

Pupil Premium Strategy & Spending Review – Poltair School 2020-21

1. Summary information					
School	Poltair School				
Academic Year	2020 – 2021	Total PP budget	£ 285040	Date of most recent PP Review	Sept 2020
Total number of pupils	776	Number of pupils eligible for PP	296 (71 SEN)	Date for next internal review of this strategy	01/09/21
2. Current attainment					
			Pupils eligible for PP at Poltair School	Pupils not eligible for PP at Poltair School	
Progress 8 score average			-0.24	0.28	
Attainment 8 score average			3.88	4.51	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)					
A.	Reading Age Levels – Poor Literacy Skills				
B.	Outcomes in English, Maths, and Ebacc subjects				
C.	Attendance & Exclusions of PP students				
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)					
D.	i	Parental Engagement			
	ii	SEND			
4. Intended Outcomes			Success criteria		
A.	Progress in English and Maths for students eligible for PP is in line or exceeds that of other pupils. Particular focus needs to center around the students love of reading and improving literacy levels across all year groups and every ability level.		Students eligible for PP make as much progress in English and Maths as Non PP students so that 85% or above are on track for making at least expected progress by the end of KS4.		

B.	Progress in all other subjects for students eligible for PP at KS4 is in line or exceeds that of other pupils. With a focus in MFL, Geography, and History	Students eligible for PP make as much progress in all other subject areas as Non PP students so that 85% or above are on track for making at least expected progress by the end of KS4. The overall target for PP Students in August 2021 is 0.0.
C.	Engagement with Learning and the Raising of Aspirations for ALL PP students is enhanced.	Students eligible for PP are fully engaged in learning and have the highest aspirations for future pathways post KS4 into education, employment or training. No child is left NEET. Students eligible for PP experience a range of bespoke opportunities to raise aspirations relating to education, employment and work related learning from KS3.
D.	Increase engagement of PP Parents.	Parents of students eligible for PP engage fully with the school to support progress of their child. Attendance at parents' evenings and other academic school events increases.
E.	Increased attendance rates for students eligible for PP.	Reduce the number of persistent absentees (PA) among students eligible for PP to 12% or below. Overall attendance among students eligible for PP improves to 95% in line with 'other' pupils. Relevant Case Studies to be completed.
F.	Reduce the exclusion rates of PP students	Implementation of an internal exclusion room and the use of 'trust' exclusions to ensure students are not absent from school, but behaviour expectations are maintained. Students given additional support and guidance from dedicated staff. Relevant Case Studies to be completed.

5. Planned expenditure

Academic year

2012/21

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of Teaching for All

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?
<p>Progress in English and Maths for students eligible for PP is in line or exceeds that of other pupils.</p> <p>And in addition -</p> <p>Progress in all other subjects for students eligible for PP at KS4 is in line or exceeds that of other pupils.</p>	<p>PP Champion appointed to monitor pupil progress and inform and monitor strategies to improve attainment.</p>	<p>High profile PP Champion to drive the progress of students across each year group.</p> <p>PP Champion has the ability to focus on PP progress and individual pupil needs to assist inform teaching and learning approaches.</p>	<p>Fortnightly meetings of PP Champion to ensure consistency of expectations regarding quality first teaching of PP students.</p> <p>Each Year Group are Tiered using several indicators. Champion to work with a cohort of students each half term who need it the most. This is done alongside the HOY, SEN Team and Pastoral Managers.</p> <p>First marking policy for PP students.</p>	RBA	May 2021
<p>Progress in English and Maths for students eligible for PP is in line or exceeds that of other pupils.</p> <p>A review of our whole school approach to Student Reading.</p>	<p>Additional teacher time in English and Maths employed to reduce classes sizes in Year 10 and 11 in English and Maths.</p> <p>Students to develop a love of reading. Literacy levels improve and students are able to access examination questions.</p>	<p>The ability for students to receive additional coaching and time within classes will result in increased understanding and attainment. Reducing class sizes for English and Maths in Years 10 and 11 results in greater focus on individuals not making expected progress.</p> <p>As a school we believe this still to be a huge barrier for our students – particularly the disadvantaged. A number of our PP students are unable to access exam material and answer questions due to not being able to read or understand what is being asked of them.</p>	<p>Ongoing learning walks ensure good teaching and learning practice is in place.</p> <p>A full review of our reading strategy. Including the English Curriculum, All Subject Areas and Tutor Time.</p>	<p>RBA</p> <p>DTO, EWO & TBR</p>	<p>May 2021</p> <p>May 2021</p>
Total budgeted cost					£80000

