

The logo for Settlebeck features the name in a bold, black, sans-serif font. The letter 'e' is replaced by a green starburst icon. Above the text, a series of green dots forms an arc, and below it, a series of blue dots forms a similar arc.

Settlebeck

Pupil Premium Strategy

2018-19

Pupil premium strategy statement

1. Summary information					
School	Settlebeck School				
Academic Year	2018/19	Total PP budget	£28,300	Date of most recent PP Review	n/a
Total number of pupils	196	Number of pupils eligible for PP	22	Date for next internal review of this strategy	April 19
2. Current attainment					
Year 11 2017-18 (4 pupils)			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving Level 9-5 English and Maths			25	24.5%	
% achieving Level 9-4 English and Maths			75%		
Progress 8 score average			-0.77	0.13	
Attainment 8 score average			30.50	40.50	
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.	Literacy skills and numeracy skills are lower than expected, which prevents them from making good progress in Year 7				
B.	Pupils eligible for PP are less engaged in their learning on average across KS3 and KS4 which prevents them from making good progress.				
C.	Pastoral, SEND and mental health issues affect a large proportion of this cohort.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Attendance rates for pupils eligible for PP are 91.7% (below the target for all children of 95%). The attendance gap in some year groups is greater than others. This reduces their school hours and causes them to fall behind on average.				

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	High levels of progress in literacy and numeracy	Pupils eligible for PP funding make good progress so at least 50% exceed progress targets and 100% meet expected progress.
B.	Improved engagement in learning and as a result improved progress across KS3 and KS4 for those pupils eligible for PP funding	Pupils eligible for PP from KS2 APS/Standardised score make as much progress as other pupils. Their attitude to learning grades will be in line with other pupils. Where they are not, Heads of Year and SENCo are putting in place interventions monitored by Senior team
C.	PP pupils access to appropriate, targeted and timely pastoral and health support	Most PP pupils achieve at or above expected progress and the attendance gap narrows.
D.	Increased attendance rates for pupils eligible for PP at all key stages.	Reduce the number of persistent absentees (PA) among pupils eligible for PP from to or below. Attendance in each year group to achieve 95% in line with other students.

5. Planned expenditure						
Academic year		2018-19				
i. Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Impact
Progress 8 measure for the English and maths element is 0	<p>Screening on entry and each year to ensure progress.</p> <p>Additional literacy and numeracy intervention, including extra English and Maths in Year 7/8 within the Foundation group.</p>	<p>PP P8 is below 0 for this group of students whereas the P8 scores are above 0 for the rest of the cohort.</p> <p>Upon entry the students have a below expected level of progress in KS2 writing.</p>	<p>Regular discussion and review of progress.</p> <p>Intervention impact to be measured.</p> <p>Learning walks to show impact of literacy focus in tutorial sessions and subject areas.</p>	Headteacher Assistant Headteacher and Pastoral Manager	Termly	<p>P8 for this group is below average at -0.64 against -0.20 for the rest of the cohort. Note small number of PP.P8 English PP-0.84 with -0.11 for the rest the cohort.</p> <p>P8 Maths PP -0.07 with -0.02 for the rest of the cohort.</p> <p>The gap is significantly wider in English.</p> <p>Gap less = under performance</p>

<p>B. Improve the use of progress and attitude to learning data for all pupils eligible for PP funding</p>	<p>Develop more focused checks on progress for pupils eligible for PP funding following each data collection</p>	<p>The school needs to make effective use of assessment data to generate analysis of key sub-groups on a regular basis. In addition, the school collects performance data 4 times a year which can be used to track the progress of pupils.</p>	<p>Following each data collection, the TLR holder for Data will produce reports on the progress against expected levels of PP pupils. The Heads of Year and AHT (Pastoral) will link with each subject lead in English mathematics, science and options' subjects at KS4 to check on progress of this group and feed this information into the PP mentoring programme for action on progress issues.</p>	<p>Assistant Headteacher</p>	<p>Half termly</p>	<p>ATL performance data is collected termly. Students are in line with other unless other factors have affected their learning and attendance e.g mental health issues</p>
<p>ii. Targeted support</p>						
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>Review</p>	

