

Pupil premium strategy statement: secondary schools

1. Summary information					
School	Shuttleworth College				
Academic Year	2017/18	Total PP budget	£277,085	Date of most recent PP Review	Dec 2017
Total number of pupils	730	Number of pupils eligible for PP	310	Date for next internal review of this strategy	Sep 2018

2. Current attainment				
	Pupils eligible for PP 2015-16	Pupils eligible for PP 2016-17	Pupils eligible for PP without AP students 2016-17	National average (all) 2016-17
Progress 8 score average	-1.1	-0.9	-0.48	0.0
Attainment 8 score	31	31	37	46
Basics 4+ (C+)	27%	38%	44%	63%
Basics 5+ (B+)	11%	25%	31%	42%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	The attendance of disadvantaged students is lower than their peers.
B.	Disadvantaged students have a higher rate of behaviour incidents than their peers.
C.	Disadvantaged students have poor literacy skills and low reading levels in addition to lack of engagement in wider reading.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	There are wider social, emotional and financial issues faced by disadvantaged students affecting all aspects of their college lives.
E.	Disadvantaged students have a higher rate of persistent absence in comparison with other students.
F.	Low aspirations and a lack of ambition are evident in disadvantaged students, leaving them at risk of not fulfilling their potential.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved attendance of disadvantaged students, closing the gap in relation to other students in the college.	Attendance of disadvantaged students to improve on 2016-17 attendance of 93.1%, closing the gap to other students so as it is less than 2%.
B.	Improved behaviour of disadvantaged students, further closing the gap to other students in college, specifically in Year 9.	Fewer behaviour incidents recorded for disadvantaged students on the college system and the gap to other students to continue to close to less than half.
C.	Improved literacy skills of disadvantaged students and a greater engagement in reading.	To improve on Progress 8 of -0.9 in 2016-17 to -0.5 in 2017-18. To close the gap on reading ages in line with chronological age and library loans to increase on previous year.
D.	Disadvantaged student's aspirations are raised and they are motivated to aim high resulting in accelerated progress and improved outcomes.	To improve with Attainment 8 of 38 in 2016-17 to 43+ in 2017-18. High aspirations, particularly in year 11 ensuring further destinations are appropriate and students aim high. To close the gap in percentage of disadvantaged students submitting applications for A level courses in line with other students. NEET figures to reduce to 1% in comparison with 4.9% in 2016-17.
E.	Improved aspirations and outcomes for most able disadvantaged students, closing the gap in relation to other most able students in college.	To improve Attainment 8 of the most able disadvantaged cohort of 56 in 2016-17 to 60 in 2017-18. For 70% of most able students to achieve or exceed their challenging targets in Year 7-10.

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?
D. Disadvantaged student's aspirations are raised and they are motivated to aim high resulting in accelerated progress and improved outcomes.	MINT class, seating plan package	PP students are in need of targeted support in class if they are underachieving; this strategy allows these students to have more immediate intervention.	Use of data in classrooms will be QA'ed by CLs, appraisers and SLT. Seating plan will be a requirement of lesson observations to observe differentiation for PP students.	DAN/ LHN	Half termly through CL QA processes
B. Improved behaviour of disadvantaged students, further closing the gap to other students in school.	BSC Staff	Disadvantaged students benefit from consistent support; familiar support ensures progress gaps do not open.	PP/Non PP progress gaps across subjects are minimised and continue to close.	SSR	Weekly through SLT line management of Pastoral Leaders
D. Disadvantaged student's aspirations are raised and they are motivated to aim high resulting in accelerated progress and improved outcomes.	Assessment and tracking: Data manager and Data Administrator	Data analysis is timely and in depth so as staff can be held to account and interventions can be put in place and evaluated to ensure they are effective.	CLs analyse intervention in their data conversations post assessment cycle.	KLF	Each assessment cycle through SLT line management of CLs.

