

Evaluation

Pupil Premium Strategy Statement 2019-20

This document shows the different aspects of the pupil premium plan for 2019-20.

Different tabs show different aspects of the plan, including an overview of the school data and barriers.

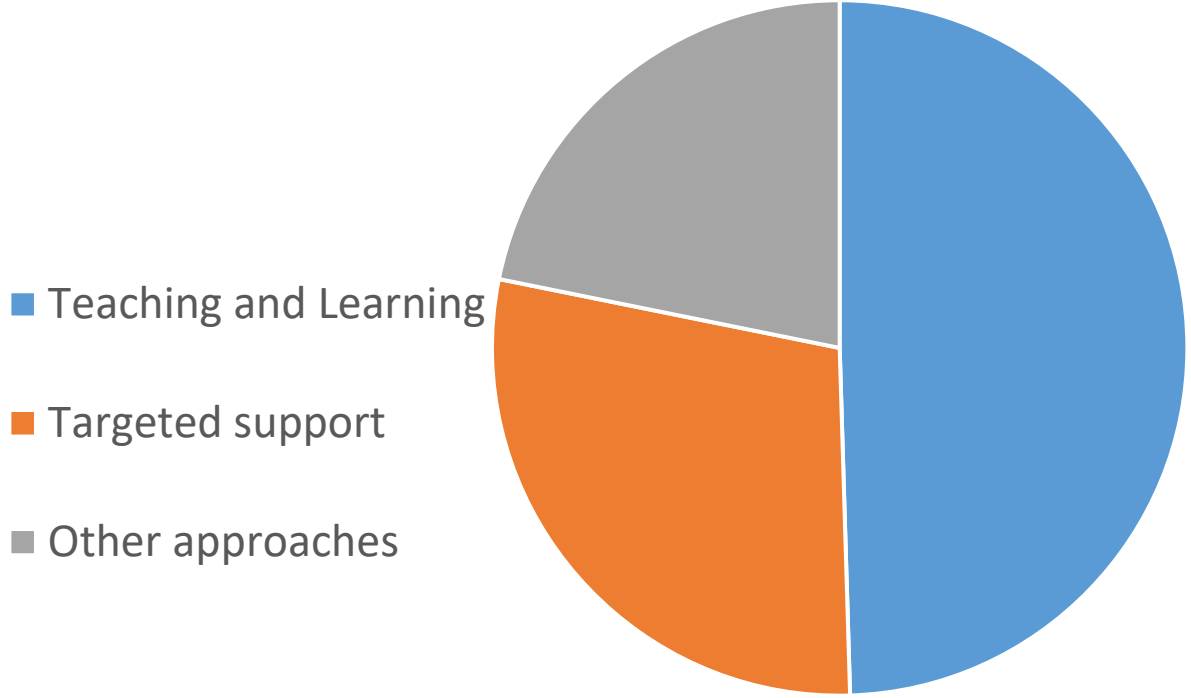
There are then separate tabs for each aspect of planning - quality of teaching, targeted support and other approaches.

School overview

1. Summary information					
School	Ratton School				
Academic Year	2019/20	Total PP budget (as of Sept 2019)	£262,630	Date of most recent PP Review	Sep-17
Total number of pupils	1181	Number of pupils eligible for PP	289	Date for next internal review of this strategy	Dec-19
2. Current attainment (2019 results)					
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	Improvement on 2017/18		
% achieving 9-4 grades in English and Maths (BASICS)	39	66 (in school ave)	-6	Slight dip in 4+	
% achieving 9-5 in English and Maths	21	42 (in school ave)	+3	Slight improvement in 5+	
Attainment 8 score average	35.6	48.0	+1.5	Continued improvement in overall attainment.	
Progress 8 score average	-0.41	0.2	+0.19	PP progress score now in line with national average	

Summary spending

Chart Title



Spending summary reflects each target area detailed on the next few slides.

