

Pupil premium strategy statement (secondary)

1. Summary information					
School	The Long Eaton School				
Academic Year	2018-19	Total PP budget	240295	Date of most recent internal PP Review	June 2018
Total number of pupils	1096	Number of pupils eligible for PP	314	Date for next internal review of this strategy	Jan 2019

2. Current attainment

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.962	
Attainment 8 score average	33.96	

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Progress of middle attaining PP students is lower than other PP groups.
B.	Behaviour and self-regulation: Male PP students receive a disproportionate number of days internal/fixed exclusions compared to others
C.	Curriculum: PP students achieve better in controlled assessments and vocational subjects compared to examined components
D.	Social/Emotional and Mental Health Issues: PP students experience more emotional and social issues and access more school support
E.	Resilience: PP students experience more challenge in preparing for examinations, completing homework, are less ready to learn and have weaker independent skills
F.	Progress of PP males is lower than females.
G.	Lower academic and career aspirations compared to others. Small PP population in school sixth form.
H.	PP students have lower average literacy levels on entry, compared to the others in the school cohort.

Additional barriers *(issues which also require action outside school, such as low attendance rates)*

I.	Attendance: Attendance of PP students is lower than others, including persistent absentees
J.	Community: PP students are disproportionately involved in more anti-social behaviour in the community and report more behavioural issues within the home
K.	Engagement: Parental engagement is lower than for others

4. Intended outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Progress 8 to improve from 2018/19 and PP gap to close. Progress of middle attaining Pupil Premium students to improve.	P8 to close to 0
B.	Improved behaviour profile for PP students	Fewer fixed term and internal exclusions for PP students.
C.	PP students to have a broad and balanced appropriate curriculum and have access to a range of disciplines including applied subjects	Attainment in all types of course is consistent
D.	Emotional and social needs of PP students to be met	Logs on MyConcerns to decrease
E.	Improved preparation and attendance for internal and external examinations	Outcomes to be in line with or exceed targets.
F.	Progress for PP males to improve and progress of PP females in mathematics to improve.	P8 elements to close to 0
G.	More HA and MA PP students to progress to 6 th form and University and Higher Apprenticeships	6 th form and destinations data
H.	Increase the literacy levels for PP students through KS2/KS3 transition and KS3.	Literacy data to show increase in reading age, and gap to close with others.
I.	Improved attendance for PP students and gap to close with others	Absence rates to be better than national average
J.	Improved liaison and early intervention between agencies, families and school	External support to be offered within 1 week of referral. Behaviour incidents to reduce at school, at home and in the community.
K.	Improved opportunities and access to school for parents of PP students	Improved attendance rates at school events for parents/carers of PP students

5. Planned expenditure

Academic year

2018-19

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

Action	Intended Outcome	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. Progress 8 to improve from 2017/18 and PP gap to close. Progress for MA PP student to improve.	CAT4 (Cognitive Abilities Testing)	To provide a comprehensive profile of a student's reasoning abilities and allow early intervention and target setting.	All Y6 students will undertake the tests during the transition days in the summer.	LBT	Summer term after the tests are completed
	SAM Learning	The Fischer Family Trust has conducted an independent study, which shows that FSM students can gain an average of 3.5 GCSE grades better than expected.	Curriculum team leaders to track usage of students.	CTL/ESD	Annual Learning support and PP Self Evaluation
	CPD INSET: Quality 1 st teaching	To continue to enhance teachers skills to promote inclusive teaching	Development time to be given after the sessions, for staff to implement the training.	JCH	Annual Learning support and PP Self Evaluation
	High Performance Learning	Based on research and practice in education for advanced cognitive performance, through a whole-school approach.	Staff involved in the foundation and transformation programmes	AJH	Every term
	Implement findings from EP research on Growth Mindset.	EP and SENCo conducted action research. Recommendations to implement Growth Mindset.	Action plan devised and training given.	JCH	Annual Learning support and PP Self Evaluation
	Data Meetings	Termly meetings involving Curriculum teams analysing progress of all students in a cohort.	SISRA Analysis. Class teachers to prepare data prior to meeting.	AL/SLT/CTL	Actions reviewed later in the year.
	SISRA Analytics programme to support the tracking of Pupil Premium students	Allows staff to efficiently analyse the progress of their class students. Experience has shown it to be effective	All staff to have a log in to access their class data. CTL to support team with their usage.	SLT	Faculty self-evaluations and whole-school self-evaluation
	Pupil Premium KS3 Mentor	To raise aspirations. Sutton Trust suggests that There is some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress.	To meet KS3 students regularly and track progress. Linked to Performance Management	JCH/RBR	Annual Learning support and PP Self Evaluation
	Year 11 Positive Mentor	To raise aspirations. Sutton Trust suggests that There is some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress	To meet Year 11 PP students weekly and track progress. Outcomes monitored on progress checks, mocks and terminal examinations	TNW	KS4 Self-evaluation
	1:1 Tutor Maths	Intensive tuition by a Maths practitioner, to increase progress in Maths.	Progress checks and internal assessments to be reviewed.	JCH/SJO	Autumn 2018

