Pupil premium strategy statement

School overview

Metric	Data
School name	Sexey's School
Pupils in school	501 (Key Stage 3 and 4)
Proportion of disadvantaged pupils	13%
Pupil premium allocation this academic year	£83,000
Academic year or years covered by statement	2019/20 – 2021/22
Publish date	January 2020
Review date	September 2020
Statement authorised by	Ross Dalzell
Pupil premium lead	Deborah Day
Governor lead	Janet Wilson

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.08
Ebacc entry	78%
Attainment 8	44.89
Percentage of Grade 5+ in English and maths	33%

Attendance Analysis 2018-19

PP Category	School PP Attendance 5
PP	93.5
FSME6	91.5
LAC	88.6
Post-LAC	99

End of year targets for our Year 11 Disadvantaged cohort for 2019-20

Cohort	P8	A8	Ebacc%	5+ 9-5 incl En & Ma%
Disadvantaged	0.16	44.44	44	22
Non- Disadvantaged	0.44	58.5	97	81

Ofsted Inspection 20-21 March 2019

Extract from Ofsted Inspection Report 20 -21 March 2019

'Disadvantaged pupils' progress was in line with that of other pupils nationally in 2018. **These pupils are supported well**. A number of strategies are used to raise their aspirations. For example, a program of motivational talks from inspiring external speakers has recently been started.'

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To achieve a positive P8 of at least 0.1	September 2022
Attainment 8	Achieve above national average for attainment	September 2022
Percentage of Grade 5+ in English and maths	Maths 5+ Dis = 50% English 5+ Dis = 75%	September 2022
Other	• A more bespoke approach for every Disadvantage student who needs intervention • Improvement in attendance and persistent absenteeism for Disadvantaged students • Better engagement of Disadvantaged students in KS4	September 2022
Ebacc entry	Maintain above national average EBacc Entry	September 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	Due to prior results, emphasis on recruitment, retention and professional development of Maths and English Departments: • 3 new full-time, and 1 part-time, members of staff appointed into Maths and 2 full-time members of staff appointed into English. All started in September 2019. • Development of teaching with focus on improvement in grades in both subjects using Dedicated Drop-ins, lesson observations and open door policy: <table><tr><th>Subject</th><th>Summer</th><th>P8</th><th>A8</th></tr><tr><td>Maths</td><td>18</td><td>-0.04</td><td>52.43</td></tr><tr><td></td><td>19</td><td>0.03</td><td>51.63</td></tr><tr><td></td><td>20 (target)</td><td>>0.1</td><td>>53</td></tr><tr><td></td><td>21 (target)</td><td>>0.2</td><td>>55</td></tr><tr><td></td><td>22 (target)</td><td>>0.2</td><td>>55</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td>English (Language)</td><td>18</td><td>-0.03</td><td>52.43</td></tr><tr><td></td><td>19</td><td>-0.15</td><td>51.63</td></tr><tr><td></td><td>20 (target)</td><td>>0.1</td><td>>53</td></tr><tr><td></td><td>21 (target)</td><td>>0.2</td><td>>55</td></tr><tr><td></td><td>22 (target)</td><td>>0.3</td><td>>55</td></tr></table>
Priority 2	Focus on recruitment, retention and professional development of all teaching staff: • Upper Pay Scale. Teachers to improve Quality First Teaching.

- SLT and faculty support of our NQTs.
- Implementation of Teaching and Learning Program to coordinate sharing of best practice and promote general and specific focus on pedagogy and classroom practice.
- Introduction of 5 Step Lesson Plan and engaging in Tier 2 and 3 vocabulary.
- Dedicated Drop-ins.
- Open door policy.
- Recruitment of GAP students to encourage and promote joining the teaching profession.

P8 - Historic and projections:

Year	P8
2017-18	0.183
2018-19	-0.08
2019-20	>0.1
2020-21	>0.2
2021-22	>0.2

Barriers to learning these priorities address	Staff retention. Consistent teaching across all subjects.
Projected spending	Spending for 2019-20 has been absorbed by whole school budget. Contribution from Pupil Premium for 2020-21 and 2021-22 to be considered in September 2020. Further information on the Pupil Premium Budget for 2019-20 can be found on the School's website.

Targeted academic support for current academic year

Measure	Activity

Priority 1	Accurate collection, analysis and use of data to effectively track and evidence progress, attendance and behaviour of Disadvantaged cohort and individual students:
	
	• 4MATRIX used to support tracking of sub-groups and individual students.
	• Heads of Faculty (HoFs), Heads of Years (HoYs), SENDCo and PP Administrator receive sub-group progress analysis via line management Assessment Review (AR) data drops.
	• Key students who:
	    o are not making at least expected progress (below target); and/or
	    o have 2 or more referrals, in consecutive weeks, to the Reflection Room; and/or
	    o their attendance is below 96%;
	    will receive academic and pastoral interventions.
	• Process repeated at each AR data drop.
	• 5 Step Lesson Plan and engagement in Tier 2 and 3 vocabulary consistently used in all lessons.

