



Disadvantaged Student Strategy 2018 to 2019

Summary information					
School	Graham School				
Academic Year	18-19	Total PP budget	£372,717	Date of most recent PP Review	July 17
Total number of pupils	978	Number of pupils eligible for PP	391	Date for next internal review of this strategy	Feb 19

Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.74	0.15
Attainment 8 score average	30.93	49.8

Barriers to Success	
In School	Out of School
<p style="text-align: center;">Low KS2 Attainment</p> <p>Year 7 significantly below national averages for attainment at KS2 with many having low literacy and numeracy levels. Disadvantaged students enter with lower attainment on average than their non-disadvantaged peers. Trends indicate a significant increase in the percentage of low prior attaining students entering school (PP students: Yr 11 2017 25% LPA, Yr 7 2017 67% LPA)</p>	<p style="text-align: center;">Opportunity to Access Enrichment Activities</p> <p>Fewer disadvantaged students access extra-curricular sporting activities that non-disadvantaged students. Fewer also participate in enrichment events focused on raising aspirations.</p>
<p style="text-align: center;">Higher Rates of Overall Absence</p> <p>Poor attendance; As a group, PP students have well below average attendance which impacts negatively on their learning and access to school based activities</p>	<p style="text-align: center;">Hardship</p> <p>Hardship – Scarborough is the one of the most deprived regions in North Yorkshire and is ranked 90th most deprived out of 326 lower tier local authorities. (DATA North Yorkshire)</p>
<p style="text-align: center;">Parental Engagement is Low</p> <p>Poor parental engagement and lack of supportive family networks is hindering attainment and aspiration in many cases.</p>	<p style="text-align: center;">Income Deprivation Affecting Children Index (IDACI)</p> <p>Around 65% of our cohort live in deciles 1 to 4 with 75% of our cohort in deciles 1 to 5. Almost 50% of students in deciles 1 to 4 are Pupil Premium</p>

<p style="text-align: center;">Raising Aspirations</p> <p>Low educational aspirations and social and emotional issues is leading to poor attendance, poor behaviour for learning and low resilience in the face of challenge</p>	
<p style="text-align: center;">Behaviour for Learning</p> <p>Pupil Premium students make up at least 60% of poor behaviours in school and are responsible for 50% more high level consequences than non pupil premium students</p>	

Curriculum

Rationale

The Pupil Premium: How schools are spending the funding successfully to maximise achievement (2013) suggests, 'Using specialist teachers to teach small groups who are underachieving in a specific aspect of English or mathematics'.

The Education Endowment Foundation suggests 'Small group tuition has a +4 month impact on attainment of disadvantaged students'.

'High ability pupil premium pupils are Less likely to take GCSEs in History, Geography, Triple Science and Languages than non-pupil premium students'. The Education Endowment Foundation (2016)

Intervention	Desired Outcome	Cost	Responsibility	Evaluation Method – How often?	Success Criteria	Impact
Small group literacy and numeracy support for year 7, 8 and 9 students who have entered school significantly below 100 in Reading/Writing/Mathematics and targeted 'clubs' intervention in literacy and numeracy.	Eliminating gaps in attainment for below 100 SATs test students in year 7, 8 and 9	£32782	Literacy Lead Head of English Faculty English Line Manager	Half Termly - Lesson observations. Pupil progress meetings with line manager Tracking and monitoring of regular assessments.	All students increase reading and spelling ages to allow better access to the curriculum. The impact is evidenced through data captures across the curriculum.	
KS4 supported study groups for English and Mathematics Year 9, Year 10, Year 11 through curriculum support.	Improving the attainment of pupil premium students in core subjects.	£16471	Assistant Headteacher. Head of Maths and English Faculties.	Half Termly – Lesson observations. Pupil Progress meetings with line manager. Half termly school quality assurance process. QA of sessions being delivered.	Progress gaps are narrowed in English and maths which show an increase in disadvantaged progress measures	
Bespoke pathways for KS4 disadvantaged students.	Improving attainment of pupil premium students	£2133	Assistant Headteacher Curriculum.	Bi Annually - Curriculum reviews Banding reviews Option choice guidance Bespoke pathways in place	Students supported by the pupil premium funding make significant progress matched against other groups within school. Increase progress 8 score for disadvantaged students. (Close attainment gap by a further 0.20)	

