Pupil Premium Strategy

1. Summary Information					
School	Chase Terrace Technology College				
Academic Year	2017/18 plus 2016/17 for comparison	Total Pupil Premium Budget	£220,435 + catch up funding of £22,744	Date of Most Recent PP Review	July 2018
Total Number of Pupils	1395	Total Number of Eligible PP Pupils	269 (19.2%)	Date for next internal review of this Strategy	July 2019

2. Current Attainment					
	Pupils Eligible for PP (CTTC) 2017	Pupils not eligible for PP (National Average) 2017	Pupils eligible for PP (National Average) 2017	Pupils Eligible for PP (CTTC) 2018	Pupils not eligible for PP (National Average) 2018
P8 Score Average	-0.56	0.11	-0.44	-0.36	Not yet released
A8 Score Average	35.13	52		38.64	Not yet released
3. Barriers to Future Attainment (Pupils eligible for PP)					
A.	Lower literacy levels shown through reading age data and English KS2 scores (Average RA for Non-PP 10:10, PP 10:06)				
B.	Pupil Premium Students attendance is 3.64% lower than Non Pupil Premium students				
C.	Pupil premium Students attainment on entry is 3.3881 lower in reading than non-Pupil Premium; in maths the points difference is 1.3236				
D.	Pupil Premium pupils have more behavioural problems compared to their Non-PP peers (across the KS3/4 cohorts) (Using SIMS data shows PP pupils receiving more than double the behaviour points compared to non PP pupils in 2017-18)				
E.	Pupil Premium pupils have lower aspirations than non-Pupil Premium				
4. Intended Outcomes				Success Criteria	
A.	To improve literacy levels for PP pupils using AR to monitor and track			PP Reading Age to show at least 10 months' progress at the end of the academic year.	
B.	To improve attendance of Pupil Premium Students			PP attendance to be in line with school target, with the aim this academic year to be 93.5%, with a view to hit the 95% target in the academic year 2019/20.	

C. i	To improve P8 score for Pupil Premium Students	P8 score for PP pupils to be -0.2.
C. ii	To improve A8 for Pupil Premium students (continue current trend)	A8 score for PP pupils to be at least 40.00 .
D.	To embed the PIVOTAL model so that pupils are better equipped to manage and regulate their behaviour	The number of behaviour points issued will be reduced and the number of PP pupils who are excluded will be reduced (without changing recording practices or standards).
E.	To raise the aspirations of Pupil Premium pupils as shown through destination lists.	More Pupil Premium students completing Post 16 Level 3 qualifications. More Pupil Premium pupils continuing to study at University.

5. Review of Expenditure	
Previous Academic Year	2017/18

i. Quality First Teaching				
Action	Intended Outcome	Impact	Lessons Learnt	Cost
Pivotal Behaviour Model	To improve the behaviour of all pupils, but specifically to reduce the number of behaviour incidents for Pupil Premium Students	SIMs data has shown a decrease in behaviour incidents for PP pupils.	There are still a core group of pupils who need further support with their behaviour.	£3,490
RADY uplift	To reset the targets for KS3 pupils so that any 'gaps' are closed from the offset.	This was only done towards the end of the academic year, so the impact will not be seen until the end of this academic year.		Nil
			Total Quality First Teaching - Expenditure:	£3,490

ii. Targeted Support				
Action	Intended Outcome	Impact	Lessons Learnt	Cost
English Pupil Premium Intervention Tutor	KS4 English Support (Y9-11) both in class, 1-1 and small	English P8 score for PP 2018 -0.54 (2017 P8 -0.69)	Communication between English staff and	See below

	group work support. Monitoring progress of Pupil Premium Students using internal data and prioritising intervention based on this.		intervention tutor needs to be improved so that sessions are maximised and students' needs are addressed.	
Catch Up Tutor	Supporting Y7 pupils with reading (based on the weakest cohort of Y7 pupils, with a minimum cohort of 20% PP pupils)	On average the pupils made + 10 months' progress over the year.	Even closer monitoring of the pupils and use AR to track the progress.	See below
Data and Intervention assistant	Supporting the AHT with data, tracking and monitoring the progress of PP pupils	The overall P8 is improving 2018 - 0.06 (2017 -0.08) and indications for the 2019 cohort continues to improve (+0.12).	The profile of PP pupils amongst staff needs raising so every data sharing opportunity, department meetings, HODs/Hoys, departmental reviews will have PP pupils are an agenda item.	*See below
Maths intervention tutor	Providing KS4 intervention support for pupils who are below their EAP in maths, priority given to PP pupils	The PP profile is improving in maths with a strong improvement for HA PP pupils (who were the priority cohort) with 2017 P8 score being -0.48 and 2018 being -0.12	Intervention across all ability ranges needs to be consistent, not just HA.	See below
GSCE Pod	On line tool to help pupils with revision, enables pupils to have free revision guides for English online	This was bought late in the year so the impact was not seen.	Needs to be introduced in Y9 so that pupils are trained to use it and use it regularly. Weekly tacking of usage, and more homework needs to be set to formalise usage. Staff need further	£1,204

