Gaynes School - Pupil Premium Strategy 2018-2019

Summary information					
Academic Year	2018-2019	Funding 2018-2019:			
Total number of pupils	354	Number of pupils eligible for PP in Secondary Phase	80	Date for next internal review of this strategy	08/19

Achievement Profile 2018 (Provisional)

Key Stage 4 Attainment	Pupils Eligible for PP	Pupils Not Eligible for PP
Progress 8	-0.51	NYA
Attainment 8	37.42	NYA
Key Stage 4 Attainment (2018 provisional)	**Pupils Eligible for PP**	**Pupils Not Eligible for PP**
5 Grades 9-4 Inclusive of English and Math	36%	19%
English Language 9-4	55%	77%
English Literature 9-4	70%	83%
Best English at Grade 4	72%	89%
Best English at Grade 5	52%	72%
Math 9-4	68%	47%

Barriers to future attainment	
Academic Barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Students in receipt of PPG more frequently come from areas with low aspirations
B.	Employment market suppressed within the local, home context for PPG students
C.	Access to computers can be limited outside of school due to low economic backgrounds
D.	Low self-esteem and self-confidence
E.	Social mobility
F	Low attendance rates historically due to systems not being sufficiently robust to challenge poor attendance or non-attendance
G	The predecessor school was placed into Special Measures by OFSETD in February 2018 following examination results which were below the national floor standards and a significant period of falling rolls.

Intended outcomes *(specific outcomes and how they will be measured)*		Success criteria
1.	Improved performance at GCSE in line with target groupings	Overall performance in GCSE's to improve across all subjects with targeted outcomes as following: Attainment 8 Score: Progress 8 Score: 0.00 Improved percentage of 9-4 and 9-5 across all subjects but specific focus on the following: Grades 9-4 English Lang: 80% English Literature: 85% Math: 80% Science: 75% Grades 9-5 English Lang: 70% English Literature: 70% Math: 50% Science:50%
2.	PP Students make almost the same progress as Non-PP students	Gap between non pp and pp students to be insignificant with PP students attaining as high as possible in all subjects and meeting at least a progress score of 0 as a minimum.
3.	Raise Aspirations with regards to University entry	Post 16 destinations to show an increased uptake in courses which lead to university. All PPG students to have participated in at least one Raising Aspiration event each term.
4.	Improve attendance of all groups to at least national standards	Attendance of all groups to reach at least 95%.

Planned Expenditure 2018-2019						
Academic Year		2018/2019				
Action	**Intended outcome**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**	**Cost**
Staff training CPD across the Trust and use of examination boards. **Barriers to Learning** • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility	Improve rates of progress with all KS3 and KS4 students who are eligible for PP.	Increasing students at higher levels and ensuring Grade 5 and above boundary.	Staff understanding full specifications.	Headteacher	Aug 19	**None – through work with other Trust schools**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Half-Term Revision Centre **Barriers to Learning** • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility • Historic low attendance	Improved outcomes in GCSE	Review of data from other Turst schools regarding attendance at support and improved outcomes indicates that support offered in holidays is beneficial especially for those from disadvantaged economic backgrounds.	PP students' attendance high (95%) Regular monitoring of PP students' outcomes high. PP students' Progress score to be insignificant in comparison to their Non PP counterparts. PP students' Attainment to be closer to the overall school performance and especially their non PP counterparts.	SLT CTL	Ongoing	4 Teachers per day @ £150 each = **£600** 10 Days Revision = £600 x 10 = **£6000** **Total: £6k**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
IAG Coordinators Careers Information, Advice and Guidance. **Barriers to Learning** • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence • Social Mobility	Early and additional guidance will be offered to ensure that they can be supported to pursue aspirational futures.	Specialist information allows for students to make informed choices and ensure they make choices suitable to their ability and future aspirations.	Number of students completing their subjects and number of NEETS are at least at 100%. Careers CIEG with students having access. Student numbers at college.	SLT	Ongoing and to be fully reviewed August 2019	**Nil Cost**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Reading programme – Reading Recovery/ Lexia **Barriers to Learning** • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility	Reading books and materials for KS3 to stretch, challenge or support. Improvements made by all student and specifically PP students in reading and comprehension age.	Research suggests reading age and comprehension is directly linked to improve performance at all levels. Comprehension significantly increases student's opportunities to access the curriculum and improve performance and achievement.	Library usage indicates high usage numbers. Reading assessments will indicate that students have made significant progress in reading ages which will enable students to access the curriculum and make good progress. The majority of students are at age related reading age. Expected progress in Reading, Writing and English GCSE's. Creating smaller teaching groups for reading recovery in secondary	SEND	Half Termly	**£1k**

