

# The Radcliffe School Pupil Premium Strategy 2019/20

## 1. Summary information

<b>Academic Year</b>	2019	<b>Total PP budget</b>	£295,000	<b>Date of most recent PP Review</b>	July 2018 (NLE Review) March 2019 (LA Review)
<b>Total number of pupils</b>	1189	<b>Number of pupils eligible for PP</b>	262	<b>Date for next internal review of this strategy</b>	May 2020

## 2. Current attainment

	Pupils eligible for PP (your school)	Pupils not eligible for PP (school average)
<b>Progress 8 score average 2019</b>	<b>-0.71</b>	-0.02
<b>Attainment 8 score average 2019</b>	<b>3.8</b>	5.1

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

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

<b>A.</b>	Low prior historical attainment.
<b>B.</b>	Low self-esteem and poor resilience when tackling unfamiliar concepts.
<b>C.</b>	Low literacy and numeracy skills reducing access to the curriculum.

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

<b>D.</b>	Low Attendance rates.
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## 4. Desired outcomes *(desired outcomes and how they will be measured)*

	Success criteria
<b>A.</b>	Improved outcomes for PP students. Differences diminished between PP and Non-PP

<b>B.</b>	Improved attendance.	At least in line with national Averages
<b>C.</b>	To reduce the number of students who have Literacy and Numeracy ages below their chronological ages.	90% of students to be in line with their chronological age

<b>5. Planned expenditure</b>				
<b>Academic year</b>		<b>2019/20</b>		
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.				
<b>Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To improve outcomes and progress across English, Maths and Science.	<p>To identify underachievement and implement strategy projects to accelerate progress of Disadvantaged students.</p> <p>To provide TLR posts to specifically monitor and review the outcomes of PP students across the Core subjects.</p> <p>To part fund an Assistant head and TLR post to lead and manage Pupil Premium work.</p>	<p>Data analysis. Performance Management. Strategy project management reviews.</p>	<p>CJ TT NC GR</p>	Half Termly in line with Progress Checks

To close the attainment gap between Pupil Premium and non-Pupil Premium students. To improve student progress across 3 curriculum areas.	To fund 4 Level 3 Teaching Assistant support posts across key departments to provide additional intervention.	Data analysis.	CJ	Half Termly in line with Progress Checks
To raise Literacy and Numeracy levels for all students, with particular focus upon reducing gap between chronological age and	To provide TLR for the co-ordination of Literacy and Numeracy leadership across the curriculum.	Data Analysis	AMS	Half Termly in line with Progress Checks
<b>Total budgeted cost</b>				<b>£250,000</b>

<b>Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To improve student self-esteem.	Purchase of basic equipment such as pens pencils, calculators etc. and to contribute towards trips and visits.	Student surveys. Data analysis.	NK	Termly
To reduce the number of Fixed Term Exclusions of Pupil Premium students. To improve attendance of Pupil Premium students. To improve engagement with learning of more vulnerable students.	To part fund 5 members of staff for the Learning Support to support students at risk of Exclusion.	Data analysis.	SAL	Half Termly
To improve the experiences of students and support Transition to the school by giving students a head start to their learning. To also improve student self-esteem and independent learning strategies.	To provide a Summer School for Pupil Premium students for Y6, 7 and 8.	Student questionnaires. Data analysis.	AMS	Autumn term review
To improve the attendance of Pupil Premium/Disadvantaged students. To close the gap between attendance of Pupil Premium and non-Pupil Premium students. Reduce the number of Persistent Absent students (Using the 2015 PA threshold of 90%). To provide guidance to ensure students are able to engage with a variety of progression routes and are able to access Higher Education.	To part fund support staff with responsibility for delivering CEIAG and improving Pupil Premium Attendance and engagement.	Data analysis.	CJ SAL	Half Termly

To improve resilience and support for vulnerable Pupil Premium students.	Specialist Counselling for targeted PP students.	Behaviour, attendance and progress data.	CJ HOH	
<b>Total budgeted cost</b>				<b>£45,000</b>

