



Canon Slade School Pupil Premium Disadvantaged Strategy 2019 and Beyond



Main aim: To ensure disadvantaged students are placed at the **forefront of decision making**, to make explicit use of Pupil Premium funding.

Strategic Priority: To narrow **the progress and attainment gap** between disadvantaged students and their non-disadvantaged peers and have the opportunity to **develop their whole-self**.

Summary of Priorities:

- 1. Raise the profile** / awareness of the Pupil Premium (FSM6) Group and understand the specific challenges / risk factors they face within this school;
- 2. Close the gap** in educational **outcomes** (attainment and progress);
- 3. Improve Whole School Teaching and Learning** and for the PPG cohort ensuring effective pupil voice;
- 4. Raise Engagement, enjoyment and wellbeing** of the PPG cohort;
- 5. Improve outcomes** (progress and achievement) for **high achieving DP** pupils;
- 6. Re-design the targeted intervention programme** in Year 7, 10 - Y11;
- 7. Improve the career planning and guidance** given to the PPG group and all students to raise engagement and aspirations. Especially focus on the key transitions.
- 8. Ascertain the levels of involvement** of the PPG group in **extra-curricular activities**, clubs and societies. If required **improve the take up-rates**. As well as building opportunities for cultural enrichment within and outside of the curriculum;
- 9. Ensure that current FSM1 Students** within the cohort have **access to breakfast** to enable them to be ready to learn;
- 10. Mitigate** the impact of **material poverty**.



Canon Slade School Pupil Premium Disadvantaged Strategy 2019 and Beyond

Strategy Completion Date: **01/11/2019** PPG Income 2020-21: **£212,740**

Strategy Review Date: Annually (next 01/09/21) and forming part of 3 year extended plan.



Aims: To ensure disadvantaged students are placed at the **forefront of decision making**, to make explicit use of Pupil Premium funding in order to directly target this cohort and:

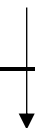
- To improve the **attainment** and **progress** outcomes for disadvantaged students.
- To improve the **attendance** of disadvantaged pupils.
- To ensure appropriate **tracking** and **intervention** is in place.
- To ensure they **experience the same quality** of overall **educational** as their peers, including: **careers planning and guidance**; and involvement in **extra-curricular activities**.

Strategic Priority: To narrow the **progress and attainment gap** between disadvantaged students and their non-disadvantaged peers and have the opportunity to **develop** their **whole-self**.

Priorities	Key Actions / why chosen	Who	Milestones	Expected Outcomes	Costs – initial forecast	Impact Evidence
1. Raise the profile / awareness of the Pupil Premium (FSM6) Group and understand the specific challenges / risk factors they face within this school	1. Research the main barriers facing PPG students and use this as well as best practice to inform evidence based action planning within this document.	SLT, HOD / HOY's, Teaching Staff, Other	Jan '19	Research undertaken.	JLF Cost	EEF research June 2019 'Pupil Premium Guide'.
	2. Appoint member of SLT to champion this cohort. As low proportions of PPG can easily slip through the cracks and off the agenda.	KSU / JLF	June '19	National College Webinar Completed	JLF Cost	National College Research.
	3. Ensure all staff are trained on what it is like to be a PPG student / background statistics and context for this school. Incorporate MINSET training for staff from 'Grow your MINDSET' Allow empathy of what it is like to be disadvantaged as many teachers don't come from that background.	JLF / SN	Nov '19	SLT roles and responsibilities reviewed	JLF Cost	Completed June 2019
	4. All staff are aware of who the PPG students are. Allowing inclusion and prevents from being overlooked.	JLF	CPD slot 26 Feb	CPD Delivered and Training Given.	In School Budget	Training materials made available.
		JLF/DIL	Sept '19	Use briefing to train staff to use SIMS and MINT class. Email also sent with instructions.	In School Budget	Learning walks: Staff using MINTCLASS.
	All Teachers	Reminder's Termly			In School Budget	

