

Pupil Premium Strategy Statement 2019 - 2020

1. Summary information					
School	Langtree School				
Academic Year	2019-2020	Total PP budget	£59,805	Date of most recent PP Review	1st October 2019
Total number of pupils	621	Number of pupils eligible for PP	61	Date for next internal review of this strategy	Feb 2020

2. 2019 Attainment		
Cohort - students	Pupils eligible for P (PP national average, 2018)	Non PP
% achieving Pass in English and maths (Standard/Strong)	60 / 30	83 / 58
Progress 8 score average	0.21 (PP: -0.44)	0.53
Attainment 8 score average	4.4 (PP: 3.4)	5.5

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. Explore classroom barriers to learning JH
B. Low level of literacy JH
C. Intervention Maths and English
D. Review tracking of PP progress at KS3 CN
E. Improve success of PP students for the Langtree Challenge (SBu/HoY)
F. Ensure all PP students, but particularly those underachieving, have effective resources to aid their progression AT/DC
G. Emotional health SWo / AT /LGC
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)
H. Low Attendance (AT/ SBu)
I. Low cultural capital (AT/SBu/HoY)
J. Review engagement and quality of PP homework (SBa)

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	Success criteria
A. Teachers to highlight the barriers	Teachers' voice
B. Improve students reading and literacy skills	Monitoring progress
C. Improve students' numeracy and literacy skills	PP improved GCSE results and gap narrowed between PP and non PP students
D. Tracking system effectively identifies lack of progress in KS3 to ensure effective teaching and learning	Effective intervention and progress
E. Students develop independence and social skills	More PP students involved in Langtree challenge
F. Students have the resources to ensure progression	Students feel supported to progress
G. Students feel mentored and supported by school	Qualitative evidence to show students feel supported
H. PP students have same rate of attendance as non PP students	Students taking every opportunity to learn
I. PP students have been given lots of opportunities to develop their cultural capital and this is effectively tracked and encouraged.	PP students attendance on trips and visits is equal to or better than non PP students.
J. PP students have support for homework / study skills	PP students produce quality homework

5. 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.					
1. Quality First Teaching					
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?
Teachers to highlight the barriers	Staff to research individual students' barriers and disseminate.	Research shows that classroom-based approaches are needed to make a notable difference in outcomes. PP focus needs to address what is happening in the classroom daily as well as having wrap-around support for those that are vulnerable.	Use of disaggregated Inset day. Individual accountability. Academic and progress data shared with staff	JH/ CD	July 2020
Improvement of students in reading and literacy	Continue with existing initiatives. Share literacy data. Set up more reading support. Film/book clubs	Existing low levels of literacy in PP students who are most significantly underachieving or struggling to access curriculum. Literacy is a cornerstone to academic progress.	Use of "butterflies" to raise awareness. Literacy across the curriculum review with TL's.	JH	July 2020

Tracking system effectively identifies lack of progress in KS3 to ensure effective teaching and learning	PP predictions and ATLS will be recorded and summarised after every report.	PP students had inaccurate predictions in year 11 last year, which meant intervention was not always targeted as effectively as it could otherwise have been. Improved focus on KS3 data will help to capture the academic needs of these students earlier	PP students on separate tab for summary sheets following reports. All predictions and ATLS recorded and summarised following reports.	CN	Feb 2020
Intervention in Maths and English	Targeted support for PP students.	Data analysis: students did not meet or exceed their targets Curriculum restricted intervention opportunities	Team Leaders in English and Maths to monitor impact of intervention and adjust intervention strategies accordingly	MV/ KSH	August 2020
Students report feeling supported and able to learn	Offer ELSA support to targeted students.	Emotional Literacy can help students to feel better about themselves and positive emotions help with all aspects of learning and relationships. Children who are emotionally literate learn better and are happier in school	Liaise with individual teachers and parents to monitor progress	AT	Once every long term
Review engagement and quality of PP homework (SBa)	Work Scrutiny to compare with last year's. Focus group of PP students to discuss learning generally, the part homework plays and the barriers to completing good homework.	PP students not a homogenous group so would like to see individual books and talk to a sample of PP students to get a feel for their individual needs.	Work with SLT to get representation from a range of subjects and utilize their experience and skills	SBa	Feb 2020
Alternative curriculums in place for key PP students	Academy 21, RAW, TRAX researched	Some students need a more tailored programme of study	Monitored and engagement recorded	SBu/ SWo	July 2020

Cost: £43,293

2. Resources

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?
Students have the resources to ensure progression	Texts, exercise books and revision guides to be provided for all PP students who need them	PP students will have access to all relevant materials to ensure that learning and revision can be completed	AT to continue to liaise with Heads of Departments, finance department and PP students.	AT, HoD	Each short term
Students to have correct equipment, uniform	PP co-ordinator to liaise with PP parents to ascertain need	PP students will not feel social stigma	AT to liaise with parents and SBu	AT	Feb 2020

