

Pupil premium strategy statement (secondary)

1. Summary information					
School	Eastbrook School				
Academic Year	2016-7	Total PP budget	384,285	Date of most recent PP Review	2015-16
Total number of pupils	840	Number of pupils eligible for PP	411	Date for next internal review of this strategy	Dec 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	39.74%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	68.12 / 57.35	75.8% / 73.4%
Progress 8 score average	-0.13	0.12
Attainment 8 score average	41.99	52

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.	Poor literacy skills on entry, PP students have low reading ages
B.	Poor numeracy
C.	Low attainment on entry
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>Improve reading, comprehension, writing</p> <p>Improved numeracy and mathematics</p>	<p>Reading ages, entry/exit scores to evidence that PP students are making better progress than non-PP students</p> <p>Form numeracy assessment outcomes, TA's and progress rates, controlled assessment and exam outcomes</p>
B.	Increased uptake of PP students to successful courses post 16	Increased numbers of PP students retained in consortium sixth form and other sixth form providers
C.	Increase number of PP students making better than expected progress	TA's and progress rates, controlled assessment and exam outcomes
D.	Improved attendance and reduction in PP PAs	Overall attendance of PP students to be in line with non-PP. Reduce the number of PP PAs as seen in Attendance figures and PA returns

5. Planned expenditure					
Academic year	2016-17				
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?
Increase attainment of higher ability students	Establish annual CPD program to improve quality of teaching through 3 strands: Challenge, Progression, Engagement	We want to increase student outcomes by ensuring that teaching strategies and expectations: challenge students, focus on progression and engage students	CPD planned as ongoing throughout year using Thursday CPD inset sessions with a best practice session followed by implementation, peer review and a reflection session	DS / DH NT RE	July 17 – ongoing into following academic year
Improve outcomes for PP students in En, Ma & Sc	Small group tuition for En, Ma & Sc on Saturday mornings	Continued from previous years where small group, targeted topic interventions have improved outcomes in Maths and Science	HoD Maths leading and managing intervention including evaluation in terms of student attendance, entry and exit testing	Head of Maths	July 17
Improved outcomes for PP students in Maths	Additional staffing to facilitate team teaching and small group interventions			AK	July – Sept 17
Total budgeted cost					£ 44,000
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?

Improved Y7 & Y8 Maths outcomes	Use of external Maths intervention for identified areas of underachievement	Proposed trial with Pet Xi – an external provider who claim to have made impact in other schools with targeted maths interventions	Entry and exit assessment and follow up for long term impact	MH / AK / HB	On completion and within following half term
Improved Y7 Reading Ages	Use of Reading Wise programme with Y7 & 8.	Following promising results in July 16 trial, to establish withdrawal groups and form time interventions for PP and EAL students. Also, to support the teaching of PP students in nurture groups	Entry and exit assessment	MC / MST / ANJ / AW	July 17
Total budgeted cost					£15, 000
iii. Other approaches – Refer to Pupil Premium 2016-17 Action Plan					
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?

6. Additional detail

Raiseonline P13 shows that progress in all Progress 8 elements was in line with national averages with the exception of the open element which was slightly below.

FFTAspire shows that disadvantaged students results for all key measures are above the national average for similar students and also where comparisons are available how rapidly the performance of disadvantaged students has rapidly improved at Eastbrook. The charts below are examples of this:

CLOSING THE GAPS 2016**	Eastbrook school			All maintained schools			School gap compared with national gap
	PP	Others	Gap	PP	Others	Gap	
% of pupils	50%	50%		28%	72%		
Progress 8	-0.10	0.24	-0.34	-0.38	0.10	-0.48	-0.14
Progress 8 English	0.03	0.26	-0.23	-0.33	0.08	-0.41	-0.18
Progress 8 Mathematics	0.03	0.36	-0.33	-0.33	0.10	-0.43	-0.10
Attainment 8	42.5	46.0	-3.5	41.1	53.3	-12.2	-8.7
Ebacc	2%	11%	-9%	12%	30%	-18%	-9%
A*-C Eng and maths	42%	48%	-6%	43%	71%	-28%	-22%

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

Year	PP	Roll	% PP
7	75	143	52.4
8	99	193	51.3
9	80	199	40.2
10	71	133	53.4
11	86	172	50.0
Total	411	840	49.5

Key Actions Aut 2016

- Whole school CPD focus of challenge, engagement, progression
- Change tracking of interventions for Non-Ever6 alongside Ever6
- Identify with all staff responsible for intervention how and when evaluation will take place
- Amend monitoring of Ever6 progress to identify and enable tracking of High/Middle/Low ability groups in year cohorts
- Identify Ever6 students underachieving in 3 or more subjects and interview to identify specific barriers to learning. Plan specific interventions accordingly
- Trial external intervention in Maths with PET Xi against department led after school groups
- Stop Mathletics as an intervention
- Trial peer mentoring (in KS3 science)
- Change literacy intervention from Accelerated Reader to Scholastic Reading Pro
- Change Literacy intervention in years 7 and 8 to Reading Wise – extend intervention to include separate higher level SEN / Lower reading ability / EAL groups . Look at impact of form time vs twice per week withdrawal.

