



Key Summary Pupil Premium Strategy Year End Review 2018-2019

The strategy for PP this academic year saw an improvement on last year. The focus on Yr.11 progress had a significant impact as did the results from Yr. 8 Graduation and attendance. However, the key Year 11 gap closing could be attributed to the dip in overall results.

YEAR 11

2016 - 2017	Gap	2017 - 2018	Gap	2018 - 2019	Gap
Maths 4+ Non PP - 66% PP - 40%	26%	Maths 4+ Non PP – 64.2% PP – 39.6%	24.6%	Maths 4+ Non PP – 60.14 PP – 43.66	16.48
English 4+ Non PP - 77% PP - 44%	33%	English 4+ Non PP – 76.4% PP - 47.2%	29.2%	English 4+ Non PP – 70.29 PP - 49.28	21.01
Combined 4+ Non PP 62% PP 31%	31%	Combined 4+ Non PP 60.2% PP 30.2%	30%	Combined 4+ Non PP – 52.17 PP – 39.44	12.74

E/M 5+ 10.72 (last year 24.28)

P8 -0.77 (last year -1.04)

- Year 11 Behaviour and Engagement Strategies**

The final Data Capture for Year 11 (May 2018) showed

Engagement/Behaviour in Class grades	
NON PP	PP
94% grades 1 & 2	92% grades 1 & 2
6% grades 3 & 4	5% grades 3 & 4
Engagement in H/W grades	
NON PP	PP
86% grades 1 & 2	73% grades 1 & 2
14% grades 3 & 4	27% grades 3 & 4

This data demonstrates that in class engagement strategies for PP have worked well. However, homework still appears to be an issue. This will include PP students accessing appropriate revision – which in turn affects GCSE outcomes.

- **Year 11 PGL English intervention weekend** and follow up session for this cohort (predominantly PP students)
For the PP students the data showed an increase from DC 2 to Summer GCSE validated outcomes:

The data from the 2 Data Captures and the final outcomes did not show any significant difference. However, relationships and students confidence was improved.

Year 11 Attendance strategies

	Overall Attendance	Overall persistent absence	PUPIL PREMIUM persistent absence	NON PP	PUPIL PREMIUM attendance	NON PP
Year 11	94.3%	10.2%	11.9%	9%	92.1%	95.47%
Last Year's Figures	(93.8%)	(18.2%)	(23.8%)	(14.6%)	(91.89%)	(94.82%)

Attendance across the years

YEAR GROUPS	PP 2017/18	2018/19	NON PP 2017/18	2018/19
YR7	91.78	(94.31)	96.31	(96.46)
YR8	92.81	(89.95)	95.81	(95.94)
YR9	88.37	(91.54)	95.10	(95.55)
YR10	90.86	(90.95)	94.59	(94.93)
YR11	86.54	(86.56)	94.61	(90.74)

- Significant improvement of attendance across all year from 2016/17 – 2017/18, especially in Yr.8

Yr. 8 Graduation Data

Engagement in Class grades from DC4 Yr. 8 2018/19	
NON PP	PP
99.3% GRADES 1&2 Engagement 7 or more	88.2% GRADES 1&2 Engagement 7 or more
95.7% GRADES 1&2 Engagement 10 or more	81.6% GRADES 1&2 Engagement 10 or more
Engagement in Hwk	
92.8% GRADES 1&2 Engagement 7 or more	78.9% GRADES 1&2 Engagement 7 or more
69.6% GRADES 1&2 Engagement 10 or more	39.5% GRADES 1&2 Engagement 10 or more

Yr. 8 Engagement:

- Non PP students are more engaged in the classes and achieving better engagement grades than PP students by more than 10%
- Homework is a significant issue with PP students – without re-dress this will cause the gap to widen.

OVERALL PP STRATEGY AND REVIEW COMMENTS (PLEASE REFER TO PUBLISHED STRATEGY)

Focus Point from Strategy	Review
<p>Teaching and Learning - Continue to develop quality first teaching</p>	<p>Outcomes in the B23 subjects showed significant improvements for all students students. English remained static Drop in Maths results however PP GAP reduced</p> <ul style="list-style-type: none"> ○ Whole staff INSET on effective feedback/metacognition practices. ○ Whole school literacy CPD focus on closing the vocab gap. ○ Teachers mark the work of disadvantaged students first. ○ Feedback is given to disadvantaged students in lessons as a priority. ○ One to one support for students in lesson is an integral part of teachers' lesson planning.
<p>Teaching and Learning – Monitoring</p>	<ul style="list-style-type: none"> ○ An Assistant Head coordinates and evaluates the whole school teaching and learning approach through regular learning walks. ○ PP Champions lead the work of tutors/mentors in Yr.11 year group and tracking of specific underperforming PP students identified for subject specific intervention. ○ The Head of House and Pastoral Manager in each House have as one their priorities a role in the monitoring of the academic progress of PP students.
<p>Teaching and Learning - SEN</p>	<ul style="list-style-type: none"> ○ SEND co-ordinates and supports PP/SEND students
<p>Teaching and Learning – resources/Strategy</p>	<ul style="list-style-type: none"> ○ The KS3 curriculum has begun to embed a 'knowledge based' approach with supporting 'Knowledge Organisers' aimed at filling the knowledge gap predominately experience by PP students. The use of the Knowledge Organisers by staff ensures that PP students in particular are benefitting from this initiative. These Knowledge Organisers will grow to all year groups over time, currently in YR 7. ○ YR11 'Starting Points' document addresses subject specific technical vocab – given to all YR11 but aimed primarily at PP students.
<p>Teaching and Learning - Targeted academic support - GCSE Loan Text Book</p>	<ul style="list-style-type: none"> ○ Text book loans for PP students. This was widely taken up by all students including PP. The impact was low given the GCSE outcomes and the fact that Homework engagement for PP students in Yr11 was lower than Non PP

Targeted academic support – Curriculum	<ul style="list-style-type: none"> ○ PGL trips for English and Maths ○ Conference for History at Ballantynes
Wider Strategies – Engage with ‘Be the Change programme’ Positive mentoring for Year 9 run by Hastings Direct	<ul style="list-style-type: none"> ○ Engagement grades between Year 8 (benchmark) and end of Year 9 (impact) were analysed ○ 51.2% of PP students improved their Engagement grade compared to 47% of Non PP students <p>This shows significant impact of the programme and the enhanced effect it has on PP</p>
Wider Strategies - Attendance	<ul style="list-style-type: none"> ○ Strategies Attendance Welfare Officer, Minibus pickups. PP focus weeks and clear strategy.
Wider Strategies - Careers	<ul style="list-style-type: none"> ○ interventions to raise aspirations, trips to Universities ○ Subject specific trips

Executive Summary:

- GCSE outcomes showed a reduction in the GAP between PP and NON PP students, this is pleasing and current strategies to be maintained.

-PP Boys have underperformed this must be re-dressed next year.

-SEND students have underperformed significantly and this must be re-dressed next year.

-Mentoring and tracking seems to have had an impact on students own accountability – we need to build on the successes that we have seen here next year.

-Attendance Projects, Get up and Read/Accelerated reader, PGL Maths Weekend etc. seem to have some demonstrable impact than more expensive ‘less tracked’ and focused projects.