Action	Intended Outcome	Impact	Lessons Learnt	Cost
			training with how to maximize its potential.	
Revision guides for Maths and Science	All PP pupils are provided free revision books for Maths and Science.	Maths P8 score for PP 2018 -0.45 (2017 P8 PP -0.52) Science P8 score for PP -0.3 (2017 P8 PP -0.49)	Roll this out to other subjects where the profile for PP is weaker so that attainment across all departments is good.	£700
				*based on 19.2% of whole school costs
			Total Targeted Support - Expenditure:	£102,874

iii. Other Approaches				
Action	Intended Outcome	Impact	Lessons Learnt	Cost
Associate Assistant Headteacher x 2	One year secondment to SLT with a focus on PP pupils. Monitoring, evaluating current practice and putting support in for PP pupils where needed	The overall PP profile has improved P8 for PP 2018 -0.36 (P8 PP 2017 -0.56)	Although clear improvements have been made, the staff need more time and status within the school to make a greater impact. The role has become official Assistant Headteacher so that both of these areas are addressed.	See below
Student Support Officer x 5	Supporting the head of year, but will monitor and support PP pupils and their families where necessary.	PP behaviour is improving (shown through SIMs data)	Classroom staff need further training on Pivotal practice in order to reduce the number of SL call outs to lesson and to build stronger relationships with our vulnerable learners.	See below
Family Support Worker	Providing support for PP pupils. Supporting HOYs and SSOs to remove barriers to learning for	PP attendance is still below target (3.64% lower than non PP last year).	Further engagement needed with PP parents and more support	Nil

	PP pupils and to improve attendance.		provided. We still need to identify the main barriers for our most vulnerable pupils and work out strategies to overcome them. More training needed for staff.	
ATTEND	A bought in service to support HOYs to improve attendance and track PP pupils.	See above	See above	£230*
Careers Advisor	PP pupils have priority for careers appointments	Last year we had no NEET pupils (2017 we had 1 who was PP)		*See below
Raising Boys/ Girls Achievement programme	Providing mentoring support for the most vulnerable 25 boys/girls in Y10 and Y11.	The current tracking method does not enable anything other than evaluating attainment. These pupils are our most vulnerable and therefore tracking solely attainment is not the most appropriate in order to monitor impact.	Last year, the focus in terms of tracking was based on attainment, but for some of these pupils, the impact would have been better measured on attendance and behaviour. The new AHT has now set up a half termly tracking system which details progress in 4 areas: attainment, attendance, behaviour and achievement.	See below
				*based on 19.2% of whole school costs
			Total Other Approaches - Expenditure:	£136,890
			Total Expenditure:	**£243,254**

1. Summary Information					
School	Chase Terrace Technology College				
Academic Year	2018/19	Total Pupil Premium Budget	£223,000 + catch up funding of £23,000	Date of Most Recent PP Review	September 2018
Total Number of Pupils	1404	Total Number of Eligible PP Pupils	18.4% (258)	Date for next internal review of this Strategy	July 2019

2. Planned Expenditure	
Academic Year	2018/19
iv. Quality First Teaching	

Action	Intended Outcome	Evidence/Rationale	Monitoring/Evaluation	Staff Lead	Review Date
Half termly Triad CPD with a focus on Disadvantaged	To equip staff with the skills/strategies needed to engage and ensure progress is made for all students, but with specific tried and tested methods which are proved to have positive impact for disadvantaged pupils.	EEF Toolkit considers metacognition as high impact strategies to improve PP progress.	Learning walks to check triads training is being implemented Departmental reviews and close analysis of data each half term to	NM	July 2019
Assessment Calendars to build in a reteach week	To improve pupils' mastery of a topic	EEF toolkit outlines that mastery teaching approaches are effective and lead to 5 months' progress.	Learning walks Departmental QLA	SB	July 2019
Marking policy to be focused on QLA for all departments	To improve attainment of pupils	EEF toolkit's feedback studies tend to show very high effects on learning, if staff are given the right training.	Book checks Learning Walks	SLT	July 2019

