

1. Summary information					
School	Sexey's				
Academic Year	2017-2018	Estimated PP budget (see Appendix I)	£54,665	Date of most recent PP Review	22-23 May 2017
		Allocated PP budget (see Appendix I)	£56,665		
Total number of pupils	451 (Year 7 – 11)	Number of pupils eligible for PP	90	Date for next internal review of this strategy	June 2018

2. Current attainment – End of Key Stage 4		
	PP Students (Sexey's)	Non PP Students (Sexey's)
Average Total Attainment 8 (for 2016-17)	50.27	54.47
Average Total Progress 8 (for 2016-17)	-0.07	0.126
3. Barriers to future attainment (for students eligible for PP)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Attitude to learning - academic disengagement of some disadvantaged students, particularly in Key Stage 4.	
B.	Early Bird English and Maths Intervention attendance of some KS4 disadvantaged students is poor.	
C.	Indifferent attitude to homework from some disadvantaged students.	
D.	Pupil Premium voice – need Pupil Premium Champions across School.	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Attendance of some disadvantaged students – some persistent absentees.	
F.	Parental engagement (in a small minority of disadvantaged students).	
G.	Emotional wellbeing of some students	

4. Desired outcomes (<i>Desired outcomes for students eligible for PP and how they will be measured</i>)		Success criteria
A.	Progress 8 is improved.	P8 to be close to -0.25.
B.	Progress of disadvantaged students improves for every year group.	Diminishing differences in attainment and progress.
C.	Improvement in attendance and persistent absenteeism for some disadvantaged students.	All disadvantaged students to have an attendance greater than 96%.
D.	Attending Early Bird Maths and English Interventions.	90% attendance of interventions by disadvantaged students
E.	Better engagement of disadvantaged students, especially in KS4.	Decrease in number of disadvantaged students receiving sanctions for poor behaviour in class and lack of homework.
F.	Increased support of HLTA interventions with disadvantaged students.	HLTA has access to more varied online programmes that help facilitate 1-1 and small group interventions.
G.	Pupil Premium Coordinator meets with disadvantaged students in every year group.	All meetings have taken place by the end of the Autumn term.
H.	Faculty Pupil Premium Champions.	Every Faculty has elected a Pupil Premium Champion

5. Planned expenditure					
Academic year		2017-2018			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
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?
Accurate collection, analysis and use of data to effectively track and evidence progress, attendance and behaviour of sub-groups and individual students. Analysis to happen every half term. Analysis to be categorised.	<p>SISRA Analytics to support tracking of sub-groups and individual students.</p> <p>HoFs, KS 3 & 4 Coordinators, SENDCo and PP Coordinator receive sub-group progress analysis via line management Data Drops.</p> <p>Key students who:</p> <ul style="list-style-type: none"> are not making at least expected progress (below target); and/or have more than 10 behavioural points; and/or their attendance is below 96% <p>receive academic and pastoral interventions.</p> <p>Process is repeated every half term.</p>	<p>2017 Ofsted Inspection recommendation to use A8/P8 measures to track progress of individuals and sub-groups to affect more accurate monitoring of progress.</p> <p>External Review of Pupil Premium 22-23 May 2017 recommended to track and trend the progress, attendance and behaviour of disadvantaged sub-group and individual students.</p> <p>Previous experience in terms of having all staff aware of department performance and awareness of key students.</p>	<p>Feedback Loop:</p> <p>HoFs and KS 3 & 4 Coordinators respond to first Data Drop with interventions/strategies to support key students.</p> <p>Process repeated at second Data Drop and additional strategies introduced for students who are still failing to meet expectations.</p> <p>Process repeated at third Data Drop. Students who are still 'red' are referred to SLT. Action is implemented.</p>	<p>SLT / HoFs / KS 3 & 4 Coordinators / PP Coordinator / PP Administrator</p>	Half termly.

