

Gateacre School Pupil Premium Summary 2017-2018



Pupil Premium Allocation 2016-2017 - £497,655

Pupil Premium Spent 2016-17 £497,655

Impact of Expenditure 2016-17:

See Strategy 2016/17 for more details and intended impact

Intervention	RAG	Impact- Success? So, what?
Year Team: Heads of House	Amber	Areas of attendance have improved. See appendix 2. Whole School attendance is not good enough. Strategy – improved reward system.
Year Team: Assistant Heads of House	Amber	Whole school attendance is inadequate. Strategy – mini-bus system.
Attendance Incentives	Red	Lacking attention and focus throughout school year. Inconsistent between Houses. Strategy – move to Year teams instead of House. Consistently discussed, sanctioned and rewarded throughout year.
Breakfast Club	Green	Student/Staff voice reflects this system is appreciated and effective. All disadvantaged students are provided breakfast and arrive at school early to receive this. Those who attend have better concentration.
Counsellor	Amber	See Appendix 3&4
Educational Psychologist	Green	See Appendix 3 &4
SEN Support	Amber	See Appendix 3
Hardship Fund	Green	Student Voice & Individual case-studies reflect students feel safe, included & equal in the context of travel, uniform, resources and equipment. This includes bus passes, uniform, sports equipment, educational trips & ingredients.
Aspirations Programme	Green	See Appendix 5
CEIAG	Green	Outstanding certificate. See J.Boyd
Half Termly Academic Mentoring	Amber	See A.Boulton
Doddle	Amber	Individual departmental strategies reflect many strengths & success of Doddle and the need for improvement in areas. See departmental strategies.
Mintclass	Red	This has proved ineffective and we will no longer be using this strategy.
Sisra Analytics	Amber	Pupil Premium Review & internal monitoring, plus Blue-Sky and staff voice demonstrates staff understanding and awareness of data is confident, positive and improving well. See Paul Creed data booklet.
Curriculum Interventions	Amber	A Pupil Premium bidding proforma with links to whole school PP strategy must be completed and all funds must have be used to improve PP attainment. See Appendix 12
Pupil Premium Champion	Amber	See Pupil Premium Review Report 1 &2. GCSE results 2017 gap closed by 3 points.
CPD Programs	Amber	
Maths and Intervention Tutors	Amber	See Appendix 3 (Senco)
Revision Books	Amber	Student voice and departmental strategies demonstrate effective impact.
Phase Planning for transition	Amber	
Alternative Education Pathways	Amber	

Appendix 1: Education Endowment Foundation (EEF) – Pupil Premium Toolkit Sutton Trust

Appendix 2: Attendance Summary : Natalie White, A.Boulton, P.Creed

Appendix 3: Year 7 Literacy and Catch-up Premium Information and SENCO Pupil Premium Strategy: T.McKibben

Appendix 4: Data Booklet and Attainment Results AP1, AP2 and AP3: P.Creed

Appendix 5: GCSE results 2017: J.Roberts, P.Creed

Appendix 6: Pupil Premium Champion Planning, tracking and monitoring

Appendix 7: Pupil Premium Bidding Proforma



Gateacre School's Journey to Good!

Shared Responsibility & Accountability

Head teacher: Jason Roberts

Pupil Premium Senior Lead Teacher/ Assistant Head: Andrea Boulton

Pupil Premium Champion/ English teacher: Mariam Ferraiolo

SENCO: Tara McKibben

Attendance Administration Lead: Natalie White

Finance Lead: Victoria Summerfield

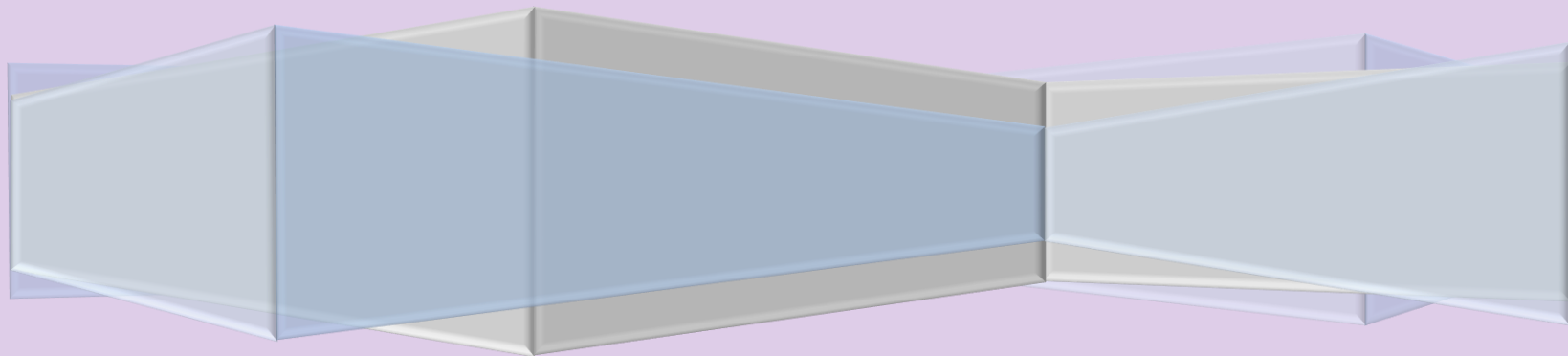
Data & Assessment Senior Lead: Paul Creed

