

Pupil premium strategy statement

1. Summary information					
School	Trafalgar School				
Academic Year	2016/17	Total PP budget	£199495	Date of most recent PP Review	July 2015
Total number of pupils	567	Number of pupils eligible for PP	206	Date for next internal review of this strategy	March 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	22.9%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	44% / 62%	75.8% / 73.4%
Progress 8 score average	-0.73	0.12
Attainment 8 score average	35.2	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy skills are lower for students eligible for PP which prevents them from making good progress
B.	Very many students eligible for PP have low aspirations and expectations for attainment, post 16 destination and life goals
C.	Higher attaining students eligible for PP show considerably lower progress scores than other students

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Absence rates for PP students are higher than non PP (7.4% / 4.3%)

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	High levels of progress in literacy for Year 7 and Year 8 students	Students eligible for PP in Year 7 and 8 make more progress by the end of the year than 'other' students so that at least 50% exceed progress targets and 100%

		meet expected targets. Other students still make at least the expected progress. This will be evidenced using accelerated reader assessments and English written assessments in November, March and June.
B.	Students aspirations are raised by increasing the opportunities for extra curriculum engagement with careers/ work placements/experiences/significant adults	Students eligible for PP show improved attendance and greater positive points in the rewards system
C.	Improved rates of progress across KS3 for high attaining students eligible for PP.	Students eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 85% or above are on track for 4 levels of progress by the end of KS4.
D.	Increased attendance rates for students eligible for PP.	Reduce the number of persistent absentees (PA) among students eligible for PP to 10% or below. Overall attendance among students eligible for PP improves from 92.6%% to 95.5% in line with 'other' students.

5. Planned expenditure					
Academic year		2016/17			
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?
A + C	Plan to introduce a new curriculum model which increases core subject time, building on the "Gold" Curriculum skills	Focussing on specific literacy skills results in much greater engagement and ability to access the mainstream curriculum	Keep the focus of staff CPD, the teaching of literacy skills central to staff CPD. Ensure leadership at all levels understands the reasoning for the new model Resources	CCO CSL JHA	Termly
A + C	Accelerated Reader	Clearly documented impact on reading skills and ages	Create dedicated lesson time and leadership	SGE JHA	March 2017
A + C	Enhance use of progress data by subject teachers and tutors	Better tracking and monitoring of all students improves lesson-planning and allows early identification of under-achievement Better leadership monitoring facilitates accountability for all students	Appointment of Student Services manager to oversee new systems Staff training time Purchasing data packages	SLA CCO AGH GPE SOS	Half-termly review of data System reviewed June 2017
C	Smaller teaching groups in English and Maths at KS 4	More marking differentiated planning and interaction time all impacts on progress	Provide staffing for extra groups (and support) Ensure groups are well selected	JHA CPA	Half termly data drops
Total budgeted cost					£127000

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?
A, B, C	Appointment of PP advocate in role of new AHT	Impact of one person driving this across the school is tangible	Appoint the right person and support them through the SLT	AGH	Termly
D	Improving attendance by monitoring weekly logs for PP PA and engaging with parents through support visits	Direct link between attendance and attainment	Re-structure the student services team to ensure accountability for attendance is rigorous. Monitor attendance at SLT Celebrate the successes	GPE	Half-termly
B + C + D	Alternative Curriculum pathways and provision of alternative area to provide nurture groups, ELSA etc	Engagement with appropriate learning experiences improves attitude and engagement	Maintain good strategic links with off-site providers keeping costs affordable Near to school, Harbour School, Sailing, Construction Restructure pastoral team. Training for support staff	GPE	May 2017

B + C + D	Develop an internal provision to provide support to students eligible for PP who are not succeeding in lessons	Specific interventions can be shown to have lasting impact. Keeping disaffected students in school boosts their chances of success.	Re-structure staffing accordingly. Train appropriate staff in the skills required. Strong focused leadership	GPE	June 2017
Total budgeted cost					£82000
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?
B	Programme of events/ speakers/visits arranged with students eligible for PP preferentially targetted	Students with limited range of experiences see no pathways for themselves; these events can be inspirational and motivational for individuals	Coordinate all available STEM and other career related experiences and ensure that appropriate students are targetted Appoint a senior lead opportunity to steer and guide this	SLA YBA CCO NOW BCO	July 2017
B	Ensure students have access to revision guides for GCSE subjects; financial support with attendance at trips / extra curricula events; materials for practical subjects supplied; uniform	Removing barriers prevents students from precluding course of study and other opportunities	Create a budget line to provide for these things which curriculum leaders can bid into	SLA CCO YBA	July 2017

Total budgeted cost					£45000

6. Review of expenditure			
Previous Academic Year		2015/16	
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)
Improved attainment for all	Growth Mindset	<i>Mixed:</i> the approach has informed how we build aspiration in school. We measured the impact on attainment for all children, not just PP eligible. Success criteria: not fully met. Approach shows promise as evident from staff developing questioning technique However, Progress 8 data shows that PP students did not make expected progress.	Staff need to fully engage with the principles of growth mindset and then apply them in practice for this to work. We would scale back the scope to smaller groups of students to have greater effect.

Improved literacy for Year 7 + 8	Gold Curriculum	<p>Year 7:</p> <ul style="list-style-type: none"> - All Pupil Premium students increased in comprehension <i>and</i> writing - 7/10 reading ages went up in test (3 absent) – 70% increase. These impressive outcomes were achieved due to the effective use of five, twenty minute guided reading or phonics and in addition to this, phonic teaching being broken down between analytical and synthetic phonics; to ensure meticulous accuracy and understanding. <p>Year 8:</p> <ul style="list-style-type: none"> - 12/17 (70.5%) increased in reading test – pre/post analysis - More progress in Gold with reading compared to English. These successes average at a 1 year 2 month increase for Year 8 students for reading. Please note, spelling is due to be assessed in July, provided efficient time to allow students to embed new strategies. 	<p>Powerful impact on student progress, but high cost in terms of staffing and needs high skills to deliver effectively.</p> <p>Logistics of “returning” students to mainstream need more careful planning</p>
Improved literacy at KS 3	Accelerated Reader	Some improvement in reading ages	Very expensive in terms of set up costs, learning time allocated and staff to monitor. A good scheme, but there must be something more cost effective!
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)

Improved attendance	Family engagement	Moderate to good. Impact on all targeted students' attendance but still struggling to bring PA students above threshold levels	Relentlessness! Don't rely on other agencies to assist with anything!
Progress	Learning mentors for all PP students	High impact at both KS 3 and KS 4 Targetted boys in Year 11 all achieved better progress than their peers	Matching of internal and external mentor to the right student is the cornerstone of success

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)
Improving Aspirations	Appoint PP advocate	Powerful impact on engagement with individual students Impressive array of motivational events developed Tracking systems allowed efficient and effective monitoring All written up as a case study!	Well worth the money! Appoint the right person with the correct balance of passion and seniority.

Improving Aspirations

Inspiring Events

Significant impact on individuals. Too early to assess long term impact on achievement

Career of the fortnight showed the untapped potential of using people within the school to tell their stories
Inspiring visits need planning as far ahead as possible, but opportunities often arise at the last minute, requiring curriculum flexibility and more trained volunteers to accompany them

