



The Clere School

Pupil Premium Strategy Statement 2018/19

A. Summary information					
Academic Year	2018/19	Estimated PP budget	£83,000	Date of most recent PP Review	Sep 2018
Total number of pupils	446	Number of pupils eligible for PP	88	Date for next internal review of this strategy	Sep 2019

B. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving 5-9 EM (Summer 2019 Predictions)	42%*	53.1%
% achieving 4-9 EM (Summer 2019 Predictions)	74%*	75%
Progress 8 score average (predicted)	-0.48*	-0.328
Attainment 8 score average	4.32*	4.68

*Based on summer 2017 data collection

Vision

The Clere School will inspire disadvantaged pupils to have the same high expectations and opportunities as non-disadvantaged pupils. This will be achieved through relentlessly high expectations and pupils' engagement with a highly academic, decidedly challenging and personalised curriculum.

Objectives

- Ensure that disadvantaged pupils have specialist, high quality inclusive teaching in all subjects
- Provide an enrichment curriculum that enables disadvantaged pupils to build on their strengths and preferences and boosts attendance
- Increase cultural capital through a knowledge engaged curriculum
- Offer social and emotional support through specific counselling programmes and school support mechanisms
- Close learning gaps and raise expectations in relation to learning outcomes and prospects

C. 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.	Recruitment and retention of high-quality subject specialists in English is challenging	
B.	The curriculum is not matched to the needs of pupil premium pupils	
C.	Established gaps in literacy development compared with non-disadvantaged peers	
D.	Increased prevalence of mental health issues among disadvantaged pupils	
E.	Monitoring and tracking of pupil premium pupils in the lower school has been limited	
F.	Overlap of PP-pupils with SEN needs whose needs had not been met	
G.	Fixed term exclusions are higher for PP pupils than non-PP pupils	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
H.	Lower attendance rates than non-PP with a larger proportion of persistent absentees	
I.	Poor environment for home learning (limited support, resources)	
J.	Limited engagement by parents with school events and information evenings	
D. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Progress 8 measure for PP pupils to improve from last year	P8 to be better than -0.5
B.	KS3 progress gaps in all subjects reduce as pupils go through the year groups	Gaps in progress rates reduce to below 5% at the end of Year 9
C.	Persistent Absence rates of PP-pupils continue to reduce	PA of PP-pupils is in-line with national average (13.5%)
D.	The gap in attendance of PP-pupils and non-PP pupils continues to reduce	Attendance of PP-pupils rises to above 90%
E.	Fewer exclusions for PP-pupils	% of pupils excluded reduces to below 62% of the total exclusions

A. 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.					
Quality of teaching for all					
Desired Outcomes	Strategies	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 progress and attainment across all year groups in all subject areas.	<ul style="list-style-type: none"> Staff training on quality feedback (feed-forward) including the green pen initiative To raise the level of challenge that is set in class: Use of secure develop challenge linked to Blooms Taxonomy to set challenging/differentiated tasks Raised and sustained use of Show My Homework to communicate homework tasks to pupils and parents Teachers to target school wide literacy and target disadvantaged pupils Disadvantaged pupils are taught by the strongest subject specialists where possible PiXL membership to support the raising of attainment Raising standards group to monitor and track disadvantaged pupil progress in KS3 After school revision targeted at disadvantaged pupils who are pro-actively selected LSA teaching 1:1 and small group intervention using Rapid+ and Accelerated Reader 	<p>We want to secure the PP rationale outlined in the EEF teaching and Learning toolkit which outlines a +8 months success criteria. Ofsted feedback report (March 2017) That all leaders should check 'whether their actions improve pupils' achievement'</p> <p>DFE research brief on supporting the attainment of disadvantaged pupils: articulating success and good practice (November 2015) outlined that independent learning as a successful method to support students for PP funding the most successful strategies. In the Sutton Trust teaching and Learning toolkit Meta-cognition and self-regulation aim to help students think about their own learning more explicitly. Ofsted feedback report (March 2017) That 'all teachers plan effectively to promote the successful learning of disadvantaged pupils'</p>	<p>Use INSET/ CPD sessions to deliver training to staff</p> <p>Marking and Feed-forward as a Curriculum and Line Management standing agenda item</p> <p>Learning Walk work sampling to evaluate effectiveness of marking of books to ensure that feedback demonstrates a positive dialogue and constructive guidance as to how to improve</p> <p>CPD training</p> <p>Peer observations</p> <p>Secure/Develop/Challenge tasks to be embedded in planning and delivery of lessons</p> <p>Attendance at PiXL meetings and support from PiXL associate.</p>	<p>DHT/FL/LP Teaching and Learning</p> <p>DHT/FL/LP Teaching and Learning</p> <p>FL Home learning</p> <p>FL Communications</p> <p>DHT/FL</p> <p>AHT/PiXL RS Group</p> <p>CLs</p> <p>AHT/CL English</p>	<p>Half-termly</p> <p>Half-termly</p> <p>Termly</p> <p>January 2019 July 2019</p> <p>Weekly in HR meeting</p> <p>Half-termly in PiXL meeting</p> <p>Half-termly</p> <p>January 2019 July 2019</p>
High quality marking and feedback					
Outstanding teaching and learning to ensure that all students are challenged to raise progress					