Senior Lead Teacher: J.Boyd

Senior Lead Teacher: J.Kinder

Pupil Premium Online Edition

Gateacre School Strategy for September 2017 – August 2018



How are we spending the Pupil Premium?

Our school draws on research evidence, such as, Ofsted report findings, successful schools' shared practise, evidence from our own experience, student information and National Conference guidance, to allocate funding to activities and methods that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels. We have a shared approach to our planning and spending of this invaluable Pupil Premium Funding and our strategy behind spends is divided broadly into the following areas:

Quality first teaching and harnessing the power of feedback

We understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good, however we also recognise the 'catch –up' process we have to prioritise on with year 11 as obviously they have not benefitted from recent changes early enough in their learning experience. Therefore, we are now using additional funding to employ teachers with a good track record of working with disadvantaged students. We develop teacher talent by investing in disciplined, deliberate and intelligent practice and coaching. For example, we have and have dedicated whole staff CPD time including a Research and Development Group, access to PIXL resources and conferences, Twilight sessions and INSET days. This includes staff briefings and all meetings and teaching and learning is discussed, reviewed and shared at every opportunity. Form-time interventions are appreciated by students particularly and in Maths and English this has been well received. We can plan and prepare for this more efficiently this year and new Year Teams at Pastoral level will support this transition.

The best way to ensure students make progress is to provide effective feedback which has seen work begun via book management focus on our new Marking and Feedback policy. Students are actively encouraged to contact their teachers for support and feedback in the evenings and at weekends via study and intervention sessions. Moreover, our whole culture is built on feedback. This is effective in many areas. Ongoing monitoring, inspections and Pupil Premium Reviews have highlighted the best practise by individuals and at departmental level. This is much more closely monitored, evaluated and successful. This is an ongoing whole school area to improve.

Highly tailored interventions and more time

We find out where the basic skills gaps exist among eligible students as soon as they arrive in Year 7 via baseline testing and deploy our best teachers to help close these gaps. For example, we have additional teaching support assistants specifically in English and Maths to identify and close gaps in knowledge.

In addition to our 25, 60-minute lessons, we run after school clubs and work sessions for students to attend. At Gateacre, we believe that there are no shortcuts to success and our students are not able to make the progress they need without more time in school. Much of this incurs additional cost.

Minimising barriers to achievement

We have thought carefully about what barriers to learning our students are experiencing, and how to remove or, at least, minimise them. For example, we have employed a counsellor and provide time from an Educational Psychologist to provide well-targeted support to improve student wellbeing. Furthermore we have a dedicated EWO and our Heads of Year act to specifically target and raise the attendance of Pupils Premium students. Finally we have 6 non-teaching members of staff who link with families where behaviour, attendance or more complex issues are barriers to a student's learning and ensures that EHAT around the child/Social Care procedures are implemented and followed, we are currently exploring possibilities of being able to expand this particular function. We plan to use our mini-bus and possible new mini-bus to home in on this area and target the most vulnerable pupils with this strategy. This strategy is costly but attendance is our biggest barrier to everything when it comes to improving achievement for all underachieving students but particularly our disadvantaged.

We insist on good learning habits with the highest of expectations and no excuses via our Redline system. We have very clear rules about homework and equipment because students have to be ready to learn. Our uniform is very practical, but students are expected to wear it with pride and there is a strong attention to detail. During lessons, students are expected to track the speaker, teacher or student, and remain focussed at all times. This has proven most successful so far however areas for improvement have been identified and we will continue to strengthen this successful strategy.

