

NAILSEA SCHOOL: PUPIL PREMIUM STRATEGY REVIEW for 2019-20

| Current Attainment: | | |
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| | Pupils eligible for PP (Nailsea) | Pupils not eligible for PP (National Average & Nailsea) |
| Progress 8 score average | -1.15 | 0.05 & -0.68 |
| Attainment 8 score average | 26.86 | 48.30 & 42.88 |
| 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. | Attainment of disadvantaged students across Progress 8 and Attainment 8 measures at KS4. | |
| B. | Transition (Y6-7 & Y9-10 social and emotional well-being of PP students. Due to relatively small percentage, these students are often in need of more pastoral support during these periods. Can lead to lack of engagement and therefore lack of academic progress. | |
| C. | Behaviour and lack of engagement of small group of Y10 students (mostly eligible for PP) is having detrimental effect on their academic progress. | |
| D. | Reading skills of PP students entering Y7 are, on average, lower than other students. This gap has, in the past, continued through their school career, preventing sustained high achievement through KS4. | |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> | | |
| E. | Attendance rates for students eligible for PP are 88.78% (below the 95% target for all students). This reduces their school hours and causes them to fall behind or have significant gaps in their knowledge/learning. | |
| F. | PP eligible students have, in some cases, poor home learning environments and less parental engagement. | |
| Intended Outcomes | | Success criteria |
| A | Improve rates of progress/attainment and for all students to progress equally with others across year groups and subjects. | The gap between the P8 and A8 scores of PP and non PP students to reduce. Monitored through x3 progress reviews through the year. |
| B | Ensure transition of disadvantaged and vulnerable students into Y7 and Y10 is supportive and enables them to familiarise themselves with the school, its procedures and give them the opportunity to begin to form peer support networks. | Good/accelerated progress will be seen in progress reviews (x3 per year). Engagement in events such as Prep for Success and information evenings will also high. |
| C. | Y10 students to make good/sustained progress in their first year of GCSE courses. | On-going attainment that matches or exceeds the students' target grades (x 3 progress checks though year). |
| C | PP students (with particular focus on Y10 group) to have decrease in IE referrals, behaviour points and FTEs. This will improve engagement and therefore progress. | Fewer behaviour incidents recorded for these students on a termly basis. Decrease in IE room referrals and FTEs. A reduction in the % to move towards the national average for non-PP exclusions (%of students receiving 1 or more FTE national average is 3.9%) Increase in number of students eligible for termly rewards events. |

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| D | Improved rates of progress for those students with low standardised reading scores. | Improved standardised scores for those below 90. These will be re-assessed every 2 terms. Staff to know the reading ability of all their students and adapt teaching strategies accordingly. |
| E | Increased attendance rates for students eligible for PP. | Reduce the number of persistent absentees among students eligible for PP. Overall attendance among students eligible for PP to improve from 88.78 to 95% or in line with other students. |
| F | Increased attendance at school events (Prep for Success/Parents evenings) through improved streams of communication. Improved completion of homework. | Increased attendance at events. Reduction in number of PP students having referral to 'Homework Club' |

1. Planned expenditure

Academic year 2019-20

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 (Tiers 1 and 2 of graduated approach to support)

Sutton Trust 2011 - *The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.*

| Intended outcome | Action & rationale (and staff leads) | Description of Intervention | How impact will be measured. | Contribution from PP funding. | Evaluation |
|-------------------------|---|---|--|--------------------------------------|---|
| All | Extended Leadership role with oversight of PP progress. | Leadership and Management of whole school strategy to improve attainment and progress of PP students. | Current grade analysis compared at each progress review. Student voice during SEW/360 reviews to demonstrate improvements in T&L. | £18500 | Clearer strategy able to be developed. 3 year strategy to close attainment gap – 2021 aim. |

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| <p>A, B, C</p> | <p>Improved quality of teaching and learning in all curriculum areas to ensure that all students to make good and sustained progress.</p> <p>Sutton Trust 2011 - <i>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.</i></p> <p>CLs</p> | <p>Curriculum areas to have control over how PP funding is to be spent in their T subject area.</p> <p>CLs to be accountable for measuring the impact of resources/CPD purchased or offered.</p> | <p>After each PR, CLs will have focus on the PP sub-group and measure the impact their decisions have made. LMs will encourage resources and strategies to be regularly reflected up on.</p> <p>SOR to carry out developmental drop ins with a focus on PP students.</p> | <p>£10,000</p> | <p>Increased accountability on CLs for resources/activities to promote progress of PP students.</p> <p>C-19 impacted purchasing and running of some planned activities. SOR to follow up at end of T2 (2020).</p> |
| <p>All</p> | <p>Make CPD available to focus on 'Challenge' and 'Reading'.</p> <p>Improved the explicit teaching of reading and vocabulary across the curriculum.</p> <p>EEF Reading comprehension strategies +6months</p> <p>LC/GB/SOR</p> | <p>Whole staff CPD/INSET – external trainer to work with targeted teams.</p> <p>Tutor time to be used to focus on explicit vocabulary instruction.</p> | <p>Developmental drop ins. Work scrutiny to focus on vocabulary.</p> <p>Student voice (during SEW) and as part of 360 reviews to consider quality of T&L.</p> | <p>£3000</p> | <p>Teaching and Learning QA calendar will continue to monitor this through drop ins.</p> |