	<ul style="list-style-type: none"> • SISRA data analysis programme to support the tracking of disadvantaged pupils • Line management meetings evaluate the success of the PP strategies listed in this document • Faculty Leader with responsibility for managing data supports the tracking of PP performance, including regular discussions at ELT meetings and governor presentations • Staff training on the whole school literacy approach • CPD focus on teaching to the top includes a specific focus on disadvantaged pupils • LSA in-class support for identified pupils <p>New Strategies</p> <ul style="list-style-type: none"> • Transition class to be introduced in to Year 7 in order to support pupils who are not secondary ready • Rapid + literacy intervention launched with Year 7 • Enrichment curriculum to broaden choice, experience and improve engagement with school • Use of IRIS to record high quality teaching, learning and assessment for training use 	<p>DFE research brief on supporting the attainment of disadvantaged pupils: articulating success and good practice (November 2015) indicates that paired/one to one tuition was one of the most successful support mechanisms</p>	<p>Trained staff on Accelerated reading program</p> <p>Learning walk work sampling</p> <p>Quality assurance of data analysis by DHT in line management meetings</p> <p>Quality assurance of training materials</p> <p>Monitoring and QA of LSA work: performance management</p> <p>AHT to coordinate the setting up of the Year 7 transition class including curriculum and staffing</p> <p>Selected LSA's trained to deliver Rapid Plus literacy intervention programme</p> <p>PP tracking document</p> <p>DHT to oversee launch and monitoring of enrichment lessons in KS3</p>	<p>FL – Data & Assessment</p> <p>Faculty Leads</p> <p>FL - Data</p> <p>FL - Communication</p> <p>FL/LP – Teaching & Learning</p> <p>AHT (SENCO)</p> <p>AHT</p> <p>AHT CL English</p> <p>DHT</p> <p>FL/LP - Communications</p>	<p>Termly</p> <p>Fortnightly</p> <p>Termly</p> <p>January 2019</p> <p>January 2019 July 2019</p> <p>Termly</p> <p>Termly</p> <p>Half-termly</p> <p>Termly</p> <p>November 2018</p>
					<p>£60,455</p>

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?
Social and emotional support to cope with additional socio-economic challenges in relation to PP pupils' schooling.	<ul style="list-style-type: none"> • ELSA support • FEIPS • In-school assessment, respite and long-term placement at AEC • Support from CAMHS • Provision of food and uniform as needed, either loaned or provided equipment • LSA safe-place • PL/HOY intervention and support • PL/HOY increased frequency of face-to-face contact with parents of PP pupils • High quality work-experience opportunities • Attendance officer employed part-time to support the close relationships between school and home • Use of 'In Touch' to support the communication of parents evenings and events • Personal phone calls home to parents of disadvantaged pupils in relation to events and information evenings • Parental evenings and additional evenings e.g. settling in evening for Year 7 	From 'supporting the attainment of disadvantaged pupils: articulating success and good practice' (Nov 2015) findings showed that DS students progress improved as ' <i>they made every effort to understand every pupil and individual and tailored their programmes accordingly</i> ' (p4).	<p>Review of support and impact</p> <p>Properly completed referrals</p> <p>Communication with CAMHS</p> <p>Learning support base strategy</p> <p>Progress leader meetings</p> <p>ELT accountability presentation</p> <p>AHT monitoring</p> <p>Monitoring of communication and attendance at parents evenings</p> <p>Scheduled on the calendar PP tracking document</p>	<p>ELSA/AHT(SENCO)</p> <p>AHT/SENCO</p> <p>ELSA/AHT(SENCO)</p> <p>AHT (SENCO)</p> <p>AHT (SENCO)</p> <p>PL/HOY</p> <p>FL – Careers and work experience</p> <p>Attendance Officer</p> <p>FL/PL</p> <p>Business Manager</p>	<p>Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> <p>Weekly</p> <p>Termly</p> <p>Weekly meeting LM</p> <p>Termly</p> <p>Annually</p>

	<ul style="list-style-type: none"> • Disadvantaged pupils prioritised in first calls • Support provided for parents who struggle to complete forms • Education psychologist assessment, support and intervention <p>New Strategies</p> <ul style="list-style-type: none"> • PixL Edge to support character education and reward PP for progress beyond academic performance • Embedded use of PIVOTAL methods to support behaviour management of challenging pupils 				
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£18,250

Attendance & Curriculum Provision

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 Attendance rates	<ul style="list-style-type: none"> • Provide subsidised taxis to school/mini bus • Personalised curriculum for those with more complex needs • Alternative provision for those with more complex behavioural needs that impact on attendance in mainstream. 	From 'supporting the attainment of disadvantaged pupils: articulating success and good practice' (Nov 2015) <i>Evidence found that 'schools with higher levels of pupil absence had lower performance among disadvantaged pupils.</i> NFER briefing for school leaders identifies addressing attendance as a key step	Absence tracker Progress tracking Fortnightly meetings with PL and attendance support staff PP tracking document	AHT Attendance Officer	Termly
To raise expectations among students through the academic, challenging and personalised curriculum	<ul style="list-style-type: none"> • To support our Passport to success culture of Respect Reliability and Responsibility by recognising and rewarding success. 	In the EEF arts participation has an impact of +2. In the article 'supporting the attainment of disadvantaged pupils: articulating success and good practice' (Nov 2015) it notes that key barriers to	Intervention strategies Mastery learning Student survey EBP liaison to raise aspirations	Data Lead PLs AHT	Termly

	<ul style="list-style-type: none"> • To work with business partnerships and STEM organisations to promote high attainment • Reduced option package and overlearning in Year 11 • High Attaining pupil coordinator appointed (UPR role) to raise aspiration and expectation • Financial support for relevant curriculum trips and visits • Provision of materials such as ingredients and materials • Provision of study skills guides 	<p>success for disadvantaged students was '<i>low expectations</i>'.</p> <p>Internal research has identified prior attainment and high expectations as key to raising performance and motivation.</p>	<p>Mentoring on Careers: feedback Data tracking Attendance Curriculum review Monitoring student rewards and sanctions PP tracking document</p>		
Total budgeted cost					£83,000