Teaching and Learning

Objectives - Teaching and Learning	Evidence/Rationale	Actions	Lead	Resources/ expenditure	Milestones			Intended Impact	End of year
Embed the new pedagogical model with a focus on disadvantaged students	Quality first teaching is identified by EEF as contributing most significantly to student progress.	CPD sessions on each of the 6 Principles include a focus on application to disadvantaged students	SAHT CPD and PP		Use CPD time and TLC time to promote strategies related to current focus strand	Collaborative planning time used to develop good practice (termly)	Strategies employed in lessons (termly)	Monitoring on the 6 principles for the term assesses strengths and areas for development. Subject T&L sessions provide opportunities to tailor strategies to PP students.	Up until closure, TLC sessions contained opportunities to reflect on application of 6 principles to disadvantaged students. CPD focus changed to remote learning upon closure.
		Continue to embed PP First	LDs		Remind staff about principles of PP FIRST	Use CPD time and TLC time to promote strategies related to current focus strand (termly)	Monitor uptake and identify areas for continued development (termly)	FIRST strategies reviewed and linked to 6 Principles. TLCs include focus on PP students. All subject areas show evidence of implementing PP FIRST. 100% teachers adopt PP FIRST strategies.	PP FIRST is embedded as a principle. Curriculum Leaders and Year leaders prioritise their disadvantaged students. Seating plans reflect prioritisation. Evidence of questioning directed at PP students.
		Embed Feedback strategies that support PP students	SAHT PP/T&L		Subject feedback policies incorporate PP FIRST. TLC Feedback session focuses on PP strategy	Monitoring of quality of feedback by CLs/LDs	Review and evaluate feedback policies - LD/CL	Disadvantaged students receive targeted feedback to support their progress.	Department marking policies contained specific strategies for feedback to PP students. This will be a critical area this year under COVID measures - we will need to focus on new methods for feedback under this system.

Objectives - Teaching and Learning	Evidence/Rationale	Actions	Lead	Resources/ expenditure	Milestones			Intended Impact	End of year
Embed the new pedagogical model with a focus on disadvantaged students	Quality first teaching is identified by EEF as contributing most significantly to student progress.	Embed Challenge strategies for PP students	SAHT PP/T&L		CPD on challenge delivered (TLC)	Follow up delivered in subject T&L meetings.	Evidence of strategies being employed in lessons. Monitored by CLs/LDs	Disadvantaged students are consistently challenged in lessons.	Learning walk evidence shows that students receive a suitable level of challenge. Book scrutinies focussed on PP students showed some variability at times. Again, this is an area to be revisited and adapted under COVID measures
		Implement online platform for homework	SAHT PP/T&L		Monitor uptake of Edulink app for disadvantaged students	Raise profile of considerations around homework setting using ICT for disadvantaged students	Review and evaluate homework setting via Edulink	Disadvantaged students are supported to continue to access homework on the new system.	Edulink introduced, but then superseded by Microsoft Teams. All closure work was set on this platform and it will be used this year. Significant support went into providing disadvantaged students with equipment to provide access, including the distribution of government laptops to Y10 students.
Continue to support subject areas to remove barriers to learning	Improves behaviour as conflict is reduced. Increases learning time if students are prepared. Supports catch-up for students who have been absent.	Provide equipment, resources, PE kit	SAHT PP/CLs	£7,000 Resources £5,000 Trips	CLs to identify barriers to learning and participation (ongoing)	Provide equipment, resources, PE kit etc (ongoing)	Monitor impact (ongoing)	Students are enabled to: catch up if they have been absent, participate in practical subjects, access revision materials.	Among numerous other things, students have accessed trips, revision guides, calculators, ingredients for Food lessons, uniform, PE kit, subject-specific workshops.