A.Improve KS3 literacy progress	Targeted intervention by SENCO for those pupils who need urgent reading and spelling intervention	<p>Pupils eligible for catch up funding often have weak literacy scores on entry to Settlebeck. We look at standardised Reading and Spelling scores that are below 85 to target intervention to accelerate their literacy skills, allowing them to access the KS3 and KS4 curriculum successfully. All pupils (including PPG pupils) are tested on entry to the school the check their literacy.</p> <p>Students who have a score of below 85 will receive targeted support through Lexia, IDL and bespoke intervention with a TA, directed by the SENCO.</p>	<p>The SENCO and AHT (Pastoral) meet weekly with the Headteacher in scheduled line management meetings. The programmes are reviewed early in the Spring and again at the end of the summer term. Pupil's end of Year English grades in 7 and 8 will be analysed and pupils retested on a yearly basis. Parents are provided with information on how to improve their child's literacy skills at home. Scrutiny of literacy is part of the whole school monitoring, evaluation and review process.</p>	AHT Pastoral	Termly	Targeted intervention was not effective and due to capacity issues was not in place for much of the year. Students entering below expected level received additional support through
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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	
A.Improve literacy progress across the school	Year 7 & 8 Foundation/Nurture group teaching for all PP students that enter Settlebeck below expected level at the end KS2.	Improving literacy skills is key to ensuring that all learners make at least good progress Pupils are taught in a group size of 12 in the Foundation group and 8 pupils in the Nurture group. The focus of teaching is to improve literacy and numeracy skills with a view to the majority of pupils being able to access GCSE courses. The teaching	The SENCO, DHT and AHT (Pastoral) meet weekly with the Headteacher in individual scheduled line management meetings. Progress is monitored following each data collection by the Senior Team, including the Year 7 & 8 Pupil Head of Year Pupil end of Year English grades in 7 and 8 will be	DHT	May 18	Students make progress in line with their peers in this group.
A.Improve literacy progress across the school	Embed the literacy tutorial programme developing differentiated teaching resources to stretch and challenge all learners.	Improving literacy skills is key to ensuring that all learners make at least good progress. It is essential to stretch all ability levels. Literacy is a focus during tutorials, with high quality resources provided by the AHT Pastoral/Head of English. Following the review of 2017 we recognise that differentiated materials, especially for the most able, needed to be developed and implemented.	Heads of Year visit tutorial sessions to ensure quality of teaching and this is overseen by the Head of English	AHT Pastoral	Tutorial programme in place from Sept 2017. Extension to the current programme to ensure stretch and challenge in place from March 18. Review July 18	Literacy tutorial is accessible for all. Progress specific to this group has not been measured.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Impact
A.Improve numeracy progress in KS3	Year 7 & 8 Foundation/Nurture group teaching for all PP students that enter Settlebeck below expected level at the end KS2.	Improving numeracy skills is key to ensuring that all learners make at least good progress Pupils are taught in a group size of 12 in the Foundation group and 8 pupils in the Nurture group. The focus of teaching is to improve numeracy skills with a view to the majority of pupils being able to access GCSE courses. The teaching groups change based on need which is reviewed following each data collection.	The SENCO, DHT and AHT (Pastoral) meet weekly with the Headteacher in scheduled line management meetings. Progress is monitored following each data collection by the Senior Team, including the Year 7 & 8 Head of Year Pupils end of Year maths grades in 7 and 8 will be analysed and pupils retested on a yearly basis.	DHT	Termly	Numeracy progress is accelerated enabling the vast majority of students to enter mainstream teaching in Year 9. 1 student was able to access maths in Year 8
A.Improve numeracy progress in KS3	Embed the numeracy tutorial programme in Years 7 and 8 developing differentiated teaching resources to stretch and challenge all	Improving numeracy skills is key to ensuring that all learners make at least good progress. It is essential to stretch all ability levels. Numeracy is a focus during tutorials each week in Year 7 & 8, with high quality resources provided by the	Heads of Year visit tutorial sessions to ensure quality of teaching and this is overseen by the Numeracy Co-ordinator	DHT/GK	Termly	Not yet embed. Appointment of new numeracy lead to address in 2019-20