Raising aspirations and broadening experiences

A significant majority of our students live in very deprived area of Liverpool and neighbouring boroughs, one of the UK's most significant areas of socio-economic challenge. Our priority is to raise aspirations, encourage young people to have a growth mindset, and to progress onto higher education. The message at Gateacre is that all students are going to university or a realistic alternative. Teachers talk to students about 'climbing the mountain to university' by working hard and taking steps towards the goal each day. We continuously expose students to university via visits throughout their time at school, ex-students talking about being at University. Like many independent schools, we devote a significant amount of time to the development of holistic all-round development, especially in the sports and the arts.

Pupil Premium Spend 2017-2018 (£499,830)

Intervention	Spend	Intended Impact
Attendance		EEF Links 8, 20 /
Year Team: Heads of Year INTERVENTION Home visits and support for PA students. Spends allocated time with disadvantaged students. Home contact and support for absent students. We have 6 Heads of House 56% of their TLR payment coming from PP funding 56% of AHOH salary	SPEND £153,570	INTENDED IMPACT Increased attendance for students in receipt of pupil premium.
Attendance Incentives/Rewards This will be based on individual cases and might include book, cinema, family event vouchers	£3000	Increased attendance for students in receipt of pupil premium.
Breakfast Club Run from 7.30am until 8am daily, including free breakfast and access to IT and reading materials. Liaise with pastoral and attendance team to ensure PP targeted through parental contact. This will be monitored more closely and shared with all staff.	£8550	To increase attendance and punctuality. To increase engagement so hunger is not a barrier to learning.
Pastoral Interventions		EEF Links 1, 2, 3, 19, 28, 31, 32
Counsellor Support sought when needed.	£13210	Support for pupils who have experienced past trauma and need help to break down their barriers to learning, so they can achieve higher.
Educational Psychologist Support sought when needed. SEN Support	£10000 £20000	Support with identifying underlying issues and needs of pupils, to allow for the most appropriate intervention and therefore accelerate progress.
Hardship Fund Used for a variety of issues such as uniform, trips etc. (Uniform, bus passes, equipment)	£12000	To increase attendance, attitude to learning and a sense of belonging.
Aspirations		EEF Links 2, 17, 19, 32

<p>Aspirations Programme External speakers, team building, memorable educational experiences, trips and visits etc to inspire students to strive for more. Extra-curricular clubs, Oxbridge and other university visits, DofE experience, Peace Centre Residential, Delamere Forest Social and Emotional</p>	£24400	<p>Improvement in attitude to learning and engagement. Increase participation at school, especially in team / group work activities.</p>
<p>CEIAG Widening participation strategies.</p>	£24000	Pupils are more informed about future choices, therefore engagement increases.
<p>Mentoring</p>		EEF Links 15, 16, 17
<p>Half Termly Academic Mentoring of KS4 pupils Five 20 minute sessions (£33) per student per year. An assertive mentoring package.</p>	£11820	Identify barriers to learning early and liaise with relevant staff to ensure the student is able to make progress.
<p>Curriculum Interventions</p>		EEF Links 7, 8, 12, 15, 17, 23, 26, 30, 33, 34
<p>Teaching, Learning and Curriculum Doddle Mintclass seating plan programme – expiring Nov 18 Sisra Analytics (Y11/10) Curriculum interventions applied for by Faculty Leader (Y11/10) Eg. Humanutopia Pupil Premium Champion CPD programs to increase engagement and challenge</p>	<p>£5960 £1200 £1820 £10000 £1800 £2000</p>	<p>To enhance teaching, learning and homework beyond the classroom Teachers can use seating plans to support differentiation and feedback targeting underperforming PP students. Teachers can quickly analyse the progress of each student and identify gaps between PP/FSM6/NPP. Student progress increases because misconceptions have been addressed and new strategies utilised. Engagement and challenge stretches the students to exceed expected progress. Engagement and challenge stretches the students to exceed expected progress.</p>

Maths and English Intervention Tutor	£20000	Staff offer additional and quicker feedback to accelerate progress delivery of small group intervention sessions (toe by toe/Passport Maths)
Revision books for all subjects	£15000	Students can revise independently and therefore increase their progress.
Phase planning for transition	£3000	Challenge is increased in year 6 to year 7 transition to accelerate progress.
Alternative Education pathways	£100000	To provide appropriate learning pathways for pupils where traditional curriculum model is not effective or both engagement and progress.
EAL assistants	£21000	To support new arrivals and EAL pupils who are below target grades to make required improvements.
SEMH	£22000	
Additional funding for Looked After Children and Children of Service Personnel		
LAC (£1900 per pupil) = 7 pupils	£13300	
Extra funding	£1000	
Service (£300 per pupil) = 4 pupils	£1200	

Appendix 1: Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils. The Toolkit currently covers 35 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary
1 Arts participation	£ £	★ ★ ★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2 Aspiration interventions	£ £ £	★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3 Behaviour interventions	£ £ £	★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
4 Block scheduling	£	★ ★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5 Collaborative learning	£ £	★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6 Digital technology	£ £ £	★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
7 Early years intervention	£ £ £ £ £	★ ★ ★ ★	+ 5 Months	High impact for very high cost, based on extensive evidence.

