

Sexey's Pupil Premium Strategy Statement for Disadvantaged Students 2018-19

1. Summary information					
School	Sexey's School				
Academic Year	2018-19	Estimated PP budget (see Appendix I)	£85,259	Date of most recent PP Review	September 2018
		Allocated PP budget (see Appendix I)	£69,606		
Total number of pupils	497 (Year 7 – 11)	Number of pupils eligible for PP	97	Date for next internal review of this strategy	September 2019

2. Current attainment – End of Key Stage 4				
<p>With any small cohort, the impact of each student's data is statistically greater than in a larger group. In 2017-18, we had 64 Year 11 students, only 10 of whom were PP (Disadvantaged) students. One of the PP (Disadvantaged) students sat only two GCSEs (achieving a 9 and A*). In order to understand the impact that one student can make upon the results of an entire cohort, we have provided below, two sets of P8 results for our PP (Disadvantaged) students:</p> <p>*represents a cohort of 64 including all 10 PP (Disadvantaged) students, and</p> <p>**represents a cohort of 63, excluding the student who sat two GCSEs.</p>		<i>PP (Disadvantaged) Students (Sexey's)</i>	<i>Non PP (Disadvantaged) Students (Sexey's)</i>	<i>All</i>
Average Total Attainment 8 (for 2017-18)		43.25	52.94	51.45
*Average Total Progress 8 (for 2017-18)		-0.12	0.312	0.247
**Average Total Progress 8 (for 2017-18)		0.316	0.312	0.315
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.			
B.	Early Bird English and Maths Intervention attendance of some KS4 Disadvantaged students is poor.			

C.	Training for PP Administrator and Line Manager on alternative strategies.
D.	Pupil Premium voice – how to develop engagement with PP students.
E.	Further development of appropriate KS4 curriculum offers.
F.	Increased engagement of staff in the Feedback Loop process.
External barriers (issues which also require action outside school, such as low attendance rates)	
G.	Attendance of some Disadvantaged students – some persistent absentees.
H.	Parental engagement (in a small minority of Disadvantaged students).
I.	Emotional challenges of some PP students
4. Desired outcomes (Desired outcomes for students eligible for PP and how they will be measured)	
A.	Maintain the improvement in Progress 8.
B.	Progress of Disadvantaged students improves for every year group.
C.	Improvement in attendance and persistent absenteeism for Disadvantaged students.
D.	Increased attendance to Early Bird Maths and English Interventions and weekly feedback to parents.
E.	Better engagement of Disadvantaged students, especially in KS4.
F.	Increased support of 1-1 and group interventions for Disadvantaged students in response to Feedback Loop outcomes from Data Drop 1 in November 18.
G.	In order to promote Student Voice, Pupil Premium Administrator meets with Disadvantaged students in every year group and gets them to complete a Student Engagement Information form.
Success criteria	
	P8 to stay positive.
	Diminishing differences in attainment and progress.
	All Disadvantaged students meet the School's attendance target.
	70% of Disadvantaged students regularly attend the Early Bird interventions.
	Behaviour and engagement of some Disadvantaged students in class improves.
	All Disadvantaged students flagged at Data Point 1 to access 1-1 and small group interventions as required.
	All Student Engagement Information forms completed by January 2019.

H.	Improved engagement with PP students through Guest Speakers and other motivational/inspirational means.	Disadvantaged and Service Child guest speakers visit the School during 2018-19.
I.	All staff are engaged in the Feedback Loop following each Data Drop.	Pupil Premium Administrator receives feedback from all faculties following each Data Drop.

5. Planned expenditure

Academic year	2018-2019
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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?
<p>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.</p> <p>Analysis to be categorised.</p>	<p>Continued use of 4MATRIX to support tracking of sub-groups and individual students.</p> <p>HoFs, KS 3 & 4 Coordinators, SENDCo and PP Administrator 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 2 or more referrals, in consecutive weeks, 	<p>Significantly improved overall P8 since 2016-17 and 2017-18.</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>I-I and group interventions implemented at this point for KS4 students.</p> <p>Process repeated at every Data Drop and additional strategies introduced for students who are still failing to meet expectations.</p> <p>SLT/Line Managers ensure all staff contribute effectively to the Feedback Loop process and in a timely manner.</p>	<p>SLT / HoFs / KS 3 & 4 Coordinators / PP Coordinator / PP Administrator</p>	<p>At every Data Drop (4 per year).</p>

	<p>to the Reflection Room; and/or</p> <ul style="list-style-type: none"> their attendance is below 96% <p>receive academic and pastoral interventions. Process repeated at each Data Drop.</p>				
In Class Strategies.	<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>Appointment of new Head of Teaching and Learning from September 2018.</p> <p>Implementation of new Teaching and Learning Programme for 2018-19 to coordinate sharing of best practice and promote general and specific focus on pedagogy and classroom practice.</p>	SLT	On-going
Total budgeted cost					£22,000

