

# Pupil premium strategy statement (secondary)

1. Summary information					
School	ROSSETT SCHOOL				
Academic Year	2017/18	Total PP budget	£203,830	Date of most recent PP Review	-
Total number of pupils	1517	Number of pupils eligible for PP	195	Date for next internal review of this strategy	June 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving a strong pass (5+) in EM	26%	49.4%
% achieving a strong EBACC	18%	25.6%
Progress 8 score average	-0.35	0.11
Attainment 8 score average	38.5	49.8

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Behaviour for learning issues amongst some of our disadvantaged pupils with the highest underachievement has a detrimental effect on their academic progress. Fixed term exclusions are disproportionately high with disadvantaged pupils (16% of the population) making up half of all FTEs in 2016/17.
<b>B.</b>	Oral language and vocabulary and the impact of setting on behaviour and behaviours for learning are key barriers to learning as disadvantaged pupils in lower ability groupings do not gain access to rich language, high expectations and opportunities to develop oracy through thinking and discussion.
<b>C.</b>	Pupil premium strategies delivered in isolation have had variable impact with disadvantaged learners. The pastoral and academic strands of the pupil premium strategies need to work together more effectively to ensure all pupils eligible for pupil premium funding receive the highest quality teaching and learning opportunities for sustained progress.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Pupils who are disadvantaged (PP) have lower attendance overall compared to other pupils. Attendance for disadvantaged pupils 2016-2017 was 92.4% (compared to our overall school figure of 95.9%).

<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Improved behaviour for learning – measured using the schools behaviour points on SIMS and 3R's scores submitted at each learning cycle by all teachers.	A reduction of behaviour incidents recorded for these pupils on the school system as a result of intervention. A reduction in C4 and C5 sanctions and 'call outs' for disadvantaged pupils. Improved family engagement as demonstrated through pastoral communication records.
<b>B.</b>	Investigate the impact of setting through piloting the removal of setting in English for Year 10	Disadvantaged students in English reduce the difference in progress between disadvantaged and other students.
<b>C.</b>	Improvements in progress for disadvantaged students through access to high quality teaching as delivered through the CRC initiatives.	Lesson studies demonstrate progress for disadvantaged students and difference is diminished over time as demonstrated through the learning cycle assessments.
<b>D.</b>	Increased attendance rates for pupils eligible for PP – measured using attendance over time on SIMS	Reduce the rate of persistent absentees (PA) amongst pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 92.4% to be closer to 'other' pupils.

## 5. Planned expenditure

Academic year

2017/18

The sections below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

- **Objective 1:** Curriculum- to develop further the range of intervention strategies in use to ensure PP students in all years make progress in line or exceeding the progress of their non-PP peers.

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?
Improved reading comprehension across KS3	Accelerated Reader programme	According to the EEF (17/10/2016) - On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.	<p>Via the Accelerated reader scheme.</p> <p>Reading time is embedded in both years 7 and 8. JHT focuses on individual pupils after scrutinising AR records to discuss appropriate books, taking quizzes etc.</p> <p>There are built in opportunities in English lessons to focus on individuals to help them choose books that match their ability.</p> <p>The use of 'Star' testing impact can be tracked and PP custom reports generated on a half termly basis. Star baseline testing has been moved to reflect the SPM cycles and raise its profile amongst students.</p>	CHL/JHT	<p>Through the internal learning cycle assessment reporting and recording and Accelerated Reader assessment. PP reports accessed every half term.</p> <p>Cyclical reviews of progress in reading age of key cohorts which include disadvantaged students will be undertaken to identify need for intervention.</p>

