

Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	Belmont Community School				
Academic Year	2016/17	Total PP budget:	£267,410	Date of most recent PP Review	n/a
Total number of pupils	756	Number of pupils eligible for PP	286	Date for next internal review of this strategy	Nov 2016

2. Current attainment – 2015/16 results			
		Pupils eligible for PP (your school)	National average – all students
Basics (EM)		50%	58% (2015)
% achieving expected progress in English / Maths		English 69% Maths 55%	English 69% (2015) Maths 66% (2015)
Progress 8 score average		-0.57	tbc
Attainment 8 score average		44.91	49.6
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>			
A.	High attaining students who are eligible for PP are making less progress than other high attaining students		
B.	PP students are making less progress than non-PP students at KS4 (particularly Ebacc subjects)		
C.	Literacy skills entering year 7 are lower for PP students than for other, which prevents them from making good progress in year 7		
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>			
D.	Attendance rates for PP students are lower than non-PP (Oct 2016 - whole school PP 92.25%, non-PP 95.87%)		

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Improved rates of progress across both key stages for high attaining students eligible for PP	Students eligible for PP and identified as MAT from KS2 attainment on entry make as much progress as non-PP identified as MAT, so that 75% or above are on track to exceed expected progress by the end of KS4. Students identified for intervention/support after each TP, monitored by HoDs and PP Champions in core subjects, parent/carers communication and liaison after each TP with PP Champion, and/or HoY.
B.	Improved rates of progress in Ebacc subjects for PP students	Students eligible for PP make as much progress as non-PP students with equal starting points. Students identified for intervention/support after each TP, monitored by HoDs and PP Champions in core subjects, in core parent/carers communication and liaison after each TP with PP Champion.
C.	High levels of progress in literacy for year 7 students eligible for PP	Students eligible for PP in year 7 make more progress in line non-PP students so that at least 100% meet their expected targets and 33% exceed expected progress. This will be evidenced using data from accelerated Reader, Success maker and 'ReadWriteInc' as well as internal tracking systems in English and maths.
D.	Increased attendance rates for students eligible for PP	Overall attendance among students eligible for PP improves from 92.25% to be in line with non-PP (95%+)

5. Planned expenditure					
Academic year		2016/17			
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 – <u>Consultation using evidence from: NFER research, Teaching and Learning Toolkit and Ofsted’s report (2014) on pupil premium progress</u>					
Desired outcome	Chosen action / approach	Evidence	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved rates of progress s for PP/MAT and PP in Ebacc subjects (A and B above)	High quality teaching for all	Setting of high expectations, monitoring performance and sharing best practice (CPD calendar)	Through QA and ML development QA from LA	HBU MLs	Through the QA calendar – half-termly review
Improved rates of progress s for PP/MAT and PP in Ebacc subjects (A and B above)	Deploying staff effectively	‘Front line’ staff and best teachers working with PP students in core subjects (PP Champions)	Through QA and ML development QA from LA	HBU MLs	Through the QA calendar – half-termly review

Improved rates of progress s for PP/MAT and PP in Ebacc subjects (A and B above)	Meeting individual learning needs	Use of data to inform students' individual needs (English and maths continue to develop PiXL's PPEs, PLCs and 'therapies'), Ebacc to develop use of PiXL resources.	Use of TP analysis Through QA and ML development	HBU MLs	TP analysis (termly) Through the QA calendar – half-termly review
Improved rates of progress s for PP/MAT and PP in Ebacc subjects (A and B above)	Data driven and responding to evidence	Effective data/tracking systems using class level analysis and '4Matrix' – reviewed progress every 3 weeks and underperformance addressed swiftly. Effective use of AfL and 'diminishing the gap' feedback policy (PM target) CPD on new assessment systems and effective use of data to inform planning	Through QA and ML development	HBU MLs	Through the QA calendar – half-termly review
High levels of progress in literacy for year 7 students eligible for PP	CPD on using Accelerated Reader (English) English specialist - trained in phonics teaching	AR has shown to improve rates of literacy To enable students to access reading and equip them with necessary skills through transition from KS2	Through QA and ML development AR test scores AHT to oversee resources and SoL development with KS3 lead for English	RDU RDU	Weekly analysis of AR reading scores (ARO) Through the QA calendar – half-termly review
Total budgeted cost					£100,000

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?
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Improved rates of progress s for PP/MAT and PP in Ebacc subjects (A and B above)	Intervention strategies (a/s, lunchtime, holiday) Small group sessions in core (with PP Champions) Analysis of TP data to identify under-achievement	Small group interventions with highly qualified staff are known to be successful Support provided on an individual basis and in groups with students of similar needs raises attainment	Engage with parents/carers Tracking attendance - ensure attendance of PP students at sessions Tracking of progress data through TPs	HBU	Half-termly (weekly analysis of intervention attendance Y11 HoY and HoDs)
High levels of progress in literacy for year 7 students eligible for PP	One-to-one and small group work, 'ReadWriteInc', Success maker – form time and intervention time. AR in English periods, during humanities on rolling programme and ij form time	Independently evaluated programmes shown to be effective Targeted literacy catch-up and reading journals	Ensure sufficient training for key staff Tracking data from all programmes and internal assessments Parent/carers support and skills development	RDU	Half-termly data analysis and review
Total budgeted cost					£90,000
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?
Improved rates of progress s for PP/MAT	Focus on raising aspirations and students' self-confidence through	Developing an ethos of high attainment for all, use of the Growth Mindset in building resilience and 'GRIT'	PP Champions to lead Use of data tracking Use of reflection and evaluation	HBU JCO CWE, LDI, KGR	Brilliant Club - half-termly 'Aspire Club' – Dec and half-termly thereafter

	the 'Brilliant Club' (Y 7&8) and 'Aspire Club' (Y9&10) in collaboration with Learning Performance. STEM after school club aimed at PP students in Y7-10				
Increased attendance rates	SSM to monitor attendance and use first response provision through Parent Pay	Addressing attendance is key step in improving progress and attainment	AHT to monitor attendance data	CJO	Weekly updates reviewed Half-termly analysis and review
Total budgeted cost					£75,000



