

## Pupil Premium + Y7 Catch up funding 2017-18 Planned Programmes, Expenditure and Outcomes

The local authority estimates that the income from Pupil Premium funding for 2017-18 will be approximately £43945 + £4000 Y7 catch-up. Y7 Catch-up funding was focussed on Mathematics and Literacy Withdrawal.

| Area for Development,<br><b>Barrier &amp;</b><br><b>Proposed impact</b>   | Strategy<br>(Including rationale)  | Cost   | Evaluation   | Impact   |
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| <p><b>Mathematics Withdrawal</b></p> <p>Too few students have mathematical skills in line with or above what is expected within an age appropriate curriculum</p> <ul style="list-style-type: none"> <li>• Students lack confidence in numeracy</li> <li>• Students often arrive in school with significant gaps in learning through low attendance or high levels of exclusion</li> <li>• Students are not always well supported from home</li> </ul> <p>As a result of intervention assessments show that students skills are increasingly in line with the expected level (as recorded in the testing facility within the identified programme and other testing)</p> <p>Students who access the intervention show an increased rate of progress against the schools tracking system</p> | <p>The bespoke support that has been devised to support reading is having a positive impact on students' attainment and progress in that area therefore this approach will be extended to maths.</p> <p>Initially the school has invested in Accelerated Maths as we have seen the positive impact that Accelerated Reader has had – this should allow an accurate assessment and intervention programme to be identified.</p> <p>A member of support staff will take the lead on delivering the withdrawal provision in conjunction with the mathematics teachers.</p> <p>A suitable room and resources will be identified to be used as the Mathematics Withdrawal base.</p> | <p>Development of room</p> <p>Books, Assessments and materials</p> <p>Additional staff member to support and develop bespoke intervention</p> <p style="text-align: center;"><b><u>Total: £12000</u></b></p> | <p>All pupils have been baselined using WRAT (percentile). It has identified huge gaps in prior learning, skills and knowledge. This has created a greater demand on withdrawal provision at school.</p> <p>Withdrawal this year has focused on key stage 3. Targeted pupils, identified with greater gaps, have accessed 1:1 sessions within a nurturing environment of a well-resourced withdrawal base on the Maths corridor.</p> <p>This new provision not only identified gaps in learning but has also put in place ongoing support, targeting progress limiting areas and increasing levels of confidence and levels of independent problem solving.</p> <p>The provision of a maths withdrawal facility emphasised the importance of numeracy and helped</p> | <p>Results from WRAT tests show significant progress among pupils who access withdrawal.</p> <p>The school intends to continue similar support from September 2018 and continue to target individual pupils with specific difficulties.</p> <p>In addition, withdrawal has informed maths teaching staff of gaps, enabling further targeted support within class. At present the new member of the maths department is liaising effectively with withdrawal staff.</p> |