Smaller class sizes in KS4 for all core subjects	To improve the attainment of all pupils	The EEF toolkit evidences that reducing class size appears to result in around three months' additional progress for pupils, on average.	Through line management meetings and SIMs data drops, HODs and SLT can monitor the progress of pupils. SISRA will be used regular to highlight concerns and intervention strategies will be implemented for pupils who are not making sufficient progress.	HODs of English, Maths and Science, SLT	Ongoing
To implement metacognition strategies into all departments to support pupils progress	To improve attainment of pupils	EEF research highlights the importance of metacognition on improving pupils' attainment as being beneficial for PP pupils, but also benefiting the progress of all pupils.	Launch in assemblies for pupils and triad meetings with staff. Departmental time will be allocated for staff to audit and implement. Learning walks and lesson observations will check that this is being implemented and highlight any further training needs.	LW/NM	September 2019

Assistant Headteacher appointment with a responsibility for PP	To improve attainment of PP pupils	EEF toolkit highlights the importance of positive relationships with adults in improving PP attainment	With one SLT person overseeing the PP cohort, the monitoring of progress can be done more effectively and efficiently. Half termly evaluation of SIMs/SISRA data will be conducted and intervention/support will be implemented as required	LW	August 2019
v. Targeted Support					
Action	Intended Outcome	Evidence/Rationale	Monitoring/Evaluation	Staff Lead	Review Date
Afterschool Intervention	To improve progress in all departments for all students Will allow pupils who have missed lessons and/or who are struggling with key topics/skills to have more time to master them whilst working in a smaller, more focused group	The evidence from the EEF indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programs. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress	Departmental tracking SIMs mark sheets for data drops	SLT	July 2019 (with termly checkpoints)

Smaller class sizes for Pupil Premium (maximum 19 pupils) students in year 10, in English, with additional support in all lessons	To improve pupil progress in English	The EEF toolkit evidences that reducing class size appears to result in around three months' additional progress for pupils, on average.	English department QLA tracking	RC/LW	July 2019
Raising Girls and Raising Boys Achievement for vulnerable pupils in Y10 and Y11	To improve attainment, progress and attendance for all pupils who have been highlighted as vulnerable and at risk of being NEET	Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behavior. (EEF toolkit)	Pupil voice Pupil Outcomes SIMS behaviour/achievement logs Attendance	LW	July 2019
vi. Other Approaches					
Action	Intended Outcome	Evidence/Rationale	Monitoring/Evaluation	Staff Lead	Review Date
Careers Meetings – Pupil Premium Students prioritised	To raise aspirations to pupils. To build more		Careers Expo twilight on 21st November so that all staff can see how to link careers to their department/lessons to raise aspirations of pupils. Use destinations list at the end of the year to track NEET.	JP	September 2019

Maths Intervention Tutor	To improve the attainment of all pupils, but also to raise the attainment of PP pupils so that their attainment is in line with their peers.	The EEF toolkit evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact	Maths department QLA sheets, SIMs data drops and SISRA	LB/NM/MB	September 2019
Catch Up Tutor (English)	To raise the reading ages of the weakest cohort of Y7 pupils, with a minimum cohort of 20% PP pupils.	In the UK, recent evaluations of one to one tuition interventions, Catch Up Literacy,) found average impacts of between three and six months' additional progress, suggesting that positive impacts can be successfully replicated in English schools.	Use Accelerated Reader to track progress with reading every half term.	JC/LW/SB	July 2019
Student Support Officer x 5	To improve the behaviour of PP pupils To improve the attendance of PP pupils To identify barriers to learning and communicate them to the specific staff To improve parental engagement	Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.	Use SIMs to monitor to PP behaviour and attendance	LW/DT	July 2019
Family Support Worker	To improve parental engagement To improve the attendance of PP pupils	See above	See above	LW/DT	July 2019

ATTEND	To improve the attendance of PP pupils			LW/DT	July 2019
General funds application		A reserve pot of money has been set aside to subside school uniform, trips, books, ingredients for Food Technology, and other equipment across departments, so that all disadvantaged pupils can access all aspects of the curriculum.		LW/SM	July 2019