Pupil premium strategy statement (Farmor's School)

1. Summary information						
School	Farmor's School					
Academic Year	2016	**Total PP budget**	£75,345	**Date of most recent PP Review**		12/17
Total number of pupils	687	**Number of pupils eligible for PP**	67	**Date for next internal review of this strategy**		03/17

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	**57.14**	64.7%
% achieving expected progress in English / Maths (2015-16 only)	**66.67%/ 60%**	75.8% / 73.4%
Progress 8 score average	**-0.82**	0.12
Attainment 8 score average	**42.5**	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	Overall progress for low prior attainers in English/Maths.
B.	Curriculum choice (fewer than 10 counting qualifications) affecting overall progress 8 score
C.	Attainment of low prior attainers in specific subject areas (open basket)
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Persistent absence for students eligible for PP (27.1% were classed as Persistent absentees in 2016)

4. Desired outcomes *(desired outcomes and how they will be measured)*		Success criteria
A.	To improve progress for low prior attainers through literacy/numeracy interventions.	Students selected for this intervention will

		make additional progress (ratio gains of +1) over the duration of the intervention: Catch Up Literacy/Success@Arithmetic
B.	To consider and support curriculum choice affecting overall progress 8 score	All students (for whom it is appropriate) will have a full selection of qualifications that count towards the Progress 8 measure.
C.	To identify low prior attainers in subject areas for individual/small group interventions	A higher proportion of low prior attainers will have met their expected attainment score at the end of KS4
D.	To improve persistent absence for students eligible for PP (27.1% were classed as Persistent absentees in 2016)	Persistent absence will have reduced. There will be fewer students with an attendance rate <90%

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,B,C	TA support	Making Best Use of Teaching Assistants 7 evidence-based recommendations about how to use this valuable resource	Whole school training (staff meetings and SEN Focus) to share good practice Evidence-based interventions, led by TAs. Deploy TAs in a more departmental structure (Core subjects) Develop strategies to reduce 'learned helplessness' In-class observations	HoDs (Core subjects) TAs AHT (Inclusion)	Feedback from HoDs Observation of TAs by AHT (Inclusion) – using template from MITA
A,B,C	Subject lead interventions	EEF toolkit: Feedback Small group tuition Peer mentoring Parental Involvement	Targeted students who are under-performing are highlighted and tracked closely. They are offered additional time and support from their subject teacher to 'diminish the difference'	HoDs Subject teachers HoYs (if across a range of subjects)	Close monitoring at data collection points by SLT. Regular monitoring by subject teachers in class assessments.

A,B,C	Clear data showing which students are not making expected progress (4Matrix)	Staff need to have confidence in an analysis tool that helps to identify where differences may be.	Staff to have training sessions around the use of 4Matrix and how to use it at a subject level. Link management meetings will monitor the confidence of subject leads in identifying students who are under achieving.	Deputy Head HoDs Link managers (SLT)	Close monitoring at data collection points by SLT. Regular monitoring by subject teachers in class assessments.
B	Direction during option choices (mentor/HoY) Bespoke advice given to those students for whom a different curriculum is appropriate	Previous cohorts have been encouraged to choose the courses that suit their situation/learning. This has had a negative impact on the final P8 score.	Staff to be aware of the impact fewer choices will make on the final outcome. Opportunities to be maximised in all other subject areas.	Mentors HoYs AHT (Inclusion) Deputy Head	Close monitoring at data collection points by SLT. Regular monitoring by subject teachers in class assessments.
A	Literacy reps	Further development of the whole school literacy approach. Building on the 'if it's not your best, it's not finished' proof-reading initiative launched last year.	Literacy reps to share ideas and good practice at regular meetings	Literacy coordinator	Improved feedback / range of strategies. Work scrutiny.

	Total budgeted cost	£23,706

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	Y7 & Y8 Catch Up Literacy	As evidenced on EEF toolkit (pupils made more progress than others). Further studies are ongoing.	Trained TAs have dedicated time and a quiet space for the intervention. Year 7 students are timetabled out of MFL.	HLTA AHT (Inclusion)	At three points during the year students will be assessed using the Salford Reading Assessment. Ongoing assessment will be recorded by the TA of progress through levels.
A	Y7 & Y8 Success@Arithmetic	Over 8,000 pupils in Years 4 to 11 have been supported by Success@Arithmetic in 1,500 schools. They made an average Number Age gain of **17.5 months in 4.5 months** – almost **4 times** the expected progress.	1 x teacher and 2 x TAs have received intervention training	Numeracy coordinator	At three points during the year students will be assessed using the Basic Number Screening Test (Hodder) Ongoing assessment is carried out by the TAs delivering the intervention.

A	Y9 Literacy group (8 students)	Small group size and feedback are evidenced as being beneficial in the EEF toolkit. This is in addition to English lessons to prepare for GCSE. This group did not have MFL lessons in Y8.	Delivered by an English teacher (AHT (Inclusion)). Regular assessments given to monitor progress.	AHT (Inclusion)	At three points during the year. Students will be assessed using the NGRT and spelling tests. They will also have regular tests to monitor their typing speed.
A	Y8 Guided reading programme	As evidenced on EEF toolkit, Reading Comprehension strategies can add +5 months progress for struggling readers. This approach is being trialled this year with Year 8 readers who have already made progress with Catch Up Literacy.	TAs have been trained to follow the programme outlined in 'Enjoy Guided Reading David Walliams Pack' by Badger Learning.	TAs AHT (Inclusion)	At three points during the year the students will be assessed using the Salford Reading test.
B, C	Y12 Peer Mentors	EEF toolkit: Peer Mentors – some evidence to suggest that PP students benefit more from this approach (+2 months)	Directed by subject teachers. Y12 students have opted to undertake this role as part of their enrichment. Y11 students meet weekly.	HoDs HoY	Verbal feedback from Y11 students. Assessed work in class by subject teachers.

A	Y7-Y11 Bespoke timetables (eg reduced lesson time / study time / extended work experience)	Flexible approaches are necessary when a student is not performing. Home/medical circumstances may demand a different provision.	Close liaison between AHT (Pastoral) and AHT (Inclusion) at weekly meetings to ensure decision making is clear and communicated	AHT (Inclusion) AHT (Pastoral) HoYs Student Manager	Agreed targets met. These could be: improved attendance; reduction in behaviour; improved progress.
				Total budgeted cost	**£34,642**

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?
D	Robust and responsive system for monitoring and improving attendance. Student manager employed to follow up daily absence.	The evidence shows that children with poor attendance are unlikely to succeed academically and they are more likely not to be in education, employment or training (NEET) when they leave school.	Daily monitoring of students who were previously persistent absentees. Letters sent home alerting parents to missed days. Attendance meetings held and targets set. Regular reviews held.	Pastoral Manager (data/meetings) Student Manager (daily monitoring) HoYs (attendance meetings) AHT (Inclusion)/AHT (attendance meetings)	Termly monitoring of all groups. Agreed monitoring of focus students.
D	Counselling	EEF toolkit: Social and Emotional Learning	Close liaison with counsellors Triage system to ensure that provision meets the need	Pastoral Manager (managing list/evaluations)	Scaling resource to be used to track student perception of their personal wellbeing

				AHT (Inclusion) (liaison and triage) Counsellors	
D	Identify barriers to accessing a full school experience	Remove barriers that emerge that may get in the way of progress eg equipment, uniform, trips, experiences, transport etc	Tutors/Subject Staff/HoYs follow whole school process to identify financial barriers.	PP Admin Finance HoYs	At termly intervals. Trip leaders to be aware of PP students.
				Total budgeted cost	**£17,000**