	<p>5. Departmental Development Plans to include how PPG students will be prioritised and progress monitored. To develop departmental specific strategy to close gap.</p> <p>6. Progress Data to be added to MINT class and used by staff to inform planning.</p> <p>7. Website to be updated to include PPG Strategy and share with Middle Leaders and all Staff.</p>	<p>HOD's</p> <p>All Teachers</p> <p>DIL</p> <p>All Teachers</p> <p>JLF/ SN</p> <p>All Staff</p>	<p>Nov reviews onwards in light of SDP</p> <p>Nov '19</p>	<p>DDP's.</p> <p>Staff using MINTCLASS seating plans with data added.</p> <p>PPG Strategy on website and shared with all. (update after each review)</p>	<p>Cost of MINT</p> <p>£950</p>	<p>Deep dives / line management meetings.</p> <p>Learning walks: Staff using MINTCLASS.</p> <p>Feedback to JLF / KSU.</p>
<p>2. Close the gap in educational outcomes (attainment and progress)</p>	<p>1. Ascertain through full evaluation of potential barriers to learning (to inform intervention) for all individual PPG students and construct a matrix profiles document for all PPG students which includes:</p> <p><i>a. Use Subject level analysis of KS2 tests to identify individual areas of weakness and share with all staff and they use final information for inform their teaching and support.</i></p> <p><i>b. Attendance and punctuality - Monitor the attendance weekly of the PPG cohort and...</i></p> <p><i>..Intervene to reduce the gap. Use new office generated report / Power BI to track individual absentees</i></p> <p><i>c. Mental Health issues for relevant students to be highlighted and appropriate support put in place</i></p>	<p>JLF</p> <p>HOY & PA</p> <p>PB / AHT KS3</p> <p>KS, AKJ, JLF</p> <p>HOY / PA</p>	<p>End Nov '19</p> <p>Dec '19</p> <p>Oct'19</p> <p>Ongoing</p>	<p>Barriers to learning matrix profile document created for each PPG student and attendance pre-populated / updated weekly. HOY populate barriers and saved on P:academic/disadvantaged/barriers and available for all staff.</p> <p>Staff to use data to target individual teaching, specifically in Maths and English.</p> <p>Letter's home for attendance <96.6%.</p> <p>Intervention meetings with parents put in place. Appoint Year Group Champions within Year team to assist HOY.</p>	<p>£43,446</p> <p>(cost of pastoral support)</p>	<p>Reduction in attendance / punctuality gap data.</p> <p>School records and CPOMS.</p>

	<p><i>d. Criminal / anti-social behaviour</i> issues to be identified and supported.</p> <p><i>e. Drug and substance misuse</i> to be identified and support put in place.</p> <p><i>f. Young carers identified</i> and support put in place.</p> <p><i>e. LAC's monitored</i> and individual support actioned.</p> <p><i>f. Medical issues identified</i> and support put in place.</p> <p><i>g. EAL students identified</i> and support put in place.</p> <p><i>h. Child protection and family action pupils</i> identified and continual support.</p> <p><i>i. Domestic abuse and volatile home environments</i> to be identified and appropriate support put in place.</p>	↓	↓	<p>Parental involvement and specific agency involvement. School counsellor offered as priority.</p> <p>Parental involvement and specific agency / police involvement.</p> <p>Parental involvement and specific agency involvement.</p> <p>Pastoral support / meeting and specific info shared with tutors and teachers.</p> <p>Child action meetings and reviews. Involvement of Virtual Head.</p> <p>Pastoral meetings, parental involvement, school nurse and relevant staff informed.</p> <p>Family action meetings. DSL involvement.</p> <p>DSL liaise with relevant HOY's.</p>	↓	↓
<p>3. Improve Whole School Teaching and Learning and for the PPG cohort ensuring effective pupil voice</p>	<p>1. Additional staff in core subjects, to facilitate smaller class sizes, to improve Teacher Pupil Ratio. Mean class size KS3 1:25, KS4 1:23. Equates to one additional teacher in English, Maths and Science per key stage.</p> <p>2. Improve Quality of first Teaching.</p>	<p style="text-align: center;">DIL</p> <p style="text-align: center;">AHT T&L</p>	<p>Start of each Academic Year</p> <p>Ongoing</p>	<p>Guidance in T and L Handbook 2019 distributed to all staff.</p>	<p style="text-align: center;">£137,352</p> <p style="text-align: center;">In School Budget</p>	<p>Learning walks, lesson obs, work scrutiny, deep dives and line management meetings. Pupil Voice.</p>