<p>In Class Strategies.</p>	<p>All students receive Wave 1, High Quality Teaching.</p> <p>Teaching staff aware of Disadvantaged, SEND, More Able (MA), High Attaining (HA), Medium Attaining (MeA), and Low Attaining (LA) students. Teaching staff have high expectations of HA disadvantaged students.</p> <p>Disadvantaged, SEND, MA, HA, MeA and LA students identified on all registers and seating plans.</p> <p>Use focused marking to push students forward and ensure respond/give their feedback.</p>	<p>Previous experience in terms of all staff having knowledge of key students.</p> <p>Department for Education and Ofsted recommendations</p> <p>TAs aware of key students.</p>	<p>Learning walks, HoF Line Management meetings.</p>	<p>SLT / SMT / PP Coordinator</p>	<p>On-going</p>
<p>Total budgeted cost</p>					<p>£16,477</p>

ii. Targeted support					
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?
In- Class Strategies.	<p>Disadvantaged students' books are identifiable and are marked first.</p> <p>Disadvantaged students sat near the front of the classroom.</p> <p>Teachers include a directed question to each disadvantaged student in their planning.</p> <p>Teachers target 'hard to engage' disadvantaged students e.g. make them class champion/give them a position of responsibility.</p> <p>TA's made aware of key students.</p>	<p>Previous experience in terms of all staff having knowledge of key students.</p> <p>Department for Education and Ofsted recommendations</p>	<p>Learning walks, HoF Line Management meetings.</p> <p>PP Administrator to provide a Learning Walk checklist specifically for disadvantaged students.</p>	<p>SLT / PP Coordinator / PP Administrator</p>	On-going
Improved attendance to Early Bird Maths and English Interventions.	<p>Registers amended so Form Tutors know when disadvantaged students should be in an Early Bird Intervention.</p> <p>Intervention Raffle to encourage attendance.</p>	<p>Interventions are successful and progress is made if the students regularly attend them.</p>	<p>Intervention Tutors report missing students to Pastoral Manager who will locate and escort the student to their intervention.</p> <p>Intervention Tutors will keep PP Coordinator and PP Administrator updated on attendance.</p> <p>Parents emailed if student fails to attend intervention.</p>	<p>Intervention Tutors / PP Coordinator / PP Administrator</p>	December 2017
	<p>Letter to parents detailing opportunity for their child to</p>		<p>Parents called and invited in if student continues to fail to attend.</p>		

	<p>access intervention and Intervention Raffle.</p> <p>Intervention Tutors to track disadvantaged student progress using PP Intervention Tracking Sheet.</p>		<p>PP Administrator to carry out intervention impact study.</p>		
<p>Increased support of HLTA Interventions.</p>	<p>PP funding to be used to subscribe to HegartyMaths and IDL Interactive Dyslexia programmes.</p>	<p>Disadvantaged students respond positively to 1-1 and small group interventions with HLTA.</p> <p>Increasing capacity and variety of interventions available will encourage engagement of disadvantaged students.</p>	<p>HLTA to complete PP Intervention Tracking Sheets recording attendance and progress.</p> <p>PP Administrator to carry out intervention impact study.</p>	<p>HLTA / PP Administrator</p>	<p>January 2018</p>
<p>Better Engagement of Some Disadvantaged Students in KS4.</p>	<p>New small focus tutor group for key disadvantaged students in KS4.</p> <p>KS4 Coordinator will be Focus Tutor.</p> <p>Focused support for homework, pastoral, attendance and behaviour.</p>	<p>Continuity of targeted support from KS4 Focus Tutor will lead to improved behaviour, and attendance.</p> <p>Disadvantaged students have access to pastoral support every morning and afternoon.</p>	<p>KS4 Coordinator and PP Coordinator to meet every term to discuss students.</p> <p>On-going monitoring of behaviour and attendance records.</p>		<p>Every term.</p>
Total budgeted cost					£38,229

iii. Other approaches					
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?
Children eligible for pupil premium identified early.	New SEND/PP Transition Information sheet sent out to all Year 6 students who have accepted a place at Sexey's.	Early identification will ensure: <ul style="list-style-type: none"> • progress monitored from the outset • earlier assessment • access to interventions 	Ensure parents have completed SEND/PP Transition Form as part of the Transition to Sexey's process. Use School Audit Process to ensure records are up to date. Update SIMS/CPOMS	PP Coordinator / Admission Secretary	February 2018
Increased Parental Engagement.	PP to have a section in School Newsletter.	To make parents of disadvantaged students aware of how PP is used and how disadvantaged students are benefiting.	PR Officer will incorporate PP into School Newsletter.	PR Officer / PP Administrator	Once every term
Faculty Pupil Premium Champions	Every Faculty elects a Pupil Premium Champion to work alongside the Pupil Premium Administrator in raising the attainment and aspirations of the PP students.	Cohesion between Faculties encourages all staff to 'buy-in to' the PP agenda. Targeted support across the curriculum is a key contributor to raising the attainment of disadvantaged students.	All Faculties have a PP Champion	DJB	December 2017
Total budgeted cost					£1,959

