

# Pupil premium strategy statement 2016-17: The Emmbrook School

1. Summary information					
School	The Emmbrook School				
Academic Year	2016/17	Total PP budget	£148,799	Date of most recent PP Review	Dec 2016
Total number of pupils	975	Number of pupils eligible for PP	150	Date for next internal review of this strategy	Mar 2017

2. Outcomes (summary from 2015/16): See PP report 2015/16 for detailed analysis, impact and costing	2015/16	2015/16
Results based on GCSE 'Best'. This strategy was deployed to maximise the potential of all pupils, including the disadvantaged. This has been a very effective strategy in the past, so was continued in 2015/16.	Pupils eligible for PP funding Y11 (32)	All Y11 (182)
Overall P8 / A8	<b>-0.1 /41.34</b>	<b>0.3 /52.53</b>
En element P8 / A8	<b>0.0/ 9.22</b>	<b>0.2 /11.09</b>
Ma Element P8 / A8	<b>0.5 /8.94</b>	<b>0.5 /10.9</b>

2014			2015			
Ma %	ELP	MELP	Ma %	ELP	MELP	Trend
PP	43	10	PP	62	18	+
Other	71	38	Other	84	36	
Gap	-28	-28	Gap	-22	-18	narrowing/narrowing
N Gap	-29	-25	N Gap	-10	-17	narrowing/narrowing

2014			2015			
En %	ELP	MELP	En %	ELP	MELP	Trend
PP	43	7	PP	79	18	+
Other	73	38	Other	87	42	
Gap	-30	-31	Gap	-12	-24	narrowing/narrowing
N Gap	-31	-27	N Gap	+5	-16	Closed/narrowing

## 2. Barriers to future attainment (for pupils eligible for PP including high ability)

### In-school barriers

<b>A.</b>	Students in receipt of PP can have complex needs – SEN, weak literacy and numeracy on entry to the school (several have arrived below 100 in either En or Ma). See separate report on catch-up pupils' progress this term and the 2015/16 PP catch-up report for last year
<b>B.</b>	The small number of high ability pupils who are eligible for PP arrive at the lower end of range. These PP pupils have struggled in the past to work independently, particularly with revision and exam preparation. As a result, they have underachieved.
<b>C.</b>	Access to resources and homework/parental support cannot be assumed or taken for granted; a detailed 'needs analysis', including parental support needs to inform teacher expectation and planning. For example, attendance at PCE by PP families has historically been lower.

### External barriers

<b>D.</b>	Attendance rates for pupils eligible for PP are lower than non PP students. The target for these students is 95%. This reduces their school hours and causes them to fall behind on average. The year group with the biggest gap is current Year 11.
<b>E.</b>	Historically, some of our PP pupils have not held strong ambition or expectation. This has resulted in them settling for lower outcomes and hence they have underachieved, because they are not always trying very hard in class.

### 3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria (already making impact)</i>
<b>A.</b>	<p>Ensure that the whole pupil's needs are met (socio-emotional, literacy and numeracy). Measured at each monitoring cycle and through weekly meetings with HOY, so that emerging barriers are quickly dealt with.</p> <p>Feedback from home-liaison teacher will inform weekly meetings with HOY, who will also sign-post pupils to visit</p> <p>Weekly meetings with HOY are a new venture in 2016/17.</p> <p>Last year's 'I can' project, to build self-esteem among younger PP pupils will start in from Jan 2017;</p>	<p>Pupils eligible for PP are tracked and progress monitored. Attendance AHT, SENCO AHT and PP Lead AHT work collaboratively to support each child and communicate well. Where progress falls below that expected for the age group, additional intervention is put in place and the impact monitored, on a weekly basis, via HOY meetings</p> <p>Over the two monitoring cycles for each year group, success will be measured against the RAG status, i.e. a reduction in the number of PP pupils in 'Red' status'</p> <p>The impact of intervention is tangible; PP pupils across year groups have made progress on par with their peers during term 1</p> <p>Their socio-emotional barriers are identified sooner and intervention put in place quickly and reviewed weekly.</p> <p>Improving relationships with PP families via the work done by home-liaison teacher, resulting in greater attendance at PCE</p> <p>Pupil self-evaluation of 'I can' project will inform success</p>
<b>B.</b>	<p>Higher ability pupils who are eligible for PP need to make stronger progress, specifically being tracked at each monitoring cycle, with intervention put in place.</p> <p>Students know how to revise, and are supported/guided in doing so</p> <p>The school's strategic position to support smaller class sizes so that all pupils benefit, especially the PP pupils, will ensure that the more able are challenged more routinely in-class</p>	<p>Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across year groups.</p> <p>The impact of intervention is tangible.</p> <p>More able PP pupils have made progress on par with their peers during term 1.</p> <p>This will continue to be monitored</p>
<b>C.</b>	<p>Teachers ensure that there are no barriers to learning, such as access to resources, additional teaching and home and homework support. A detailed needs analysis of specific resources delivered in a timely manner to effect teaching and learning, ensuring that no PP pupil falls behind because of a lack of resource.</p>	<p>Percentage of PP pupils not completing homework is low. Pupils are increasingly confident about how to learn independently for exams and understand the importance of revision.</p>

		<p>Parents are aware how they can support their son/daughter via information evenings which are increasingly better attended by PP families.</p> <p>The PP coordinator has facilitated a change to the procedure for pupils accessing resources, especially in technology, making it more flexible for PP families. <b>This has resulted in more PP pupils cooking.</b></p> <p>Specialist resources identified in 2015/16 (see report) are continuing to be used In addition, <b>more PP pupils are learning musical instruments</b> and all PP pupils attend essential school trips.</p>
<b>D.</b>	<p>Maintain and improve high attendance rates for pupils eligible for PP. Measured by termly attendance data and evaluation of engagement programmes. This year, we have an AHT leading on attendance</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP. <b>Overall PP attendance has improved in term 1.</b> The AHT attendance has focussed strongly on PP pupils.</p>

