



Review of Pupil Premium Strategy 2018 - 2019

1. Summary Information for 2018 - 2019					
Academic Year	2018/19	Total PP budget allocated	£12,000	Total PP grant received	£10,572
Total number of pupils	Max 81	Number of pupils eligible for PP	23	Date of review of this strategy	September 2019
VS allocation	£31,176	Number of LAC	2	Total PP expenditure	£10,748

2. Summer 2019 Attainment Outcomes			
	<i>Pupils eligible for PP (No of pupils =7)</i>	<i>Pupils not eligible for PP (No of pupils =12)</i>	<i>Whole Cohort (19 pupils)</i>
% achieving grade 9-4 in English	3/7 = 43%	6/12 = 50%	9/19 = 47%
% achieving grade 9-4 in Maths	1/7 = 14%	8/12 = 67%	9/19 = 47%
% achieving grade 9-4 in both English and Maths	1/7 = 14%	6/12 = 50%	7/19 = 37%
% achieving 5 (9-4) incl. English and Maths	0/7 = 0%	2/12 = 17%	2/19 = 11%
% achieving expected progress in English	3/7 = 43%	6/12 = 50%	9/19 = 47%
% achieving expected progress in Maths	1/7 = 14%	2/12 = 17%	3/19 = 16%
% achieving expected progress in English and Maths	1/7 = 14%	1/12 = 8%	2/19 = 11%
% achieving KS2 National Standard in Reading	Disapplied	1/1	1/2=50%
% achieving KS2 National Standard in SPaG	Disapplied	1/1	1/2=50%
% achieving KS2 National Standard in Maths	Disapplied	1/1	1/2=50%
% achieving KS1 National Standard in Reading	No pupils	1/1 = 100%	1/1 = 100%
% achieving KS1 National Standard in Maths	No pupils	1/1 = 100%	1/1 = 100%

3. Review of Strategy 2018 - 2019

i. Quality of Teaching for All

Desired outcome	Chosen action/approach	Impact: Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
KS1-4 PP students to make expected progress throughout the year	Increase teacher : pupil ratios Promote good attendance Use diagnostic tools eg Boxall profiles Identify and address barriers to learning through mentoring and rigorous tracking of progress Enable differentiated teaching across primary phase	KS1/2: total of 9 pupils, on roll during the year, 3 of whom were PP. The majority of pupils made demonstrable progress in reading, writing and maths. Of the 3 PP, 2 pupils were in Year 2, both LAC and both left Foundry for special school placement before SATs in May 2019. The 3 rd was in Year 6 and was disapplied from SATs by his home school. KS3: total of 3 PP pupils KS4: total of 17 PP pupils 7 of whom were in the Yr11 cohort of 19 pupils who completed the year; 10 PP were in the Year 10 cohort of 23.	Strategies to be continued Flexibility is essential to adapt to changing profile of pupils is necessary. Hard to reach pupils need creative packages and may need to be delivered at offsite venues	Staff costs £3,000
Yr11 PP students to meet their target (from baseline) grades at GCSE	Intensive revision programme over Easter Alternative provision provided for vocational learning support Before & After school sessions In school 'study leave' programme Develop engaging resources & online learning options	Attendance and participation at Easter revision sessions was good, especially so for the medical/vulnerable pupils. Out of hours (before school) learning has enabled personalisation and good focus for one especially challenging PP pupil. For results see data above. PP pupils performed broadly in line with non-PP pupils	Easter School to be reconsidered again for next year. With a receptive cohort and good advance planning is will be an invaluable strategy, but the target cohort must be receptive. Before/after school sessions continue to be a successful strategy for expanding and personalising the curriculum where necessary	Easter school (tuition & transport) £2,500 AP: £2,229 (RFC) AP: £465 (Langley College)

ii. Targeted Support

Desired outcome	Chosen action/approach	Impact: Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Y11 students move onto Post 16 courses that are suitable for their life choices and offer clear progression	Moving on co-ordinator to have scheduled meetings with pupils on a half termly basis to ensure they have been supported 1:1 Adviza consultations as necessary	All but 1 Yr11 pupils were continuing in education or an appropriate form of employment with training in September, covering a wide range of college courses and apprenticeships. The 1 NEET pupil in Sept 2019 is PP.	Strategies to be continued Internal arrangement of work experience was considerably more successful and to be repeated. For some pupils more than one work experience opportunity would probably be beneficial. More rigorous tracking of post-16 outcomes would be helpful	Staff costs: £4000

PP students are fully integrated into school life	Induction period to highlight aspirations and areas of interest. Allocation of a Mentor Attitude to Learning (A2L) matrices used	Barriers to engagement were identified and strategies developed to overcome them. PP pupils' attendance is slightly lower than the counterpart cohort (85%) A2Ls are in place for all pupils and are monitored half termly to track progress	To be continued Personalised curricula are essential to provide the necessary support to all pupils. An effective mentoring process is key. Extra-curricular and enrichment opportunities need further development and rigorous tracking.	Staff costs: £1000 Workshops: £450
Education and pastoral Support for Children in Care	1: 1 staff capacity available to respond immediately to ad hoc need Mentoring supervision for exclusions	Enabled pupils to engage in education and avoid fixed term external exclusions. 1:1 learning opportunities. Enabled 2 LAC pupils to transition on to special schools No Fixed term exclusions for LAC pupils	To be continued if the Virtual School are able to continue to fund Having the capacity available to respond to need was greatly advantageous.	Staff costs: £31,176 Ad hoc emergency and sustained support of LAC

iii. Other approaches

Desired outcome	Chosen action/approach	Impact: Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Resilience and self-esteem are improved and pupils make progress with emotional development	To offer pupils a variety of sporting and enrichment opportunities throughout the year. 1:1 social / emotional intervention support Workshops with St Giles Trust (<i>added following successful grant application</i>)	Inconsistent impact due to continuous upheaval caused by new arrivals leading to unplanned constraints to the timetable and staffing capacity 4 primary pupils successfully moved on to specialist provision. 33% of managed moves from Foundry were successful 95% of Yr11 leavers had successfully secured EET plans.	To be continued and further developed Attitude to learning matrices are a useful tool in monitoring progress with softer skills. To be developed for M/V pupils	Enrichment: Primary £912 Secondary £7,059 St Giles' Trust £2,400 (on top of £4,100 grant from TVP)

Total expenditure: £24,015