

Redborne Pupil Premium Strategy

	Current Situation	Development	Intended Impact
Pastoral	We have a strong and stable pastoral structure where staff remain with the students through years 9-11 and then 12-13.	The Assistant Headteacher responsible for Pupil Premium will start to have a regular meeting with EWO to discuss PP attendance and focus on persistent (or near persistent) absenteeism – this will be in addition to the existing meetings that the EWO has with pastoral teams to discuss year groups more generally.	Reduce the gap between Pupil Premium attendance and non-Pupil Premium attendance. Improve overall percentage rates of Pupil Premium attendance.
	Year teams include Pastoral Support Officers who are on hand to deal with any personal issues which might arise.		
	As well as other key outside agencies; the school employs carefully selected counsellors and a school nurse in order to best support the students.		
	The school has clear procedures for attendance and punctuality and issues are dealt with quickly. Data on attendance and punctuality is shared, along with expectations, as part of the schools reporting cycle. Fortnightly meetings take place between Education Welfare Officer, Pastoral Support Officers and Heads of Year to review students and agree actions where necessary.		
	The school has clear guidelines about behaviour and these are reinforced at every level. Expectation, procedures and consequences are shared with both students and parents. One member of SLT has a specific responsibility to monitoring isolations and exclusions.		
Data Collection	Sophisticated data monitoring and tracking systems collect both effort and predicted grades approximately four times a year per year group.	Case studies will be produced on critical students, particularly those who have a disproportionately large impact on cohort outcomes, so that we can learn from positives and identify areas of concern.	To enable us to determine the impact of different interventions and target students in the future with approaches that are likely to have the biggest impact in supporting their attainment. This should reduce the attainment gap between PP and non-PP students.
	Progress check data is used to identify outstanding progress and to praise students where appropriate.		
	Underperformance at all levels and in all subjects is identified through this data so that interventions are timely, targeted and data driven.		

	Current Situation	Development	Intended Impact
	A full provisional raise online document is produced specifically for pupil premium students following each data capture to allow more detailed analysis of subject and student performance.		
English and Maths	English and maths classes placed into sets by ability; these subjects are well staffed so that class sizes are deliberately small, particularly for the lowest ability students.	To support more intense English, English literature and maths GCSEs, curriculum time will be increased for these subjects.	Improve the attainment in English, English Literature and maths at all levels.
	Teaching Assistants are put in place for students that require additional support; there is a priority for this deployment in English and maths.		
	A specialist English teacher is employed to work with small groups of students following a careful identification process based on both attitude and progress.		
	Students are provided with a 2-year "Study Plus" option at GCSE. They are targeted carefully using data; this model focuses on improving study skills with 2 hours of English, 2 hours of maths and an hour of general learning skills support. This model is fronted by a member of Senior Leadership Team.	Early identification of weak literacy and numeracy is critical. Regular reporting data will be used throughout the year to monitor and target students.	Reduce the progress gap between those identified as having weak literacy/numeracy compared to the cohort as a whole.
	Lessons in Learning Support start with an English / maths focus to ensure these remain a high priority across the curriculum.		
	Literacy and numeracy lessons are offered for the two years at GCSE to support students that likely to struggle as identified by data		
T&L and Staffing	Highly qualified teaching staff are employed across the school where teachers are specialists in the subjects that they deliver	Meetings between teaching staff of targeted pupil premium students will be held to discuss their projected outcomes; these will focus on: <ul style="list-style-type: none"> • Accuracy of prediction • Reflect on outcomes from previous years • Sharing of good practice 	Improve attainment of Pupil Premium students in targeted subject areas
	The teaching staff is stable, this minimises the impact of departing staff and is as a result of the mantra of the Principal being "the staff are our biggest asset". Broadly speaking, leavers go on to promotion.		