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|  |  | <p style="text-align: center;"><b><u>Total £2000</u></b></p> | <p>project the department in a positive light within school. It is increasingly popular and there has been a sizeable reduction in negative incidents within the maths department.</p> <p>The school worked closely with the Cognition &amp; Learning team to support the Maths team, including withdrawal, and promote a whole school approach to reinforcing numeracy skills. This is ongoing.</p> <p><b><u>Y7 Catch up</u></b><br/>Y7 pupils were assessed on entry to the school to give staff some indication regarding their strengths and weaknesses, from this we were able to identify specific pupils for specific targeted intervention. This system has been received very positively by the pupils involved as reflected in the progress that they have made.</p> | <p><b><u>Y7 Catch up</u></b><br/>On average, targeted pupils have progressed from 8<sup>th</sup> to 20<sup>th</sup> Percentile within 6 months. One pupil progressed from 7<sup>th</sup> to 46<sup>th</sup> percentile.</p> <p>Confidence and attitude towards Mathematics has also improved amongst the targeted group.</p> |
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| <p><b>Literacy skills</b></p> <p>Too few students have reading ages in line with or above their chronological ages</p> <ul style="list-style-type: none"> <li>• Students do not read widely and often</li> <li>• Students do not have confidence in their own reading abilities</li> <li>• Students often arrive in school with significant gaps in learning through low attendance or high levels of exclusion</li> <li>• Students are not always well supported from home</li> </ul> <p>As a result of intervention assessments show that students reading ages are closer to their chronological ages</p> <p>Students who access the intervention show an increased rate of progress</p> | <p>Accelerated Reader appears to be effective for weaker readers as a catch-up intervention based on evidence from the Education Endowment fund. It allows the pupils to read for pleasure as well as widely and often. Programme can also be linked to 'out of school' use and will help develop links with parents.</p> <p>Pupils at very low levels of reading may not be independent readers and would need initial support from teacher to start reading books additional training and timetabling of staff time would be needed in the initial stages</p> <p>Pupil's confidence is more easily developed in a withdrawal situation with skilled staff.</p> | <p>Annual licence to use Accelerated Reader for each individual student.</p> <p>Books, Assessments and materials</p> <p>Additional staff member to support and develop bespoke intervention</p> <p style="text-align: right;"><b><u>Total: £25000</u></b></p> <p style="text-align: right;"><b><u>Total £2000</u></b></p> | <p>All pupils have been baselined using WRAT (percentile) in word reading, sentence comprehension and spelling. It has identified huge gaps in prior learning, skills and knowledge. This has created a greater demand on withdrawal provision at school. There has been a noticeable shift in the culture within school. Extended writing has increased, though some subject areas are still performing better than others. However, the overall trend is very positive. All KS3 pupils are participating in drama and media further promoting reading, research and performing. All pupils gained a qualification in English, most at GCSE. Spelling has improved throughout the school and the programme is now embedded. Pupils are now expected to engage. Pupils have participated in Shakespeare Festival, performing Macbeth. The school plans to perform Oliver at the Christmas concert 2018.</p> <p><u>Y7 Catch up</u><br/>We recognise that some of the pupils are always going to struggle with literacy, however overall there have been improvements over the year and</p> | <p>There is an increasing confidence amongst the pupil group to both read and write.</p> <p>Outcomes from annual testing show that whilst most pupils have made progress in their reading age, middle achievers have made the most progress.</p> <p>Interventions are improving the all round literacy skills of pupils, not just reading. The increased focus on spelling and writing has seen improvements in these areas.</p> <p><u>Y7 Catch up</u><br/>We have seen improvements in both reading and spelling ages for pupils, although a number of pupils are still</p> |

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|  |  |  | <p>the attitude towards literacy and English has improved. Targetted intervention will continue for most of the group beyond Y7 to try to fill the gaps and support further improvements. Our aspiration is for all pupils to improve but realistically we recognise that a number of the group are going to struggle to reach age expected levels due to their cognitive ability.</p> | <p>below the expected level for their age. Importantly there has been an improvement in many pupils comprehension centile. This indicates that whilst they may still struggle with reading or spelling, their understanding is improving. This may be as a result of increased confidence brought about by the 1:1 withdrawal sessions.</p> |
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| <p><b>Uniform</b></p> <p>Too few students wear appropriate clothing/uniform to school</p> <ul style="list-style-type: none"> <li>• Students do not have correct clothing</li> <li>• Parents lack motivation, organisation or interest in providing uniform for their child</li> <li>• Students might feel that wearing uniform is not for them or un-cool</li> <li>• Students are not always well supported from home</li> </ul> <p>As a result of intervention the vast majority of pupils will wear their uniform</p> <p>Students who wear their uniform are more included in the school and have a better sense of identity and pride</p> | <p>The school will provide two white polo shirts and two blue hoodies for all students at the start of the school year (parents/carers can purchase additional items at a reduced rate from school or from any shop selling appropriately coloured tops)</p> <p>Once the student has the initial clothing they have then overcome the barrier of having to purchase clothes.</p> <p>Rewards for wearing uniform will be put into place</p> <p>Pupils who do not wear uniform will not be eligible for off site visits, representing the school, using the basements area</p> | <p>Cost of uniform</p> <p>Rewards for wearing uniform</p> <p style="text-align: center;"><b><u>Total: £6000</u></b></p> | <p>A greater number of pupils are wearing uniform although there are still some pupils who refuse. The majority of pupils tend to wear the uniform for 80-90% of the time. Links to house points and the use of the Basements has helped to motivate some. The barring from offsite visits if not wearing uniform has also seen improvements. Unfortunately some pupils are not motivated by any reward that the school can give and therefore will continue to refuse to wear the uniform.</p> <p>We have also put money into purchasing indoor training shoes for pupils to wear for indoor PE lessons. This is a result of pupils not having the correct PE kit.</p> | <p>The school population is looking smarter. There are issues with the uniform that is being issued looking tatty or going missing before the end of the year and consequently the number of pupils wearing uniform was higher in September than July – this is something to look at.</p> |

