

Pupil premium strategy statement 2018/19

| 1. Summary information | | | | | |
|------------------------|--------------------------------------|----------------------------------|----------|----------------------------------|----------------|
| School | James Brindley (Excluding Hospitals) | | | | |
| Academic Year | 18/19 | Total PP budget (Estimate) | £107 100 | Date of most recent PP Review | September - 18 |
| Total number of pupils | 234* | Number of pupils eligible for PP | 95* | Date for next internal PP Review | August -19 |
| Dovedale Total | 67 | Dovedale eligible PP | 24 | *at time of January 2019 census | |
| Northfield Total | 38 | Northfield eligible PP | 21 | | |
| Parkway Total | 92 | Parkway eligible PP | 42 | | |
| Short-Term Provision | 37 | STP eligible PP | 8 | | |

| 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 4 (5) or above in maths | 13% (13%) | 100% (100%) | 58% (24%) | 38% (28%) | 0% (0%) | 50% (33%) |
| Year 11 pupils % target grade calculated at 4 (5) or above in English | 13% (13%) | 100% (100%) | 58% (25%) | 38% (28%) | 0% (0%) | 80% (60%) |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
|---|---|
| Whole school barriers identified | |
| A. | Attendance of PP pupils is lower than NPP at Dovedale [Y7, 8, 10 & 11], Parkway [Y11] and Northfield [Y9] |
| B. | Reading ages of PP is generally lower than that of non-PP |
| C. | Awareness of staff as to which pupils are PP and potential for pupil specific strategies/access to additional funds |
| D. | Maths attainment is lower for PP than NPP pupils within all centres, and in nearly all year groups |
| Centre specific barriers: Dovedale | |
| E. | Lesson attendance for pupils with ADHD due to restricted movement in the classroom |

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| F. | Participation in practical lessons of PP pupils is lower, due to purchase of resources required i.e. catering ingredients | |
| G. | Participation in extended learning opportunities in core subjects for PP pupils limited by access to resources | |
| Centre specific barriers: Parkway | | |
| H. | Year 10: gap of 16pts in English between PP and NPP | |
| I. | Year 11: gap of 4.5pts in Maths between PP and NPP | |
| J. | Limited participation in reading and revision of PP pupils due to access to resources e.g. revision textbooks | |
| K. | Numeracy levels lower in PP than NPP | |
| Centre specific barriers: Northfield | | |
| L. | Year 9: gap of 1.5pts in Maths between PP and NPP | |
| M. | Forecast grades for PP are generally below GCSE grade 4 | |
| N. | Year 9: PP pupil attendance is significantly lower than NPP pupils | |
| O. | Literacy skills are low | |
| 4. Desired outcomes (<i>desired outcomes and how they will be measured</i>) | | Success criteria |
| A. | Reading ages of all PP pupils are accelerated | English progress data shows diminished difference at each termly analysis Reading assessment shows increased reading age |
| B. | Attendance of PP pupils is increased | Attendance data shows increased % attendance for PP pupils |
| C. | All staff in teaching centres are aware of PP, what it is, what the strategy is, who their PP lead is and how to access funding for pupil specific strategies | Individual staff requests for localised/individual pupil strategies |
| D. | Parkway Y10: gap of 2pts is eliminated in maths 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 |

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| 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 |

5. Planned expenditure

Academic year

2018/19

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 |

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| <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 | 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 NPP pupils across the teaching centres increases | *Weekly attendance reports *SAFEs sheet analysis *Requests for resources, tailored to individual cases *Individual pupil attendance trackers | Centre Leadership Teams, Attendance Officers | *Weekly attendance data reviewed by Centre Leaders and Attendance Officers |
| Total budgeted cost | | | | | £47,970 |

6. Additional detail

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:

- 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