	Current Situation	Development	Intended Impact
	<p>Each faculty has a curriculum support assistant (CSA), these staff are able to provide cover within departments in cases of staff absence minimising the impact of this where it arises</p>	<p>Faculty meetings will be encouraged to include a standing agenda item to discuss critical Pupil Premium issues such as:</p> <ul style="list-style-type: none"> • Reflecting on data following progress reports • Identifying common issues and/or challenges • Sharing best practise 	
	<p>When timetabling, the primary consideration is which teachers work best with which groups. The Head of School ensures this through careful liaison with Heads of Faculty; considerations such as timetable balance are only secondary.</p>		
Extra-Curricular	<p>Students are encouraged to take part in a range of extra-curricular events with the full programme of over 50 clubs and regular activities listed in our enrichment booklet shared with every student and published online.</p>		
	<p>All students are encouraged to learn to play musical instruments or, if they do already, to continue with their education. A programme of support is available to all students to facilitate this dependent on their attendance to lessons. This support is expanded for Pupil Premium students to cover all costs provided that the same attendance conditions are met.</p>		
	<p>Discretionary funding is made available to ensure that students are able to access the full range of trips and visits</p>		
	<p>The school has a large Duke of Edinburgh Award team supporting students through Bronze, Silver and Gold levels of the programme. Redborne aims to be inclusive, supporting Pupil Premium students with registration costs and lending equipment where necessary</p>		

	Current Situation	Development	Intended Impact
Support, Guidance and Intervention	<p>“Study Skills” days are offered in a wide range of subjects where students are taken off timetable to develop skills required for particular qualifications. Students are carefully selected for these days using both progress and effort data</p>		
	<p>An after school “Study Club” is provided four nights a week where mentors work with Year 11 students on any subject or general area, such as revision where they need support.</p> <p>An Assistant Headteacher meets with targeted Pupil Premium students to encourage their attendance at this club; the most vulnerable are provide additional support, such a transport, to enable them to attend.</p>		
	<p>Year 9 students with weak literacy and/or numeracy are identified prior to joining Redborne and continue to be identified after joining the school. Mentors work with selected students before school to develop these skills and ensure that they do not fall behind</p>		
	<p>Redborne offers a broad reaching curriculum with awards in 42 qualifications recognised by the Department for Education.</p>		
	<p>The school has an extensive support programme to help students prepare for life both post-16 and post-18. We employ an impartial careers advisor who meets with students on request however vulnerable students, such as PP are targeted for meetings.</p> <p>Extensive destination data is collected on students starting from the beginning of year 11 (to plan intervention) and continuing beyond results. In 2016 no student was NEET.</p> <p>Students are provided with help in preparing CVs as well as guidance in specific areas such as college and apprenticeship applications.</p> <p>The school holds a careers fair with representation from a number of local and national businesses so students have the opportunity to discuss future plans.</p>		

	Current Situation	Development	Intended Impact
Home Contact	Full written reports are produced once per year and additional progress checks are completed at intervals throughout the year. Parents are invited to choose their preferred format, digital or paper, for delivery of this information so it is as accessible as possible to them	A digital booking system has been purchased to allow tracking of consultation evening attendance. In advance of consultation evenings, pupil premium students will be targeted to attempt to ensure attendance	Improve attendance of pupil premium students and their parents/guardians at consultation evenings and so improve parental engagement.
	Parents are provided with a wide variety of literature to help them support, develop and prepare their children including year handbooks, progress guidance and exam support booklets. These booklets are made available on the school website alongside additional support and guidance for both parents and students.		
	Consultation evenings are held annually so that subject teachers and parents are provided with a specific opportunity to communicate		
	Prior to school transfer an extensive handover programme takes place. This involves visits of key staff and the students between schools, timely transfer of relevant data and the provision of an opportunity for parents to meet teachers and pastoral teams.	Nominated members of staff will have meetings with targeted Pupil Premium students and parents on consultation evenings to take a holistic view of the report.	Identify common issues and barriers to learning in order to tackle these and improve attainment.
	Parents are consulted extensively prior to changes to students school life to allow us to minimise the impact of changes and ensure parents and students are fully aware of changes and the rationale for them		
	Where contact reveals that students may struggle to access facilities such as ICT (with PP students this is generally revealed in interviews), students are encouraged to attend the study club and access to ICT is prioritised There is an additional system allowing the loan of laptops to Pupil Premium students if they can demonstrate the need		