B. Improved behaviour of disadvantaged students, further closing the gap to other students in school.	BSC Staff and Pastoral Leaders	There is a negative behaviour gap between PP/NPP students with PP students as a cohort having more behaviour incidents per year than NPP. The gap is closing with behaviour of PP students improving but needs to continue to close further to move toward impeccable behaviour.	Number of 'on calls' reduce in comparison with previous year data and attitude to learning grades of PP students to improve in each year group in relation to previous year.	SSR/ SLT	Weekly through review of 'on call' data.
D. Disadvantaged student's aspirations are raised and they are motivated to aim high resulting in accelerated progress and improved outcomes.	Teacher Feedback	Uniformity of presentation of written feedback in terms of green pens, peer and self-assessment encourages PP students to engage with feedback more.	PP/NPP progress gaps across subjects are minimised and continue to close.	DAN/ RRH	Half Termly through QA procedures.
D. Disadvantaged student's aspirations are raised and they are motivated to aim high resulting in accelerated progress and improved outcomes.	CPD (teachers, support staff and SLT)	Quality teaching and learning and classroom practices need to be of a good quality and therefore tailored CPD programme for all staff including INSET days supports this. Staff are given more detail regarding PP students during morning briefings focusing on barriers to learning including home life, SEND and social needs.	Staff feedback CPD outcomes to their colleagues including through Wednesday morning Teaching and Learning briefings. PP/Non PP progress gaps across subjects are minimised and continue to close.	DAN	Termly through appraisal.
D. Disadvantaged student's aspirations are raised and they are motivated to aim high resulting in accelerated progress and improved outcomes.	SISRA	Data managers and leaders across the college have access to SISRA so as to ensure data is used effectively to close achievement gaps. SLT leads utilise SISRA data to direct PP intervention effectively and accurately, identifying students and groups requiring specific intervention.	Analysis of interventions show them to be effective in raising achievement.	KLF/ LPN	Each assessment cycle through CLs analysis in the data conversation post assessment cycle/
D. Disadvantaged student's aspirations are raised and they are motivated to aim high resulting in accelerated progress and improved outcomes.	Visualizers	Internal research in the form of a research project by one of our SLT showed modelling to be particularly effective in accelerating progress	PP/NPP progress gaps across subjects are minimised and continue to close.	DAN	Half Termly through QA ***

C. Improved literacy skills of disadvantaged students and a greater engagement in reading.	TA support for the core offer	Provide additional support to ensure full engagement and understanding during lessons in lower sets in core.	Students on track to achieve their challenging targets at each Assessment Cycle	SSR	Each Assessment Cycle
C. Improved literacy skills of disadvantaged students and a greater engagement in reading.	DEAR	PP students typically read less for pleasure; this strategy encourages this ensuring each student always has a reading book.	Attitudinal survey displays better attitude to reading/ learning. Reading comprehension skills increase - 85% of students' RA in line with chronological age. Number of library loans increase.	RRH	Termly
D. Disadvantaged student's aspirations are raised and they are motivated to aim high resulting in accelerated progress and improved outcomes.	PSHE Provision	Targeted PSHE drop down days and tutor group focuses increases students' knowledge and understanding of British values and cultural capital.	Pre and post PSHE QA undertaken to steer nature of and evaluate effectiveness of sessions.	ABR	Half Termly through student feedback.

Total budgeted cost £110,510

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?
D. Disadvantaged student's aspirations are raised and they are motivated to aim high resulting in accelerated progress and improved outcomes.	Enrichment/ Trips Budget	To allow disadvantaged students to engage in educational visits and extra-curricular activities to positively impact on their progress in class.	Increased attendance of PP students on trips/ at extra-curricular activities.	LPN	Termly through analysis of trip/ extra-curricular attendance.

D. Disadvantaged student's aspirations are raised and they are motivated to aim high resulting in accelerated progress and improved outcomes.	PP Mentor	To combat the barriers to learning that PP students face providing guidance for students to help provide valuable life skills and to support them through their exams, further academic achievements and future choices.	Outcomes of students who have had mentoring to be monitored as the year progresses, to evaluate outcomes, engagement, progress, behaviour attendance and attainment.	LPN	Each assessment cycle.
B. Improved behaviour of disadvantaged students, further closing the gap to other students in school.	Alternative Provision/ The Hub	To allow students to access a more appropriate provision and curriculum offer to support their specific learning/behaviour/ medical needs.	Attendance and outcomes of PP students accessing alternative provision is tracked throughout the year,	SSR/MSN	Termly
C. Improved literacy skills of disadvantaged students and a greater engagement in reading.	Accelerated Reader	Groups of students are targeted for this specific intervention to improve their reading skills and in turn allow greater understanding of, and increase engagement with the wider college curriculum.	Gaps in reading ages continue to close.	RRH	Termly
A. Improved attendance of disadvantaged students, closing the gap in relation to other students in the college.	Hardship Fund	At the discretion of Pastoral Leaders, the Hardship fund is available to provide emergency items (e.g. uniform) to those PP students whose circumstances mean they are in need of support.	Attendance gaps, progress gaps, attitude to learning all to continue to close. QA of uniform etc. to show no noticeable difference between PP/NPP students.	PLs	Weekly through Line Management with SLT