8 Extended school time	£ £ £	★ ★ ★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.
9 Feedback	£	★ ★ ★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10 Homework (Primary)	£	★ ★	+ 1 Month	Low impact for very low cost, based on moderate evidence.
11 Homework (Secondary)	£	★ ★	+ 5 Months	High impact for very low cost, based on moderate evidence.
12 Individualised instruction	£	★ ★ ★	+ 2 Months	Low impact for very low
13 Learning styles	£	★ ★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
14 Mastery learning	£	★ ★ ★	+ 5 Months	High impact for very low cost, based on moderate evidence.
15 Mentoring	£ £ £	★ ★ ★	+ 1 Month	Low impact for moderate cost, based on moderate evidence.
16 Meta-cognition and self-regulation	£	★ ★ ★ ★	+ 8 Months	High impact for very low cost, based on extensive evidence.
17 One to one tuition	£ £ £ £	★ ★ ★ ★	+ 5 Months	High impact for high cost, based on extensive evidence.
18 Oral language interventions	£	★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.

19 Outdoor adventure learning	£ £ £	★ ★	+ 3 Months	Moderate impact for moderate cost, based on limited evidence.
20 Parental involvement	£ £ £	★ ★ ★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21 Peer tutoring	£	★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
22 Performance pay	£ £	★	0 Months	Low or no impact for moderate cost, based on very limited evidence.
23 Phonics	£	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.
24 Physical environment	£ £	★	0 Months	Very low or no impact for low cost based on very limited evidence.
25 Reading comprehension	£	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
26 Reducing class size	£ £ £ £ £	★ ★ ★	+ 3 Months	Low impact for very high cost, based on moderate evidence.
27 Repeating a year	£ £ £ £ £	★ ★ ★ ★	- 4 Months	Negative impact for very high cost based on extensive evidence.

28 School uniform	£	★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29 Setting or streaming	£	★ ★ ★	- 1 Months	Negative impact for very low cost, based on moderate evidence.
30 Small group tuition	£ £ £	★ ★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
31 Social and emotional learning (SEAL)	£ £ £	★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
32 Sports participation	£ £ £	★ ★	+ 2 Months	Moderate impact for moderate cost based on moderate evidence.
33 Summer schools	£ £ £	★ ★ ★ ★	+ 2 Months	Moderate impact for moderate cost based on extensive evidence.

Appendix 2: Attendance Summary 2016-17

Year	20162017 Attendance
7	92.97
PP	91.78
Non PP	95.82
8	92.15
PP	89.30
Non PP	95.10
9	90.84
PP	87.58
Non PP	94.90
10	90.21
PP	87.92
Non PP	93.12
11	91.00
PP	87.28
Non PP	93.97

Whole School (7-11) finished on 91.43% (90.8% with sixth form added)

PP attendance was 88.80% (includes sixth form)

Appendix 3: SENCO Literacy and catch up premium spends impact

Y7 Catch-Up Premium 2017/18

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve at least a level 4 in reading and or/maths at the end of key stage 2. Schools decide how this additional funding should be spent to best support the boosting of these young people's progress.

In 2017/18 the additional funding is £ 500 per pupil.

This academic year 30 students qualify for catch-up premium funding.

How we intend to spend our allocation for 2017/18

Maths Interventions

A Level 3 Teaching Assistant who specialises in numeracy has been employed to give students a mix of small group extraction and 1:1 support focusing on;

- Developing students understanding of core mathematical principles.
- Giving students the time and support to practise and master core mathematical skills.
- Building student's confidence in maths and fostering enthusiasm for the subject.

English/Reading interventions

- Three TAs will be leading a range of bespoke reading/literacy interventions before and after school.
- The SENDCO, a teacher who specialises in Dyslexia and a level 3 Teaching Assistant will deliver literacy interventions in the inclusion department using a PIXL Phonics programme to deliver multisensory teaching approaches.
- We also offer Private Tuition after school to boost reading and handwriting skills.

How we spent our allocation in 2016/17

In 2016/17, 25 students qualified for catch-up premium

We provided a range of interventions for students. Students were allocated to the support that was appropriate for their needs.