	Current Situation	Development	Intended Impact
Leadership and Management	A Pupil Premium action plan is created annually and this is presented to Governors	A specific Governor nominated and attached to our pupil premium provision. They will have a role in scrutinising plans and agree strategy documents.	The link Governor will raise the profile of pupil premium with the governing body and ensure accountability from the Governors perspective.
	Year 9 Pupil Premium students are interviewed during their first term to determine their specific circumstances and identify and common needs		
	A PP working group operates within the pyramid of the 9 principal schools	A Pupil Premium coordinator will be appointed to work across the 9 schools and take a lead in ensuring that PP provision has an 11 year focus and that critical information and ideas are shared seamlessly.	Minimise the disadvantage of operating in a three school system where upper schools have less than 3 years to influence GCSE outcomes and so improve PP achievement measures.
	Key pupil premium documentation including guidance and strategy documents shared on the school website		

1. Summary information					
School	Redborne Upper School and Community College				
Academic Year	2016/17	Total PP budget	£113,725	Date of most recent PP Review	11/16
Total no. pupils	1617 (1161 excl 6 th form)	Number of pupils eligible for PP	121	Date for next internal review of this strategy	09/17

2. Current attainment				
	Pupils eligible for PP (your school)	PP Nationally (2015)	PP Nationally (2016)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	46%	37%	- ⁽¹⁾	64.7%
% achieving exp. progress in English / Maths (2015-16 only)	76.3% / 63.2%	58.6% / 49.6%	- ⁽¹⁾	75.8% / 73.4%
Progress 8 score average	-0.26 ⁽²⁾	- ⁽¹⁾	-0.32	0.12
Attainment 8 score average	43.59	- ⁽¹⁾	40.83	52

Notes:

(1) There has been a change in school performance measures and so not all statistics are available for PP students nationally in all years. For the old performance measures data from 2015 are provided for comparison, for the new performance measures data from 2016 are provided.

(2) Our curriculum model remains based on what we believe is in the best interests of students – we do not make the EBacc compulsory and we have retained vocational links both off-site (Bedford College) and on-site (we have a school farm). In 2016 students passed 544 qualifications that were not counted in A8/P8 measures.

“The published headline figures [for disadvantaged students in 2014] are also misleadingly low because they do not include all of the qualifications achieved by these students” (Ofsted, May 2015). This remains true in 2016.

Disadvantaged students perform better than similar students nationally (Relative P8 overall +0.06), and very well in En (+0.31), Ma (+0.41), Sc (+0.41) and Humanities (+0.41). Students with low PA score very well in En (+0.53) and Ma (+0.46). We have not entered students for ECDL or similar qualifications to artificially inflate our performance data.

3. Barriers to future attainment (for pupils eligible for PP)

For a summary of the work being done to tackle the barriers faced by PP students please see the “Development” section of the table above.

4. Desired outcomes

For a summary of the desired outcomes of work being done with PP students please see the “Intended Impact” section of the table above.

5. Planned expenditure

Academic year

2016-2017

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

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?
Maintain high standards in English and maths	Provide additional staffing resources for English and maths departments to reduce group sizes in critical PP classes	Results in E&M have improved since the introduction of this policy; in 2016 our disadvantaged students had an A*-C pass rate 4% higher than all similar students did nationally.	Recruitment and timetabling to be managed by Head of School. Responsibility for standards within English lies with HoF and is monitored by Deputy Head. Responsibility for standards within maths lies with HoF and is monitored by Head of School.	Deputy Head - DB (English) Head of School - SJG(maths)	September 2017
	Increase curriculum time for English and maths to support new GCSE	New English, English literature and maths courses have increased guided learning hours, to reflect this curriculum time will be provided to these subjects.	HoF will be responsible for ensuring extra time is used effectively	HoFs	September 2019