Priority 2	Feedback Loop: • HoFs and HoYs respond to AR data drop with interventions/strategies to support key students. • Group interventions implemented at this point for relevant students. • Process repeated at every AR data drop and additional strategies introduced for students who are still failing to meet expectations.

	• SLT/HoFs/HoDs and PP Administrator ensure all staff contribute effectively to the Feedback Loop process and in a timely manner. • Implementation and consistency to be led by SLT – Teaching and Learning.
Priority 3	In class strategies: • All teaching staff are aware of Disadvantaged students. Teaching staff have high expectations of MA Disadvantaged students. Teachers use ClassCharts. • Disadvantaged students identified on all registers and seating plans. Teachers use ClassCharts. • Expectation of Disadvantaged students to use Tier 2 and 3 vocabulary. • Staff made aware of key students through Pupil Premium Administrator. • HoFs have a QA Schedule that involves fortnightly Learning Walks and book scrutinies, each having a focus linked to whole school development and our Ofsted Report (March 2019). • Checklist for Pupil Premium students is part of the whole school Learning Walks checklist. • A PP book scrutiny is to take place within the first half term of 2019-20 to be followed by Learning Walks.
Priority 4	Bespoke approach to improve progress and engagement in learning , so as to raise outcomes for Disadvantaged students: • External consultant recommended implementation of a bespoke approach to provision of support for a relatively small* Disadvantaged cohort. <table><tr><td></td><td>**FSM**</td><td>**Disadvantaged**</td></tr><tr><td>**Nationally**</td><td>12%</td><td>28%</td></tr><tr><td>**Sexey's**</td><td>7%</td><td>13%</td></tr></table>

		Sources	DfE Schools, Pupils and their characteristics: Jan 2018 – published 28/06/18	DfE PP: allocations and conditions of grant 2018-19 – updated 27/03/19

Bespoke and personal interventions mean the student is best placed to improve and make the progress they should:

- Each Disadvantaged student identified for intervention at any AR data drop, receives bespoke support taking into account their progress, behaviour, attendance and social and emotional well-being.
- Progress of all flagged Disadvantaged students improves and outcomes are raised.
- PP Administrator coordinates bespoke approach improving progress and raising outcomes.
- Flagging of all KS4 Disadvantaged students, not reaching their targets, happens earlier in the year.
- Progress of all flagged Disadvantaged students is monitored at each AR data drop. |
| Priority 5 | Maths, English and Science tuition:

- Year 11 Disadvantaged students will access personalised tutoring aligned to need.
- Positive impact on Maths, English and Science attainment. |
| Priority 6 | Celebration Friday to include a Disadvantaged student:

- To raise awareness of a particular student.
- To raise awareness of Pupil Premium. |

Priority 7	Election of Pupil Premium Champions in English, Maths and Science: • To assist in the provision of 1-1 tutoring in English, Maths and Science. • PP representative is tasked with supporting our PP students in achieving their best outcomes possible. • Structure, staff level of implementation, and whether commensurate with Performance Management, are all currently being considered.
Barriers to learning these priorities address	Attitude to learning – academic disengagement of some Disadvantaged students. Strengthen middle leaders' confidence in strategizing to close the gap in their subject areas Cohesion of data. Contribution by teaching staff to Feedback Loop process in a timely manner. Further development of appropriate KS4 curriculum offers to meet the needs of LPA students.
Projected spending	£38925

Wider strategies for current academic year

Measure	Activity
Priority 1	Pastoral support: • Fortnightly Pastoral team meetings to promote targeted support of flagged individual students. Wednesday 15.40 – 16.40. Attended by Pastoral and HoYs. Minutes are circulated to HoY, Pastoral Team and PP Administrator. • Better engagement of Disadvantaged students in KS4. • Continued emphasis on behavioural and attendance issues through Pastoral team meetings to provide a more cohesive and targeted approach to individual students' needs.