<p>B Improved engagement in learning and as a result improved progress across KS3 and KS4</p>	<p>Mentoring scheme for our most vulnerable pupils at KS3 and KS4</p> <p>Gym sessions to build self-confidence and improve engagement.</p>	<p>We believe that without the confidence to succeed at school our most vulnerable pupils will not make expected progress. Evidence over the last year has shown that targeted intervention by our Youth Worker, Pastoral Manager is having some success. Heads of Year and senior staff can help to build the confidence, improve attendance and generate better progress to prepare pupils for examination</p>	<p>The Youth Worker and Pastoral Manager have scheduled mentoring sessions with pupils eligible for PP funding on a weekly basis. Access to the Youth worker is reviewed regularly by the Senior Leadership team. Pupils in KS4 have access to further support from senior staff.</p> <p>Pupil's involvement in gym sessions is closely monitored and regularly reviewed.</p>	<p>Senior Leadership team</p>	<p>Progress Review 4 times per year. Attitude to Learning grades 6 times per year. Attendance reviewed monthly</p>	<p>Mentoring took place for several of the students based on learning needs. 2 students accessed the gym to improve confidence. Both students then went on to the destination of their choice post 16. Issues were addressed quickly enabling students to attend and sit examinations.</p>
<p>B Improved engagement in learning and as a result improved progress across KS3 and KS4</p>	<p>Girls only group in Year 7 vulnerable pupils. Programme to be extended to Year 8 in the summer term.</p>	<p>We believe that without the confidence to succeed at school our most vulnerable pupils will not make expected progress. Evidence over the last year has shown that targeted intervention can help to build the confidence, improve attendance and generate better progress to prepare pupils for examination courses and life beyond school.</p>	<p>The Year 7 & 8 Head of Year and LSA run a weekly group focusing on developing confidence and peer relationships. Head of Year for Year 7 & 8 is a member of the SLT and reports progress through this weekly scheduled meeting.</p>	<p>Head of Year</p>	<p>Half termly</p>	<p>This work supported one student in the first half term, who due to her SEND (ASC) could not mix socially with her peers. Programme was not extended due to long term absence.</p>

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	
B Improved engagement in learning and as a result improved progress across KS3 and KS4	Access to music lessons, the gym and trips are provided for/subsidised by the Pupil Premium Grant.	Enrichment activities in turn improve engagement to learning in the classroom as well as ensure that pupils have access to the range of opportunities on offer to all students. Music lessons for PP students are provided free of charge. Key students, identified through the mentoring programme have access to the local gym as part of their re-engagement programme;	The Headteacher meets regularly with Heads of Year and the Pastoral Manager to ensure that where access to enrichment activities is needed as part of the re-engagement programme or where parental ability to pay is a barrier PPG funding is released.	Headteacher	Monthly	3 students access music tuition with 2 studying for GCSE. Gym attendance by 2 students improved confidence and engagement. 7 students benefitted from support to attend the Year 7 residential, Italy trip and end of term trips so they were not disadvantaged.
iii. Other approaches						iv.
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?	
Increased attendance rates for pupils eligible for PP at all key stages.	Pastoral Support Manager to focus on promoting good attendance for pupils eligible for PP. An increased focus on attendance in current Year 7,	Overall Pupil Premium attendance in 2017-18 was 91% which is well below the minimum expected of 95%	Attendance is monitored by our Pastoral Support manager and Heads of Year. At present the team is focused on attendance issues across the whole school but insufficient attention is paid to those pupils	Headteacher Pastoral	Fortnightly	Attendance of this group is below that of non-pp by 11.04%. This gap needs to be reduced. Several students were affected by long term mental health issues.

	Year 9 and Year 11. Pastoral Manager and to work Heads of Year to implement strategies to remove barriers to learning, real or perceived, preventing PP students from attending school.		who are eligible for PP funding. As a result, the attendance, whilst in line with other pupils in some year groups there is concern around persistent absence and attendance in several year groups.			
Maintain the provision of technology for use in the home	Purchase technology equipment for use in the home to overcome disadvantage.	To ensure equity of provision PP pupils need access to technology in the home to assist with their learning including exam revision.	Heads of Year meet with the Headteacher on a weekly basis where pupil needs are discussed.	AHT Pastoral	On-going. Review of impact on results in September 2019	1 student was provided with a laptop to ensure that they could access their learning.