	PiXL	The focus of PiXL is to raise standards GCSEs and to raise self-esteem, improve life chances and broaden progression routes for students	Challenge meeting data. Progress check data	TNW/CTL	Challenge meetings
F. Progress for PP males to improve	Additional intervention lessons P4 Life-skills	Targeted students, prioritising pupil premium and raised from Challenge meeting.	Students chosen for intervention to be agreed by CTL/AL	CTL	Mathematics self-evaluation
	Boys League	Competition where KS3 boys are grouped, and compete for highest effort schools per lesson, per week. Highest scoring team is rewarded.	Students chosen and grouped by Achievement Leader	EMB	Pastoral self-evaluation
	KS3 Leadership Project	Underachieving PP students, some who are disaffected to be selected to lead lunch time clubs at KS3	Monitor achievement points and progress checks. Monitoring card.	EMB	Pastoral self-evaluation
H. Increase literacy levels for PP students.	Accelerated Reader	Develop literacy skills for students to improve access to GCSE examinations. Foster the habit of independent reading.	Periodical review of online data showing progress of PP students	ASA	English self-evaluation and Learning Support evaluation.
	Literacy and Numeracy Coordinator	Determine students who need additional literacy support from KS2 reading data and Year 7 baselining. Implement group/1:1 programmes.	Baseline students in Y6 and with accelerated reader. Standardised testing and also Accelerated Reader to data to track progress.	JCH/JHO	Jan 2019/ Learning Support SEF

Total budgeted cost 130000

ii. Social and Emotional Support

Action	Intended Outcome	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. Improved behaviour profile for PP students	Pivotal Education Behaviour Training	Whole School Behaviour Management training to create measurable change in behaviour, relationships and learning.	Whole school training. Pivotal school champs to deliver ongoing departmental CPD. Questionnaires and behaviour data.	KJG	Student Development SEF
	Derbyshire Behaviour Support	To support schools to improve pupil behaviour and reduce exclusions through 1:1 sessions	Tracking of behaviour logs and points and reward points.	JCH	Learning Support Self-Evaluation
	Behaviour Panel	Early intervention. School-home meeting arranged when students accrue a set number of behaviour points. Behaviour closely monitored through a report and fortnightly review meetings with families.	Minutes of meetings. Tracking of behaviour logs and points and reward points.	KJG/TNW	KS3/KS4 Self-evaluation Behaviour and exclusions self-evaluation
	KS3 ME (managing emotions) intervention group	Early intervention for students on understanding and managing their behaviours.	Run by achievement leader and assistant achievement leader. Tracking of behaviour logs and points and reward points.	EMB/MJF	KS3/KS4 Self-evaluation Behaviour and exclusions self-evaluation