Priority 2	Student Voice: • Learning Walks with PP Administrator with SLT link. • Termly meetings with PP Governor introduced this year (2019-20), incorporating a PP student panel at every meeting. • Ensuring Student Voice sessions happen. • Improving links between the Disadvantaged students and the PP Governor. • Promoting the ethos of support and aspiration for Disadvantaged students. • Ensuring PP Governor is aware of PP matters. PP Governor has insight into, and opportunity to challenge, PP practice.
Priority 3	Aspirational and motivational opportunities for Disadvantaged students: • Disadvantaged students have access to enrichment initiatives that promote ambition, aspiration and self-confidence. • Guest speakers. • Workshops. • EEF Guide to Pupil Premium – June 2019, recommends using wider strategies that re-late to the non-academic barriers to learning.
Priority 4	Provide an aspirational and motivational link between the Christian ethos of the school as a Church of England setting and the PP practice: • Improved link between the Christian ethos of the school and PP. • SIAMS Evaluation Schedule 2018 - Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy. • Seven Core Values Student Passport – School's seven core values are linked to Christian values and ethos. Each student will be given a passport listing the core

	values. Passport will be stamped each time they have demonstrated a core value and student to receive correlating badge. • Guest Speaker linked to Christian values to come and speak to PP students within first term.
Priority 5	University visits for Year 8 and 9 PP students: • In keeping with the whole school plan to raise attainment by promoting aspirations and ambitions to succeed. • The promotion of students' aspirations for their future will encourage a desire to learn and achieve and thus raise their attainment. • PP Administrator to liaise with Head of Teaching and Learning and Careers Advisor to form links with universities.
Priority 6	Parental Engagement: • PP information, including how a child attracts PP, provided in the end of week bulletins in the first term of school. • Inform parents and students of PP events and initiatives through school's newsletters. • Presentations on PP to be given in student assemblies.
Barriers to learning these priorities address	Attendance of some Disadvantaged students – some persistent absentees. Emotional challenges of some Disadvantaged students. Parental engagement (in a small minority of Disadvantaged students). External awareness of PP practice.
Projected spending	£39,445

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development.	Use of Twilight sessions.
	Ensuring enough faculty time for embedding of whole school Teaching and Learning initiatives.	Faculties have been given more time in 2020 and for INSETS.
	SLT time.	Organising the DDI schedule and highlighting teachers' priorities.
Targeted support	Cohesion of data.	Data on a page.
	Consistency of teaching standards.	DDIs.
Wider strategies	Dissemination of information to PP Administrator.	PP Administrator meets separately with Admissions Officer. Requested access to minutes of HoY meetings.

Review: last year's aims and outcomes

Aim	Outcome
Continued use of 4MATRIX to support tracking of sub-groups and individual students.

HoFs, KS 3 & 4 Coordinators, SENDCo and PP Administrator receive sub-group progress analysis via line management Data Drops. | PP Tracker to remain in place.

At AR3, 'sharing' of feedback request document introduced making process quicker to effect and simpler to collate. |

Key students who: • are not making at least expected progress (below target); and/or • have 2 or more referrals, in consecutive weeks, to the Reflection Room; and/or • their attendance is below 96% will receive academic and pastoral interventions. Process repeated at each Data Drop. Intended outcome was embedding of 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 at every Data Drop. Analysis to be categorised	Need to ensure all staff contribute effectively and do feedback to PP Administrator within a week of AR data drops. Implementation of a new system of collating and sharing progress data at AR4. Called the 'Data on a Page' - data is provided by RD, centralised into one document and shared to all HoFs, HoDs and PP Administrator.
All students receive Wave 1, High Quality Teaching. 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.	Results for 18-19 cohort show the impact on progress has been positive. P8 for 18-19 (whole cohort) is less than 17-18 but has remained a positive score. All other measures for 18-19 are significantly higher than 17-18. See data below:

Disadvantaged, SEND, MA, HA, MeA and LA students identified on all registers and seating plans. Use focused marking to push students forward and ensure respond/give their feedback. Improved in-class strategies	<table><tr><td>**W/C**</td><td>**17 -18**</td><td>**18-19**</td></tr><tr><td>**P8**</td><td>0.26</td><td>0.16</td></tr><tr><td>**Att 8**</td><td>37.2</td><td>51.65</td></tr><tr><td>**Ebac**</td><td>0.41</td><td>0.59</td></tr><tr><td>**5+ 9-4 E&M**</td><td>50%</td><td>69.01%</td></tr></table> However, lack of consistency across all faculties. The introduction of the QA Schedule will enforce consistency through its rigorous and regular (fortnightly) learning walks and book scrutinies – each time linked to whole school development and our Ofsted Report (March 2019).	
Disadvantaged students' books are marked first. Disadvantaged students sat near the front of the classroom, where appropriate. Teachers include a directed question to each Disadvantaged student in their planning. Improved in-class strategies	The results for 18-19 Disadvantaged cohort show the impact on progress has been positive. With any small cohort, the impact of each student's data is statistically greater than in a larger group. This goes a long way in explaining our P8 for this year. However, all other measures for 18-19 are higher than 17-18. See data below for our Disadvantaged cohort: <table><tr><td>**Disad**</td><td>**17 -18**</td><td>**18-19**</td></tr><tr><td>**P8**</td><td>0.12</td><td>-0.04</td></tr><tr><td>**Att 8**</td><td>44.22</td><td>44.89</td></tr><tr><td>**Ebac**</td><td>0.03</td><td>0.36</td></tr></table>	

5+ 9-4 E&M	55.5%	60%

Lack of consistency across all faculties.

