

Pupil premium strategy statement 2017/18

| 1. Summary information | | | | | |
|------------------------|---|----------------------------------|----------|----------------------------------|----------------|
| School | James Brindley School (Excluding Hospitals) | | | | |
| Academic Year | 17/18 | Total PP budget | £122,970 | Date of most recent PP Review | September - 17 |
| Total number of pupils | 226 | Number of pupils eligible for PP | 131 | Date for next internal PP Review | August -18 |
| Dovedale Total | 67 | Dovedale eligible PP | 33 | | |
| Northfield Total | 42 | Northfield eligible PP | 23 | | |
| Parkway Total | 93 | Parkway eligible PP | 64 | | |
| Short-Term Provision | 24 | STP eligible PP | 11 | | |

| 2. Current attainment | | | | | | |
|---|-----------|---------------|-----------|---------------|----------------------|---------------|
| | Dovedale | | Parkway | | Short-Term Provision | |
| | PP Pupils | Non-PP Pupils | PP Pupils | Non-PP Pupils | PP Pupils | Non-PP Pupils |
| Year 11 pupils % target grade calculated at 5 or above in maths | 20% | 0% | 32% | 15% | 0% | 0% |
| Year 11 pupils % target grade calculated at 5 or above in English | 0% | 17% | 60% | 54% | 0% | 0% |

| 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. | Dovedale PP pupils have a median difference of 6pts, 3pts, 9pts below nPP pupils in years 8, 9 and 10 respectively, in English. Reading age is significantly below actual age for most PP pupils. |
| B. | Year 10 PP pupils at Parkway have a median difference of 2pts below nPP in English. |
| C. | Dovedale PP pupils have a median difference of 8pts, 3pts, 14pts and 4.5 pts below nPP pupils in years 8, 9, 10 and 11 respectively, in maths. 100% (n=5 and 2) of year 8 and 11 PP pupils did not make expected maths progress in year 7 and 10 respectively. |
| D. | Northfield PP pupils have a median difference of 3pts and 6.5pts in years 8 and 9 respectively, in maths. 100% (n=2) of year 8 PP pupils did not make expected maths progress in year 7. |

| | | |
|---|--|---|
| E. | 74% (n=19) of year 11 pupils did not make expected maths progress in year 10, compared with 31% (n=16) of nPP pupils. | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| F. | Attendance for PP pupils, at Dovedale, is significantly lower than nPP pupils in years 9, 10 and 11 (based on last academic year attendance). | |
| G. | Attendance for PP pupils, within the teaching centres, is significantly lower than nPP pupils in year 10 (based on last academic year attendance – pupils were at Northfield, now at Parkway). | |
| H. | Attendance for PP pupils across the teaching centres and Dovedale, is low in key stages 3 and 4 – this will have a significant impact on progress. | |
| 4. Desired outcomes (<i>desired outcomes and how they will be measured</i>) | | Success criteria |
| A. | Dovedale Y8: gap of 6pts is reduced in English, by at least 2pts during the academic year, monitored through WAG collects and subsequent analysis | English progress data shows diminished difference at each ½ term analysis of WAGs |
| B. | Dovedale Y9: gap of 3pts is reduced in English by at least 2pts during the academic year, monitored through WAG collects and subsequent analysis | English progress data shows diminished difference at each ½ term analysis of WAGs |
| C. | Dovedale Y10: gap of 9pts is reduced in English by at least 2pts during the academic year, monitored through WAG collects and subsequent analysis | English progress data shows diminished difference at each ½ term analysis of WAGs |
| D. | Parkway Y10: gap of 2pts is eliminated in maths by during the academic year, monitored through WAG collects and subsequent analysis | Maths progress data shows diminished difference at each ½ term analysis of WAGs |
| E. | Dovedale Y8: gap of 8pts is reduced in Maths, by at least 2pts during the academic year, monitored through WAG collects and subsequent analysis | Maths progress data shows diminished difference at each ½ term analysis of WAGs |
| F. | Dovedale Y9: gap of 3pts is reduced in Maths, by at least 2pts during the academic year, monitored through WAG collects and subsequent analysis | Maths progress data shows diminished difference at each ½ term analysis of WAGs |
| G. | Dovedale Y10: gap of 14pts is reduced in Maths, by at least 2pts during the academic year, monitored through WAG collects and subsequent analysis | Maths progress data shows diminished difference at each ½ term analysis of WAGs |
| H. | Dovedale Y11: gap of 4.5pts is reduced in Maths, by at least 2pts during the academic year, monitored through WAG collects and subsequent analysis | Maths progress data shows diminished difference at each ½ term analysis of WAGs |

| | | |
|-----------|---|---|
| I. | Northfield Y8: gap of 3pts is reduced in Maths, by at least 2pts during the academic year, monitored through WAG collects and subsequent analysis | Maths progress data shows diminished difference at each ½ term analysis of WAGs |
| J. | Northfield Y9: gap of 6.5pts is reduced in Maths, by at least 2pts during the academic year, monitored through WAG collects and subsequent analysis | Maths progress data shows diminished difference at each ½ term analysis of WAGs |
| K. | Attendance for key stage 3 and 4 pupils across Dovedale and the teaching centres increases significantly | Weekly attendance data shows PP pupils attendance increased to 95%+ |

5. Planned expenditure

Academic year

2017/18

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.