Improve PP attendance and so progress	Assistant Headteacher to have a regular meeting with EWO to discuss PP attendance and focus on persistent (or near persistent) absenteeism.	Improved attendance leads to improved outcomes. EWO is primarily placed to intervene in attendance; this will add a PP focus beyond year teams.	Assistant Headteacher responsible for Pupil Premium will implement this plan – meetings will be regular.	DJM	Ongoing
Improve PP attendance and reduce proportion of time PP students are in isolation/exclusion for behaviour	Deputy Headteacher has fortnightly meetings with Heads of Year/PSO/EWO to discuss focus of pastoral resources	Deputy Headteacher has overview of whole school picture and is able to direct year teams to focus on PP as well as directing strategies that work across year groups – in particular in relation to PP attendance and behavioural support.	Deputy Headteacher	DB	September 2017
Total budgeted cost					£60,000
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?
Improve English and English literature grades for targeted students literature	Employ specialist English tutor to do small group intervention with selected and targeted students	Disadvantaged students Progress8 English element is +0.06 compared to -0.25 nationally. Whole school Progress8 English element is +0.22 compared to national.	HoF (English) and English SLT Link (DB) to target students for intervention using data on progress and effort grades.	HoF (English) and English SLT Link (DB)	September 2017
Improve literacy and numeracy for targeted Y9 students	Expand the breakfast club, inviting more Y9 students and starting the group earlier in the year	Evidence suggests these students need regular literacy and numeracy practise to close the gap to age-related expectation in these areas. This club provides this and will start sooner in the year.	School librarian to manage on a day-to-day basis. Registers kept and reviewed by Senior Link; attending students opinion will be collected to reflect effectiveness.	DJM (Senior Link to library)	September 2017

Ensure that students continue to be able to access a broad curriculum, tailored to their needs, that ensure engagement post-16	Provide a wide curriculum at Redborne and opportunities to access courses at other sites	The choice of qualifications our students are able to sit enables them to fulfil their educational potential and so are more able to access post-16 opportunities. As a result the proportion of disadvantaged students from Redborne remaining in education or employment/training is higher than national figures (+2%) whilst the gap between disadvantaged and non-disadvantaged students is lower at Redborne than national figures (-2%).	Head of School leads on curriculum ensuring that qualifications lead to effective outcomes for students.	SJG (Head of School)	September 2017
Total budgeted cost					£40,000
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?
Improve access to study materials, study space and digital resources	Expand the after school study club, recruiting more mentors and promote further so more students access this provision – PP students have priority access to this programme	PP students can struggle for appropriate working space, support and resources to study and complete homework. This will provide all of these alongside quality mentoring.	School librarian to manage on a day-to-day basis. Registers kept and reviewed by Senior Link; attending students opinion will be collected to reflect effectiveness.	DJM (Senior Link to library)	September 2017
Increase parental engagement with students education and school life	Introduce a digital booking system for parents evenings allowing PP bookings to be tracked in advance of events. Targeted PP students to have additional parents	Parents are vital in ensuring student progress; it is vital PP parents attend and the best way to do this is by knowing whether or not they have booked appointments in advance of the evening. Meetings with a teacher not responsible for a single subject will ensure parents get an overview of the student as well as	Monitor PP parents evening attendance Use outcomes of holistic meetings to drive future interventions	DJM for tracking PP attendance and meetings	September 2017

	evening appointment with nominated staff to take a holistic view of report	allowing time to identify more general interventions/support.			
Increase attainment of PP students in targeted subject areas	Hold meetings between teaching staff of targeted pupil premium students based on predicted outcomes in an effort to improve attainment	There are some subjects where progress of PP students does not match that of their peers – this is the first step in tackling this.	DJM to select staff for meetings based on data and then host meetings. Data will be tracked following meetings	DJM	September 2017
Total budgeted cost					£13,000