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| <p><b>Attendance</b></p> <p>Some students have poor attendance or are persistent absentees</p> <ul style="list-style-type: none"> <li>• Students do not have motivation, confidence, support to attend school regularly</li> <li>• Parents lack motivation, organisation or interest in ensuring that their child goes to school</li> <li>• Students might not appreciate the benefit of attending school</li> <li>• Some students might have entrenched behaviour that is difficult to change</li> </ul> <p>As a result of intervention attendance in school will increase</p> <p>Improved attendance will lead to better overall progress and attainment</p> | <p>The school will employ a dedicated attendance support worker who will have time to visit families and support them to improve their child's attendance.</p> <p>Where support is not accepted or proves fruitless, the attendance support officer will also work closely with the Educational Welfare Officer to implement the legal framework to encourage parents to comply.</p> <p>Having a dedicated worker who is able to attend meetings and work closely with the EWO will ensure consistency of approach and therefore be more effective</p> | <p>Cost of Attendance Support Worker for 3 days per week</p> <p>Travelling expenses, etc</p> <p>Provision of dedicated PC and phone line</p> <p style="text-align: center;"><b><u>Total: £20000</u></b></p> | <p>Attendance overall has shown a small improvement. Some pupils who have had erratic attendance have shown improvement and a number of pupils who had historical poor attendance before coming to Elemore have now achieved improved attendance.</p> <p>The attendance support worker has been very active. There have been many attendance planning meetings with parents, a number of fixed penalty notices and some court appearances for poor attendance.</p> <p>The investment is working well in improving the attendance of some pupils and in following up with Pas.</p> <p>A number of pupils have been told that they should not attend school by CAMHS workers. This is poor advice and has been challenged, however it has led to some long term absences.</p> | <p>Some pupils had 0% attendance for the year – this ultimately impacts of the pupil's education, the school's attendance and progress figures. Despite court appearances and fines, some pupils have shown no improvement in their attendance.</p> <p>It is demoralising for the staff involved that they put so much work in for sometimes ineffectual outcomes.</p> <p>The impact on classrooms is more severe with pupils who have erratic attendance as their learning is not consistent. Pupils who have been absent for a prolonged period often struggle to reengage as they are behind their peers academically and also social groups have moved on.</p> |

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| <p><b>Breakfast</b></p> <p>Many students arrive in school having had no breakfast</p> <ul style="list-style-type: none"> <li>• Students come from disorganised homes where breakfast may not be available or there may not have been time to eat it</li> <li>• Parents lack motivation, organisation or interest in ensuring that their child goes to school having had a breakfast</li> <li>• Students do not understand the importance of breakfast</li> </ul> <p>As a result of intervention pupils engagement in the morning session of school will increase</p> <p>Improved engagement in lessons will result in less disruption</p> | <p>The school will provide a simple breakfast of toast with spreads, hot drinks, milk and water for pupils to access as they arrive at the school in the morning.</p> <p>Breakfast will be served in the school dining room as this is the space that will allow the greatest access and length of serving time. The school dining room is the first room that the pupils pass on arrival in school in the morning and our place of morning assembly.</p> <p>Providing a simple breakfast will ensure that all pupils have had the opportunity to eat and drink something before the start of the school day and will therefore hopefully be more able to cope with the demands of the day ahead.</p> | <p>Cost of kitchen staff</p> <p>Food, drinks, etc</p> <p style="text-align: center;"><b><u>Total: £6000</u></b></p> | <p>Breakfast is still welcomed by many pupils who make a beeline for the dining room as soon as they arrive at the school.</p> <p>By providing breakfast and being vigilant, we have managed to significantly reduce the number of occasions when pupils arrive at school with energy drinks and crisps for breakfast.</p> | <p>Pupils are more comfortable and ready to learn/work as they have had something to eat and drink.</p> |