ii. Targeted support					
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?
Progress in English and Maths for students eligible for PP is in line or exceeds that of other pupils.	Tas dedicated to work within English, Maths & Science are funded through the PP budget and timetabled to work with students eligible for PP funding who are not making expected progress.	The ability for students eligible for PP funding to receive additional 1:1 support and small group coaching and extraction will result in increased attainment within English, Maths & Science	HODs (English, Maths & Science) organise timetable to ensure staff delivering provision are targeting the students eligible for PP funding who are not making expected progress. There is ongoing data analysis to ensure expected progress is being made.	JKE with Head of English and Maths MEV with Head of Science	Ongoing
Progress in English and Maths for students eligible for PP is in line or exceeds that of other pupils.	Weekly Year 11 small group sessions in Maths and English for PP and high-attaining students with HOD or equivalent, replacing tutor time or assembly.	Sessions target students in small groups to address areas of misconceptions. Resources and staffing provided in part through PP budget.	HODs (English & Maths) identify groups based on prior achievement with priority given to students eligible for PP funding who are not making expected progress. HODs (English & Maths) check student achievement through ongoing data analysis to ensure expected progress is being made and to ensure cohort is appropriate to needs.	JKE with Head of English and Maths	Ongoing
Progress in the EBacc bucket for students eligible for PP is in line or exceeds that of other pupils.	SLT to cover key staff tutor periods for a number of sessions to allow small group work with targeted students.	This will allow additional time for students to finalise elements of coursework and receive guidance on the completion of tasks.	Assistant Principal RSL (JKE) and relevant HODs (GOB, SAS, LHA) to identify groups based on prior achievement.	JKE with Hods	May 2021
Total budgeted cost					£40000

iii. Other approaches					
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?
Perceived Engagement with Learning and Raising Aspirations of PP students are lower for students eligible for PP than other pupils.	Provision of learning and revision resources for all PP students at KS4. Across all subject areas.	Where families lack the ability to purchase appropriate learning and revision resources students are clearly at a disadvantage over their peers.	PP Champion to identify students in need of learning resources which are then discreetly disseminated through class teachers.	PP Champion	Termly
	A programme of Careers Interviews, College and University visits. Plus outside motivational speakers to be introduced to improve engagement with PP students.	Providing resources supports better progress to be made for these students.	Additional Careers Opportunities – in development Celebration Assemblies promote progress for PP students	LTU	Ongoing Termly
	Additional Targetted Parents Evening for Disadvantaged Students.	Providing additional opportunities in school to raise aspirations, including parental engagement.	Follow up work is provided by our Pastoral Support Mentors.	JKE	Yearly
	Monies contributed towards trips and visits for the disadvantaged.	Including – Geography Field Work, Art Educational Visits, Music Tuition and Theatre Trips.		IFO	Ongoing
	Improved provision and access within the Student Services Centre	Providing essential support for some of our most disadvantaged and vulnerable students. Pastoral Support Mentors work within this centre to provide pastoral support for students who need it. They are non-teaching.	Staff have assigned caseloads as well as picking up issues on a daily basis. Group Work is a key part of the role and provides additional support for the HOY.	CFO	Ongoing
	The Link 4 Centres introduced	This centre provide small teaching environment for students in Year 10 and 11.	The outcomes for these students is scrutinised in September. Making sure the facility is targeting the correct students and covering the right curriculum.	JKE	September 2021