Maths Interventions

- **Catch-up premium students were taught in a smaller maths group.**
- **Four Teaching Assistants one of whom is the numeracy specialist delivered weekly Catch up numeracy sessions.**
- **The SEND champion from the Maths Department provided training and guidance for Teaching Assistants to help them deliver the Maths PiXL programme to catch up students.**
- **Cross curricular interventions involving Food Tech, Science, and Gardening were used to boost student's numeracy skills.**

English/Reading Interventions

- **Catch up students were taught English in a small nurture group.**
- **Students were supported by the Literacy Intervention Group. 1:1 and small group tuition focused on reading, spelling, writing, and comprehension.**
- **A TA provided small group and 1:1 support and delivered the Reading catch up programme.**
- **The SENDCO, and a teacher who specialises in teaching students with specific learning difficulties also worked with groups looking at phonics and delivered multisensory literacy lessons to catch up students.**

The impact Catch-up Premium had in 2016/17

The progress of the cohort of 25 students (some students qualified for both Maths and English catch up) was as follows;

Reading/English

17 students qualified for the reading catch-up premium.

	Number of students	Percentage
Total number of Students	17	
Students achieving above their target grade	0	0%
Students who are on target	7	41%
Students who are below target	10	59%
Students who will continue to get support and be monitored in year 8	10	59%

Maths

13 students qualified for the Maths catch-up premium

Levels of progress	Number of students	Percentage
Total number of students	13	
Students achieving above their target grade	3	23%
Students who are on target	2	15%
Students who are below target	8	62%
Students who will continue to get support and be monitored in year 8	8	62%

As a school are now using PIVATS to track smaller steps of progress. We will continue to support our catch up students using the graduated approach.

Yr 7 Catch up Funding Allocation 2017 to 2018

Yr 7 Catch up Support Activity	Time	Staff	Hrly Rate	Number of Staff	Number of Hrs	Number of weeks	Total Cost per week	Cost
Nurture Group		TA	£13.50	1		24	£108.00	£2,592.00
Literacy Catch up	8 hours per week	TA	£13.50	1	8	24	£108.00	£2,592.00
Numeracy Catch up	10.5 hours per week	TA	£13.50	1	10	24	£108.00	£3,402.00
Literacy Intervention	2 hours per week	Teacher	£39	2	4	24	£156.00	£3,744.00
Total Spend								£12,330.00

Appendix 4: Data Booklet

Appendix 5: GCSE Results 2017

Measure	2015 Results	2016 Results	2016 Shadow A8	Actual 2017	Narrowing the gap (Actual Vs 2016)
P8 (Nat -0.03)	-0.75	P8 -0.58	P8 -0.66	-0.26 <i>(SISRA Opt in 1040 schools /172,000 pupils)</i>	+ 0.40 on shadow P8
A8 (Nat 48.4)	39.41	A8 41.70	A8 34.84	40.43	+5.59 points on shadow 2016
PP P8/A8 Nat P8 -0.38 Nat A8 41.1	P8-1.05 A8 33.51	P8 -0.93 A8 35.22		P8 -0.54 A8 35.85	0.39 improvement
Non PP P8 Nat P8 0.10 Nat A8 53.3		P8 -0.28 A8 47.01		-0.04 44.13	0.24 improvement
SEND P8/A8 Nat P8 -0.50 Nat A8 31.2		P8 -0.90 A8 29.46		-0.51 31.42	0.39 improvement P8 almost national
Non SEND P8/A8 Nat P8 0.07 Nat A8 53.2		P8 -0.45 A8 55.93		-0.22 45.46	0.23 improvement
EBACC % Entered (39.7% Nat)		45%		49%	
EBACC % Achieving (24.7% Nat)		14%		16% Standard Pass 14 % Strong pass	2% improvement
Basics Eng & Maths A*-C (Nat 63%)		42%		45% 4+ 20% 5+	3% improvement
5A*-C inc Eng/Ma (old measure)	31%	36%		44%* (awaiting remarks)	13% improvement over 2 years

Pupil Premium Planning 2016-2017

Appendix 6

The **pupil premium** is additional funding given to publicly funded schools in England to raise the achievement of disadvantaged pupils and close the gap between them and their peers.

