4+ Maths: 35% English: 49% RE: 30% Science: 30% RE and Science were the first time on the new Specifications. English and Maths showed an improvement in outcomes	Revision resources will still be available to departments but there will be more focus on how they are expecting them to be used not simply providing them. Using the RAG sheets to direct individualised revision from the purchased resources.	£2 720

Improved resilience of PP students	Ed Psych	Impact is difficult to assess. Priority is given to PP students. Exit reports for students from the service would indicate they value the support received	The cost of this support is not going to be fully funded from PP moving forward. A new allocations panel is being set up with DH i/c PP having oversight of the referrals from HOYs. HOYs will have the opportunity to meet with the Clinical Psychologist to ensure appropriate support is provided.	£49 638
Targeted intervention with PP students to close gaps in learning.	Teaching support – LRC manager		This historical spend will continue but the LRC will be line managed by the SENDCo. Entry and exit assessments will be carried out. Individualised learning plans will be in place for the students in the LRC.	£30 966
Improvement in attainment due to extra support. Intention is to close the gap to at least in line with EEF predictions (23.4% at July 2018)	Revision session teaching costs	The P8 gap was reduced by 0.20 The EM 4+ gap was 33.4% The EM 5+ gap was 23.3%	We are moving away from a revision session model to focussing on in-class teaching strategies and interventions. PP students find it difficult to access 'out of hours' activities.	£5 320
Provide 1 to 1 support and parental liaison for most vulnerable PP students	PP Champion	Impact of this role is difficult to quantify. Students seen by the PP Champion are all PP students and given her role as DDSL the 'all-round' support provided to the young people and their families is excellent. She is actively involved in the transition of PP students from Year 6 into Year 7. She is an advocate for these students, she is able to offer support with uniform, sanitary products, transport and meal support. All of this assists in focussing on attendance and achievement.	This role is central to the safety and wellbeing of the most vulnerable PP students. A budget has been allocated to this role this year so that she can make instant decisions for families who may be in crisis.	£18 150

Improve attendance of PP cohort through home contact and monitoring. At July 2017 PP PA sat at 82.2% (excluding certain outliers). Target is 95%+.	AIM Champion	FSM Attendance 91.4% FSM PA 25.4%	The PP AIM champion role will change next year with the AHOY 7 role also being included. He will work alongside the Transition Lead to reduce the drop in attendance for our disadvantaged students. There will also be a focus on lates.	£28 944
Improvement in PP attendance through 1 to 1 meetings with students	AIM Champion teacher role	This post was relinquished during the Year		£1 135
Raise aspirations of PP students	PP Aspiration Lead	This role changed to become a sixth form mentor role. Although there is no direct funding for PP students in the 6 th Form, it is important that we continue to support disadvantaged students as they progress to Post 16 study. Exit reports from the students who had worked with the learning mentor indicate the value that they place on the support.	Although this role is continuing, it will not be funded from PP as it is working with Post 16 students.	£6 312
Improved combined measure outcomes for PP students (25 English, 25 Maths)	Pet-xi Programme	Outcomes were variable: Maths: 13/19 students achieved their target grade, 14/19 achieved 4+, 7/19 achieved 5+ English: 8/20 achieved their target grade, 15/20 achieved 4+, 11/20 achieved 5+ There was not a significant improvement in the combined measure	Although individual success can be seen from the data, it was a very expensive intervention with little impact on the combined measures and will therefore not be repeated next year.	£21 200
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
Provision of back room admin support e.g. entering of intervention data on SIMs.	Admin support	Impact is not possible to quantify, however, interventions need to be recorded for monitoring.	The introduction of Classcharts and Provision Mapping Online will change the focus of this role.	£1 272
Improved PP attendance and effort	Student rewards – attendance	Attendance did not improve during the focussed time	This will not be repeated.	£1 400
Improved academic achievement through mentoring	Student rewards – mentoring etc.	Test results showed that the students who attended regularly improved in their outcomes	This was a small sample of ‘maths mentoring’. Peer to Peer mentoring has been seen to have positive outcomes in other schools. This should be investigated for next year.	Included above
Improve academic outcomes / attendance using sports to motivate	Sports activities	Individual student case studies indicate this is successful in improving attendance and reducing the number of behaviour sanctions.	This intervention will continue for students on a teacher request basis.	£970
Cultural capital investment promoting aspirations / enticements to improve attendance etc.	CEW support	Some CEW support payments are linked to behaviour or attendance and in these cases the targets are met.	Support will continue for these activities as it is a small part of the budget and provides opportunities for the students to experience activities. The support next year will be more closely linked to attendance and behaviour targets.	£3 200
Improvements in academic attainment specifically English creative writing and exam tech	Educational visits	Small sample but outcomes showed improvement: Year 7 80% of students who attended the residential improved their reading score at the next data drop Year 10 100% of students who were involved in the creative writing intervention improved their test score	The activities undertaken at these external events will be used to support Creative Writing in school to align with the focussed approach on in-class interventions, not bolt on activities.	£3 250
Provide access to homework / revision environment that many PP student may not have at home.	Homework club	The percentage of the students accessing this support who are disadvantaged varies from month to month, ranging from 45% - 65%.	This is a high spend for something that is difficult to measure. Moving forward, staffing costs will be lower and use by disadvantaged students needs to be monitored more closely.	£14 830