	Paired Reading programme	<p>A 1:1 evidence-based reading programme (Keith Topping, Durham University) focussing upon reading fluency, comprehension and enjoyment</p> <p>Literacy is recognised as one of the largest barriers to PP students (National Foundation for Educational Research). Success has already been demonstrated for cohorts of KS3 students undertaking the PR programme.</p>	<p>Identify students who demonstrate weak reading, fluency and accuracy. A trained team of 6 Literacy Champions from the Sixth Form to work with regular classes. After each cycle they will target and support key individuals in their assigned English group.</p> <p>Reports are generated along with pupil voice and TA comments per term</p>	EFY/CHL	Termly groups are pre-and post-assessed (Diagnostic Reading Analysis). Scores reported through Ratio Gains and Standard Scores.
Improved literacy across KS3	Continued mainstream support - EFY to target literacy with a focus on pupil premium as required to provide support in class	<p>EEF toolkit - Small group tuition. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p>	HLTA for literacy (AMN) enhances mainstream support where need is identified in English classes in Year 7.	EFY/CHL	Through re-testing of TOWRE and WRAT 4 reading and spelling assessments at the end of the academic year.
Improved maths and reduced anxiety in KS3	Students identified on entry by initial testing and Primary data, to form a specialised support group. These students work on maths anxiety and progress.	<p>The principles of the dyscalculia project are now embedded in supporting lower ability maths students in years 7 and 8. This includes disadvantaged students.</p> <p>During the past years students have shown sufficient progress to reintegrate during or at the end of the second term.</p>	Low ability students are given accelerated support, through specialised resources and Schemes of Work, with the aim of being reintegrated into the main mixed ability streaming in Year 7.	OBW	<p>Progress is monitored regularly through the learning cycles.</p> <p>Student Voice</p>

To ensure these students get the necessary support during post 16 courses.	Sixth Form PP support	Government data this year showed percentage of young, disadvantaged students attending university has fallen for the first time since current records began. Around 22 per cent of 19 year olds who had been claiming FSM at the age of 15 went onto university 2013/2014, down from 23 per cent from the previous year. In 2017, 7 students (out of 10) who were PP in 2014/2015 went to university. Currently (2017/2018) we have 14 Year 12 students and 10 Year 13 students who are identified as PP students.	All disadvantaged students to be tracked and monitored through 6 <sup>th</sup> form. The number of PP students who go on to university will be recorded as well as the retention of PP students recorded each year. Additional support and services for these students to be provided by the 6 <sup>th</sup> form team. Any barriers to success that has a manageable financial solution will be addressed.  The lead teacher in Sixth Form is researching strategies employed by other schools to support disadvantaged students.	BFY (Head of 6 <sup>th</sup> Form)	September 2018 – examination outcomes.  Progress of post-16 disadvantaged students is monitored after each learning cycle.  The lead teacher in Sixth Form mentors any underperforming students after each learning cycle.
<b>Total budgeted cost</b>					£28,005
<ul style="list-style-type: none"> <li>• <b>Objective 2:</b> Teaching and learning – to further improve teaching and learning across school and for targeted cohorts</li> </ul>					
<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>
Improved progress for disadvantaged pupils in English	Pilot removal of setting in English for Year 10	Evidence strongly suggests that 'ability' grouping has negative impact on disadvantaged and low prior attaining pupils, possibly undoing / creating additional need for intervention. (Marc Rowland 2017)	Participation in North Yorkshire Achievement Unlocked project to raise achievement of disadvantaged students. New English groups to be created and implemented from January 2018.	PBN/GBN	Review at each Learning cycle. Report following Learning Cycle May 2018.  Attend and present findings at NY Achievement Unlocked Conference – Wednesday 6 <sup>th</sup> June 2018
Disadvantaged students make good progress, diminishing the difference with other students.	Continued High Emphasis on the quality of marking and feedback through use of DIRT, COW time and green pen work	Improving feedback between students and teacher could add eight months to student's learning (NFER Teacher Omnibus Survey)	Via Performance Management, lesson observation and work sampling	HTN/PBN	Throughout the Spotlight and Floodlight QA programme

Improved examination outcomes for disadvantaged students.	Easter School for Year 11 PP students	<p>EEF toolkit - On average, evidence suggests that pupils who attend a summer school make more progress (2m+) compared to similar pupils who do not.</p> <p>Greater impacts can be achieved when summer schools are intensive, well-resourced and involve small group tuition by trained and experienced teachers.</p> <p>Summer schools without a clear academic component are not usually associated with learning gains.</p> <p>There is a clear academic focus to Easter School in helping PP students make timely gains. However, a recent evaluation for the Department for Education, concluded that one of the greatest barriers to impact was achieving high levels of attendance.</p>	<p>Planned timetable for Easter School - dates TBC in April 2018.</p> <p>Core staff recruited to deliver sessions in Maths, English and Science.</p> <p>Small group sizes.</p> <p>Attendance incentives for PP students.</p>	SDY/PBN	<p>May 2018 – attendance focus</p> <p>September 2018 – examination outcomes.</p> <p>Student Voice</p>
To improve the rates of progress in English, maths for disadvantaged students.	Year 11 PP English and maths intervention	EEF toolkit – setting or streaming - Some studies have shown that reducing the size of the lowest attaining groups and assigning high-performing teachers to these groups can be effective, as can providing additional targeted catch up support.	Following LC2 and Mock results, PP students identified for regular weekly intervention on Wednesday 2.	GBN/ABI	<p>Learning Cycle data analysis.</p> <p>September 2018</p>