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| | | | Resources to be created during INSET (Line managers to monitor) | | |
| B | <p>Student Passport Interviews (Y7 & Y10) Documents created and shared with staff.</p> <p>SOR/WH/JM</p> | <p>Extended Leadership SLT & KS3 Learning mentor hold meetings with all PP students in Y7 & Y0. Explicit strategies shared with staff is Sharepoint.</p> <p>Student passports to support quality first teaching and identify barriers to learning.</p> | <p>Learning walks and developmental drop ins to demonstrate passports are being used by staff. Student voice to assess staff use of passports Fewer barriers to learning in classrooms.</p> | £2000 | <p>Completed in Sept 2020. New Academic Mentor to complete Y7 by week 3 and then Y10 by end of T1. Info shared via 'Teams'.</p> |
| B | <p>Improved rates of progress for those students with low standardised reading scores</p> <p>EEF Reading comprehension strategies +6months SOR</p> | <p>NGRT – and accompanying strategies.</p> <p>All students who are new to the school (Y7 or in-year entrants) to take reading test as part of admission process.</p> | <p>Re-assessment of key students (every other term, using NGRT).</p> <p>Progress reviews.</p> | £1,600 | <p>2nd testing due April 2020. NGRT have extended the licence (which should have expired in May 2020) so can be carried forward.</p> <p>Y7&8 students targeted as part of 'Catch up' programme: 6/10 increased by 3-6mths 2/10 increased by 1-2 months 2 stayed the same.</p> |
| A, B, C F | <p>Y10 & 11 students to make accelerated progress in Maths and English</p> <p>Qualified teacher to provide targeted in class/small group & 1:1 support.</p> | <p>In class and small group targeted support (in consultation with CL for Maths & English)</p> | <p>Current grade analysis compared at each progress review. Student voice during SEW/360 reviews to demonstrate improvements in T&L.</p> | £12000 | <p>Y10 PR1: English: 15/28 on or above 13/28 below Y10 PR1 Maths: 12/28 on or above 16 below</p> |

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| F | Develop independence & support home learning Self regulation +8months, homework +5month | GCSEPod & Hegarty Maths Y10 & 11 students to have access to GCSE to enhance their independent study. | Monitoring of PP access to GCSE Pod. Hegarty online progress tracking tools to measure engagement and attainment. Progress reviews. | £1217 + £300 | GCSE Pod usage among PP students remains significantly lower than non-PP. Average number of Pods listened to by PP students 30% lower than non PP. Hegarty Maths: Awaiting update from RC |
| A, E, F | School Trips Music tuition Duke of Edinburgh | Student participation in school trips either paid for or subsidised to remove the barrier of cost. Musical tuition subsidised (30%) Dof E costs subsidised in Y10 & 11 (50%) | Increased participation rates. Progress in all subjects (especially those whose areas are supported by trips). Course completion (or grades achieved in music) Parent and student voice. | 3000 | Multiple trips impacted by C-19. PP will continue to fund these types of activities due to clear evidence that financial support aids inclusion/self-esteem and engagement. |
| All | Uniform vouchers | Student have sense of community and pride in school. | Decreased number of PP students without PE kit or uniform. | 1,000 | Positive feedback from families. Now distributed when requested. Also PTA have been very supportive, providing as-new uniform. |
| ii. Targeted support (Tiers 3 and 4 of graduated approach to support) | | | | | |
| Intended outcome | Action & rationale (and staff leads) | Description of Intervention | How impact will be measured. | Contribution from PP funding. | Evaluation |

