

# Pupil premium strategy statement (secondary)

1. Summary information					
School	The Long Eaton School				
Academic Year	2017-18	Total PP budget	238425	Date of most recent PP Review	n/a
Total number of pupils	1036	Number of pupils eligible for PP	255	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)		
% achieving expected progress in English / Maths (2015-16 only)		
Progress 8 score average		
Attainment 8 score average	41.98	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.	PP cohort: Higher percentage of middle attaining PP students in the PP cohort which impacts on overall PP attainment.
B.	Behaviour: 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: 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, but PP females make less progress in maths than PP males.
G.	Lower academic and career aspirations compared to others. Small PP population in school sixth form.

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

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

<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Progress 8 to improve from 2016/17 and PP gap to close.	P8 to close to 0
<b>B.</b>	Improved behaviour profile for PP students	Fewer fixed term and internal exclusions for PP students.
<b>C.</b>	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
<b>D.</b>	Emotional and social needs of PP students to be met	Logs on MyConcerns to decrease
<b>E.</b>	Improved preparation and attendance for internal and external examinations	Outcomes to be in line with or exceed targets.
<b>F.</b>	Progress for PP males to improve and progress of PP females in mathematics to improve.	P8 elements to close to 0
<b>G.</b>	More HA and MA PP students to progress to 6 <sup>th</sup> form and University and Higher Apprenticeships	6 <sup>th</sup> form and destinations data
<b>H.</b>	Improved attendance for PP students and gap to close with others	Absence rates to be better than national average
<b>I.</b>	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.
<b>J.</b>	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

2017-18

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. Progress 8 to improve from 2016/17 and PP gap to close.	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 <sup>st</sup> 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
	Educational Psychologist to work with CTL to enhance differentiation	EP to explore barriers to learning through questionnaire, observations and discussions.	A comprehensive action plan to be devised.	JCH	Annual Learning support and PP Self Evaluation
	Challenge Meetings	Termly meetings involving subject leaders analysing progress of all students in a cohort.	Actions taken from the meeting and fed back in curriculum team meetings	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 and progress of PP females in mathematics 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	SJO	Mathematics self-evaluation
	Boys League	Competition where predominantly PP Y11 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	TNW	Pastoral self-evaluation
<b>Total budgeted cost</b>					95000
<b>ii. Social and Emotional Support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B. Improved behaviour profile for PP students	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.	LBT/JSH	KS3/KS4 Self-evaluation Behaviour and exclusions 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.	LBT/JCH	KS3 Self-evaluation
	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

J. 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
<b>Total budgeted cost</b>					65000
<b>iii. Metacognition and Resilience</b>					
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?
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
	Trent Lock Generic Revision Session	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
H. 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
I. 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
<b>Total budgeted cost</b>					30000

vi. Aspirations and progression					
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?
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/ revision books, PPE Equipment	Sense of identity in the school Integration into the school community	All requests directed to PP Coordinator.	JCH	Learning Support Self-evaluation
	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 6 <sup>th</sup> form and University	16-19 Bursary. Support towards educational resources	Sense of identity in the school Integration into the school community	Promoted through assemblies, tutor time and application forms directed to known students	LXR/MAC/JCH	Learning Support Evaluation
	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
<b>Total budgeted cost</b>					<b>48000</b>
<b>Total budgeted cost</b>					<b>238000</b>

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 (and whether you will continue with this approach)	Cost
Progress 8 to improve from 2016/17 and PP gap to close.	CAT4 (Cognitive Abilities Testing)	Provided more information in addition to the new KS2 data. Highlighted literacy and processing issues and allowed early intervention. Identified PP underachievers.	Continue with this approach. Share the information with the CTLs	2000
	SAM Learning Kerboodle	97% of Y11 are active SAMlearning learners. There has been a significant increase in usage compared to 2105/16. The school felt that they were not getting value for money for Kerboodle	Continue with this approach.	5000
	CPD INSET: Quality 1 <sup>st</sup> teaching	Behaviour for learning and differentiation whole school CPD has taken place.	Continue with supporting CPD to enhance attainment of PP students.	500
	Educational Psychologist to work with CTL to enhance differentiation	Part one of the project has taken place. The action plan is being devised for phase 2.	Continue with the approach and implement the action plan.	5000
	Challenge Meetings	Provided a picture of progress for whole school. Identifies whether student is underachieving in one area or across all their subjects. Actions are tracked. PP students are prioritised in discussions.	Continue with this approach.	10000
	Pupil Premium KS3 Mentor	The cohort achieved mostly 10/10 for all lessons in a day and teachers circled that targets were fully. Only 1 student got below 6/10 for one lesson.	Continue with this approach	5000
	Year 11 Positive Mentors	All PP students who received positive mentoring achieved higher GCSE results than those projected in the mocks.	Continue with this approach.	25000
	1:1 Tutor Maths	A small number of PP students received 1:1 tuition in maths. Subsequent progress check data showed an improvement in attainment and effort.	Continue this approach.	10000
	Accelerated Maths KS3 Group	Year 8 groups were formed based on KS2 and Year 7 data. These were amended during the year. SISRA data shows an increase in the number of students achieving 9-4 in maths.	Continue this approach.	15000
Progress for PP males to improve and progress of PP females in mathematics to improve.	Additional small group weekly sessions Life-skills run by CTLs	In term 3 and 4, additional intervention took place and included all subjects. PP students were prioritised and made progress compared to their mock examinations. Students were allocated to specific interventions based on their progress data in their subjects.	Continue with this approach.	20000