Gateacre School Objectives in Spending the Pupil Premium Grant:

- Raising the attainment and achievement of students
 - Improved levels of expected/ better than expected progress in
 - Increased number of students leaving with
- Raising literacy and numeracy levels
- Providing social and emotional support to improve student attendance and engagement
- Raising aspirations in school and for future destinations



INFORM:

The pupil premium is additional to main school funding and aims to address the current underlying inequalities between children eligible for FSM, LACS and Armed Forces and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. It is for schools to decide how the Pupil Premium, allocated to schools, is spent. The level of premium for 2016-17 is

The child is eligible for Pupil Premium funding if they qualify for FSM or if they have been in continuous care for more than six months (or have met either of these criteria at any point in the last six years). Children of Armed forces also receive a smaller grant.

KNOWING THE GAPS:

Gateacre school now uses a process of 'inform, identify, intervene, impact' which enables assessment tracking, identification and intervention mapping across the school. We use it to ensure that all students at Gateacre are on track for success and that no one gets 'left behind' and 'hidden talent' is unleashed.

Year 7 students sit a Baseline test at the beginning of their school year and teachers moderate the pieces in their departments to have an immediate picture of what each student can do and what they need to know/develop in order to move up the flightpath to their GCSE examinations in each subject. Staff use this to inform their planning and at the end of each unit can see clear evidence of each student's progress.

The whole school assessment policy is followed and each half-term students will be assessed on the unit of work they have been studying in each subject building and developing on their GCSE flightpath skills and knowledge.

Each half term student data is monitored and reported to key staff. Students will then have access to a 'pick and mix' selection of intervention and support programmes to meet their needs and close the attainment gap.

Curriculum leaders use their weekly and half termly monitoring to track progress of students. The Data team and Pupil Progress team then identify and facilitate appropriate intervention to meet the needs of students.

Disadvantaged Students:

The overall progress of Pupil Premium students is also monitored by the head teacher, Pupil Premium Champion and Senior Leader of Inclusion who work closely to identify where gaps are present and to develop strategies to target these.

The head teacher works to focus Curriculum and Pastoral leaders on the effective tracking and development of strategies to raise attainment.

In addition to the PP indicator the school has developed a risk factor system that focuses on early identification of students who maybe statistically vulnerable.

Gateacre School's Journey to Good! Effective Planning and Spending of Pupil Premium Funding at Gateacre School

"Pupil Premium Champion Journey 2016-2017"

September 2016 began with our newly appointed Head teacher, Mr Jason Roberts and his experience and expertise in effective management of, pupil premium funding. Under his guidance and leadership, Gateacre School began to manage and measure the impact of allocated pupil premium funds more effectively, in order to improve the performance of disadvantaged students, at our school. Previously, pupil premium funding had not been viewed as a separate budget, and the impact it had on our disadvantaged students' attainment was not clear, or concise. This was noted by both Ofsted and LEA inspections prior to Jason Robert's appointment.

Stage One: Informing Staff: All staff were informed on the government's guidelines and statutory requirements on how a school is held accountable for the allocation and the impact this spending has on the performance of disadvantaged students, in relation to their peers. Nationally, a gap between the performance of disadvantaged and the performance of other students has been identified. Schools are now required to create a strategy of spending in order for the funding to be used in the most effective way. This strategy must be accessed easily on the school website. The strategy should be **one document** and must include:

- Pupil Premium Allocation – for the previous academic year
- How much was spent, and
- The impact of the expenditure on eligible pupils
- A statement/strategy for the current academic year
- The current allocation
- A summary of the main barriers to educational achievement
- How the money will be spent to address those barriers and reasons for that approach
- How the school will measure the impact and effects of expenditure
- The date of the school's next review of its pupil premium strategy.
- Year 7 literacy and catch-up premium
- Year 7 catch up allocation
- Intentions of spending
- Details of how it was spent in the previous year

How it made a difference to the attainment of the pupils

Personally, as an English teacher with a small curriculum responsibility, I had very little knowledge of the importance of PP funding and the importance of how it is spent. This was the same for many of my colleagues. Understandably, and after being placed in Special Measures, many inspections, plus a change in Head teacher, many staff were feeling anxious, vulnerable and uncertain. The 'new and firm' focus on pupil premium funding resulted in waves of panic and misunderstanding throughout the school. Personally, as a classroom teacher and without a whole school responsibility, I found this to be quite challenging despite the excellent mentoring and guidance I received from leaders. At first, together the senior PP lead and I, looked at how the school spent this funding previously and why? Next, we followed advice from SLT and undertook research using the Teacher's Toolkit as guidance. Jason Roberts provided examples of effective strategies, templates and practice. With this and our own research, we had a much better understanding of how to inform and prepare staff with information and methods, so that WE could individually take responsibility for disadvantaged students at our school, and more importantly use the allocated funding to ensure their performance is at least equal to their peers.