<p>Increased Attendance Rates for students eligible for PP.</p>	<p>Attendance Officer employed to monitor students and follow up quickly on attendance issues of pupil eligible for PP funding. First day response provision.</p> <p>Priority given to PP students for first call homes on day of absence followed by priority home visits as required. Form tutors prioritise phone calls home for PP students between 96% – 93%.</p> <p>PP Champion concentrate on the attendance of the group 93% - 90%.</p> <p>Weekly PP attendance data is shared with HOY and year teams colour coded to identify PP students in need of actions,</p>	<p>If children aren't attending school, have lower than expected attendance (less than 96%) or are persistently absent then the school cannot raise outcomes or aspirations effectively – this is a priority area.</p>	<p>PP Champion, AP Pastoral (CFO), HOY, PSMs and the Attendance Team will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p>Same day calls about progress for target students and reduced timetable integration programme where appropriate to ensure students attend on a regular basis, building to full timetable.</p> <p>Personalised support for each PA pupil eligible for PP.</p> <p>Attendance and progress discussed at least fortnightly with PP Lead and Mentor.</p> <p>Letters about attendance to parents / guardians.</p> <p>Attendance Officer to visit all PA at home to discuss attendance with parents / guardians and explore barriers as required.</p> <p>Additional parent meeting after a Letter B has been sent out with HOY and Attendance Officer.</p> <p>Weekly attendance clinics with the attendance support officer.</p>	<p>CFO</p>	<p>Ongoing – Weekly</p>
<p>Option pathways reviewed for all PP students in Years 9</p>	<p>Ensure all students are on the right courses for their ability, to check progress and to encourage challenging but appropriate subjects for all.</p>	<p>Lower uptake for EBACC, post 16 choices.</p>	<p>All PP students to be interviewed by either HoY, PP Champion or Senior Member of Staff for option choices in Year 9.</p>	<p>CWH</p>	<p>Feb 2020 / Sept 2021</p>
<p>Total budgeted cost</p>					<p>£10000</p>

6. Review of expenditure			
Previous Academic Year			
i. Increase vocabulary levels for PP students			
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
To increase the depth and breadth of vocabulary knowledge	Introduction of vocabulary and literacy whole school themes with focus on improving strategies. Evaluation of the effectiveness within new Teaching and Learning Review system Introduction of 1-1 Catch Up Literacy programmes for students with lowest literacy levels. Evaluation of the impact on reading ages of identified students	Outcomes in Maths, English and Ebacc subjects still below expectations and access to papers due to poor literacy and vocabulary still remains an issue	Teaching & Learning review system did not have the desired impact nor the teaching & learning strategy – reviewed and redeveloped for the forth coming academic year.
ii. Quality of teaching for all			
Progress for Pupil Premium students is in line with other students at Poltair School	The gap between Pupil Premium and non-Pupil Premium decreases in all subjects and students make progress at Poltair regardless of background	There is still a significant gap between progress made with PP and non PP pupils. The gap has closed more rapidly for vocational subjects (from 2018 with gap of 1 to 2020 with gap of 0.24). The gap has historically been consistently around 0.77 for GCSE subjects with it closing to 0.51 in 2020. Current progress indicates that the PP gap is smaller in Year	Quality of teaching and learning a school development priority for the forthcoming academic year.
iii. Increase engagement with parents of PP students			
Increased engagement of PP Parents. Explore further opportunities for engagement	Parents of PP students engage with the school positively. Attendance for PP students increases at Academic Review evenings	Targetted parents meetings to review option choices results in higher aspiration routes with students and leads to improved outcomes	Parental engagement remains an issue – appointment of dedicated PP Champion to target hard to reach parents for the forthcoming academic year

iv. Reduce the gaps for Pupil Premium students in terms of outcomes, attendance, Persistent Absence and Exclusion Rates			
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
Increase attendance rates for PP students Reduce the exclusion rates of PP students	Utilising a new behaviour policy to ensure that students have the appropriate support to make correct choices with an aim to reduce FTE amongst PP students	Exclusions for PP students 33 (69%) against other non PP 15 (31%). Total of 103 exclusions involving 48 students in total.	Behaviour system did not have the desired impact on reduction of exclusions, behaviour of students degenerated and became a cause for concern. New behaviour system introduced late 2020 to stabilise the school & remains in place for forthcoming academic year, exclusions and attendance are now improving for all students including PP
v. Improve cultural and life experiences for PP students			
To improve the experiences of Pupil Premium students who have opportunities to explore different cultural experiences	Students to have a range of opportunities both of a subject and extracurricular nature. Links to be forged with universities, further education establishments. Enrichment activities to be offered to all students in summer 2020.	Impact of Covid 19 reduced all students experience of extra-curricular and cultural development.	New careers lead appointed to develop the current experience in the forthcoming academic year. Remote experiences to be put in place if Covid 19 remains a barrier
vi. Other approaches			
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
Providing resources, monies for educational visits and support during the options process	Raising Aspirations and Student Engagement with Learning.	This undoubtedly assists students and their families to make the most of their time at Poltair. Without this assistance, outcomes and attainment would suffer.	These interventions will continue next year. All are seen as having significant benefit to assist with 'Cultural Capital' development.

7. Additional detail

- Regular staff CPD is delivered
- Updates to HOY and HOD
- PP Trust engagement Appointed
- Training for PP champion provided

