



Pupil Premium Strategy

2019-2021

Pupil premium strategy statement

1. Summary information					
School	Settlebeck School				
Academic Year	2019/20	Total PP budget	£26,770	Date of most recent PP Review	n/a
Total number of pupils	200	Number of pupils eligible for PP	21	Date for next internal review of this strategy	Jan 19
2. Current attainment					
Year 11 2018/19 (6 students)			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving Level 9-5 English and Maths			0%	34.29%	
% achieving Level 9-4 English and Maths			0 %	57%	
Progress 8 score average			-0.64	-0.2	
Attainment 8 score average			28.67 (target 32.00)	41.7	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (issues to be addressed in school, such as poor literacy skills)					
A.	Literacy skills and numeracy skills are lower than expected, which prevents them from making good progress in Year 7 and beyond				
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 (issues which also require action outside school, such as low attendance rates)					
D.	Attendance rates for pupils eligible for PP are 82.43% (below the minimum target for all children of 95%). The attendance gap in some year groups is greater than others. This results in loss learning time and causes them to fall behind on average.				
4. Desired outcomes (desired outcomes and how they will be measured)				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 to below 15%. Attendance in each year group to achieve 95% in line with other students.

5. Planned expenditure						
Academic year		2019-20				
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	Additional literacy and numeracy intervention, including extra English and Maths in Year 7/8 within the Foundation group and short withdrawal interventions	PP P8 is below 0 for this group of students whereas the P8 scores are above 0 for the rest of the cohort. In Year 11 last year all students had low prior attainment Upon entry the students have a below expected level of progress in KS2 writing.	Regular discussion and review of progress. Intervention impact to be measured. Learning walks to show impact of literacy focus in tutorial sessions and subject areas.	SENCO	Termly	
Progress 8 measure for the English and maths element is 0	Focus on the development extended writing skills in all subject areas	Upon entry the students have a below expected level of progress in KS2 writing.	CPD session for teaching staff January 2019 Book scrutiny, learning walk and data reviews	SI	April 2019 July 2019	
B. Improve the use of progress and attitude to learning data for all pupils eligible for PP funding	Half termly monitoring for PP students. Form Tutor mentoring to discuss ATL and set targets for improvement.	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 3 times a year which can be used to track the progress of pupils.	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.	Assistant Headteacher	Half termly	

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	Review
A Increase literacy skills so PP students are in line with expected standards	Targeted intervention by SENCO for those pupils who need urgent reading and spelling intervention	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. Students who have a score of below 85 will receive targeted support through Lexia, Launch the Lifeboat Spelling Scheme and bespoke intervention with a TA, directed by the SENCO.	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.	AHT Pastoral	Termly
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 14 in the Foundation 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 groups change based on need which is reviewed following each data collection.	The SENCO and Pastoral Manager meet weekly with the Headteacher in individual scheduled line management meetings. Progress is monitored following each data collection by the Senior Team, Pupil end of Year English grades in 7 and 8 will be analysed and pupils retested on a yearly basis.	SENCO	Dec 19 March 19 July 19

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 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.	HOD	Termly	
A.Improve numeracy progress in KS3	Small group intervention, time bound to address deficits in knowledge and skills	Improving numeracy skills is key to ensuring that all learners make at least good progress. Focused interventions devised by the HOD, based on QLA and assessment data allows it to be specifically targeted to address need	Baseline assessment and re-test at end of programme to measure impact.	HOD Ma/SENCO	Dec 19 March 19 April 19	

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	
<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 courses and life beyond school.</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 Pastoral Manager. 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 3 times per year.</p> <p>Attitude to Learning grades 6 times per year.</p> <p>Attendance reviewed monthly</p>	
<p>B Improved engagement in learning and as a result improved progress across KS3 and KS4</p>	<p>Access to music lessons, the gym and trips are provided for/subsidised by the Pupil Premium Grant.</p>	<p>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; evidence from Pupil Voice indicates this provision has had a positive impact in previous years.</p>	<p>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.</p>	<p>Headteacher</p>	<p>Monthly</p>	

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	Review
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, 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.	Overall Pupil Premium attendance in 2018-19 was 82.43 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 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.	Headteacher Pastoral	Fortnightly
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