Cost: £5,304

3. Increase Cultural Capital

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?
Students develop independent and social skills	More PP students involved in Langtree challenge	Data collected in Jan 2019 stated that 6.6% of PP students achieved Bronze; 4.9% achieved Silver. 6.1% achieved Gold	Targeted focus groups on encouraging Langtree challenge. HoYs to target students.	SBu/ HoY	Feb 2020

PP students have been given lots of opportunities to develop their cultural capital and this is effectively tracked and encouraged.	Spreadsheet to track and promote dialogue with PP students/parents and finance.	Continue to record and look at historical data to see if there are any trends; need to be more proactive in encouraging students' cultural capital	Liaise with EVC Ensure AT aware of all trips HoYs to consider trips that raise aspirations and cultural capital	SBu/ AT/ HoY	July 2020
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Cost: £9,503

4. Mentoring and Incentive packages

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?
PP students have same rate of attendance as non PP students	Langtree Attendance Incentive Scheme	This is an improving picture and the scheme needs to be embedded.	Parents written to at start of year. Tutors to give vouchers.	SBu/ AT	Each short term Cost: Up to £80
PP Parents attendance at parents evening	Priority appointment for PP parents	PP parents in the past had poorer rate of attendance than non PP students	PP co-ordinator liaising with PP parents.	AT	No cost

Students report feeling supported	Continue with NOMAD	Need to create a questionnaire to ensure success of mentoring service	VB to coordinate	SBu	Termly Cost:
					Cost: £1,705
					Total budgeted cost £59,805

6. Review of expenditure				
Previous Academic Year		2018 - 2019		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Maths and English PP intervention is prioritised in the timetable at both KS 3 and KS 4. High quality intervention is delivered by both teachers and teaching assistants.	Small group sessions	Disapplication of targeted students from Ethics and/or one option block at KS4 for intervention. Disapplication from MFL at KS3 for targeted intervention. Review deployment of Maths and English teachers for targeted intervention. Catch-up numeracy and Catch-up reading (Year 7) have an impact on progress. More in depth data tracking at all levels in the school.	We will continue with this approach.	52,898

PP First Strategy is embedded in all aspects of the school to ensure a consistent approach to raising standards.	Discuss PP students	All staff are following the PP First Strategy. Performance Management targets are linked to the strategy. Launch of Focus Five to target underachieving students in each year group. Regular learning walks take place to monitor effectiveness of the strategy. Team Leaders take an active role in monitoring, reviewing and planning the PP First Strategy in their departments.	Focus 5 strategy will no longer be implemented. Keep working on ensuring staff are aware of individual barriers	
Student information, for example, change in profiles, progress reports, attendance and achievements are shared regularly with all staff.	Reports to explicitly show PP students' progress; profiles created and shared	Clarify roles and responsibilities of PP Coordinator and Senior Leaders. Team Leaders to ensure that key information is regularly shared at department meetings. Employment of pastoral assistant to help with data tracking and the sharing of key information.	Keep working on ensuring staff are aware of individual barriers and individuals progress	
PP students to have the same opportunities as all other students regarding participation rate in extra-curricular activities.	Map trips	Improved methods of collecting information about extra curricular activities that PP students have participated in (google form).	Mapping trips has been a challenge; will remain a target area - forms needed amending	
All PP students have access to appropriate learning and revision resources	Dept liaising with finance	Students have necessary equipment HoD's are more aware that there is funding available for PP students	Ongoing.	
Embed Focus 5 to aid teachers identifying PP underachievers	Alerts before reports to identify PP progress	Not clear	Strategy reviewed and will not be implemented for next year	

ii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved rates of attendance	Attendance incentive vouchers	Improved attendance	Continue - but liaise more with parents.	£11,888
Cashless system to reduce any perceived signs of stigma		Students experience reduced stigma	Continue	
Ensure students have appropriate careers aspirations	1 to 1 sessions	Students are given careers meetings; enables them to make next steps confidently	Continue	
Ensure PP students are encouraged to take part in the Langtree Challenge, School Council, sports teams and become Lead Mentors	HoY to encourage	Non PP students have a higher participation rate in Langtree challenge	Continue to work on this area	
All PP students have access to appropriate curricular and extra curricular trips and visits	Encourage students to attend trips	Chosen approach did not promote dialogue between PP co-ordinator and students/parents. Finance needs to be included in the process.	This area to be continued. Need to be more proactive at the planning stage of extra curricular activities.	