	Cascade Emotional Coaching intervention for staff	The school has been part of Derbyshire Attachment Awareness programme. Emotional Coaching research (Bath Spa University) improves wellbeing & resilience.	Attachment champs have received training, and this is to be cascaded to Curriculum Teams. Monitor behaviour logs.	JCH/KJG	Learning Support SEF
	KS4 Achievement Leader with responsibility for behaviour	Track behaviour incidents and provide early intervention to promote a positive learning climate.	Line managed by SLT with responsibility for behaviour. Track students receiving intervention. Track behaviour incidents.	KJG	Student Development Self Evaluation
D. Emotional and social needs of PP students to be met	MAP (Nurture) club	To promote integration into mainstream school. Experience and student feedback has shown it to be effective.	Boxall profiles. Tracking of behaviour logs.	JCH/MJF	Learning Support Self-Evaluation
	Alternative provision with other educational institutions and work-based learning	Improved Attendance Low Behaviour incidences Reduce risk of exclusion Personalised programmes	Progress checks. Behaviour logs.	JCH/KJG	Learning Support Self-Evaluation
	Transition Summer School	Summer schools with an academic focus are the most successful.	Progress checks. Challenge meetings.	EMB/JHO	KS3 Self-evaluation
	Wellbeing Officer	Support students emotional and mental health needs and provide early intervention to help develop resilience.	Monitor through MyConcerns	NDE	Safeguarding report to Governors and Learning Support SEF
	MyConcerns	Allows the school to easily record and manage their safeguarding concern, providing timely intervention	Running of reports by safeguarding leads to Keep Children Safe in Education	NDE	Safeguarding report to Governors and Learning Support SEF
	Educational Psychologist	Supporting students who are experiencing barriers to learning -social, emotional or learning difficulties. Produce Multi-Element Plans.	Progress checks. Behaviour logs. Attendance	JCH	Learning Support Self-Evaluation
K. Improved opportunities and access to school for parents of PP students	Style of contact with parents to be changes to encourage parents to engage with school. Contact to be made through workshops.	Informative workshops to take place such as revision workshops. Invites targeted at PP students and their families.	Scheduled into the calendar.	JCH/TNW	Learning Support self-evaluation
	Coffee afternoons, parent support groups and parent network opportunities to be arranged.	Targeted at hard to reach parents, and reduce the barriers to coming to school. Informal events to make connections and build relationships.	Scheduled into the calendar.	JCH/JRP/TNW	Learning Support self-evaluation
Total budgeted cost					62000

iii. Metacognition and Resilience					
Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E. Improved preparation and attendance for internal and external examinations	Accelerated Reader	Develop literacy skills for students to improve access to GCSE examinations. Foster the habit of independent reading.	Periodical review of online data showing progress of PP students	SAL	English self-evaluation and Learning Support evaluation.
	MathsWatch	Supports independent learning through online tutorials and worksheets.	Online tracking.	SJO	Maths Self-evaluation
	Maths and English Clinic	Informally extending the school day to allow students to extend learning	Tracking of attendance. Progress checks and challenge meetings.	SJO/JAS/TNW	Curriculum Self-Evaluations
	Generic Revision Sessions	Meta-cognitive and self-regulation approaches have consistently high levels of impact and are esp. effective with lower achieving and older students.	Coordinated by Achievement Leader.	TNW	KS4 self-evaluation
I. Improved attendance for PP students and gap to close with others	Attendance Consultant	Provide early intervention. Attendance contracts. Support and liaise with parents.	Line managed by SLT. Detailed tracking documents.	KJG	Pastoral Self-Evaluation
J. Improved liaison and early intervention between agencies, families and school	Multi-agency meetings to be held fortnightly	Scheduled regular meeting bringing together agencies to assist vulnerable and disadvantaged students/families.	Minutes and actions taken and reviewed.	JCH/KHA	Learning Support self-evaluation
Total budgeted cost					25000
vi. Aspirations and progression					
Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. PP students to have a broad and balanced appropriate curriculum	Educational related trips in science, humanities, technology, mathematics and languages	Contextualise learning and to raise aspirations	Faculties submit bids for PP funding to be reviewed by PP coordinator	JCH	Learning Support Self-Evaluation
	Support towards uniform, equipment [Stationery, planners] text books/	Sense of identity in the school Integration into the school community	All requests directed to PP Coordinator.	JCH	Learning Support Self-evaluation