<p>D. Disadvantaged student's aspirations are raised and they are motivated to aim high resulting in accelerated progress and improved outcomes.</p>	<p>English and Maths Intervention Tutor Groups Yr. 7 & 11</p>	<p>Small group support for students accelerates their progress, with particular focus on the students identified misunderstandings and areas for development identified in their mainstream lessons.</p>	<p>Outcomes of the students included in these groups to be monitored as the year progresses to evaluate the makeup of the group, and also outcomes of Maths and English Language and Literature. Contribute to Basics attainment gap closing relative to previous years outcome.</p>	<p>LPN/LHN</p>	<p>Each Assessment Cycle</p>
<p>D. Disadvantaged student's aspirations are raised and they are motivated to aim high resulting in accelerated progress and improved outcomes.</p>	<p>Revision Packs</p>	<p>Providing high quality resources for PP students to revise with gives them the best possible opportunity to succeed.</p>	<p>Basics attainment and Progress 8 gaps to close relative to previous years outcomes.</p>	<p>LPN</p>	<p>Post Assessment Cycle</p>
<p>E. Improved aspirations and outcomes for most able disadvantaged students, closing the gap in relation to other most able students in school.</p>	<p>Most Able Co-ordinator</p>	<p>Comprehensive plan beginning with raising the profile of most able students throughout the college. Giving teachers the tools to ensure accelerated progress and raising aspirations and expectations of the most able cohort.</p>	<p>Accelerated trajectory of achievement and increase in the number of top grades awarded. Increases number of A Level college applications in relation to previous year.</p>	<p>KLF</p>	<p>Each assessment cycle.</p>
<p>C. Improved literacy skills of disadvantaged students and a greater engagement in reading.</p>	<p>Lexia/ Step up to English/ Read to Achieve</p>	<p>PP students typically have lower reading and spelling ages than their peers. These interventions are linked to reading age in order to target and improve this.</p>	<p>Close gap of reading and spelling age in line with chronological age.</p>	<p>RRH</p>	<p>Termly</p>

D. Disadvantaged student's aspirations are raised and they are motivated to aim high resulting in accelerated progress and improved outcomes.	Safeguarding/ Child Protection	Effective communication with third parties with regard to child protection of which a disproportionate number of PP students are affected.	Timely referral of safeguarding concerns	SSR	Half Termly
D. Disadvantaged student's aspirations are raised and they are motivated to aim high resulting in accelerated progress and improved outcomes.	Additional learning opportunities for exam students.	Extra learning time to consolidate knowledge and understanding. Opportunity for increased focus on exam skills and to embed revision techniques, also an opportunity for targeted intervention.	Attendance at sessions increased in relation to previous year. Reduce gap between PP and NPP Progress 8 score.	LPN	Half Termly through student voice.
D. Disadvantaged student's aspirations are raised and they are motivated to aim high resulting in accelerated progress and improved outcomes.	Additional opportunities for learning and to access resources.	Offers additional time and space outside of core school hours to complete homework, further research interests and access resources which may not be available to the student at home.	Attendance at sessions to increase each term.	LPN	Half Termly
D. Disadvantaged student's aspirations are raised and they are motivated to aim high resulting in accelerated progress and improved outcomes.	Princes Trust	Offers appropriate vocational opportunities to develop life skills whilst gaining a recognised qualification.	Pass rates to evidence.	SSR	Each assessment cycle

