

Supporting the needs of our Pupil Premium students

(June 2023)

Challenge number	Detail of challenge
1	A large percentage of our Pupil Premium Students have additional SEN needs and face difficulty accessing the curriculum.
2	Low levels of literacy and numeracy, limiting our students from making expected progress.
3	Many parents and students have low aspirations. Enrichment activities will be provided to improve cultural capital.
4	Social, emotional and welfare needs impact on independence, confidence, resilience, and the ability to problem solve in everyday situations. Social and emotional well-being is of vital importance to ensure safety and engagement.
5	Financial constraints often mean that students need to be supplied with uniform or equipment to enable them to feel secure in school and fully participate in school life, including extra-curricular (extended curriculum) activities.
6	Overall progress and attainment of PP learners is lower than Non-PP at KS4.
7	Attendance of PP students is below that of non-PP students.

Evaluation rationale

“Approach [e.g. edu key] leads to [more efficient monitoring of interventions] leads to [More accurate evidence for robust evaluation of outcomes]”

KEEP: What are we doing well and need to keep doing to meet the needs of our PP students?

IMPROVE: What are we already doing that could be improved to meet the needs of our PP students?

STOP: What do we need to stop doing – either because it no longer contributes to the overall vision or is no longer effective?

START: What do we need to start doing that we haven’t been doing or that other schools do with a greater level of success?

1 LOGISTICS

KEEP
<ul style="list-style-type: none"> Tracking interventions that benefit Pupil Premium students. Tracking Reading Ages on SIMs and Classcharts
IMPROVE
<ul style="list-style-type: none"> Awareness of interventions taking place across the school. Monitoring of the impact of interventions across the school with regular reviews to terminate or increase existing approaches. Evaluation needs to be more specific as to the proportion of the pupil premium students who tangibly benefitted. Monitoring of spending through closer liaison with the Director of Finance.
STOP
<ul style="list-style-type: none"> Individual tracking of interventions means others unaware of activities.
START
<ul style="list-style-type: none"> Making use of Provision Map to record and evaluate interventions. Add Reading Ages to Provision Map. Termly reviews leading to reports to be presented to SLT and Governing body Evaluate actions by intended focus: Attendance, Academic Support, Health and Wellbeing and Enrichment. Closer collaboration with SEND over joint planning and review meetings of strategy and interventions. Improving communication with subject leads to support monitoring and evaluation. Provision Map to be shared with subject leads.

2 ATTENDANCE

KEEP
<ul style="list-style-type: none"> Tracking the PP student attendance within lessons.
IMPROVE
<ul style="list-style-type: none"> Identification and reporting of trends of PP student relocations. Evaluation of the effectiveness of existing approaches. Actively targeting PP students.
STOP
<ul style="list-style-type: none"> Money being spent from PP budget without an evaluation of the purpose and an agreed method to evaluate impact.
START
<ul style="list-style-type: none"> Compare pupil premium performance between subjects and year groups. Compare pupil premium performance between local schools. Compare pupil premium performance with schools of similar context. Working with primary schools to identify disadvantaged joiners who can be invited to Summer school to ease transition.

3 ACADEMIC SUPPORT

KEEP
<ul style="list-style-type: none"> • Graduated approach to intervention (Phonics, accelerated reader, CILIP and STAR readers.) • Signposting reading interventions to staff. • Maths 1:1 • PP Plus English 1:1
IMPROVE
<ul style="list-style-type: none"> • Evaluation of exit data of careers provision. • Communication with staff as the importance of accuracy in reporting of attitude, etc. • Evaluation of the effectiveness of existing approaches. • Teacher and student awareness and understanding of metacognition. • Quality and regularity of feedback to aid student progression. The emphasis needs to move to progression rather than grading (English modelling good practice in this that can be disseminated to other subjects) • Policy of independent study outside the classroom. • Raise awareness of available facilities for independent study within school. • Implement and embed the focus on reading within lessons.
STOP
<ul style="list-style-type: none"> • Moving students based on pastoral reasons. • Target grades reinforcing low expectations. • Money being spent from PP budget without an evaluation of the purpose and an agreed method to evaluate impact.
START
<ul style="list-style-type: none"> • Provide revision materials for all students in all subjects so staff and parents can work together to support a shared approach to study. • Look at provisions for supporting High Ability PP students. • Creating 'subject prefects' to build aspiration which will target PP students. • Tracking evaluation and impact of external agencies involved. • Parallel banding to produce more balanced groups. • Reward progress not attainment. • 'Working towards' rather than Target. • Centralized department handbook to enable all subject teachers to access subject relevant pupil premium data. • Introduction of termly KISS reviews of provisions for individual students. • Reflect and evaluate provision for high ability KS3 PP students. • Introduce 'Rewards for the Curious' across the curriculum providing further challenge and intellectual stimulation for students. High ability PP students to be targeted to benefit. • Reconsider grouping with potential movement to parallel bands to improve student aspiration. • Departmental literacy boards. • Suggested reading lists for each subject.

4 HEALTH AND WELLBEING

KEEP
<ul style="list-style-type: none"> • Emotional literacy and Interaction Yr7 • Evolve Intervention Group Work • Neuronotion (subject to review) • Fine and Gross Motor Development • Affinity • YMCA Counselling
IMPROVE
<ul style="list-style-type: none"> • Evaluation of the effectiveness of existing approaches. • Actively targeting PP students.
STOP
<ul style="list-style-type: none"> • Money being spent from PP budget without an evaluation of the purpose and an agreed method to evaluate impact.
START
<ul style="list-style-type: none"> • Working with primary schools to identify disadvantaged joiners who can be invited to Summer school to ease transition. • Introduction of termly KISS reviews of provisions for individual students.

5 ENRICHMENT

KEEP
<ul style="list-style-type: none"> • Regular trips across the curriculum.
IMPROVE
<ul style="list-style-type: none"> • Identification of students flagged in Summer School who present issues. • Evaluation of the effectiveness of existing approaches. • Actively targeting PP students. • Evaluation of trips in line with how it relates to the curriculum.
STOP
<ul style="list-style-type: none"> • Money being spent from PP budget without an evaluation of the purpose and an agreed method to evaluate impact.
START
<ul style="list-style-type: none"> • Tracking evaluation and impact of external agencies involved. • Record what has been taking place and upload to Provision Map. • Working with primary schools to identify disadvantaged joiners who can be invited to Summer school to ease transition. • Introduction of termly KISS reviews of provisions for individual students.

READING

[EEF Pupil Premium Guide, Toolkit and Menu \(April, 2022\)](#)

[DFE Using pupil premium: guidance for school leaders \(March, 2023\)](#)

[Pupil Premium Review Audit 1 \(Catherine Greene, May 2023\)](#)

[Pupil Premium Review Audit 2 \(Catherine Greene, June 2023\)](#)

[From mitigation to success: Improving outcomes for disadvantaged learners \(Marc Rowland, January 2021\)](#)

['Beware of the Matthew Effect' \(Marc Rowland, October 2020\)](#)

[Planning to address educational disadvantage \(Marc Rowland, Unity Research Schools\)](#)