6. Review of expenditure			
Previous Academic Year		2018/19	
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)
To improve outcomes and progress across English, Maths and Science.	<p>To identify underachievement and implement projects to accelerate progress of Disadvantaged students.</p> <p>To provide TLR posts to specifically monitor and review the outcomes of PP students across the Core subjects.</p> <p>To part fund an Assistant head and TLR post to lead and manage Pupil Premium work.</p>	The Progress 8 score gap between Disadvantaged and Non Disadvantaged was 0.69 in 2019.	50% of the 64 PP students did not have all 3 EBACC elements filled. The changes in the curriculum intent mean that the all students including PP student experience a wider curriculum offer.
To close the attainment gap between Pupil Premium and non-Pupil Premium students. To improve student progress across 3 curriculum areas.	To fund 4 Level 3 Teaching Assistant support posts across key departments to provide additional intervention.	APS English 4.2, Maths 3.9, EBACC 2.9	PP strategy projects need to be linked to gaps in knowledge identified on PLCs.

To raise Literacy and Numeracy levels for all students, with particular focus upon reducing gap between chronological age and reading/numeracy age for pp student.	To provide TLR for the co-ordination of Literacy and Numeracy leadership across the curriculum.		Introduce intensive support (Accelerated Learning Group) to focus on the development of Literacy and Numeracy skills.
<b>Total Cost                    £243,925</b>			
<b>ii. Targeted 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)
To improve student self-esteem.	Purchase of basic equipment such as pens pencils, calculators etc. and to contribute towards trips and visits.	Overall attendance for PP students during this year, improved by 2.2 percentage points when compared to last year.	House Teams to evaluate the interventions in place with pastoral and attendance issues.
To reduce the number of Fixed Term Exclusions of Pupil Premium students to be at least in line with National Averages.	To part fund 5 members of staff for the Learning Support to support students at risk of Exclusion.	PP Exclusions have continued to decrease from 79% in 2016/17 to 44% in 2018/19.	To identify an intervention group of students at risk. Monitor the academic progress in addition to the number of exclusions.

<p>To improve the experiences of students and support Transition to the school by giving students a head start to their learning. To also improve student self-esteem and independent learning strategies.</p>	<p>To provide a Summer School for Pupil Premium students for Y6, 7 and 8.</p>	<p>Qualitative data showed that all students felt more confident in starting school in September.</p> <p>Reading levels for students attending Summer School improved by an average of 7 months</p> <p>Average attendance for Summer School students was 94% which was an average of 1 percentage points above the other PP students in that year group.</p>	<p>Need to monitor the Progress Check information of different subjects at each progress point to establish possible impact across all subjects.</p>
<p>To improve the attendance of Pupil Premium/Disadvantaged students. To close the gap between attendance of Pupil Premium and non-Pupil Premium students. Reduce the number of Persistent Absent students (Using the 2015 PA threshold of 90%).</p> <p>To provide guidance to ensure students are able to engage with a variety of progression routes and are able to access Higher Education.</p>	<p>To part fund a member of staff with responsibility for delivering CEIAG.</p>	<p>Attendance has improved for PP students from 91.56% in 2018/19 to 93.72% in 2019.</p> <p>All PP students secured places with either educational providers or Apprenticeships. Levels of recorded NEETs were low (2 PP students)</p>	<p>Continued tenacity in supporting PP families in improving attendance.</p> <p>Continue robust CEIAG processes to enable students to follow suitable pathways.</p>
<p>To improve resilience and support for vulnerable Pupil Premium students.</p>	<p>Specialist Counselling for targeted PP students</p>	<p>Attendance has improved for PP students from 91.56% in 2018/19 to 93.72% in 2019.</p> <p>PP Exclusions have continued to decrease from 79% in 2016/17 to 44% in 2018/19.</p>	<p>To enhance the monitoring and signposting and support through Inclusion meetings.</p>

<b>Total Cost</b>	<b>£52,100</b>
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### 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.