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| <p>A, D, E.</p> | <p>Y10 & 11 students to make good/sustained progress in their first year of GCSE courses</p> <p>University of Bristol visit.</p> <p>EEF 1:1 tuition +5months SOR</p> | <p>CoachBright Programme (with University fo Bristol)</p> <p>10 week programme to provide academic coaching for targeted students.</p> <p>Clear targets set for each session and shared with subject staff.</p> | <p>CoachBright to quality assure each session and provide detailed impact statement on conclusion of programme.</p> <p>Progress reviews to monitor attainment of targeted students.</p> | <p>£4400</p> | <p>See separate report.</p> <p>Key headlines, in terms of Y11 CAGs:</p> <p>8/10 students gained 5 x 'good' passes (inc Maths & Eng)</p> <p>5/10 students gained 'strong' passes in 5 GCSEs (inc Maths & Eng)</p> <p>7/1 have remained at Nailsea 6th Form</p> <p>Y10 Post Programme:</p> <p>7/9 students had improved 'currently working at' grade by at least 1 in targeted subjects.</p> <p>2/9 remained the same.</p> |
| <p>A, D, E</p> | <p>Resilience and pastoral mentoring for those student who are disengaged from education.</p> <p>KS3 & KS4 Mentors (HoH/Asst HoH) Deputy Safeguarding Lead & mentor</p> <p>EEF meta cognition +8months, 1:1 +5months</p> | <p>Regular mentoring over specific time (6 weeks)</p> <p>Mentoring session to recorded using tracking sheet. Clear targets to be agreed and acted on by mentee and reviewed the next week.</p> <p>Targets to be shared with Tutor and relevant subject staff.</p> | <p>Weekly pastoral report to monitor behaviour points and absence.</p> <p>Fortnightly reviews of targets set.</p> <p>Progress reviews to monitor academic attainment/progress.</p> <p>Decrease in number of PP students having FTE and being referred to IE.</p> | <p>£25000</p> | <p>Whilst mentoring was regular, clear issue around monitoring of impact and sharing of targets.</p> <p>Immediate area of focus for new Academic mentor (Sept 2020)</p> |
| <p>A, E, F.</p> | <p>Support vulnerable students whose personal or emotional barriers to learning are preventing them from making progress</p> <p>EEF Social and emotional learning +4months, Outdoor adventure learning +4months</p> | <p>DEN – outdoors education and Outdoor Education Teaching Assistant</p> | <p>Entry & exit questionnaire to be carried out and logged.</p> <p>Pastoral team (who would have made referral) to monitor pattern in attendance or behaviour/rewards points.</p> <p>Increase in number of PP student eligible for end of term rewards events.</p> | <p>£18000</p> | <p>Increased attendance for 3 Y8 students who accessed the provision.</p> <p>PR engagement average scores remained = or improved for those who accessed support.</p> <p>Exit questionnaires – 100% positive with students able to verbalise</p> |

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| | | | | | <p>key areas they felt that had been developed.</p> <p>RHollingdale has also source financial support through variety of grants. This has allowed her to purchase new tent as well as take part in community projects with students prior to school closure.</p> |
| E. | <p>Increased attendance rates for students eligible for PP.</p> <p>DofE (2016) 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grade A*-C</p> | <p>Attendance Officer: Attendance clinics Home visits Engagement activities with families</p> <p>External support to manage persistent absenteeism</p> | <p>Weekly pastoral report to monitor absence. Attendance gap between PP and non PP to decrease. Improved attendance at events such as parents evening and information evenings.</p> | £15000 + £1500 | <p>Still 'stubborn issue' however small improvements clearly shown in period before school closures. 2019/20 (up to 17th March) Non PP – 92.37% PP = 90.01% (2018/19 88%) Year group 'gaps' 7 - 1% 8 - 3.5% 9 = 10 – 8%</p> |
| | | | | 63,900 | |

iii. Wider Pastoral and SEMH approaches.

| Intended outcome | Action & rationale (and staff leads) | Description of Intervention | How impact will be measured. | Contribution from PP funding. | Evaluation |
|-------------------------|---|------------------------------------|---|--------------------------------------|---|
| A, E, F | Support the SEMH of all students. To ensure wide range of students receive support their mental health. | WellSpring Therapist | Pastoral monitoring. Number of students accessing the WellSpring support. | £6,000 | % of students accessing support who are PP: |

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| | EEF Social and Emotional learning +4months CM | | Student voice on exit (where appropriate). | | Awaiting data from Safeguarding team. |
| | My Concern | Improve efficiency and rigor of how safeguarding is logged and tracked. | More efficient closing/dealing of safeguarding concerns. | £1,400 | |
| A,D,F | Increase % of PP students staying in education or going into employment after Key Stage 4 (at least in line with National average). Ensure students do not become NEET on leaving Nailsea School. | Careers advisor onsite (interviews with PP Y9, 10 & 11) Provide impartial and expert careers advice to PP students. Impartial and regular careers advise to ensure students have clear goals and pathways. | Records of meetings indicate that students can make independent choices about their progression pathways. Number of NEET decreases. | £12,000 | Final destinations for Y11s currently being confirmed. Weston College (main Post 16 provider). ALL PP students have applied for courses & had been given places. Range of providers: Nailsea 6 th Form Weston College City of Bristol |
| C, D, E | To support PP students whose SEMH creates a barrier to their learning and engagement. | Thrive training. To provide Thrive strategies for PP students who have SEMH barriers to learning. Working with PP students by providing 'reparative' learning of social and emotional skills, to optimise learning and life. | Measured through Thrive assessments and progress monitored by using Thrive online tools. Reduction in behaviour points for specific students. Reduction in IE referrals and FTE. | £6,000 | Not sustainable in current staffing model. Therefore, money utilized to purchase midYIS assessment package for Y7 (2020) due to lack of academic data from primaries. Money also used to part fund MyTutor online tutoring for Yr11 students – soe access prior to school closure but rolled |

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| | | | | | over to 2020/21 academic year |
| | | | | 24,000 | |
| | | | | | 140,517 |