Student's attendance/punctuality improves and has a positive effect on academic outcomes.	Transport			£3 140
Improvement in implementation of PP strategies.	PP review (Spring 2017)	Not a quantifiable intervention, but necessary to provide support.	Involvement with Achievement For All will ensure that we are still receiving feedback and support from an external source.	£1 750
Improvement in student emotional wellbeing with particular focus on the PP/Disadvantaged group	Well Being Drop Down Day	Well-being interventions are hard to measure with reference to impact on outcomes.	Student surveys showed that more than 90% thought the day had a positive impact in terms of the message given.	£2 235
Use of PiXL strategies and support to help close the progress and attainment gap.	PiXL membership	Data shown previously shows the gap and attainment figures have improved	The strategies being suggested by PiXL need to be embedded. RAG sheets, PiXL wave, curriculum resources.	£3 160
To ensure that all students but especially the PP cohort have a meal to start the day – thus improving concentration and outcomes.	Breakfast Club	Attendance at Breakfast Club is only around 40% Disadvantaged students. Impact on outcomes is difficult to quantify.	Moving forward we need to consider the use of breakfast club to encourage more disadvantaged students to attend. This is a small payment from the overall budget and benefits the whole school community.	£8 150
Improvements in attendance and, possibly, maths and A2L.	Music and singing lessons	GCSE numbers have increased. Attendance has improved as have Maths outcomes but the link with Music lessons is somewhat tenuous!	Any students who are to receive funded lessons must be agreed by the DH i/c PP	£2 790
To enable FSM students to access their free food without stigma.	Cashless catering system	FSM students claimed over 80% of their meals in the Year to June 2018	Half of this spend has now been transferred to the ICT budget to reflect a more fair % from the PP budget	£3 480
Improvement in ability of key staff (PP Champ team) to support HQIT to close the gap	Course fees			£1 360

Enable PP Champs to attend lunch meetings	In house catering			£480
Enabling students to attend and reduce discomfort for less financially well-off students by providing elements of uniform.	Uniform	19 students received help with uniform. Only 2 had attendance figures that fell into Persistent Absence category as at June 2018.	This is a small spend for something that appears to be having an impact on attendance for our disadvantaged students.	£700
More fluid and successful 6-7 transitions	Summer school provision	100 Year 6 students attended. 22 of our students, 5 staff and 2 external providers attended.	Tracking of attendance and outcomes needs to form part of the transition lead's role in deciding whether this becomes a key part of the transition process.	Headstart Kernow funding