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? |
|---|--|--|--|---|--|
| Gaps in English at Dovedale are reduced by at least 2pts during the academic year | <ul style="list-style-type: none"> Progress mentor to provide tailored interventions for PP pupils at Dovedale in literacy increased focus on reading inside and outside of school engagement of parents to support pupil reading at home PP areas of interest to be targeted in available literacy resources Identify new platforms for access to literacy approaches e.g. online software | Literacy levels within Dovedale are significantly below age related expectations | <ul style="list-style-type: none"> *Ensure literacy is supported within all subject areas and any concerns flagged with progress mentor *Scheduled sessions to be timetabled by Dovedale Leadership with progress mentor *Attendance of pupils captured for sessions *Supervision of progress mentor to scrutinise work *Progress to be analysed every half-term through progress dashboard and WAG analysis *New resources to be identified through pupil choice e.g. book selection *parents evenings to highlight importance of supporting reading within the home *Signposting for parents regarding adult literacy *Source new online platforms which encourage engagement in literacy within the home e.g. Reading Eggs | Assistant Principal, T&L Lead with Director of English and progress mentor Dovedale | <ul style="list-style-type: none"> ½ termly review of progress through: *WAGs and attendance at sessions analysis *Report to leadership on supervision findings *New resources purchased *Information provided to parents |

| | | | | | |
|---|---|--|---|---|---|
| <p>Gaps in maths at Parkway is reduced and engagement improved</p> | <ul style="list-style-type: none"> Progress mentor to provide tailored interventions for PP pupils at Parkway in maths Engagement in maths to be improved | <p>Year 10 PP pupils at Parkway are working an average of 2pts below the average of non-PP pupils in maths Year 11 PP pupils did not make expected progress in maths in the previous academic year</p> | <ul style="list-style-type: none"> * Ensure numeracy is supported within all subject areas and any concerns flagged with progress mentor *Scheduled sessions to be timetabled by KS4 Leadership with progress mentor *Attendance of pupils captured for sessions *Supervision of progress mentor to scrutinise work *Progress to be analysed every half-term through progress dashboard and WAG analysis *Workshops accessing maths through art (provided by BOM) outside of the school day | <p>KS4 Leadership, Director of Maths and progress mentor</p> | <p>½ termly review of progress through: *WAGs and attendance at sessions analysis *Report to leadership on supervision findings *Attendance at workshops *Attendance at maths lessons</p> |
| <p>Gaps in maths at Dovedale is reduced and engagement improved</p> | <ul style="list-style-type: none"> Progress mentor to provide tailored interventions for PP pupils at Parkway in maths Engagement in maths to be improved | <p>Significant gaps in KS3 & 4 at Dovedale between PP and nPP pupils</p> | <ul style="list-style-type: none"> * Ensure numeracy is supported within all subject areas and any concerns flagged with progress mentor *Scheduled sessions to be timetabled by KS4 Leadership with progress mentor *Attendance of pupils captured for sessions *Supervision of progress mentor to scrutinise work *Progress to be analysed every half-term through progress dashboard and WAG analysis *Workshops accessing maths through art (provided by BOM) outside of the school day | <p>Dovedale Leadership, Director of Maths and progress mentor</p> | <p>½ termly review of progress through: *WAGs and attendance at sessions analysis *Report to leadership on supervision findings *Attendance at workshops *Attendance at maths lessons</p> |
| Total budgeted cost | | | | | £85,000 |
| i. 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? |
|---|---|--|---|---|--|
| Increase attendance of PP pupils at teaching centres and Dovedale | Attendance officers to work with PP families to reduce barriers to school attendance and identify strategies which would improve/encourage pupils to attend | Attendance for key stage 3 and 4 pupils across Dovedale and the teaching centres increases significantly | *Weekly attendance reports *SAFEs sheet analysis *Requests for resources, tailored to individual cases *Individual pupil attendance trackers | KS4 Centre and Dovedale Leadership Teams, Attendance Officers | *Weekly attendance data reviewed by Centre Leaders and Attendance Officers |
| Total budgeted cost | | | | | £47,970 |

6. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

There has been a review of the following data sets to identify gaps which should be the focus for 2017/18 pupil premium pupils

- 2016/17 progress data
- 2017/18 predicted grades
- 2016/17 attendance data
- 2016/17 post-16 data

The first part of the strategy is to make identification of pupil premium pupils within data sets accessible, so that key staff are able to monitor their progress, attendance and achievement. This will be delivered using the following methods:

- Colour coding of pupil progress dashboards (purple for PP pupils)
- Filtering available on termly progress data analysis for PP
- Attendance figures provided weekly for all pupils individually, highlighting PP pupils and groups against non-PP pupils
- Mock exam results analysis to include PP pupils
- List of pupil PP pupils to be accessible to key staff, updated monthly by data team