	revision books, PPE Equipment				
	Funding music lessons of PP students.	Research (Henley Review of Music) shows that a quality music education can improve self-confidence, behaviour and social skills as well as improve academic achievement.	Tracking through the Music department	EMB	Expressive Arts and PE self-evaluation Learning support self-evaluation
	Funding food technology ingredients for PP students	Full inclusion in practical activities which also develop life skills	Automatic eligibility for the scheme	RBR	Technology self-evaluation Learning support self-evaluation
G. More HA and MA PP students to progress to 6th form and University	Independent Careers Support	To guide students on the most appropriate pathways post-16 and post-18.	Tracking sheet of students seen and outcomes.	KJG	Pastoral self-evaluation
	University trips for KS3 and KS4 students	Raise aspirations and promote higher education	KS4 HA and MA PP students prioritised.	TNW/MIG	Pastoral self-evaluation
	Careers Fair (apprenticeships and further education opportunities)	Raise aspirations and promote higher education	Monitor attendance. Ensure that there is a wide range of HE/FE representatives.	TNW/MIG	Pastoral self-evaluation
	Transition Plus Visits	Disadvantaged and vulnerable students are to be taken on visits to further education institutions and also apprenticeship providers.	Learning Support to oversee.	JCH/NDT	Learning Support Self-Evaluation
Total budgeted cost					25000
Total budgeted cost					242000

6. Review of expenditure				
Previous Academic Year				
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 (-will you continue with this approach)	Cost
Progress 8 to improve from 2016/17 and PP gap to close.	CAT4 (Cognitive Abilities Testing)	CAT data has been analysed and specific learning difficulties have been identified along with processing issues. Students have been identified to intervention as appropriate.	Share the information with new Achievement Leaders.	1900
	SAM Learning	Y11 completed 4577 tasks hours and 96% of Y11 were active learners. 36% of usage was out of school. PP completed the fewest hours compared to others. There has been an increase in usage from KS3 students, particularly around examination time.	Ensure that PP students have access to ICT outside of school hours, and encourage attendance at clinics and surgeries.	2160
	CPD INSET: Quality 1 st teaching	PP training on assessment and revision provided whole-school. Growth Mind Set training for CTLs with Educational Psychologist.	Work with MAT lead for Teaching and Learning and lead for School Improvement, to increase and develop CPD in-house PP training.	15720.33
	Educational Psychologist to work with CTL to enhance differentiation	Educational Psychologist interviewed students and staff and produced action research report. Training provided on Growth Mindsets.	The findings from this research need to be embedded along with HPL.	2000
	Challenge Meetings	Challenge meetings timetabled and led by SLT/AL. PP students prioritised. Data difficult to forensically analyse in a big forum and restricted time.	Due to the number of staff involved impacting on cover and cost. Data meetings to be enhanced through CTL/SLT link collaboration.	25286.49
	SISRA Analytics programme to support the tracking of Pupil Premium students	Allows teaching staff to efficiently analyse the progress of their class students. Allows leaders to identify underperformance. Informs Achievement Panels.	Use data to target more intervention at KS3 and Y10. Use data more frequently in data meetings.	2394
	Pupil Premium KS3 Mentor	Changed focus to KS4 High achieving PP females. Discussion, revision sessions, mentoring, self-esteem, attendance. Morning sessions with breakfast club and assessed using a Boxall profile test. HA PP girls had positive P8.	Intervention on KS4HA PP students to continue with a focus on boys.	1213.94
	Year 11 Positive Mentor	Fewer students have had Positive mentoring sessions- instead Achievement Panel mentors have been used, and try and engage parents. This has been based on disadvantage and P8 projection.	PP students still underachieved. A school focus is to engage parents. Achievement Panels will continue.	25500
	1:1 Tutor Maths	These did not take place due to the availability of the maths teacher, used for these sessions. PP LAC students had additional maths sessions from an external provider.	To continue additional support for LAC students.	975
PiXL	English, Maths and Science have used the wave assessments and subsequent PLCs and analysis. There has been good uptake to revision material from Year 11s. The school is relatively new to this initiative.	This is to continue.	5000	
Progress for PP males to	Additional intervention lessons P4 Life-skills	This has been overseen by the KS4 AL. This has been monitored by a comprehensive tracking sheet and impact has been discussed in KS4 SEF. There has been some impact from intervention sessions during LifeSkills.	This is to continue. Data from Curriculum data meetings/SISRA to inform target groups.	831