Together, as a Team: Research & Findings:

The most effective ways to support disadvantaged pupils' achievement (Sutton Trust –Durham University)

1. Whole school ethos of attainment for all
2. Addressing behaviour and attendance
3. High quality teaching for all
4. Meeting individual learning needs
5. Deploying staff effectively

Data driven and immediately responding to evidence

Behaviour	Staff expectations	Student expectations	Attendance	Data and assessment	Marking policy	CPD & Coaching
<p>Redline, SLANT, Do it Now!</p> <p>Revised behaviour policy – review completed and new policy created.</p> <p>Achievement points and behaviour interventions/ strategies.</p>	<p>Greet & meet at door. Students to have planners and equipment on desks.</p> <p>Do it Now task</p> <p>Challenging KS3 SOW</p> <p>Sharing of good-practice and trialling ideas delivered by others.</p> <p>Mint –seating plan</p> <p>Identifying under-achieving students.</p>	<p>Redline – uniform, equipment and planner</p> <p>Homework</p> <p>Consistency across school</p>	<p>Attendance policy – House attendance information weekly</p> <p>Pastoral interventions/ letters 1 -3</p> <p>Reinforced via assembly and academic tutorials and SLT strategies</p>	<p>Identifying gap between pp and non-pp using SISRA</p> <p>Early interventions identified quickly using SIMS and SISRA</p>	<p>PP students monitored closely</p> <p>Student reflection, peer-marking and self-assessment – red pen green pen Yellow box - challenge</p>	<p>Gateacre – Teach Like A Champion sessions</p> <p>Staff coaching/training – Twilight sessions</p> <p>Staff briefing – staff sharing good practice.</p>

[Examples of whole-school strategies at Gateacre School with an intention to improve the attainment of all disadvantaged students](#)

With a cohort of approximately 50% PP, this was a challenging journey and as a school, after consultation and trial and error, at Gateacre, we have found focussing on all students is more proactive. Many students, not necessarily PP, are disadvantaged and/or underachieving. Similarly, a large cohort of disadvantaged, are not underachieving or in need of funding to achieve their potential. Therefore collectively, we decided on a whole school approach to deployment of funding, with PP underachievers at the forefront of our planning and strategising.

My best advice, gained from my experience this year, in the role of PP Champion, is to review your strategy, interventions and practice throughout the academic year at relevant points, using data-collection, from assessments and your holistic knowledge of the most 'needy' students. I imagine, every year, the strategies, planning and intervention needs will change, depending on the individual students' needs.

What We Did 2016/17

Gateacre School 'Pupil Premium' Focus: *'improving attainment and achievement for all'*.

AIM: To raise the achievement of **ALL** disadvantaged pupils, and to close the attainment-gap between our PP- students and our non- PP students.

Stage One (September – November 2016)

- *A review of pupil-premium spending, tracking, monitoring and the impact on student attainment **(REVIEW ONE)***
 - *Research effective spending of PP funding and links to closing the attainment gaps of PP- learners, in comparison to their non- PP, peers. **(TEACHERS' TOOLKIT)***
 - *Inform staff with current and updated information on what Pupil Premium funding is for, who it is for and how the government expect the funding to be spent, monitored, recorded and reported.*
 - *Mint seating Plans (links to PP)*
 - *Attendance policy (links to PP)*
 - *Behaviour policy (links to PP)*
 - *CPD and Twilight training/sessions (links to PP)*
 - *Monitoring of marking (focus on PP)*
 - *PP departmental plans/ Strategies*
 - *Literacy strategies (links/focus pp)*
 - *SEN- TEAM strategies, planning, training (links/focus PP)*
- On-going - Provide staff with strategies, data and materials in order to meet requirements.*

Subject Leaders

What you have implemented/done.	What you are doing now/about to do...	Next steps...
Identify gap between PP and non-PP students completed using SISRA. (Discuss and decide on strategies/ideas to improve with department)	Trying strategies and discussing effectiveness/impact in departmental time.	
Create a departmental PP plan with strategies to reduce attainment gap between PP and non-PP students/ raise attainment of PP learners. (Share with J.Roberts, Pupil Premium Lead A. Boulton and PP Champion.)	To identify key students with staff to track and create case-studies for.	Put strategies in place and discuss/review with staff in departmental meetings (in order to review the impact of strategies at the end of each data-collection).
Select a member of your department as a departmental PP champion.	Share students identified with A.Boulton and PP Champion.	Review and assess impact of strategies reviewed after assessment data collection. RAG to be completed by departments. Report results in meetings such as Challenge Board.
To monitor staff marking/teaching (separate tracking of PP students)	To give staff feedback and check progress in next monitoring of books.	Share good practice and review impact of strategies at relevant times.