	<p>3. Prioritise marking of DP pupils</p> <p>4. Strategies shared for Questioning of all pupils including probing of DP.</p> <p>5. Set up-student voice for DP cohort & report to findings to AHT of Key Stages.</p>	<p>JLF</p> <p>JLF</p> <p>AHT T&L</p>	<p>July '19</p> <p>July '19</p> <p>Dec '19 and ongoing</p>	<p>Staff training on questioning delivered and strategies added to T and L handbook.</p> <p>Student voice surveys and group set up including PPG representation.</p> <p>Strategies to improve whole School T and L for all / DP</p>	<p>↓</p>	<p>Survey Monkey data / minutes</p>
<p>4. Raise Engagement, enjoyment and wellbeing of the PPG cohort</p>	<p>1. Use steps to success S2S) to manage behaviour of the PPG cohort and improve it as required.</p> <p>2. Use S2S to reduce the number of fixed-term and permanent exclusions for PPG students, to ensure they are in and learning.</p> <p>3. Whole school Detention System set up for all students. Departmental, HOY and SLT escalation and restorative justice meetings for red cards (stage 5). To ensure consistency of standards for behaviour to drive progress.</p> <p>4. Improve general behaviour for all students in non-contact time to ensure site is safe and tone that is set outside of lessons meets requirements of that in lessons – through setting up effective break and lunch supervision.</p> <p>5. Use S2S to reward students.</p>	<p>OTR, AKJ</p> <p>OTR / HOY</p> <p>HOY AKJ</p> <p>HOY / OTR</p> <p>JLF / CLU</p> <p>OTR</p>	<p>May '19</p> <p>Oct '19</p> <p>On-going</p> <p>Sept '19</p> <p>Review June '19</p> <p>In place Sept '19</p> <p>Ongoing</p>	<p>S2S in place, consistent use evaluated and training given.</p> <p>Monitoring of S2S data using Power BI</p> <p>SF S2S criteria and Power BI</p> <p>Restorative Justice: Solution sought for how to meet with stage 5's before returning to lesson and where they are held until then.</p> <p>Review of lunch and break-time duty allocation and new rota in place.</p> <p>New holding room A8.</p> <p>Rewards breakfasts and texts home.</p>	<p>£5,500</p>	<p>Reduction in gap between DP and non-DP peers for behaviour points.</p>