<b>ii. Social and Emotional Support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved behaviour profile for PP students	Derbyshire Behaviour Support (1:1 support and consultations)	All students receiving BSS support are PP. Exclusions have reduced for 2/3 students.	To be continued	11000
	Behaviour Panel	Very positive impact. Behaviour logs reduced. Teaching staff reported improved behaviour for learning and reward points increased.	To be continued	8000
Emotional and social needs of PP students to be met	MAP (Nurture) club	40% of identified students are PP – 2 PP students stayed on cycle.	To be continued. To increase the proportion of PP	5000
	Alternative provision with other educational institutions and work-based learning	A small number of PP students are currently accessing Alternative Provision	To be continued as appropriate.	40000
	Transition Summer School	24 PP pupils attend summer during the last week of July, Summer school ran for 3 days and included activities such as: climbing wall, keyring making, sweet box making and a plethora of teambuilding games and sporting activities. The students also tried a new food every day. Feedback was positive and students said that had tried something new.	The transition summer school will start in term 6 (2018), to target more Year 6 PP students/	1700
	Educational Psychologist	3/4 of students discussed with or had assessments by the EP were PP. Multi-element plans produced and used in school.	To be continued.	Already costed
<b>iii. Metacognition and Resilience</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved preparation and attendance for internal and external examinations	Accelerated Reader	Y7 PP students have shown an increase in RA of 7 months and 3 months in Y8.	To continue	5000
	MathsWatch	On average Y11 have logged on 10 times, with 39 students using it over 20 times.	To use this for homework and also during Maths clinic	375
	Maths and English Clinic	SIMS activities show 382 maths sessions attended by PP students.	To continue	600
	Trent Lock Generic Revision Session	The Trent Lock session was replaced by a Pre-Exam Preparation Event with the entire year group. This was comprised of revision workshops, headspace, relaxation techniques and an English Walking Talking mock. There was also an inspirational talk by an external speaker.	To continue	900
Improved attendance for PP students and gap to close with others	Attendance Consultant plus consultation	PP attendance has increased in term 4 (87.89%) compared to term 3 (90.33%) following targeted intervention.	To continue.	25000



iv. Aspirations and progression				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for	Lessons learned (and whether you will continue with this)	Cost
PP students to have a broad and balanced appropriate curriculum	Educational related trips in science, humanities, technology, mathematics and languages	Derby Uni, Spanish exchange, London, Farm trip, Twycross, Space Centre, Big Bang, Shining Cliff, Blencathra, Lea Green	To continue	5000
	Support towards uniform, equipment [Stationery, planners] text books/ revision books, PPE Equipment	Resources were purchased for PP students including uniform.	To continue	5000
	Funding music lessons of PP students.	8 PP students have their music lessons funded.	To continue	5500
	Funding food technology ingredients for PP students	All KS3 PP students and KS4 Food PP students access Food technology practical sessions	To continue	1500
	Kick Start	Uptake was poor for Kick Start	This is not to be run in 2017-18	500
More HA and MA PP students to progress to 6 <sup>th</sup> form and University	16-19 Bursary. Support towards educational resources	Up to £1500 per student currently paid to 6 <sup>th</sup> form students	To continue	8550
	Independent Careers Support	All Y11 PP students seen, Y10/11 PP students prioritised.	To continue	20000
	University trips for KS3 and KS4 students	Majority of Y10 PP student attended Derby Uni. One former PP student achieved a place at Lincoln University and informed the school that this was because the school had taken her on a visit to this University.	More University trips are to take place	2000
	Careers Fair (apprenticeships and further education opportunities)	The careers fair was held in Term 1 (2016) on the same night as KS4 tutor evening. A variety of apprenticeship providers were invited and feedback from parents was positive.	Invite even more providers. Include a sign in sheet to monitor attendance.	1000