Bespoke English, Mathematics, Science and Ebacc subject strategies.	Improving attainment of disadvantaged students/ provide extended opportunities for disadvantaged students	£5155	Assistant Headteacher. Curriculum Leads. External partnerships.	Impact evaluations to be completed for all interventions. Regular half termly targeted support reviews using SMID data.	Increase the progress 8 score for disadvantaged students by 0.20 in comparison with 2018. Improvements in the progress of disadvantaged students remains higher than that of non-disadvantaged students	
Regular additional opportunities for disadvantaged students to include school holiday sessions and Saturday School alongside PETXi intense sessions.	Accelerated progress through enhanced subject knowledge, curriculum content retention and self confidence.	£6937	Assistant Headteachers. Heads of Faculty. Core subject teachers.	Quality assurance processes. Student engagement. Student Voice. Baseline evaluations for each session.		
Pupil Progress mentoring and Focus 5 initiative	Improving attainment of disadvantaged students/ provide extended opportunities for disadvantaged students	£15861	All staff. Deputy Headteacher.	Academic mentoring in place and reviewed half termly. Focus 5 groups set up and interventions evidenced after every half term data capture.		

Teaching and Learning

Rationale:

Supporting the attainment of disadvantaged pupils: articulating success and good practice research report (2015) suggests 'Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well'.

The Pupil Premium: How schools are spending the funding successfully to maximise achievement (2013) suggests, 'The systematically focused on giving pupils clear, useful feedback about their work, and ways that they could improve it'. The Education Endowment Foundation: Teaching and Learning Toolkit highlights effective feedback as a high impact and low cost (+8 months) strategy to raise attainment for disadvantaged students.

'Keep your focus relentlessly on the quality of teaching and learning in your part of the school is fundamental to closing gaps in performance for pupil premium students'. Using the pupil premium effectively: an evidence-based approach to closing the gap (Dunford 2014)

Intervention	Desired Outcome	Cost	Responsibility	Evaluation Method	Success Criteria	Impact
Continue to improve the quality and consistency of teaching and learning with Mark – Plan – Teach procedures and bespoke CPD	Diminish attainment gaps between pupil premium and non-pupil premium students.	£21026	Deputy Headteacher All staff	Quality assurance process through Middle Leaders calendar and SLT - includes work/planning sampling and learning walks. Appraisal reviews	PP Progress 8 score to improve by 0.20 from 2018 examination cohort. 15% increase in the number of the disadvantaged student cohorts to have a progress 8 score of above -0.30 from 2018	
DIRT, RET and DEAR time in lessons and marking by all teaching staff. Pupil premium books marked first. At least two pupil premium students included in FOCUS 5. Equip students with the necessary resilience, revision and exam technique to succeed in terminal exams	Diminish attainment gaps between pupil premium and non-pupil premium students.	£21026	All staff	Half termly quality assurance process SLT and Subject Leaders – work sampling and learning walks. Appraisal reviews Use of SMID to track and monitor every data capture	PP Progress 8 score to improve by 0.20 of from 2018 examination cohort. 15% increase in the number of the disadvantaged student cohorts to have a progress 8 score of above -0.30 from 2018	

Improve consistency in giving high quality feedback	Identify and fill gaps of knowledge in ensuring improved progress. Improved retention of knowledge and strengthened subject knowledge. Improved challenge.	£21153	All staff	Individual developmental feedback to teachers; Regular book scrutiny carried out by SLT/DOL/Lead Practitioner following middle leader calendar. Regular feedback to staff in addition to sharing good practice.		
Embedded use of home learning resources like SAM Learning. Regular homework clubs offered.	Reduce gaps in outcomes. Secure increased level of progress by using home learning to close gaps and challenge further through 'wave 2' use of Sam Learning	£4071	Deputy Headteacher All staff	Monitoring of quality of homework and staff/student use of Sam Learning through weekly reports.	At least 85% of staff and students use home learning resources to set/complete individualised tasks.	
Learning support intervention 1:1 and small group. Corrective Reading Decoding Strategies RWI – Spelling Dockside Reading Scheme.	Improved outcomes for Year 7 and 8 PP students who have SEN to secure good progress in literacy	£36712	Assistant Headteacher SENCO	A base line test is carried out prior to intervention and at end of 12 week period. Second interventions monitored if required. Progress is measured using ratio gains. This is the most effective way to measure intervention- Rose Review page 178	Students being taken out of class need to make accelerated progress ie progress needs to be at least double that spent on the intervention. PP students to make the same progress as NPP or better	