Targeted Support

Objectives - Targeted support	Evidence/Rationale	Actions	Lead	Resources/ expenditure	Milestones			Intended Impact	End of year
English and Maths Outcomes	The gap in Maths has reduced, and progress has improved. English progress remains a priority based on 2019 results. This has led to the appointment of a Literacy Support Assistant	Maintain and develop Maths PP FIRST intervention model	CL Ma	Rewards £200	Set up PP buddy system for Y11 students (term 2)	Breakfast/PE withdrawal groups to be PP focused (term 2 onwards)	Review impacts at each data capture (termly) and re-focus intervention where required.	PP Maths P8 score narrows faster than national average and attainment improved on 2019 results.	Under CAGs, attainment remained steady from 2019 results at 45% 4+ and 25% 5+. P8 scores are unavailable for comparison.
		Develop English PP intervention strategy	CL Eng	£1,000	Create English PP intervention plan, incorporating successful strategies from other departments (term 1/2)	Implement plan (term 2) Literacy support assistant provides appropriate interventions	Monitor and review (termly)	PP English P8 score narrows faster than national average and attainment improved on 2019 results.	Under CAGs, attainment improved to 62% 4+ (from 52% the previous year). Attainment at 5+ remained steady at 40% (1% increase). P8 scores are unavailable for comparison.
		Implement Literacy strategy across whole school	LD/CL Eng		Regular CPD sessions on implementing Literacy strategies within subject areas	Literacy strategy within English identifies gaps in learning and addresses them. Gaps shared with other areas.	Monitor and review actions (termly)	Evidence of subject areas explicitly teaching literacy. Impact on outcomes of literacy based subjects.	Regular CPD sessions were implemented, providing a simple structure for curriculum areas to target key vocabulary and build up the use and understanding of those words. Learning walks and curriculum planning shows evidence of literacy activities being incorporated into lessons.
Resilience - Provide opportunities to improve aspiration and engagement	Earlier intervention required to keep students "on track"	Develop "Ratton Girls Can" group with Y9 students, to involve them in extra-curricular activities	Responsible teacher	Resources/trips £200	Students identified. Plan events for the year (term 1)	Mentoring in place. Use Y10 students to support (term 2)	Monitor and track progress/behaviour indicators (termly)	Improved attendance for some students. Progress is maintained or improved for target students. Students demonstrate greater resilience.	13 students were identified and initial activities were run, with students visiting a charity and supporting a MAT primary school event. No subsequent data is available though.
	Forest School was identified positively by OFSTED and has had a positive effect on engagement and attendance	Relaunch use of Forest School, (investigating the possibility of curriculum area use)	HoS/SAHTs	tbc	Plan with HoS/SAHT inclusion	Provide training to allow Forest School to be run. Liaise with other schools	Plan to give broader range of students experience of Forest School	Forest School re-implemented. Wider range of students involved. Curriculum models available that provide opportunities for Y7 students. Forest School used to support engagement with the wider curriculum - improved behaviour measures for targeted students	Plans for Forest School were discussed with HoS/SAHT inclusion/HoC and actions identified. School closure meant that further action was not taken, but Forest School is already up and running for small groups of students this year.
	Yes Futures has shown positive impact on Y9 students in previous years	Yes Futures Program to continue - encourage previous participants to use leadership skills developed	SAHT PP	Cost of Yes Futures program £6000	Continue to mentor previous participants (term 1/2) (LMs and self-coaching)	Identify students (term 2/3)	Implement program. Track data for these participants (termly)	Impact reviews show the students involved have acted on opportunities to demonstrate work-related skills. Progress is maintained or improved for target students. Students demonstrate greater resilience.	There was 1 session of this before lockdown happened - these students will continue with an adjusted program beginning in October.
	SLNCOP funfing targets students from postcodes where university uptake is low.	Additional SLNCOP funding to be used to support disadvantaged students	Strategic lead IAG	External funding supports this	Provide individual careers guidance for each student involved	Provide additional Maths/English sessions for students involved	Evaluate and review impact of funding	Actions contribute towards achieving Gatsby benchmarks. Students supported to identify potential career paths. Maths and English interventions maintain or improve student progress in these subjects.	Students in Y11 (and Y10?) received individual careers interviews. Maths and English sessions took place on Saturday mornings with a strong attendance. SLNCOP funding also supported delivery of Y10 Summer school to help targeted students re-engage with learning. This helped half the PP students in Y10 (with around 15 attending maths, English and science)