<p>5. Improve outcomes (progress and achievement) for high achieving DP pupils</p>	<p>1. Use Key Performance Indicator (KPI) to target intervention to specific groups in Whole School Development Planning.</p> <p>2. Ensure tracking on SISRA is possible for all data drops KS3-4 in line with targets and PPG visible to all HOD's.</p> <p>3. Use the above data drop data to instruct interventions to close gap as well as internal data in the time between whole school data points.</p> <p>4. Teachers to adapt their teaching practice and target support to students not achieving their MTG.</p>	<p>KSU / DIL</p> <p>AHT KS3-4 & PB</p> <p>AHT's KS3-4 HOD's</p> <p>All Teachers</p>	<p>Nov</p> <p>Nov</p> <p>Ongoing in line with calendar</p> <p>Ongoing</p>	<p>KPI data shared and whole school SEF and SDP.</p> <p>Data on SISRA and training for middle leaders.</p> <p>Departmental interventions in place.</p> <p>Teachers change their practice.</p>		<p>Departmental plan priorities adapted in line with SDP.</p> <p>Achievement gap reduces for PPG.</p> <p>Line management meetings.</p> <p>Lesson obs, Learning Walks.</p>
<p>6. Re-design the targeted intervention programme in Year 7, 10 - Y11</p>	<p>1. Set-up Sixth Form Y12 Subject Mentors, to support PPG pupils.</p> <p>2. Ask for donated study resources to be used with the PPG group.</p> <p>3. Continue to support the lunchtime Y11 revision room SLT (A11).</p> <p>4. Continue to run the external mentoring programme for students in receipt of LAC funding, to ensure they have the opportunity for additional support.</p>	<p>AEJ</p> <p>JLF</p> <p>SLT</p> <p>AEJ</p>	<p>Nov '19</p> <p>Oct'19</p> <p>Sept onwards</p> <p>Dec'19 post mocks</p>	<p>Mentors appointed and training provided.</p> <p>Letter sent to parents Y7-13 requesting donated study resources to be handed into school from Ex-Y11's and other siblings to be used to support disadvantaged students.</p> <p>Room run at lunch without disruption.</p> <p>Mentoring in place after school.</p> <p>Mentoring in place after school.</p>	<p>Emailed so school budget.</p> <p>£11,189</p>	<p>Evaluation after programme by mentor and tutee.</p> <p>Monitor response.</p> <p>Log to be kept of attendees.</p> <p>Evaluations kept from students and comparison of attainment of those</p>

	<p>5. Continue to run and implement Y11 mentoring programme for students at KS4, to improve behaviour and outcomes.</p> <p>6. Departmental Intervention for PPG students who are under target.</p>	<p>AHT KS4</p> <p>HOD</p>	<p>All year</p> <p>March 2020 onwards</p>	<p>Weekly meetings held with mentors. AHT reviews progress for students in their key stage.</p> <p>Evidence of departmental interventions in place.</p>		<p>who accepted / declined support analysed.</p> <p>Student evaluation.</p> <p>Reduction in gap in April data onwards.</p>
<p>7. Improve the career planning and guidance given to the PPG group and all students to raise engagement and aspirations. Especially focus on the key transitions.</p> <p>KS3 -4 (Year 8),</p> <p>KS4-5 (Year 11)</p>	<p>1. Improve individualised career planning for DP group through setting up Individual appointments with all PPG pupils to allow goal setting. Ensure they are represented on trips and visits.</p> <p>2. Set-up one to one Year 8 interviews with student, parents and member of SLT prior to Y8 options being made to allow informed choice.</p> <p>3. Set-up one to one Year 11 interviews with parents and pupils to look at goal setting and next steps.</p> <p>4. Ensure all PPG pupils are chased up for parents' evening non-appointments and are prioritised first. Registers to be taken during parents evening for all pupils parents.</p>	<p>GMC</p> <p>AHT KS4</p> <p>DIL</p> <p>AHT KS3 & HOY 8</p> <p>AHT KS4&5</p> <p>HOY 11</p> <p>JAB</p>	<p>On-going</p> <p>Before Y8 options</p> <p>Oct '19</p> <p>For all parents evenings.</p>	<p>Appointments set up and absent students re-scheduled. Careers carousel set up. Setting up use of GM higher programme.</p> <p>Run postcode search and create list</p> <p>Interview team appointed, training given and interviews organised for all pupils.</p> <p>Interview team appointed, training given and interviews organised for all pupils. Outcomes to be shared as necessary.</p> <p>Phone calls / emails. Attendance on night.</p>	<p>£409</p> <p>Free (need 45 from deprived postcodes)</p> <p>In School Budget</p> <p>In School Budget</p> <p>In School Budget</p>	<p>Destination data</p> <p>Parental Feedback.</p> <p>Parental feedback and follow up outcomes from meetings.</p> <p>No-gap to exist in attendance.</p>