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	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)	Cost £7,300
Improved attendance, behaviour and progress of all students	Contributions towards SISRA, CATS and NGRT Reading Age Assessment in order to accurately assess and monitor the progress of all students. Contribution towards Step @ S3 Homework Club, Show My Homework and the Reading Book Scheme.	SISRA, CATS and NGRT has led to an reduction of the time needed for identifying under-attaining students in vulnerable groups such as PP. This has allowed the gap between the data drop and line management meetings to reduce increasing the time for strategies to be applied. Attendance at @S3 from PP students was sporadic but in line with the challenges many of these students pose. For those who attend the strategy was highly successful.	As the use of SISRA and CATS has spread beyond the vulnerable groups we will reduce the contributions from the PP budget towards ITS procurement in the next academic year. NGRT procurement will be moved to the SEND budget for the next academic year. PP will continue to support this strategy though a focus on improving attendance (in line with similar challenges for the early bird sessions) will be the focus for next year.	
ii. Targeted support				
Desired outcome	Chosen action / approach	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)	Cost £38,875
Improved attendance, behaviour and progress of Disadvantaged students.	Staffing costs of Pupil Premium Coordinator, HLTA and PP Admin Support to monitor and report upon the attendance, behaviour and progress of Disadvantaged students.	The increase in hours and focus of the PP administrator has improved mapping of attendance and behaviour and improved liaison with pastoral and academic leaders. There has been an improvement in the profile of PP matters in the school with	Subsequent to the PP External review there has been a restructuring of oversight of PP with greater focus from the Deputy Head and a reduction in focus from the SENDCo. The PP coordinator role has been redefined with the creation of a dedicated full time PP administrator.	

	<p>Contribution towards Core Support GCSE for Disadvantaged students who benefit from a reduced number of GCSEs.</p> <p>Early Bird Maths and English Interventions to improve confidence and skill base.</p> <p>Staff Training to continue development and awareness of key changes to PP.</p> <p>Curricular support:</p> <ul style="list-style-type: none"> • revision guides • course books • curriculum materials and equipment • staff requests for materials to increase Disadvantaged students' participation in their subject area. <p>Extra curricular support:</p> <ul style="list-style-type: none"> • funding residential trips and visits • D of E • additional careers advice 	<p>the introduction of PP champions for each Faculty.</p> <p>The contribution was necessary in order to timetable the support needed however pupil take up was low (2 in yr 10 and 2 in yr 11)</p> <p>The interventions were very successful where students attended regularly.</p> <p>Staff training for this year focused on updating the PP coordinator and PP Governor with regards to current best practice.</p> <p>Meetings with students confirmed this strategy was used and valued and some students were proactive in seeking additional materials (e.g. past papers).</p> <p>All students get at least one additional meeting with the Careers adviser which are prioritised plus as many additional meetings as needed. All of the students who completed year 11 have gone on to appropriate further education with 40%</p>	<p>Due to changes in the curriculum created by and increased focus on the eBacc the Core support option is being offered through a different approach and will now be funded through the curriculum.</p> <p>Due to the timings and nature of many of the year 11s in the PP cohort attendance at the sessions was disappointing. For next year we will look at expanding the provision of appropriate targeted study materials as suggested by the Heads of English and Maths.</p> <p>The training has identified the need for increased awareness of PP practice in other institutions and we will expand the allocation of funding for training to support teaching staff in improving provision for PP students in the classroom and sharing good practice.</p> <p>This strategy will continue at an increased level of funding, in line with increased PP cohort, with curriculum support being logged by student.</p> <p>This strategy will continue for next year and we intend to move appointments forward for all PP students such that they begin careers advice at the end of year 9.</p>	
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	Administrative costs including photocopying, stationery and resources.	continuing at Sexey's on a full program, of A Levels. Administration is necessary for improved communication and an increased cohort.	This will be increased for next year in line with the increased cohort size.	
iii. Other approaches				
Desired outcome	Chosen action / approach	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)	Cost £1100
External review of Pupil Premium at Sexey's.	In response to a requirement in the Ofsted Report following an inspection of the School, 19 - 20 January 2017, an external review of the pupil premium took place during 22-23 May 2017.	The external review led to a much improved system of evaluating the improvements in progress, attainment and behaviour of our PP students. The introduction of the feedback loop cycles in September 2017 resulted from this work in May. The review led to a successful outreach visit from the SEND administrator and coordinator in September 2017 which led to sharing good practice such as the Student Engagement Profile.	The links with another school with similar characteristics to ours will continue with a return planned for this term.	

