Pupil premium strategy statement

Pupil Premium Grant (PPG) Strategy 2020-2021
Key priority: To support all students who qualify for the PP, to allow them to make good progress and be equipped to make suitable progression to the next stage of their education, employment or training. Whole school, targeted and individual measures resulting in students who qualify for the PPG being able to: Engagement Academic Success Representation Recognition Attendance Well-being
Leader: Pete Whitehouse (Assistant Headteacher), evaluated by Janine Dotchin (Governor)

Summary information					
School	The Emmbrook School				
Academic Year	2020/21	**Total PP budget**	£132,000	**Date of most recent PP Review**	Jan '21
Total number of pupils	980	**Number of pupils eligible for PP**	144 (14.6%)	**Date for next internal review of this strategy**	May '21

Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
% 5 standard passes inc M&E	**42.9%**	76.3%
% achieving 9-4 including M&E	**54.3%**	90%
Progress 8 score average	**-0.45**	0.1
Attainment 8 score average	**3.52**	4.9

Identified priorities	
In-school:	
A.	**ENGAGEMENT**
B.	**ACADEMIC SUCCESS**
C.	**REPRESENTATION**
D.	**RECOGNITION**
External:	
E.	**ATTENDANCE**
F.	**WELL BEING**

PPG Strategies

i. Quality of teaching for all

Desired outcome	Chosen action	Evidence and rationale	Success criteria	Lead	Review
PP students receive high quality and personalised feedback which will lead to improvement.	A PP first approach: PP students' books should be prioritised for marking. Whole class feedback and the use of live feedback in lessons is a key T&L strategy that has been implemented whole school to improve overall quality of feedback and learning.	EEF – feedback is a high impact (+8) strategy for low cost. This will ensure that staff explicitly prioritise PP students and become more familiar with their PP needs. Whole class feedback ensures that students who are absent from school still benefit from the feedback given to the class around common misconceptions and exemplar work. Live feedback ensures that learning is consistently modelled and scaffolded within the lesson and will support students' reflective skills of learning – leading to improvement.	Curls to review PP progress at each monitoring cycle and to follow up with book looks / work scrutiny and planned interventions where there are gaps in learning. Catch up curriculum will be implemented and appropriate interventions in place to plug gaps in learning. Use of CPD and sharing of good practice to ensure feedback remains a priority and to ensure the most effective forms of feedback are utilised.	LFY	Term 3.1

PP students are engaged in lessons with high quality dialogue.	Staff direct questions explicitly to PP students to engage them and check their understanding within lessons. Thinking Talk strategy to be implemented by staff to ensure questions are open / non-threatening and ensure a metacognitive approach to verbal discussions I the lessons.	EEF – the use of structured questioning and purposeful interaction is an effective (+5) strategy for low cost. This also aims to improve relationships with PP students and their teachers and to increase self-worth and aspirations.	Learning walks as part of the QA process Pupil voice feedback – PP pupils' feedback and PP pupils' ability to articulate their learning New T&L policy explicitly references T&L strategies to be used by teachers and CURLS (see below) LFY to re- circulate Thinking Talk strategies as part of the T&L consolidation process this academic year. LFY to prepare and deliver an oracy support programme to be used by students in lessons to help them articulate their learning in verbal form.	LFY	QA process (Autumn term) will specifically focus on PP student engagement in lessons; work completed in books; and students' understanding of the knowledge and key concepts learned (through pupil voice)

2.3 Teaching & Learning Strategies for Priority Students: Improving attainment of PP students

Leading in the classroom	Department & Faculty Leadership
Prioritise positivity with these students: - Meet and Greet - Contact home – email / phone - Postcards Check that students are engaging in lessons and responding to the feedback given. Prioritise these students when marking books. Ensure students have access to revision resources to support them in their exam preparation and a clear student action plan to support them in their revision process. Make sure these students are involved in questioning – provide additional challenge to help them gain the higher level skills. Reflect on your seating plan and consider where your PP students are located – are they seated near students who can provide a level of challenge / support? Where appropriate, ensure differentiated resources / writing frames / exemplar responses are used to support students' learning and to set challenging and achievable expectations.	Directors & CURLS should check that **appropriate challenge** is in place to develop the good progress of PP students further. Where students are not yet making good progress Directors and CURLS should consider how these students could **improve further** - During PP work scrutiny, check that *students are responding to the feedback* given in lessons. - Ensure curriculum design / SOL / Home learning / in-class intervention resources are used effectively and consistently across the department / faculty to support all PP students. - Identify barriers to progress and give *feedback to staff* – review and monitor implementation of key actions. - Ensure students are invited to (and attending) additional intervention / revision sessions. Engage with parental support. - During student-focused Learning Walks, engage in a positive, personal dialogue with these students and reflect on their progress / barriers to learning. Feedback to staff. **Clarifying questions:** - What additional support is in place to boost students' CLA? - How does the department PP strategy specifically IMPACT these students? - How could these students be further incentivised to make good progress?