SLT/HoFs must ensure teaching staff contribute effectively to the Teaching and Learning programme for 2019-20.

The introduction of the QA Schedule will enforce consistency through its rigorous and regular (fortnightly) learning walks and book scrutinies – each time linked to whole school development and our Ofsted Report (March 2019).

Disadvantaged students to be highlighted on the QA Schedule and to have a separate book scrutiny before the end of Autumn 1.

Identifying Disadvantaged students and implementing appropriate strategies including using more 1-1 intervention will be a focus for 19-20. Year 11 Disadvantaged students to receive tutoring with English and Maths specialists.

Nominate a 'PP Student of the Week' in Monday staff briefing.

Early Bird interventions for KS4 Disadvantaged students.	Despite rolling out a new strategy to the interventions, attendance remained poor.

New timings, venue and scheduling of Early Bird interventions introduced. Breakfast included. Inform parents at end of Year 9 in order to gain engagement earlier. PP Administrator communicates weekly with parents of Disadvantaged students who do not attend. Intervention Tutors to track Disadvantaged student progress using PP Intervention Tracking Sheet. To improve attendance to Early Bird Maths and English interventions.	The intervention required remodeling. A new and 'bespoke' 1-1 approach is being introduced this year. 1-1 tutoring either before or after school with qualified Maths and English specialists for Year 11 Disadvantaged students. Individual and tailored support to help each one achieve, or exceed, their GCSE targets.
PP funding of HegartyMaths to continue. Provides improved access to Maths support from home under student's own direction, with parental support. 1-1 and/or group interventions introduced for KS4 students flagged at the end of Data Drop 1. Increased support of 1-1 Interventions.	Provision and use of HegartyMaths under review for whole cohort. Impact and effectiveness of on-line support on PP Disadvantaged students is inclusive. 80% of the Year 11 Disadvantaged students who received 1-1 tutoring either achieved, or exceeded, their GCSE targets. See data below:

Student	Subject & Target	Working Grade	Actual Grade

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A	Sci Dbl 6-6	6-5	7-6
B	Eng 5	5	6
C	Sci Dbl 4-4	6-6	7-6
D	Sci Dbl 6-6	7-6	6-5
E	Eng 3	2	1
	Maths 1	0	U
	Sci Dbl 1-1	1-1	1-1

PP will not be funding HegartyMaths this year.

1-1 tutoring is at its most effect when introduced early, and if it is well attended.

1-1 tutoring is hugely successful at all levels of prior attainment.

	All Year 11 Disadvantaged to receive 1-1 tutoring with English and Maths specialists during the year to help them achieve, or exceed, their GCSEs targets.
Weekly ITAC meetings with all involved staff to promote targeted support of flagged individual students. Better engagement of Disadvantaged Students in KS4.	ITAC has provided a cohesive and targeted approach to individual students 'needs. Appointment of DDSL in January and Safeguarding Administrative Officer in May 2109 has brought more pastoral and safeguarding awareness and provision of support for Disadvantaged students. ITAC replaced by fortnightly Pastoral team meetings to promote targeted support of flagged individual students. Wednesday 15.40 – 16.40.
Continued use of Student Support Questionnaire in Admissions Pack. SIMS PP Indicator/Dietary History reports at beginning of academic year. Recording of FSME6 end dates to identify better those students who will stop being PP. Children eligible for pupil premium identified earlier.	Student Support Questionnaire in Admissions pack worked well and identified the majority of new PP students this year. PP Administrator was able to easily identify students who stopped being eligible for PP and notified parents. PP Administrator met with Data Manager in January to ensure SIMS was fully updated ahead of the January 19 census. PP Administrator not fully aware of all data fields on SIMS that need to flagged to ensure PP students can be identified as PP on SIMS. PP Administrator to receive SIMS training in September 19.
Regular information provided to parents via the Head's end of week bulletin. Increased Parental Engagement.	PP Administrator provided inserts in weekly bulletins in first term to flush out any potential PP students and contributed a report on PP for 2018-19 in the end of year newsletter

	Continue to promote PP externally so parents are aware.
Every Faculty elects a Pupil Premium Champion to work alongside the Pupil Premium Administrator in raising the attainment and aspirations of the PP students.	PP Champions were not used. Improved cohesion between HoFs, through the Feedback Loop process, and ITAC has brought about better targeted support for PP students across the curriculum. Election of PP Champions to be revisited this year. Structure, staff level of implementation, and whether commensurate with Performance Management, are all currently being considered.