			Funding an intensive programme for the teaching of phonics with small intervention groups			

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Mentoring and Behaviour Intervention **Barriers to Learning** • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility	Improved behaviour for learning in lesson. Decrease in behavioural incidents and external exclusions from vulnerable groups by 20% PDW improvements in all students. Production of confident, happy and driven students.	Link of behaviour with achievements and in particular the behaviour of both high, middle and low attainers on the overall outcomes of their academic performance.	Continue with wrap around care especially regarding PREVENT and social issues and mental awareness. Behavioural incidents dealt with quickly. PSP shows vast majority of children succeeding – 100% Report system to be used to support and monitor student's behaviour and reviewed regularly.	DHT YCT AHT	Half Termly	YCT Role **Total: £25,000**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Additional Groups in Core Subjects continuing **Barriers to Learning** • Stretching and challenging the more able, high attaining student. • Low self-esteem and self-confidence • Social mobility	Progress in English, Maths and Science indicate that students are adding value from their starting point by at least 85%. The vast majority of students making at least 2 steps of progress by at least 85%. EAL classes formed with support for children from abroad.	Support in core subjects to continue with re-timetabling during year. Additional teachers to support core subjects.	To support learning in the classroom by ensuring that class sizes for 2018-19 are as small as possible, particularly in English, maths and science, by creating additional sets. This has also extended in 2018-19 to include small form group intervention in English and maths	ATL/SLT	Termly	Additional Teaching Staffing part funded in: English Maths Science **Total: £21k**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Support for Pupils Experiencing Emotional and Behavioural Difficulty. **Barriers to Learning** • Children from low economic backgrounds • Low self-esteem and self-confidence • Social mobility	The impact of their work is to diminish the stress and trauma that can lead some pupils to disengage from learning and behave poorly in school.	A number of children present with significant emotional or behavioural difficulties and almost all of them are entitled to Pupil Premium. The school has developed a strong and very consistent approach to behaviour, managed by the YCT with specific responsibility for behaviour.	The role includes work with specific pupils and their families to improve behaviour.	YCT	Termly	Costing already included.
Achievement Intervention Groups **Barriers to Learning** • Stretching and challenging the more able, high attaining student. • Low aspiration within the local area • Low self-esteem and self-confidence • Social mobility	All students targeted who are eligible for PP to increase their attainment	Proven tracking record of raising attainment having learning mentors and support structures/interventions in place to improve outcomes.	Assistant and Deputy HT i/c of KS4 and KS3 is leading on the whole programme including being trained on the programme itself. .	ATL	Half Termly	**Nil Cost**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
External EWO support attendance **Barriers to Learning** • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence • Historic poor attendance	Gap between PP and non PP, attendance to be in line with the schools and national targets	Core case load of hard to manage cases with external EWO -gap between PP and non PP, attendance to be in line with the schools and national targets.	Oversee and support management of attendance and welfare issues, focusing on robust action where needed resulting in better attendance. Penalty Notices.	Attendance Officer/YCT/ATL	Half-Termly	EWASS= **£12,000**
Build ethos and direction of students/opportunities available to them in order to develop full rounded students and students below University Levels. **Barriers to Learning** • Low aspiration within the local area • Children from low economic backgrounds • Low self-esteem and self-confidence	Increase in aspirations of PP students	Evidence is that PP students are often not encouraged to pursue Post 18 study with many becoming the first to go to University. More aspiration and motivation would result in harder working students and an increase in the number of students wanting to achieve. Apprenticeship Programmes.	PSCHE Programme with all British Values and Citizenship developing access to careers long term.	SLT ATL IAG Coordinator	Half Termly	**IAG Funding**
Total Expenditure: £66,000						