6. Review of expenditure				
Previous Academic Year		2015-2016		
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
In English and maths we will increase the number of grades progress that students make and, in particular, the proportion of students reaching “C” (“5” in the future) threshold	Employed additional specialist staff in English and maths departments to reduce group sizes in PP critical classes and split classes where possible	<p>The summer 2016 GCSE %A*-C value added was +4% compared all similar students nationally.</p> <p>Focussing on PP in particular, 57% achieved A*-C compared to 43% nationally.</p> <p>Whole cohort A*-C E&M is 83% compared to 62% nationally.</p>	This approach has benefitted both PP and non-PP students since its introduction allowing all students results to improve in these critical subjects as a result of more teacher time. This approach will continue.	£55,546

Improve progress of students identified as having low literacy/numeracy in Y9. Provide mentoring and study support for those in other year groups	Before school Y9 literacy and numeracy support group After school Y11 study support group	Students reported more confidence in key subjects, a better approach to lessons and better completion rates of homework. Several students attending the Y9 breakfast club immediately began to attend the Y11 study club (even though they are Y10) to continue with something close to the programme.	Uptake of After School club has been excellent with anecdotal evidence of students doing more revision and completing more homework. This provision will be expanded next year.	£5,458
ii. Targeted support				
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
Improve English and English literature grades for targeted students literature	Employ a specialist English tutor to do small group intervention with targeted students	Disadvantaged students Progress8 English element is +0.06 compared to -0.25 nationally. Whole school Progress8 English element is +0.22 compared to national.	This approach has benefitted both PP and non-PP students since its introduction and has supported student results in these critical subjects. This approach will continue.	£17,046
Improve revision for Pupil Premium students and so close the data gap	Provision of revision materials, both paper and electronic, for PP students including SAM learning package	Additional revision enabled Pupil premium students to improvement 43%of grades from their mock exams with an average change of +4 grades per student across all students and all mock exams.	Pupil premium students would be at a disadvantage without the resources so these will continue to be provided for students and the availability of this programme will be expanded.	£4,573
Ensure that all students leave Redborne with a broad and balanced set of qualifications that are suitable for the individual	Provide vocational courses at alternative institutions for students who would benefit from this provision	The choice of qualifications our students are able to sit enables them to fulfil their educational potential and so are more able to access post-16 opportunities. As a result the proportion of disadvantaged students from Redborne remaining in education or employment/training is higher than national figures (+2%) whilst the gap between disadvantaged and non-disadvantaged students is lower at Redborne than national figures (-2%).	We will continue with this approach, although the effectiveness of individual courses will be reviewed.	£18,750

iii. 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
Close the data gap between PP and non-PP students by improving access to critical materials and resources.	Provision of both specific resources such as improved coursework materials for art, catering and product design as well as general support through packages such as Spellzone and Lexia.	PP students were supported by teachers in their plans and purchases for materials in key subjects. Additionally resources, both physical and digital, were purchased to support students learning beyond specific subjects. Foundation subjects requiring materials and learning support have both reported positive outcomes for individual pieces of student work in relation to this funding.	Whilst this resource has been well used, it does not seem that all staff are making equal use of this facility to support students. This should be advertised further so that students outcomes are not limited by the resources they have available	£4,973
Improve access to extra-curricular events for Pupil Premium students as these can have a large impact on attainment.	Provision of financial support to go on trips and academic events; level of provision primarily based on the nature of the trip.	Students who go on trips have improved engagement in and understanding of critical subjects, this support is necessary to enable PP students to access this.	We will continue with this approach.	£4,597
Provide additional pastoral support to targeted vulnerable students	Help fund carefully selected school counsellors to provide support	PP students disproportionately need support from counsellors and similar pastoral support systems – funding these services has allowed these vulnerable students to access these services more readily.	We will continue this this approach.	£1,296
Provide financial support to individuals for small costs in school	Purchases include: <ul style="list-style-type: none"> • Uniform • PE kit • Sports equipment • Additional study books • Laptop • Additional food 	These are a broad set of costs that aid students in accessing wider school life – one of the principal indicators of the outcome of this is that PP absence at Redbone is 2% lower than national PP figures and persistent absenteeism is 6% lower.	Direct access funding will continue to support students as necessary.	£1,026

	support <ul style="list-style-type: none">• Private exam costs			
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7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