Attendance

Rationale:

To remove the attendance gap between pupil premium and non-pupil premium students who attend Graham School

The Education Endowment Foundation - Its target students and schools suggests 'They are three times more likely than other pupils to miss at least one in five days in secondary school'

Intervention	Desired Outcome	Cost	Responsibility	Evaluation Method	Success Criteria	Impact
Continued employment of an ESW	Improve disadvantaged students' attendance and improve parental support.	£14983	Assistant Headteacher	Regular updates to Governors through IEB agenda item and HT reports every month.	To improve the attendance of pupil premium students by at least 2%. To reduce the percentage of persistent absenteeism for disadvantaged students in line or above non disadvantaged students	
Meetings focussed to discuss pupil premium students first.	Raise awareness of pupil premium students' issues in all meetings.	£8586	Assistant Headteacher Pastoral and Attendance Teams	Regular monitoring attendance report shared by Year Leaders and targeted support/ interventions shared with staff. Included in weekly pastoral reports.		
Meetings held in school with parents and to include, Director of Progress, ESW and SLT	Clear messages and support in place to enable improved attendance	£13280	Pastoral Leads			
Weekly, Termly and Annual rewards for improved attendance and 100% attendance	More pupil premium students improve their attendance and or hold at 100%	£8800	Assistant Headteacher Pastoral Leads			
In-house coaches to support pupil premium students.	Pupil Premium students feel supported and their attendance improves	£0	Assistant Headteacher Staff coaches	Regular monitoring attendance report linked to targeted students. Weekly		

Behaviour for Learning

Rationale:

The Education Endowment Foundation - Its target students and schools suggests, 'They are three times more likely than other pupils to receive two or more fixed periods of exclusions in secondary school'.

The EEf Toolkit (2016) states, 'It is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning'.

Persistent low-level disruption by a significant minority of pupils limits the progress of pupils. (Ofsted Report 2017)

The Education Endowment Foundation: Teaching and Learning Toolkit highlights effective behaviour interventions has having moderate impact for moderate costs (+4 months), based on extensive research for pupil premium students.

The National College identifies an effectively embedded rewards system as being a contributory fact in improving attainment and engagement

Intervention	Desired Outcome	Cost	Responsibility	Evaluation Method	Success Criteria	Impact
Targeted alternative provision for pupil premium students delivered by our school staff.	Improve behaviour for learning and hence progress.	£41587	Assistant Headteacher Pastoral Officer Lead	Regular meetings for all pupil premium students in alternative provision to evaluate attendance, behaviour for learning and curriculum coverage. Weekly Parental updates and monitoring	All disadvantaged students at risk of permanent exclusion leave with a 'suite' of qualifications and attain a progress 8 score of above - 2.5. All alternative provision students have a post 16 progression route, with at least 95% of students in post 16 education and/or training-no NEETs for the 2019 cohort.	
Increased access to Educational Psychologist.	Clear support strategies to Improve behaviour for learning and reduce exclusions for disadvantaged students	£2150	Pastoral Leads SENCO	Monitoring of access to ED Psych. and monitoring of support recommendations in place through learning walks every half term. Ed Psych referrals as required.	Early intervention for pupil premium students at risk of disengagement from school and at risk of exclusion. Recommendations from the Educational Psychologist support action plans/Early Help Assessments/ EHCP's for disadvantaged students.	

Develop Mindfulness and Wellbeing sessions		£8816	Assistant Headteacher	Targeted selection of students coordinated by SLT. Student voice. Observations of sessions by SLT. These are weekly sessions for targeted students.	At least 75% of targeted students have improved well being in school.	
Development and redesign of new inclusion area to help support students and remove barriers to learning	Improved behaviour for learning and increased reintegration into mainstream lessons. Reduction in D4 removals from mainstream lessons.	£38636	Assistant Headteacher Behaviour Team	Termly reports provided to Governors. Weekly analysis of D4 lesson withdrawals.	Reduction over time as new approach embeds.	
Development of internal exclusion provision	Reduction in IE repeats and reduction in fixed term exclusions	£17936	SLT	Monitored by SLT – termly reports analysed and shared with Governors	A reduction of 20% in the use of IE and a reduction of 30% in repeat offenders. Fixed term exclusions reduce by at least 10%	

Wider Opportunities

Rationale:

When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development. (Ofsted-Learning outside the classroom 2008)

The EEF (2015) identifies sports participation has +3month impact on attainment.