Sexey's School – Pupil Premium 2017-2018
(Disadvantaged and Service Child Premium)

Estimated total Pupil Premium Budget for 2017-18

Pupil Premium	40,205
Pupil Premium Plus	3,800
Service Child Premium	6,500
Balance C/F from 2015-16	4,160
Estimated Total Pupil Premium Budget 2017-18	54,665
Contribution from Welfare Budget	2,000
Total Allocated PPG for 2017-18	56,665

Allocated PPG Spending for 2017-18

Item	Action	Cost	Description
Staffing (£12327)	Pupil Premium Administrator	£8577	Overseeing PPG, coordinating all school PP initiatives, effecting a positive response to Ofsted Inspection, January 2017 including implementation and monitoring of PP Action Plan, improving mapping of progress, attendance and behaviour of Disadvantaged students, ensuring pastoral support for Service Child students, raising awareness of PP in School.
	High Level TA's	£3750	To support Disadvantaged students with intervention in literacy, numeracy and with social and emotional support.
Curriculum / Academic (£19499)	Early Bird English & Maths Intervention Group	£5500	Additional, small intervention and mentoring groups run daily in morning tutorials for Key Stage 4 students. All Key Stage 4 Disadvantaged students are invited to attend Early Bird Interventions.
	Early Bird Raffle	£500	To encourage Disadvantaged students to attend the Early Bird interventions.
	HegartyMaths	£1199	Subscription to the on-line platform for Maths support.
	Creative Carousel – Food Tech, Drama, Art, DT, Textiles, Photography, Health and Media	£4200	Cost of materials for Disadvantaged students accessing the Creative Carousel.
	Prep @ S ³	£2000	1-hour homework sessions provided 3 afternoons a week, staffed by a teacher and a TA. Available to all students.
	Show My Homework (20% contribution from PPG)	£200	'Show My Homework' online service accessible at School and at home. Available to all students.
	Online CATS (20% contribution from PPG)	£200	Cognitive Abilities Testing to assess a student's ability in verbal, non-verbal and quantitative thinking.
	Staff training	£5700	Continue development and awareness of key changes to PP. Increase whole school awareness of teaching and learning strategies to use with Disadvantaged students (to include cost of external courses, external speakers and staff absence when attending them).
Systems and structures (£300)	SISRA (20% contribution from PPG)	£300	Programme providing tracking of student progress and attainment.

Extra-Curricular (£4250)	Raising Aspirations activities/residential trips/visits	£2000	Focus on boosting aspirations and supporting Disadvantaged students on additional, enriching activities.
	Careers advice	£2250	Additional support from an independent careers advisor to support Disadvantaged students in their Post 16 choices; focus on raising awareness of next steps and forging high aspirations.
Pastoral / Wellbeing (£8300)	External counselling / support service and	£3000	Contribution towards Educational Psychologist and/or specialist counselling referrals including family support.
	School pastoral support	£4,800	School pastoral support, in particular 1-1 ELSA sessions provided by Pastoral Team.
	Motivational and inspiring guest speakers, workshops and activities	£500	To motivate and inspire students through external guest speakers, workshops and activities aimed at promoting well-being, aspirations, confidence, self-esteem, communication and productivity. Available to all Disadvantaged and Service Child Students.
Assistive Technology (£2000)	Purchase of iPads, tablets, laptops and other technical equipment.	£2000	To support Disadvantaged students who require assistive technology to increase, maintain or improve their functional capabilities.
Curriculum financial support (£8030)	Purchase of revision guides / course books / curriculum materials/tools and equipment	£3572	Available to all Disadvantaged and Service Child students.
	Contingency funding requests	£4458	Staff funding requests aimed at raising attainment and increasing participation in their subject area or enrichment activity. Available to all Disadvantaged and Service Child students.
Admin Costs (£1959)	Photocopying/stationery/resources costs	£1959	The costs incurred in allocation of PPG to the students including administrative, photocopying, stationery and resources costs together with on-line registration charges, subscriptions and fees.