

## 3 year Pupil Premium Strategy

### Our philosophy

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy aligned to the School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

### Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring an 'very effective' teacher is in every class
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Ensure that students leave us prepared for the next stage of their lives

### Barriers to future attainment

We acknowledge that the barriers affecting individual students will vary. The table below is a generalisation, and not all barriers are applicable to all students.

Academic barriers to attainment	Non-academic barriers to attainment
Lower levels of literacy (of some)	Lower attendance (of some)
Weaker language and communication skills (of some)	Increased number of sanctions received (of some)
'very effective' teaching not present in every classroom	Lower levels of parental engagement at parents evening (of some)
Lack of targeted support	Arriving at school hungry and not ready to learn (of some)
Lack of school readiness (of some)	Lack of focus and confidence due to lower mental health and wellbeing (of some)

## Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

### Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

### Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

### Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaption

### Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

## Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Quality of teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen a small number of interventions. This focussed approach ensures the best chance of success for each intervention.

### 1. Quality of teaching

- a) High quality Continued Professional Development (CPD): Encouraging self-led professional development within a framework of whole school Continued Professional Development (CPD) and support for early career teachers (NQTs and RQTs).
- b) Teaching and learning: Further develop strategies to increase engagement and challenge and to raise the profile of students within the classroom.

### 2. Targeted academic support

- a) Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills. This will be in the form of Sound Training via Lexonik and use of Lexia.
- b) Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations. This will be in the form of Yipiyap tutors and Making Good Progress (MGP) lessons.
- c) Learning Support for SEND students in receipt of PP: Creating additional teaching and learning opportunities using TAs.

### 3. Wider strategies

- a) Attendance: Use of an Attendance and Welfare Manager three days per week to improve attendance and foster links with parents.
- b) Behaviour: Use of a Behaviour for Learning Manager three days per week to improve behaviour and reduce exclusions.
- c) Opportunities Fund: To support with Peripatetic Music lessons, trips, revision guides, equipment, laptops and reading engagement.
- d) Learning Mentors and Advisors: Use of PP Pastoral Managers, a Vocational Learning Mentor, Careers advisor and pastoral leadership support.

## Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The headteacher is responsible for ensuring a pupil premium strategy is always in effect.

## Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website. In addition, the school publishes a link to the school and college performance tables and the schools' performance tables page on the school website.



## Our funding

Funding summary: Year 1					
Total number of pupils	1287	PPG received per pupil	£935	Indicative PPG as advised in School Budget Statement	£170170
		Number of pupils eligible for PPG	182	Actual PPG budget	£
Funding estimate: Year 2					
Estimated pupil numbers	1328				
Estimated number of pupils eligible for PPG	192				
Estimated funding	£179520				
Funding estimate: Year 3					
Estimated pupil numbers	1328				
Estimated number of pupils eligible for PPG	192				
Estimated funding	£179520				