Subject Teachers

Identify gap between PP and non PP students in your own classes (using SISRA) in exam analysis. Completed in exam-data analysis requested by Di Ross in September w/c 5 th September 2016.	Use SIMS and SISRA at relevant points to analyse data and identify student under-achievement including PP students.	
Create a seating plan for each class using MINT and know your students and their needs. (Completed in first two weeks of September.)	Change and update seating plans when relevant to suit learning needs of students. Use data to target questions and try a strategy/idea from CPD/twilights when possible using MINT data and seating to inform your planning	
Recognise your responsibility for the improvement of PP student attainment when planning, marking and setting targets.	Identify (three or more) students to create a case-study on. Your case study should include pupil name, target grade, current attainment grade, some context of why they are under-achieving and one strategy you are going to use as an intervention.	Try the strategy, monitor the impact and RAG.
Identify students making less than expected progress and record interventions on SIMS.	Keep a record of all PP interventions you implement on SIMS. To be recorded on SIMS using new PP curriculum intervention codes from Monday 14 th November.	Record all interventions on SIMS. Suggest any ideas to improve on this process. Identify strengths and weaknesses with this process.

Departmental Lead Teachers 2017-18

1. Maths – D. Calvert
2. English – M.King
3. Science – C. Harris
4. Social Sciences – P.Smith
5. Art –C.Smith
6. Drama – E.Gash
7. ICT- M.Bargery
8. Geography –S.Woodhall
9. History – K.Johnstone
10. SEN – T. McKibben
11. Active Lifestyles – L.Owens
12. Media – M.Newns
13. MFL – M.Tobin
14. R.S – J.Sims
15. Music – A.Wheatcroft

Ofsted Report (Inspection 18-19 May 2016):

Key findings and actions required:

- **“Disadvantaged pupils, pupils who have special education needs or disability and the most able do not make sufficient progress. The gaps between the achievement of disadvantaged pupils in school and that of other pupils nationally are not closing rapidly enough.”**
- **“Rapidly increase the achievement of all groups of pupils, including those who have special educational needs or disability, the most able and disadvantaged pupils.”**
- **“A review of the use of pupil premium funding should be undertaken to assess how the school may improve this aspect of its work.”**
- **“All teachers are set targets for improving aspects of their performance, but the targets are not always clearly enough linked to key issues which will have the biggest impact on improving the school.”**
- **“... not used sources of funding, such as the pupil premium and the catch-up funding, well enough to accelerate the progress of those pupils for whose support these funds are intended. The pupil premium is additional funding for disadvantaged pupils and the catch-up premium supports pupils who join the school with low starting points in English or mathematics. Gaps between the achievement of disadvantaged pupils and that of others nationally are not closing, and lower attaining pupils in Year 7 are not catching up with their classmates quickly enough”.**
- **“Governors ... know how pupil premium funding is spent, but do not know whether it is effective in closing the gaps between the achievement of disadvantaged pupils and that of others”.**
- **“Disadvantaged pupils make inadequate progress. Gaps in achievement between these pupils and that of others in school are not particularly wide; this is because all underachieve. Gaps in achievement between disadvantaged pupils in school and others nationally are not closing. Most-able disadvantaged pupils, in particular, make poor progress”.**

GCSE Results 2016

2016 Summer GCSE Results	Pupil Premium	All
Number of Pupils	103	221
Percentage of Pupils	49%	51%
Value added Capped 8 + Eng and Maths	991.71	946.87
Percentage achieving grades A*-C in English and Maths GCSEs	26%	42%
Percentage making expected progress in English	64%	76%
Percentage making expected progress in Maths	30%	46%
Percentage achieving English Baccalaureate	8%	14%
Percentage of students entered for English Baccalaureate	29%	45%
Average Attainment 8 Score	35.22	41.60
Progress 8 Score	-0.93	-0.57



Pupil Premium Bidding Proforma

Appendix 7

Staff Name:

Date:

Department:

Reason for bid:

Student Details:

(Names of students and year group/form. You can attach a separate form if needed.)

Amount Required:

(This can be approximate at this stage)

Link to Whole School Pupil Premium Strategy:

(Select intervention from PP Spend Strategy. For example Attendance Incentive)

Intended Impact:

(An explanation of how the money will improve attainment/progress of the student/students)

How will impact be measured?

(An explanation of how you will provide evidence of the impact the spending has had. For example improved attendance.)

Please send this completed form to A.Boulton, M.Ferraiolo and V.Summerfield.July 2017