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 marked first.</p> <p>Disadvantaged students sat near the front of the classroom, where appropriate.</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. 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>Checklist for Pupil Premium students is included in the whole school Learning walks checklist.</p> <p>Appointment of new Head of Teaching and Learning from September 2018.</p> <p>Implementation of new Teaching and Learning Programme for 2018-19 to coordinate sharing of best practice and promote general and specific focus on pedagogy and classroom practice.</p>	SLT	On-going
Improved attendance to Early Bird Maths and English Interventions.	<p>New timings, venue and scheduling of interventions introduced.</p> <p>Breakfast included.</p> <p>Inform parents at end of Year 9 in order to gain engagement earlier.</p> <p>PP Administrator communicates weekly with</p>	<p>Intervention format reviewed in July due to lack of attendance and student voice feedback.</p> <p>A revised format introduced in September 2018 and to be reviewed at October half term, 2018.</p>	<p>PP Administrator attends interventions to engage with students who have attended.</p> <p>PP Administrator identifies missing students and communicates with their parents.</p> <p>Interventions are now longer allowing for more detailed and I-I focused work.</p>	Intervention Tutors / PP Administrator	On-going.

	<p>parents of Disadvantaged students who do not attend.</p> <p>Intervention Tutors to track Disadvantaged student progress using PP Intervention Tracking Sheet.</p>				
Increased support of 1-1 Interventions.	<p>PP funding of HegartyMaths to continue. Provides improved access to Maths support from home under student's own direction, with parental support.</p> <p>1-1 and/or group interventions introduced for KS4 students flagged at the end of Data Drop 1.</p>	<p>Disadvantaged students respond positively to 1-1 and small group interventions with HLTA/tutors.</p> <p>Flagging of all KS4 Disadvantaged students, not reaching their targets, earlier in the year.</p>	<p>HLTA/tutors to complete PP Intervention Tracking Sheets recording attendance and progress.</p> <p>All staff provide effective feedback in a timely manner.</p> <p>Progress of all flagged KS4 Disadvantaged students improves.</p>	HLTA /tutors/ PP Administrator	On-going.
Better engagement of Disadvantaged Students in KS4.	Weekly ITAC meetings with all involved staff to promote targeted support of flagged individual students.	Following emphasis on behavioural issues, ITAC introduced to provide a more cohesive and targeted approach to individual students' needs.	<p>KS3 ITAC Week A</p> <p>KS4 ITAC Week B</p>	Head of Pastoral, Pastoral Team, KS Coordinators, Head of Boarding, SENDCo and PP Administrator	On-going.
Total budgeted cost					£52,229

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 earlier.	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.	Early identification will ensure: <ul style="list-style-type: none"> • progress monitored from the outset • earlier assessment • access to interventions 	PP Administrator to set up a system to better identify students who will stop being PP and let parents know in a timely manner. PP Administrator to meet with Data Manager to ensure SIMS is fully updated ahead of January 19 Census. PP Administrator to meet with Admissions Secretary to improve coordination of Student Support Questionnaire.	PP Administrator / Data Manager/Admissions Secretary	October 2018 January 2019
Increased Parental Engagement.	Regular information provided to parents via the Head's end of week bulletin.	To engage better and more regularly with PP students.	PP Administrator provides inserts for Head's end of week bulletins.	PP Administrator	As required.
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					£1,500

6. Review of expenditure				
Previous Academic Year 2017-18				
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 £16,477
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>4MATRIX 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>PP Tracker produced. Supported monitoring of individual progress, attendance and behaviour effectively. Improved information sharing supported individual student review of levels of progress made together with targeted responses from KS coordinators and SENDCo.</p> <p>Newly implemented system recognised as positive by RSC visitor.</p>	SLT/LMs need to ensure all staff contribute effectively and feedback to PP Administrator within a week of Data Drop.	
In Class Strategies.	All students receive Wave 1, High Quality Teaching.	Overall performance of the Disadvantaged group improved from P8 -0.408 to -0.12. However, one of these students only sat 2 GCSEs	Need for targeted PP meetings with department heads to review KS4 progress after Data Drop 1 to identify 1-1 measures and feedback to KS coordinators and SENDCo.	

	<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>(achieving a 9 and A*). Without the student, the overall P8 for the Disadvantaged group would be 0.316, a significant improvement on 2016-17 and 2017-18.</p>		
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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 £38,229
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>Significant improvement in overall P8.</p> <p>Identifying Disadvantaged students and implementing appropriate strategies new a focus for learning walks and observations.</p>	<p>SLT/LMs need to ensure all staff contribute effectively. Implementation of new Teaching and Learning programme for 2018-19 to coordinate sharing of best practice and promote general and specific focus on pedagogy and classroom practice.</p>	