To improve progress and attitudes to learning for targeted groups of PP students (Year 7 and 8), who are identified as underperforming.	Mentoring programme – Year 7	EEF toolkit – mentoring - Mentoring has increasingly been offered to young people who are hard to reach or deemed to be at risk of educational failure or exclusion. Programmes which have a clear structure and expectation, provide training and support for mentors, and use mentors from a professional background, are associated with more successful outcomes.	Data tracking of these students to show impact of the programme. Training of mentors (year 7) to ensure effective provision is in place.	PBN / MSW	Review at end of each Learning cycle.
	Year 8 – DOS cross curricular tracking with evidence based prioritising of intervention	Early identification of an issue increases the chances of a successful intervention. As the data is collated four times a year greater focus on student performance means they are aware of any success stories and given the tools to overcome any learning barriers	DOL to ensure that post speed dating actions, meetings, discussions and communications between all stakeholders are effective. Parents to be specifically involved in the day to day learning process.	PBN / RBV	Review at end of each learning cycle.

<p>Improved progress for targeted cohorts of students.</p>	<p>CPD – CRC lesson study programme</p> <p>Developing metacognition strategies to support learning so that disadvantaged students improve and or develop self-regulation skills to support learning.</p>	<p>Quality of teaching is an important driver of student attainment and a range of other outcomes. Professional development and staff deployment are important tools for improving the quality of teaching that students receive.</p> <p>All faculties are using this as a strategy to diminish the difference between disadvantaged and other students.</p>	<p>Participation in the Teacher Development Trust accreditation scheme, where CPD must:</p> <ul style="list-style-type: none"> <li>• maintain a tight focus on student learning needs with ongoing rigorous evaluation of outcomes,</li> <li>• be applicable and relevant to the teacher’s current classes, and contribute toward whole-school development,</li> <li>• be collaborative and teacher-driven,</li> <li>• be sustained over a period of at least two terms (and ideally more),</li> <li>• Involve regular external expert input and build on the best existing practices and understanding.</li> </ul> <p>Participation in North Yorkshire Achievement Unlocked project to raise achievement of disadvantaged students.</p>	<p>HTN</p>	<p>Review at each CRC cycle 1 and cycle 2.</p> <p>Student Voice</p> <p>Attend and present findings at NY Achievement Unlocked Conference – Wednesday 6<sup>th</sup> June 2018</p>
<p>To ensure that breakfast is available to PP students to ensure an effective start to the day.</p>	<p>Breakfast Club</p>	<p>The increase in on-task behaviour following breakfast may indicate that children who eat breakfast are more able to concentrate, pay attention and are more alert at school. This is supported by evidence that demonstrates positive effects of breakfast on cognitive performance including attention and memory (Hoyland et al., 2009). Moreover, an improvement in classroom behaviour has the potential to reduce disruption and produce a more productive learning environment.</p>	<p>Breakfast club to be staffed appropriately and students’ attendance to be closely monitored. Students’ attendance at breakfast club to be mapped against their behaviour incidents and progress in academic attainment.</p>	<p>MFN/MRI</p>	<p>June 2018</p> <p>Student Voice</p> <p>Monitor and review through the internal learning cycle of assessment reporting and recording.</p>