Blackwell et al (2007) suggests that 'Students with a growth mind-set earned higher maths grades over time compared to students with a fixed mind-set'

"Evidence shows that disadvantaged children can slip further behind as they move into secondary school" – Children's Minister Sarah Teather 2012

Intervention	Desired Outcome	Cost	Responsibility	Evaluation Method	Success Criteria	Impact
Development of a comprehensive enrichment programme in which participation will be monitored allowing for targeted intervention	Increased PP student academic performance through engagement in extra curricular activities and enrichment events outside of the classroom	£3224	Assistant Headteacher CEIAG Lead	Extra curricular programme embedded in school and available to students. Participation monitored and encouraged. Half termly reviews of engagement. Enrichment events organised, monitored and evaluated to ensure as many PP students access events as possible. Half termly.	At least 85% of students who participate in one or more events are disadvantaged.	
PP students have additional/extended career meetings to discuss post 16 pathways and beyond	Reduction in the number of students who become NEET. All PP students have completed post 16 applications	£3330	CEIAG Lead Careers Officer	Tracking and monitoring Support evidenced and applications completed. Destinations data.	95% of PP students have applications secured by Easter 2019.	
Year 6 Transition events to aid smooth transition to secondary and Year 7 transition events to raise aspirations	Increased engagement through transition methods to include Y6 Summer School, Y7 University Trip, Y7 raising aspirations Boggle Hole Trip	£10260	Assistant Headteacher Head of Year 7 SENCO	Evaluated by school staff and student voice. Attendance comparisons. Reported to Assistant Headteacher.	At least 33% of Year 6 PP students access at least 3 days of summer school. At least 90% of Year 7 PP access the university trip and 50% Year 7 PP access the residential.	

Other Approaches

Rationale

Hardship can be the most frequent barrier for disadvantaged students.

Hardship – Scarborough is the one of the most deprived regions in North Yorkshire and is ranked 90th most deprived out of 326 lower tier local authorities. (DATA North Yorkshire)

Parental engagement has a large and positive effect on children’s learning. It is therefore a priority to identify interventions that are effective in supporting parental involvement, particularly those parents who are either not significantly involved in their children’s education, or who are not involved at all. (DfE website)

Brilliant Club - Significant increase of progression to a highly selective university for Ever6FSM students who took part in the programme (UCAS 2016)

Intervention	Desired Outcome	Cost	Responsibility	Evaluation Method	Success Criteria	Impact
Make suitable funding available for those who are most in need	All PP have access to uniform, transport, school activities and additional tuition and resources where applicable	£22386	Pastoral Leads	Monitoring of hardship applications through Pastoral Leads and Business Manager every half term.	All successful applications result in students and families improved access to school	
Ensuring continued high quality pastoral support is in place for disadvantaged students as well as service children	All students feel supported with welfare and pastoral issues	£2470	Assistant Headteacher. Pastoral Support Officer.	Weekly Line management meetings. Year Leads weekly reports. Student Voice.	All students and families feel supported and have an additional point of contact in school. 100% of SPP students access half termly mentoring with PSO.	
Development of Free Flow Info, a research based intervention.	Improved Parental Engagement to include learning conversations at home leading to improved student attainment	£2520	All staff	Regular monitoring of use and quality of communication by subject leads and Assistant Headteacher – every half term.	Increased parental engagement seen on FFI platform. At least 75% of staff regularly use FFI	
The Brilliant Club – Scholars Programme for Year 9 and 10	More Able PP students to improve attainment at grades 7, 8 and 9 across the curriculum	£1920	Assistant Headteacher	AHT to lead on programme. HPA PP to be selected through our identification processes in school using prior attainment. 10 week programme, mainly in school but to include 2 x university visits.	100% of pupil premium students graduate from the programme.	