D. Disadvantaged student's aspirations are raised and they are motivated to aim high resulting in accelerated progress and improved outcomes.	Engagement with homework	Ensure PP students are consolidating knowledge gained in lessons through engagement with and completion of homework.	Monitor number of students logging in to show my homework. Reduce gap between PP and NPP students logging in and completing homework.	LHN	Monthly
Total budgeted cost					£167,266.50
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?
B. Improved behaviour of disadvantaged students, further closing the gap to other students in school.	Incentivised rewards	Incentivise PP students in both KS3 and KS4 to learn well in lessons and model positive behaviour alongside embodying school values.	No gaps in tracking of VIVOs given; attitude to learning engagement report of PP students of targeted groups of PP students to display improvements	EBN	Termly
B. Improved behaviour of disadvantaged students, further closing the gap to other students in school.	Transition Week for Yr.6 students	PP students start behind their peers already in terms of achievement and are often in danger of taking longer to settle into the academic routine than their peers. PP students to be identified prior to transition week to plan appropriate and tailored sessions.	Progress of Year 7 PP cohort as seen in Assessment Cycle data; feedback from parents at parents evenings.	CPE/CTR/L PN	Assessment Cycle 1 Year 7.
A. Improved attendance of disadvantaged students, closing the gap in relation to other students in the college.	Attendance Manager/ Home School Liaison Officer	Attendance gaps exist in all year's groups between PP and NPP students. Attendance Manager/ Home School Liaison Officer conduct home visits for persistent absentees, meet late students as they arrive in school and conduct phone calls home to parents of absent students. The positive causation between attendance and achievement mean this work is crucial in closing the gap.	Attendance gaps between PP/NPP to close in each year group relative to the same year group the previous year. Gaps to decrease in line with national. Attendance of PP cohorts to improve relative to the same year group the previous year.	SSR	Weekly

D. Disadvantaged student's aspirations are raised and they are motivated to aim high resulting in accelerated progress and improved outcomes.	Water and breakfasts on exam days and at revision intervention sessions.	Many do not eat or drink well on the day of exams. Providing these items ensures they are able to concentrate better. Intervention sessions often run after school and therefore provision of snacks for students aids focus.	Student Feedback	GPH	Half termly through student voice.
A. Improved attendance of disadvantaged students, closing the gap in relation to other students in the college.	Attendance Officer/PLs	The Attendance Officer manages student absence at all times throughout the day, communicating with parents. PLs/ attendance staff run attendance focus groups and weekly challenges and monitor all students at risk of persistent absence.	Attendance gaps between PP/NPP to close in each year groups and gaps to reduce in line with national	SSR	Weekly through attendance records
D. Disadvantaged student's aspirations are raised and they are motivated to aim high resulting in accelerated progress and improved outcomes.	Parental Engagement	PLs target attendance and engagement of parents at parents evenings/ parental information evenings and whole college events with particular focus on parents of PP students encouraging parents to engage with their child's college journey.	Attendance of parents at college events to improve and positive feedback through parent questionnaires.	SSP/ SLT Line Managers	Post Event
B. Improved behaviour of disadvantaged students, further closing the gap to other students in school.	Educational Psychologist/ Counsellor	Many students experience issues outside of college which can affect their behaviour, ability to engage and therefore their progress in college. The educational psychologist and counsellor help to support students general wellbeing and help to deal with and overcome external issues faced by students.	Improvement in attendance and behaviour.	SSR	Half Termly.
B. Improved behaviour of disadvantaged students, further closing the gap to other students in school.	PP Breakfasts	Many students attend college without having eaten; breakfast is available to them to help prepare them for the day and aid concentration, behaviour and wellbeing.	Monitor number of students accessing PP breakfast and feedback from these students.	LPN	Half Termly
C. Improved literacy skills of disadvantaged	Librarian	Having a fulltime, specialist librarian will aid targeted reading sessions and promote wider reading across the	Reading ages of students to increase particularly in KS3 and library loans to increase in relation to previous year.	RRH	Monthly.

students and a greater engagement in reading.		school. Also available during 'library lessons' to support and advise on choosing appropriate books for reading ages and support with accelerated reader.			
A. Improved attendance of disadvantaged students, closing the gap in relation to other students in the college.	PLs	PLs are responsible for managing the attendance of the students in their year group with a focus on improving the attendance of PP students.	Attendance gaps between PP/NPP to close in each year groups and gaps to reduce in line with national	SSR	Weekly through SLT summary booklet.
C. Improved literacy skills of disadvantaged students and a greater engagement in reading.	Books bought for library and LSC	Ensuring the library and LSC are appropriately stocked aids targeted reading sessions and promotes wider reading across the school. Investment in particular types of book such as Barrington Stoke helps to increase interest in reading for lower ability students and aid their progress.	Reading ages of students to increase particularly in KS3.	RRH	Annually
D. Disadvantaged student's aspirations are raised and they are motivated to aim high resulting in accelerated progress and improved outcomes.	CIAG	Supporting students to choose correct pathways raise aspirations and provide them with experiences of workplaces and further education settings.	Attendance at events, number of college applications and % of students going on to sustained education, training or employment to increase in relation to previous year.	EBN	Termly through analysis of feedback and attendance at events/ trips.
Total budgeted cost					£62,250