<p>The attainment and progress gap between disadvantaged and other pupils reduces.</p>	<p>Intervention subsidies to enable all curriculum areas to provide interventions to ensure PP students make progress in line with their peers.</p>	<p>The Sutton Trust summary report on schools spending of Pupil Premium funding (2011) states that; 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.' DOLs/DOSs may request PP funding to support their programmes such as; revision guides, technology resources such as e-learning/iPad support, staffing support. All must have a direct impact on curriculum attainment.</p>	<p>Progress of students provided with support to be monitored to ensure value for money and justification of spend.</p> <p>For example in English:          Poetry revision – check that notes have been transferred in to their anthologies especially useful for poor attendance.          Use the activities set in the study guides as homework tasks to be set and collected in for marking.          Retrieval activities – short tests to ensure use of study guide.</p> <p>Other subjects:          Set homework from book.          Class tests from books          Top tips from book (per lesson)          Accelerated reading from book          End of unit tests from book          Teacher checks on work completed in revision books          Structured form time access to on-line revision resources in Science led by sixth form ambassadors.</p>	<p>SDY/DOSs</p>	<p>Learning Cycle data analysis.          Student Voice</p> <p>September 2018</p>
<p>To provide peripatetic lessons on a 1:1 or paired basis to broaden access for those students interested in music.          To help nurture and develop students talents in music.</p>	<p>Peripatetic Music Lesson provision</p>	<p>Music tuition broadens access to lessons, providing opportunities to play an instrument (including voice), regardless of parents/guardians income or interest in music at home.</p>	<p>All PP students to be offered reduced music tuition fees. (All PP students who take GCSE Music will be offered fully funded music tuition.)          Attendance will be closely monitored.          The number of students will be recorded and tracked.          The impact of music tuition on attainment in music will be reported.</p>	<p>HTN/RDN</p>	<p>Learning Cycle data analysis.          Student Voice</p> <p>External music examination results/progress.</p> <p>Year 11 GCSE/BTEC music outcomes</p>

<p>To help students experiencing difficulty in paying for:</p> <p>a) uniform, shoes or sports kit;</p> <p>b) other materials or equipment required for academic study;</p> <p>c) expenses to travel to interviews or work experience placements;</p> <p>d) emergency travel expenses</p>	PP hardship fund	No PP student is disadvantaged due to lack of funds	<p>All PP students to have access to the hardship fund.</p> <p>DOLs/DOSs/Parents can ask for this support when needed.</p> <p>Requests to SDY detailing students requirements.</p> <p>Faculty/Pastoral to monitor.</p> <p>Finance to track funding.</p>	SDY	<p>Learning cycle data analysis</p> <p>Student Voice</p> <p>September 2018</p>
<b>Total budgeted cost</b>					£31,365
<ul style="list-style-type: none"> <li>• <b>Objective 3:</b> To provide a range of opportunities for pupils, no matter what their background to access learning opportunities outside the classroom</li> </ul>					
<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>
<p>To increase the number of PP students who attend educational trips, aspiring to provide funding for trips that are 'out of reach' for low income families. To provide educational and cultural enrichment to all students as part of their development.</p>	Trip subsidy	<p>According to OFSTED: Learning outside the classroom – How far should you go?</p> <p>Learning activities, which are hands-on, outside of the classroom lead to better achievement, standards, motivation, personal development and behaviour.</p>	<p>To monitor the number of PP students who go on residential and day trips. All trip organisers to report the number of PP students on each trip. To track the number of students who apply for trip funding.</p>	SDY/Trip leaders	June 2018
<p>Improving aspiration of lower attaining disadvantaged pupils.</p>	<p>Prince's Trust "Achieve" Flexible Provision Programme implemented via the Social Inclusion unit (The Bridge)</p>	<p>Improving aspiration of disadvantaged students identified through assessment data and Behaviour for Learning data</p>	<p>Accredited Programme through the Prince's Trust. Key staff in social inclusion have been trained to deliver the programme.</p>	MFN, HLTAs	<p>Through the internal learning cycle assessment reporting and recording.</p> <p>July 2018</p>

<p>To provide students with high quality impartial careers education, information, advice and guidance prior to making post-16 course choices and improving awareness of choices available on completion of post-16 courses.</p>	<p>CEIAG (Careers Education, Information, Advice and Guidance)</p>	<p>ASCL – May 2015 - Twenty-first-century life places complex demands on young people for work, so enabling students to become self-confident, skilled and career-ready learners must be an integral part of their education. Opportunities to engage in career-related learning while gaining transferable life-long skills in applied knowledge, critical thinking and communication are fundamental for young people to make the successful transition from education.</p>	<p>PP and other vulnerable groups of students to be prioritised for 1:1 careers interviews and advice. Each student to have a careers action plan. All destination data to be tracked. Provision of options evenings, taster days and careers fairs.</p> <p>Working towards achieving the Quality in Careers Standards award.</p>	<p>SDY/LBA/ Independent Careers Advisor KM</p>	<p>July 2018  Student Voice</p>
<p>Improving the outcomes for students who struggle to access a full curriculum (a)</p>	<p>Personalised Curriculum</p>	<p>Disengaged and low achieving students are supported by these programmes. With class sizes below 20, student benefits on attainment can be identified, in addition to improvements on behaviour and attitudes.</p>	<p>Groups of students identified for personalised curriculum. Specific teachers identified to individually mentor and provide tuition for bespoke courses with outcomes such as;</p> <ul style="list-style-type: none"> <li>• Prince's Trust Certificate in Personal Development and Employability Skills.</li> <li>• Asdan Maths</li> <li>• IFS Certificate in Personal Finance</li> </ul> <p>Bespoke timetables in place to support catch up of missed lessons for those students receiving external off site provision</p> <p>Pupils provided with iPads with specific learning aids to enable curriculum access such as the Clicker 6 programme. Clicker is designed to improve students' confidence in using the written word and to increase the speed at which they write.</p>	<p>MRI/MFN</p>	<p>Through the internal learning cycle assessment reporting and recording.</p>
<p>Improving the outcomes for students who struggle</p>	<p>Off-site provision</p>	<p>More specialised programmes not available in school can be offered. These</p>	<p>Educational provision not provided at Rossett School for</p>	<p>MRI/GDA</p>	<p>Course update reports and outcomes from external</p>