improve and progress of PP females in mathematics to improve.	Boys League	This was not trialled with Year 11 but it was rolled out for Y8. There was a reduction in behaviour logs and increase in positive behaviour for learning, and this was discussed in KS3 Student Development SEF.	An intervention to be continued for appropriate groups.	120
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ii. Social and Emotional 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 (-will you continue with this approach)	Cost
Improved behaviour profile for PP students	Derbyshire Behaviour Support	The students that have worked with Derbyshire Behaviour Support Service have engaged well and their behaviour profile has improved. PP students prioritised for this intervention.	To continue.	9000
	Behaviour Panel	Behaviour Panel meeting have taken place this year – there have been fewer than last year. Those that have taken place have shown success in the behaviour profile for the student. The outcomes have been discussed in KS4 SEF.	To continue.	3539
	KS3 ME (managing emotions) intervention group	KS3 Achievement Leader and L4 TA have run groups on ME. PP students have been prioritised. There have a reduction in exclusions and behaviour points for students selected for this intervention.	To continue.	1932.4
Emotional and social needs of PP students to be met	MAP (Nurture) club	Students attending MAP club have been referred through SEN panel and AL. Baseline and exit data shows improvement in self-esteem.	To continue.	500
	Alternative provision with other educational institutions and work-based learning	9 students access alternative provision. All Year 11 students completed the academic year and achieved academic outcomes. 33.3% have struggled to engage with education, and there is intensive involvement with agencies.	To continue.	45000
	Educational Psychologist	Produced comprehensive reports for disadvantaged students, and multi-element plan. Attended Professional meetings to give advice. Trained staff and produced research report. Involved in the application of EHC plans.	To continue	2000
Improved opportunities and access to school for parents of PP students	Style of contact with parents to be changes to encourage parents to engage with school. Contact to be made through workshops.	KS4 open evening, well attended by parents, and good access to support sessions/workshops. Increase in revision material accessed.	To continue.	2000
	Coffee afternoons, parent support groups and parent network opportunities to be arranged.	Coffee afternoons have been popular, and have included key note speakers to provide further support for families. Improved engagement with hard-to reach families through 1:1 support meetings.	To continue.	200

iii. Metacognition and Resilience				
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 (-will you continue with this approach)	Cost
Improved preparation and attendance for internal and external examinations	Accelerated Reader	In Year 7, reading age for PP students has increased on average by 10 months, and Year 8 by 5 months. No increase in Year 9.	Promote Accelerated Reader in Year 9 for PP students.	5000
	MathsWatch	MathsWatch continues to be frequently accessed by students in Maths Clinic and out-of-school.	Keep providing opportunities for PP students to access ICT outside of school.	450
	Maths and English Clinic	Attendance data for Maths clinic is high across all Year groups, particularly Y11. English has strong attendance in Year 11 and has increased for Year 10, in preparation for internal exams.	Promote attendance for English throughout the year.	383
	Trent Lock Generic Revision Session	Revision sessions have taken place in house – through assemblies, Life Skills, small group sessions and open evenings.	Continue sessions, and include greater emphasis on wellbeing.	1049.28
Improved attendance for PP students and gap to close with others	Attendance Consultant plus consultation	Detailed intervention tracked centrally. There was a dip in sessions attended in the spring term for PP students but this improved in the summer term.	To continue.	13000
Improved liaison and early intervention between agencies, families and school	Multi-agency meetings to be held fortnightly	Detailed minutes from the MAM. Complex cases discussed. Progress seen in many cases. Referrals to agencies and other professionals for specialised support.	To continue.	6756.98
iv. Aspirations and progression				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if	Lessons learned (and whether you will continue with	Cost
PP students to have a broad and balanced appropriate curriculum	Educational related trips in science, humanities, technology, mathematics and languages	Numerous trips – science week, Geography, Spain, France, China, Switzerland.	To continue.	6000
	Support towards uniform, equipment [Stationery, planners] text books/ revision books, PPE Equipment	Support given to PP students for revision books, uniform and equipment.	To continue.	7000

	Funding music lessons of PP students.	12 PP students have their music lessons funded.	To continue.	6000
	Funding food technology ingredients for PP students	Funding towards ingredients for PP students	To continue.	1500
More HA and MA PP students to progress to 6 th form and University	Independent Careers Support	Centralised tracking. All Y11 students seen.	To continue.	1000
	University trips for KS3 and KS4 students	University trip to DeMontfort.	More University trips to take place.	3000
	Careers Fair (apprenticeships and further education opportunities)	Careers fair held on the same night as KS4 parents evening. Good turn out and lots of providers present.	To continue.	1000
	Transition Plus Visits	Learning Support team have taken Y11 PP/SEN students to colleges for L2 and apprenticeship courses.	To continue.	1210.82