	TA's made aware of key students.			
Improved attendance to Early Bird Maths and English Interventions.	Registers amended so Form Tutors know when Disadvantaged students should be in an Early Bird Intervention. Intervention Raffle to encourage attendance.	Not as effective as hoped due to lack of attendance. Strategy reviewed in July 2018 and revised for September 2018.	Improve engagement of students and parents by contacting them earlier (at end of Year 9).	
Increased support of HLTA Interventions.	PP funding to be used to subscribe to HegartyMaths and IDL Interactive Dyslexia programmes.	HegartyMaths used extensively to support teaching during a period of Maths staffing turnover. Allowed students to absent from school to access Maths tuition.	Continue to support HegartyMaths.	
Better Engagement of Some Disadvantaged Students in KS4.	New small focus tutor group for key Disadvantaged students in KS4. KS4 Coordinator will be Focus Tutor. Focused support for homework, pastoral, attendance and behaviour.	Not effective as focus shifted to behavioural challenges. Replaced with a system of regular ITAC meetings in May 2018.	ITAC allows for improved focus on individual needs and brings together involved staff more effectively.	
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 £1959

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.	Improved communication in identifying an increased number of PP students (especially Service Children).	Identification of those who are no longer Pupil Premium to be implemented more effectively from now on.	
Increased Parental Engagement.	PP to have a section in School Newsletter.	Now shifting to information given in Head's end of week news bulletin.	Need to identify the amount of parental take up of end of week bulletins.	
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.	Not found as necessary as improved involvement of HoFs and ITAC system allowed for better strategies to be put in place.	SLT/LMs need to ensure all staff contribute effectively and implement targeted strategies in a timely manner.	

**Sexey's School – Pupil Premium 2018-19
(Disadvantaged and Service Child Premium)**

Estimated total Pupil Premium Budget (PPB) for 2018-19

**Sexey's School – Pupil Premium 2018/19
(Disadvantaged and Service Child Premium)**

Estimated total Pupil Premium Budget (PPB) for 2018-19	
Pupil Premium	48,620
Pupil Premium Plus	2,300
Service Child Premium	9,000
Balance C/F from 2017-18	12,877
Total Pupil Premium Budget (PPB) for 2018-19	72,797

Estimated allocated PPB for 2018-19			
Item	Action	Cost	Description
Staffing (£31,750)	Pupil Premium Administrator	£9,000	Coordinating School PP initiatives, communicating with staff, parents and Disadvantaged students, rigorous mapping of progress, attendance and behaviour of Disadvantaged students, coordinating pastoral support for Service Child students, promoting

			awareness of PP in School, enabling student voice.
	High Level TA/TA	£3,750	To support Disadvantaged students with intervention in literacy, numeracy and with social and emotional support.
	Assistant to Head of Pastoral	£19000	The reduction of Local Authority funding leading to a reduction in Local Authority services has resulted in an increase in the provision of pastoral support by the School. In order to help the School meet this demand in pastoral care effectively, an assistant to the Head of Pastoral will be appointed this year.
Curriculum / Academic (£17499)	Early Bird English & Maths Intervention Group	£4000	Additional, small intervention and mentoring groups run weekly before morning registration for Key Stage 4 students. All Key Stage 4 Disadvantaged students are invited to attend Early Bird Interventions. Breakfast is provided.

	Early Bird Raffle	£500	To encourage Disadvantaged students to attend the Early Bird interventions.
	Tutoring	£1000	Provision of 1-1 tutoring sessions, after school, for Disadvantaged students.
	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, equipment and resources for Disadvantaged students accessing the Creative Carousel.
	Prep @ S ³	£2000	1 hour homework sessions provided 3 afternoons, staffed by a teacher and a TA. Available to all students.
	Show My Homework (20% contribution from PPB)	£300	'Show My Homework' online service accessible at School and at home. Available to all students

	Online CATS (20% contribution from PPB)	£300	Cognitive Abilities Testing to assess a student's ability in verbal, non-verbal and quantitative thinking.
	Staff training	£4000	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 (£400)	4Matix (20% contribution from PPB)	£400	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	£3,000	Contribution towards Educational Psychologist and/or specialist counselling referrals including family support. Five counselling sessions per week are ring-fenced for Disadvantaged and Service Child students.
	School pastoral support	£4,800	School pastoral support, in particular four 1-1 ELSA sessions per week dedicated to Disadvantaged and Service Child students.
	Motivational and inspiring guest speakers, workshops and activities	£500	To motivate and inspire Disadvantaged and Service Child students through external guest speakers, workshops and activities aimed at promoting well-being, aspirations, confidence, self-esteem, communication and productivity.
Assistive Technology	Purchase of iPads, tablets, laptops and other technical equipment.	£1000	To support Disadvantaged students who require assistive technology to

(£1000)			increase, maintain or improve their functional capabilities.
Curriculum financial support (£5407)	Purchase of revision guides / course books / curriculum materials/tools and equipment	£3572	Available to all Disadvantaged students. Service Child students receive revision guides/work books.
	Contingency funding requests	£1835	Staff funding requests aimed at raising attainment and increasing participation in their subject area or enrichment activity. Available to all Disadvantaged students.
Admin Costs (£1000)	Photocopying/stationery/resources costs	£1000	The costs incurred in allocation of PPB to the students including administrative, photocopying, stationery and resources costs together with on-line registration charges, subscriptions and fees.
Estimated allocation of PPB for 2018-19 - £69,606			