ii. Targeted support

Desired outcome	Chosen action	Evidence and rationale	Success criteria	Lead	Review
Y11 PP students make better progress	1:1 WAR scheme (UPS and leadership staff)	EEF - To improve behaviour interventions (+3) and parental engagement (+3) Build self- esteem and self -worth with the intention of making PP	Weekly mentor / mentee meetings. On-going target setting and review process (monitored by PWH)	PWH	Term 3.1
Y11 PP students to improve attainment at grade 4 and 5 in both Ma and En	Strive for 5 and Gaps & Growth intervention classes – targeted and personalised support in response to student action plans.	EEF – collaborative learning (+5)	Using a well -structured programme of Pixl resources (Strive for 5 and Gaps & Growth) with the best En and Ma teachers. Follow the DTT model of progress.	LFY	Term 3.1

iii. Other approaches

Desired outcome	Chosen action	Evidence and rationale	Success criteria	Lead	Review
Increase student resilience -	Y7 PP attendance competition run by LA / e.g. chocolate competition Daily monitoring and tracking of each PP student by TBH / first response by WB Weekly monitoring and tracking of form level PP students by TBH with YL / action follow-up by FT Weekly focus on high-impact PP students in weekly meeting of YL with SW / referral to EWO Fortnightly focus on PP students at: year level and form level with YL and follow-up with tutor Weekly form-time focus on attendance especially PP	More resilient students are more likely to attend school regularly	• Termly audit • Student voice • attendance	TBH	Termly
Improve school experience - behaviour	PP/SEND cross-over intervention agreed with SENCO / RFSNA as necessary Behaviour support and intervention by behaviour team (see scheduled rota) / reduction in on-call Referrals made for behaviour support using PP funds (e.g. foundry) / reduced FTE for PP Lesson drop-in by TBH to ensure 'expectation' / reduced on-call for PP Use of Sally Piper to support most vulnerable PP students / nurture	A positive experience of school will improve engagement and interaction in school	• Termly audit • Student voice • Attendance • behaviour	TBH	Half termly
Improve well-being	Tutor program – delivering focussed resources – tracked against statutory obligations and survey feedback to personalise experience Use of Sally Piper to support most vulnerable PP students / nurture Mentoring scheme for KS4	Improved physical and mental health will improve attendance and life chances	• Termly audit • Student voice • attendance	TBH	Half termly

Role	No. of staff	weekly hours	Total cost	Comp 1	Comp 2	Comp 3	Comp 4	Comp 5	Comp 6
PP Cordinator	1	15	£4,095.00	Improve attendance (eg PCE)	Order and supply resources / Track IT engagement	Order and supply resources / Track IT engagement		Emotional support	
PP Lead	1	3	£3,685.50			Oversee academic outcomes	Oversee engagement in e-c activities/opportunities	Oversee mentoring scheme	Oversee recognition opportunities
PP mentor	40	0.5	£13,650.00					Mentor PP individuals	
Student development co-ord	1	2	£1,170.00				Oversee engagement in e-c activities/opportunities		
SENCO	1	3	£2,047.50		Differentiation / T&L	Differentiation / T&L		Emotional support	
Home Liason	6	2	£8,190.00	Improve attendance	Improve behaviour				
Attendance lead	1	3	£4,095.00	improve attendance					
1to1 intervention	15	1	£3,802.50			Improve academic outcomes			
Class specialist provision	35	3	£61,425.00			improve academic outcomes			
Resource	1		£10,000.00			Improve academic outcomes			
Trips/courses	1		£10,000.00	Improve attendance			Improve well being	Improve well being	