to access a full curriculum		are targeted at students with either behavioural issues or behaviour and academic problems.	disadvantaged pupils who are off-site for part of their education (e.g. 1 day at college)		providers discussed through inclusion agenda.
To ensure ease of transition between year 6 and year 7 with a focus on providing additional support to the most vulnerable students in the cohort.	Year 6 additional transition event - Literacy/oracy based project to develop skills which develop confidence in learning and sense of belonging.	The EEF toolkit suggests that students who attend summer school can make up to 3+ months progress compared to students who don't attend summer school. Lines of academic focus must be included to be associated with learning gains.	Early liaison with feeder schools at the transition meetings in May to identify vulnerable PP students.  Students to attend for an additional transition day 10/07/18. Bespoke timetable of activities TBC.	SDY/PBN	September 2018  Student voice
<b>Total budgeted cost</b>					£43,375
<ul style="list-style-type: none"> <li><b>Objective 4:</b> Attendance – to further develop strategies to address the attendance gap between PP and non-PP pupils</li> </ul>					
<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>
Increased attendance rates for pupils eligible for PP – measured using attendance over time on SIMS.	Targeted interventions of PP students with Attendance officer, SSOs and via inclusion agenda.	<p>There is a clear link between poor attendance at school and lower academic achievement. DfE report (Feb 2015) - Specifically, pupils with no absence are 1.5 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons.</p> <p>Attendance data for year 7-11 shows Disadvantaged students attendance is a high priority for improvement. The rates of PP students who are Persistent Absentees are higher than that of non-PP students.</p>	<p>Review at weekly Inclusion Meetings. Monitor PP absence rates by year group and intervene as appropriate.</p> <p>A pupil's attendance is a key indicator of future success. One full time Attendance Officer for KS3 and 4 is employed and 1 part time attendance Officer for Sixth Form.</p> <p>The AO and SSOs closely monitor all students' attendance across all year groups, with any student dropping to 96% requiring intervention.</p> <p>Communication with home – including home visits and collecting students when refusing to attend school, supporting parents/carers.</p>	SAN/MRI	Half-termly after interventions have taken place
<b>Total budgeted cost</b>					£18,220

- **Objective 5:** Behaviour – to implement strategies to reduce missed days from fixed term exclusions and internal exclusions for PP students and reduce the number of behaviour incidents for PP students.

<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 reduction in the numbers of behaviour incidents for PP students (including FTEs and C4s)	Targeted interventions of PP students with DOLs, SSOs and via inclusion agenda	(EEF – Teaching and Learning Toolkit – 2016) Behaviour interventions seek to improve attainment by reducing challenging behaviour, including aggression, violence, bullying, substance abuse and general anti-social activities. Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.	Review at weekly Inclusion Meetings. Monitor PP behaviour incidents by individuals and intervene as appropriate.	MRI	Half termly – as part of behaviour summary report to SLT
To ensure that every student achieves their potential through the targeted provision of targeted support and intervention.	Pastoral Support – Social inclusion / Bridge	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective especially for older students.	Weekly inclusion meetings to ensure appropriate identification of students' needs and relevant appropriate interventions. Monitor behaviour but also whether improvements in behaviour lead to gains in attainment.	MRI / MFN / EFY Pastoral support team	Half termly – as part of behaviour summary report to SLT
<b>Total budgeted cost</b>					<b>£94,294</b>

