



Pupil Premium Strategy Statement 2018/19

| Summary Information | | | | | |
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| School | Sandy Secondary School | | | | |
| Academic Year | 2018/19 | Total PP Budget | £83,500 | Date of most recent PP review | October 2018 |
| Total Number of pupils | 737 | Number of pupils eligible for PP | 151 | Date for next internal review of this strategy | January 2019 |

| Current Attainment (2017-18 Results) | | |
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| | Students eligible for PP (your school) | Students not eligible for PP (national average) |
| % achieving a level 4 in Maths and English | 37.5% | 76.7% |
| % achieving a level 5 in English/Maths | 8.3% | 53.4% |
| Progress 8 score average | -0.24 | +0.51 |
| Attainment 8 score average | 36.54 | 50.7 |

| Barriers to future attainment (for pupils eligible for PP) | |
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| In school barriers (issues to be addressed in school) | |
| A | Twice as many PPI students are SEND compared to Non PPI (22% of PPI students are SEND compared to 121% for non PPI) |
| B | On average PPI students have KS2 data that is lower than non PPI students, in Year 7 this is 4 points, in Year 8 3 points, in Year 9 5 points, in Year 10 2/3 of a level and in Year 11 by 3/4 of a level. |
| C | In the initial assessments at the start of Year 9 PPI students are on average 1 grade lower than non PPI in English and Maths |
| External barriers (issues which require action outside school) | |
| D | Parental support for after school activities and support |

| Desired Outcomes | | |
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| | | Success Criteria |
| A | PPI students with SEND perform in line with all students nationally for Maths and English at level 4 or better. | PPI with SEND perform above national for this group of learners |
| B | PPI students close the gap by the end of Year 11, with PPI students performing at least as well as all students nationally in English and Maths at Level 4 or better. | Gap between PPI and non PPI in English and Maths is less than the national figure |
| C | All PPI students have at least a neutral or positive Progress 8 score. | PPI Progress 8 score above NON PPI Score |
| D | To increase PPI students participation in out of school activities to improve progress and attainment | . |

| Review of Expenditure | | | | |
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| Previous Academic Year 2017/18 | | | | |
| Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact | Lessons learned | Cost |
| Improve numeracy across Years 9 to 11. | Introduction of three new tools for students to use in and outside of school to support their numeracy (Pixl App/Maths watch and Timetable rock stars) | Mixed: The students, who used the numeracy tools inside and outside the school, found it improved their understanding and numeracy skills allowing them to access the GCSE Maths requirements for a C or better. | Staff were very positive about all three programmes, but more time is needed to embed them into the structure of lessons as starter or plenaries. | 4200 |
| Provide revision and practical materials for students to access the curriculum in Years 9 to 11 | Ensure students have access to effective revision materials in all subject areas, especially PPI students, as well as additional materials needed for practical courses such as food and DT. | High: Allowed PPI students to fully access all courses and be fully engaged in all practical sessions. | This needs to be continued to allow all students equal access to the curriculum and build on their strengths and interests | 6540 |

| Targeted support | | | | |
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| Desired outcome | Chosen action/approach | Estimated impact | Lessons learned | Cost |
| Improve attainment and progress in Maths – specifically with Year 11 | Small group intervention in Maths for PPI students lagging behind due to issues with numeracy | High: PPI students showed an increased confidence in the use of number and numeracy skills, improving their attainment and progress | This initiative needs to be continued and introduced to Year 9 upwards, so that progress is improved at an earlier stage | 16000 |
| Form time Maths groups for PPI students | Small group intervention in Maths for PPI students lagging behind, due to issues with numeracy, to allow daily review and development of skills | High: PPI students showed an increased confidence in the use of number and numeracy skills, improving their attainment and progress | This initiative needs to be continued and introduced to Year 10 upwards, so that progress is improved at an earlier stage | 3274 |
| Form time Science groups for PPI students | Small group intervention in Science for PPI students lagging behind, due to issues with science knowledge and application, to allow daily review and development of skills | Mixed: PPI students showed an increased confidence in Science, but it did not have the sufficient impact required | This initiative needs to be continued and introduced to Year 10, so that the format of the sessions go over a longer period of time to help develop students long term memory | 2890 |
| Additional one to one support and learning opportunities for PPI students, to help improve progress and attainment across identified subjects for Year 9 upwards | One to one support to help enhance students' knowledge and understanding across identified subjects, to help raise aspirations and attendance of key groups | Mixed: Some PPI students responded well to the additional support and this is reflected in their outcomes | Additional one to one support needs to be incorporated into the normal school day, so as to improve attendance at the sessions | 28790 |
| Other approaches | | | | |
| Desired outcome | Chosen action/approach | Estimated impact | Lessons learned | Cost |
| Increased attainment of PPI students | Introduction of new courses in Years 9 and 10 specifically to allow PPI students to succeed, in order to build their | HIGH: PPI students have welcomed the new courses and the ability to succeed early, boosting their confidence and increasing their desire to learn. | This initiative needs to continue and new courses to be developed from Year 9, taking into account students interests and future career aspirations | 10250 |