<p>8. Ascertain the levels of involvement of the PPG group in extra-curricular activities, clubs and societies. If required improve the take up-rates. As well as building opportunities for cultural enrichment within and outside of the curriculum</p>	<p>1. Undertake an audit of <u>all pupils'</u> involvement in extra-curricular activities inc. PPG. If required improve take up rates known to work to improve engagement to match non-disadvantaged peers.</p> <p>2. Ensure PPG students are considered when planning trips so they are not excluded.</p> <p>DP section to be added to trip form and numbers collected and recorded.</p> <p>3. Continue to pay for music tuition for disadvantaged pupils. Ensure good take up.</p> <p>4. Continue to support additional extra-curricular trips and resources for pupil premium students. To eliminate exclusion.</p>	<p>JLF / AEJ Teachers HOD's CLU CLU TM JLF/ CLU</p>	<p>Dec '19</p> <p>On going</p> <p>Nov '19</p>	<p>Data base in existence. Students encouraged to sign up.</p> <p>Trip form and record kept by main office?.</p> <p>Tuition paid and record kept.</p> <p>DP students to be involved / targeted.</p> <p>Records kept on spending on whom.</p>	<p>In School Budget</p> <p>In School Budget</p> <p>£3,200</p> <p>£5,694</p>	<p>Gap if any to be monitored over time.</p> <p>Who attended record kept.</p>
<p>9. Ensure that current FSM1 Students within the cohort have access to breakfast to enable them to be ready to learn</p>	<p>1. Activate cash-less dinner cards so students can access free breakfast in canteen from 8pm and at break; to facilitate better concentration.</p> <p>2. Write to parents to promote this new initiative, follow up on website.</p>	<p>JLF / CLU JLF</p>	<p>Sept '19</p> <p>Sept '19</p>	<p>Breakfast system available for FSM students.</p> <p>Letters sent.</p>	<p>£5000</p>	<p>Use monitored.</p>
<p>10. Mitigate the impact of material poverty</p>	<p>1. Continue to support additional extra-curricular trips and resources for pupil premium students. To ensure inclusion within everything we do.</p> <p>2. Add Sixth Form Bursary Section to PPG part of website and include application form.</p>	<p>JLF / CLU CLU AHT KS5</p>	<p>As arises</p> <p>Dec'19</p> <p>By Feb Half Term 2020</p>	<p>Equipment etc. provided.</p> <p>Stock of study guides to be recycled</p> <p>Uniform donation scheme to be set up. Letter needs sending (JLF).</p>	<p>£5,694 (same as in part 8)</p> <p>TOTAL £212,740</p>	<p>Log of spending kept (CLU)</p> <p>Donation and uptake rates.</p>

**Continually
Evaluate impact:**

1. Request and undertake a whole-school PPG review by external auditor once progress is made on the above priorities to **ensure no blind spots missed.**

JLF / KSU

Tony Purcell

(BLA)

Spring Term

Review implemented and report generated. Needs booking post external review 28th Feb.

BLA?

Advisories actioned.

PPG Statistics within School (Nov 2019)

Percentage of PPG Students

- 17 % within School, 7% are current FSM

PPG Per Year Group FSM6:

	Percentage	Total PPG	No in Year
Year 7	10.6	32	300
Year 8	15.8	47	299
Year 9	21.7	59	271
Year 10	12.9	35	270
Year 11	18.5	50	269
TOTALS	Ave: 17.1	241	1,409

FSM1 Per Year Group

	Percentage	Total FSM1	No in Year
Year 7	8.3	25	300
Year 8	9	27	299
Year 9	7	19	271
Year 10	5.5	15	270
Year 11	4.4	12	269
TOTALS	7	98	1,409