Objectives - Targeted support	Evidence/Rationale	Actions	Lead	Resources/ expenditure	Milestones			Intended Impact	End of year
Improve progress of targeted students through Learning Mentor interventions	New Learning Mentors in place provides new opportunities to provide different forms of support	Sharpen learning mentor focus towards progress, including making earlier interventions	SAHT PP/LMs	£44000 (LM salaries)	Referral process updated (HoC involvement). Students identified after each data capture point using A2L, HW and "non-staged" behaviour	Short term interventions put in place to address barriers to learning (termly)	Student progress reviewed and revisited. (termly)	Number of subjects that are WT or SB is reduced for target students. Greater proportion of students from KS3 involved with LMs.	The referral process was updated. A greater proportion of KS3 students were involved with LMs. One LM left at Christmas and was not replaced. Post-data capture procedures still need to be established. There is a lack of data about WT/SB subjects due to closure.
		Refine "Meet the Teacher" model for Y11 students (in line with new T&L meeting structure)	SAHT PP	T&L Meeting time	Students meet teachers and devise action plan. Learning Mentors support students to complete actions	Follow up mentoring and ensure it is taking place (term 2-3). Monitoring of meetings	Review action plans - End Dec Repeat cycle January-April	Students provided with individual feedback on how to improve. Students take more responsibility for their learning by completing the identified actions. Staff/student voice is positive.	First cycle took place. Students devised their action plans with teachers. Learning mentors followed up, though capacity was reduced in January due to LM leaving post. Student voice was positive, even from those reluctant to participate originally.
								P8 scores improve for target group	There is no data available for this comparison.
Improve progress of targeted students through Learning Mentor interventions	New Learning Mentors in place provides new opportunities to provide different forms of support	Provide improving engagement sessions to KS3 students	LM	LM scheduled time	Students identified in Y8. Two groups run during term 1 / term 2	Review impact. Adjust program. Use data to identify Y7 students for T3/4	Monitor impact - identify further students (T5/6) if appropriate	Improved A2L and homework grades. Sessions contribute to identifying students for further mentoring.	Y8 group ran and contributed to further mentoring for some students. There is a lack of data to measure A2L/HW grades.
		To follow up Y9 Yes Futures sessions with students in Y10 and promote self-coaching	SAHT PP/LMs	LM time Yes, Futures session	Run Yes, Futures session to introduce self-coaching	LM follow up monthly to encourage students to participate in self-coaching	Identify actions to support these students through remainder of Y10 and into Y11	Last year's cohort continue to be engaged with school, develop their Yes Futures "talents". Progress is maintained for these students.	Yes Futures met with previous cohort in December to provide input on self-coaching. It is interesting to note that, of this cohort, the majority of them maintained their engagement during school closure (8 out of 12 - 1 of these students on alternative provision though)

Other approaches

Objectives - Other approaches	Evidence/Rationale	Actions	Lead	Resources/ expenditure	Milestones			Intended impact	End of year
Improved attendance rates	We can't improve outcomes for children if they aren't attending school! A new attendance team is in place - having worked to establish itself, it can now move forwards	Employ consultant services to intervene with poor attenders and provide training for new attendance staff	SAHT Behaviour	22500	All students with attendance below 90% have an attendance plan	70%+ of students with plan show improved attendance	Rewards for improved attendance. Sanctions also applied.	Improved absence figures compared to 2018-19 for PP students and in line with national averages. Persistent absence less than national average.	As of January - PP absence had fallen by 1.3% on the previous year. Persistent absence was at its lowest level for 3 years, with the gap having fallen by 5%. February and March's attendance figures were then affected by the advent of COVID-19 (before closure in March). Attendance at Keyworker school was then monitored, with disadvantaged students who were not engaging online being invited to attend.
		Track and intervene with students whose attendance is poor	Attendance team	Attendance team staffing £15,000					
		Increased rigour in follow up of absence. Broaden responsibility to include all members of staff, not just attendance team	SAHT Behaviour	N/A	Classroom teachers follow up non-attendance and learning missed (ongoing)	Tutors investigate reasons for absence (ongoing)	Attendance plan monitored and reviewed		