### 3. Planned

<b>Academic year</b>	<b>2016/17</b>				
<b>i. Quality of teaching for all and ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Whole child's needs are met	<p>Students reviewed at key monitoring cycle with HOY.</p> <p>Intervention (such as small group teaching, in-class support put in place).</p> <p>Additional support for Maths</p> <p>Additional support for English</p> <p>All interventions are reviewed and evaluated</p>	<p>The use of targeted interventions will enable students to see progress and provide intervention at the point of need.</p> <p>Data for current Year 7 indicates that around 20 pupils have arrived with Maths or Reading scaled scores below 100.</p> <p>Last year, nearly all pupils deemed to not be 'secondary ready' achieved L4 in Ma + En by the end of the year. During 2016/17, our aim is for this to be 100%</p>	<p>Key staff are made aware of students requiring support (Sept INSETs, Year Team meetings, SEN dept. meetings).</p> <p>Support is put in place and the impact is</p> <p>Parents are engaged</p> <p>PP students are given support to meet their socio-emotional needs.</p>	<p>PP Lead; SENCO; HOF; PP Mentor</p> <p>1-1 TA</p>	Mar 2017

<p>B. Improved progress for high attaining PP pupils</p>	<p>Pupils are given access to additional support through in-class intervention to further challenge</p> <p>Smaller class sizes remain a key proponent carried forward from last year's work, with a CPD led focus on 'quality first teaching'</p> <p>Pupils' revision techniques in Years 10+11 are checked and degree of successful independence reviewed.</p>	<p>Students often do not have the support at home to enable them to. Through additional in-class intervention, we aim to give them the support that they may miss out on.</p> <p>Programme of CPD focussing on quality first teaching leading to teachers becoming more skilled, especially in questioning and differentiation</p> <p>Revision techniques are delivered through assemblies.</p>	<p>½ termly with Maths &amp; English HOF</p> <p>Head of Year 11, working with the form tutors, will ensure that students know how to revise and have a revision plan which they stick to.</p> <p>Additional 1-1 support in Ma + En KS4 Intervention is running with focus on exam techniques and revision skills.</p>	<p>Maths lead English Lead Head Y11 PP Lead PP Mentor</p> <p>1-1 TA PP Co coordinator Deputy (CPD)</p>	<p>Mar 2017</p>
<b>Total budgeted cost</b>					<b>TBC</b>
<p>The school's strategic decision to maintain smaller class sizes across the curriculum, with a stronger focus on pupil attendance and well-being, as well as an integrating CPD with T&amp;L through quality, scheduled sessions is already making an impact.</p> <p>Attendance is improving and no groups of pupils are underachieving. Our continued forensic analysis is ensuring that our key groups of pupils, including the most able disadvantaged, SEN, all PP, boys, girls and the most able (generally) are all performing well.</p> <p>In addition, we continue to identify from our PP cohort those who are performing highly and include them in our more able cohort. We have already done that with 2 Y7 pupils who have been flagged by the HOY as exceeding expectation, despite average KS2 outcomes.</p> <p>Y11 PP are on course to exceed expectation, because their present performance exceeds that of last year's Y11, at the same point in time.</p> <p>All PP strategies will be reviewed in March 2017.</p> <p>The Core PP team includes: T Bhambra (Lead); E Cooper (PP Mentor); G Bell (PP Home Liaison); L Abbott (PP Coordinator); E Horne (PP 1-1)</p>					

### iii. 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?
<p>C. Teachers ensure that there are no barriers to learning, such as access to resources, additional teaching and homework support.</p>	<p>Teachers use 'showmyhomework' to identify pupils missing homework so that additional support can be provided</p> <p>Teachers understand and seek ways to remove barriers and to promote success. (CPD with specific focus on identifying and removing barriers for Disadvantaged Students); standing item on department meeting agenda and slt agenda</p>	<p>If students don't complete their homework regularly, then there is little chance that they will make good progress, be able to revise independently and succeed in exams.</p> <p>Review of Year 11 homework completion in 2015-16 identified a broad correlation with poor those completing homework regularly and success in exams.</p> <p>Engaging teachers in this approach will mean that we can all work to remove barriers so that this happens at a classroom and individual level.</p>	<p>Statistics are reviewed on 'showmyhomework' and PP pupils are challenged</p> <p>By working closely with the Heads of Year and Deputy i/c CPD</p> <p>By engaging with parents, using our home-liaison link leader</p> <p>By reviewing revision/study leave for students where home support is inadequate.</p> <p>By ensuring that all students are given continued access to reading and other resources; financial barriers can be surmounted.</p>	<p>PP Lead Deputy PP Home Liaison Lead PPcoordinator PP Mentor</p>	<p>Mar 2017</p>

<p>D. Increased attendance rates for pupils eligible for PP.</p>	<p>Raise attendance by increasing access to after school clubs and activities.</p> <p>Engage with parents over issues around attendance relating to home circumstances.</p> <p>Provide additional support (e.g. minibus) to maximise attendance for PP pupils</p> <p>Stronger engagement with EWO</p>	<p>We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Research demonstrates the clear link between attendance at clubs and activities and improvements in attendance and attitudes towards school.</p>	<p>Ensure attendance is tracked and that barriers are removed to enable students to take part in clubs and activities. Seek parental support for these measures.</p>	<p>AHT attendance Lead PP coordinator Attendance officer</p>	<p>Mar 2017</p>
					<b>TBC</b>

#### 4. Review of expenditure

Please see PP Report 2015/16 for detailed impact evaluation of strategies, including full costing