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| | confidence and skills needed to go on to GCSEs | | | |
| Improve social skills for PPI students in Years 9 to 11 | A social skills course to be used to improve communication skills and build PPI students confidence and self esteem | Mixed: For some students this has boosted their self-esteem and allowed them to open up, in order to accept help. For others more support and sessions are needed | It is essential the right member of staff delivers this programme and that students are clear as to how it will help and support them | 3450 |
| Extra-Curricular activities to be accessed by all | School visits are not to exclude any child on grounds of insufficient funds and are essential in enhancing students' knowledge and understanding in many areas to raise aspirations | High: Students have been able to access field studies/residential in order to support their learning and build their confidence | Parents need to be made more aware of the help available | 8000 |
| | | | Total spent | 83394 |

| Planned Expenditure Academic Year 2018/19 | | | | | |
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| 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? |
| Improve literacy across Years 7 and 8 | Introduce accelerated reader and buddy scheme for all PP students. Along with support during ERIS (Everyone reading in school) | To widen and increase PP students use and range of language. To access different levels of texts. To build their confidence and social skills with reading and literacy. To support them accessing the curriculum and increasing their | One to one monitoring, assessment data and regular literacy checks via accelerated reader. Learning walks/lesson observations will also take place to ensure consistency of delivery Student surveys and progress data will also be monitored. | SENCO/ SLT/CL's/Subject teachers and tutors | July 2019. |

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| | | attainment and progress. | | | |
| Increase numeracy skills of PP students in Years 7 to 8 | Introduce Timetable Rock Stars, one to one tutoring in maths and numeracy. Numeracy buddies to be used during form time. Homework club with a numeracy focus. | To build numeracy skills and the confidence needed to apply these to differing situations. To improve progress and attainment in Maths. | One to one monitoring assessment data. Regular numeracy checks, via ongoing assessments. Learning walks/lesson observations Student surveys and progress data. | SENCO/ SLT/CL's/Subject teachers and tutors | July 2019 |
| Improve numeracy across Years 9 to 11. | Small group intervention and one to one tuition | To build upon students' confidence and skill with numbers, to allow them to access the GCSE curriculum and make rapid progress | Vice Principals to oversee the groupings and resources to be delivered at these times. | LME/ARR – Vice Principals | Jan 2018 |
| Provide revision and practical materials for students to access the curriculum in Years 9 to 11 | Ensure students have access to effective revision materials in all subject areas, especially PPI students, as well as additional materials needed for practical courses such as food and DT. | To allow all students equal access to the curriculum and not to be hindered in their choice of projects or materials to be used. | Curriculum leaders to apply for funding for resources for their subject, based on the projects being undertaken and outcomes to be reviewed and monitored. | KHD – Executive Principal | Dec 2018 |
| Additional specialist teaching in Maths, English and Science during form time. | Additional curriculum time to be allocated for the teaching of Maths, English and Science | To build up students' knowledge and understanding and increase progress and attainment rates in these subject areas | Subject leads to develop schemes of work and resources, which are shared. Regular lesson observations and learning walks to monitor the quality of delivery and materials being used. | LME/KHD/GP - SLT | Oct 2018 |
| Total Budget cost | | | | | £44,100 |

| Targeted Support | | | | | |
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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 | When will you review implementation? |
| Additional one to one support and learning opportunities for PPI students to help improve progress and attainment across identified subjects for Years 9 upwards. | Home learning club, key workers to mentor and support students. Targeted intervention for students following half termly assessment reviews. | To improve students' progress and attainment across their curriculum and support the development of their skills and understanding. | Observations of mentoring sessions and key worker sessions. Learning walks. | SENCO | Nov 2018 |
| Targeted intervention in holidays for Maths and English. | Holiday clubs based around Maths and English. | Continued application of skills and a chance for students to catch up and develop. This will also help reduce the lack of retention lost over the holidays. | Curriculum leaders will deliver and plan the sessions and SLT will oversee and monitor them throughout the year. | SLT – Curriculum Leader English | Feb 2019 |
| Total Budget cost | | | | | £24880 |
| 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? |
| Increased attainment of PPI students | Continue to introduce new courses in Years 9 and 10 specifically to allow PPI students to succeed, in order to build their confidence and skills needed to go on to GCSEs. | This will allow students access to different courses, in order to gain success in a shorter period of time, given their interests and needs. | SLT to approve and oversee the introduction of new courses. | SLT | March 2019 |
| Improve social skills for PPI students in Years 9 to 11. | Continue with the social skills course to improve | To support students communication and personal development | Regular review of the content of the course | SENCO | Dec 2018 |

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| | communication skills and build PPI students confidence and self-esteem. | skills, to help them attend school and participate in school activities. | Staff training Observations of the sessions | | |
| Extra-Curricular activities to be accessed by all. | Continue to support the funding of extra-curricular activities. | To allow all students equal access to extra-curricular activities and improve attendance and participation rates. | Monitoring and review of participation rates. Observations of sessions. | SLT/Curriculum Leaders | Oct 2018 |
| Staff who are confident and who have an appropriate skillset to meet the needs of PPI students. | Training for staff on the specific barriers faced by PPI students (along with other disadvantaged groups), with strategies for ensuring a fully inclusive learning environment. | To ensure that staff are fully cognisant of the needs of disadvantaged students and the reasons for the underperformance of this group. To give them the expertise and support to address this. | Through learning walks. Lesson observations and book scrutinies. | SLT | Oct 2018 |
| Purposeful and targeted intervention to support the progress of PPI students in the core subjects of Maths, English and Science. | Through the identification of a named PPI champion within each of the core subjects, to review PPI progress and facilitate interventions and support. | To ensure that curriculum areas have a sharp focus on PPI student attainment and progress. | Through meeting minutes and actions emerging. | SLT | Jan 2019 |
| PPI students have the necessary study skills and expertise to maximise their learning outside of the classroom. | Through study skills sessions and training provided for students and parents, to ensure students understand the learning process and how they can maximise their performance. | PPI often lack the skills required for effective independent study. | Through regular mentoring of students and SIMS data to show engagement with homework. | SLT- ARR | January 2019 |

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| Total Budget cost | £14070 |
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| Additional Details |
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| The School's Pupil Premium Policy can be found on the website – www.sandyupper.net |
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| Greater information about student outcomes for Pupil Premium students also on this site, as well as the proposed spending of Pupil Premium funding. |
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