



Pupil premium strategy statement & review 2018/19

1. Summary information					
School	Downlands Community School				
Academic Year	2018/1	Total PP funding	£108 815	Date of most recent PP Review	Oct 2018
Total number of pupils	1138	Number of pupils eligible for PP	112	Date for next internal review of this strategy	Oct 2019

2. Current attainment DFE performance Data Nov 2017		
	<i>Pupils eligible for PP</i>	<i>All Pupils</i>
% achieving a 5 or better in E&M	35.71	58.82%
Progress 8 in English	-0.33	0.58
Progress 8 in Maths	-0.38	0.42
Progress 8 score average	-0.48	0.44
Attainment 8 score average	43.04	54.67

3. Barriers to future attainment		
In-school barriers		
A.	Literacy & numeracy skills entering Year 7 are lower for pupils eligible for PP than for other pupils (11 of 17 are below expected levels for reading & writing, 6 of 17 have below expected levels for Maths) which prevents them from making good progress in Year 7.	
B.	Pupils who are eligible for PP are making less progress than other pupils across Key Stage 4 (Progress 8 of -0.48 for 2018 Yr11 Cohort compared to School average 0.44)	
C.	Behaviour issues amongst pupils eligible for PP are proportionately higher than for other pupils (Academic year 2017/18 PP were 10% of the pupil population & accounted for 26% of behaviour points)	
External barriers		
D.	Attendance for pupils eligible for PP 2017-2018 was 92.66% compared to the whole school 95.89% last year . This reduces their school hours and causes them to fall behind on average.	
E.	Parental engagement, PP families' attendance at consultation evenings & other school events is significantly lower than other pupils. Typically attendance is at 75% for PP families compared to 85% for other pupils	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher levels of progress in literacy & numeracy for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 70% are reaching their target grades. This will be evidenced using English/Maths assessments and termly progress reports.
B.	Improved rates of progress across KS4 for pupils eligible for PP.	Pupils eligible for PP make achieve at least positive Progres 8 and narrow the gap between other pupils. Where they are not, departments are putting in place interventions, monitored by heads of departments and senior team.
C.	Proportionately less behavioural issues	Fewer behaviour incidents recorded for these pupils on the school system.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 15% or below.
E.	Improve parental engagement	Increase the proportion of PP families attending parent consultation and other school events, such as transition evenings and KS4 parent information meetings. Currently PP parental attendance is c.75% the aim is to increase it to be in line with other pupils families at 85%.

5. Planned expenditure					
Academic year		2018/19			
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?
A. Improved Year 7 literacy & numeracy progress	Yr7 Learning mentors to work 1:1 with targeted pupils	1:1 Intervention rated as highly effective by T & L Toolkit	Learning mentors interventions are tracked using Sims Intervention Plans, to measure effectiveness and time allocated.	Yr 7 Learning Mentor	Sept 2019 £12000
A. Improved Year 7 literacy & numeracy progress	Small nurture English & Maths classes provided in Yr 7	Small groups of less than 15, enable more pupil teacher time & facilitate a pace more suited to those with weak literacy/numeracy. Evidenced by T&L toolkit	HOD to oversee resources and scheme development with KS3 lead for English and SENCO.	Head of English/Maths/SENCO	Sept 2019 £25200
A. Improved Year 7 literacy & numeracy progress	Targeted Accelerated Reading scheme	The Accelerated reading scheme has evidence to support up to 5 months improvement in reading progress for PP pupils (EEF Report Jan 2015)	SLT ic English is implementing a coordinated programme, using the Librarian, Pupil Premium support officer.& SENCO. Pupils are supported by reading buddies & parents are involved in logging progress.	SLT	Sept 2019 £1500
Total budgeted cost					£45 200
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?
B. Improved rates of progress across KS4 for pupils eligible for PP.	Maths and English Student conferences. Maths immersion days	High % of students who attended PIXL student conferences achieved their targeted grades. Maths booster workshops for Lower ability pupils made a significant difference (P8 0.43 2017)	Pupils targeted for conferences/workshops based on prediction data. Booster materials are used for further interventions post event	English/Maths HOTLS	Sept 2019 £1500

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?
B. Improved rates of progress across KS4 for pupils eligible for PP.	Weekly small group sessions in Maths, English & Science with HOD or equivalent, replacing tutor time or assembly.	Small group interventions with highly qualified staff are known to be effective. 1:1 tuition can add up to 5 months progress (EEF toolkit)	Interventions are based on PLCs, therapy's and testing. Coordinated by core Teaching assistants analysing Department data to monitor impact. Identify PP pupils that are also SEN to insure appropriate intervention is given.	Maths/ English HOTLS	Sept 2019 £780
B. Improved rates of progress across KS4 for pupils eligible for PP.	Achievement Project - aspirational speakers - workshops - self-improvement strategies	Range of aspirational strategies based on proven psychological techniques. Parents & pupils to attend workshops with parents and pupils. Pupil meet with mentors to set self-regulation targets that are shared with parents. Last year (2017-18) the Achievement project improved the progress of 33% of its participants & benchmark testing saw a similar shift in attitudes to learning.	Meetings are logged on Sims Intervention Plans & strategies are recorded. Strategies are shared with parents to monitor at home.	Yr11 Achievement Leader	Sept 2019 £1000
B. Improved rates of progress across KS4 for pupils eligible for PP.	Progress meeting to ensure targeted intervention	Prediction data is collated and analysed to identify underperforming PP. These are allocated appropriate targeted interventions.	Data is collated and analysed by Data Manager. Differences between prediction windows are tracked and shared with Governors. Progress meetings are called, and learning mentors create Sims intervention Plans to monitor and assess effectiveness.	DHT outcomes	Sept 2019 £1500
B. Improved rates of progress across KS4 for pupils eligible for PP.	To provide a support fund to assist the purchase of uniform, school equipment, transport, extra-curricular activities, and school trips. Statement on web site.	To support PP pupils in providing equipment to ensure they are school ready and can fully access the curriculum. The Pupil Premium support officer (PPO) meets with families for structured conversations to ascertain areas of need and support	School Bursar manages financial allocations. Overseen by DHT outcomes. Map PP participation in extracurricular activities.	DHT	Sept 2019 £5000

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?
B. Improved rates of progress across KS4 for pupils eligible for PP.	To focus on in class strategies to boost PP progress	Using the EEF toolkit to identify best practice for adding value to pupil's progress. Linking with whole school initiatives on metacognition. EEF evidence suggests effective metacognition can boost pupil progress by upto 7 months.	Focus on T&L questioning techniques for PP to develop oracy and support developed responses. Staff have metacognition strategies to develop & this is a focus for whole school CPD. Staff share best practice by collating strategies that work with each PP pupil in KS4	AHT Teaching & Learning/ DHT outcomes	Sept 2019
B. Improved rates of progress across KS4 for pupils eligible for PP.	Career guidance sessions to improve student aspirations	Evidence supports that pupils with clear goals tend to perform better. Focussed Career advice provides direction and support. It established clear expectations for chosen pathways.	School based careers adviser sees all PP pupils for at least one hour in KS4.	Work Related Learning Coordinator	Sept 2019 £2000
C. Proportionately less behavioural issues	Deployment of learning mentors and behavioural management team & counselling when appropriate	Restorative practice reduces patterns of repeated behaviour. Small group work with learning mentors & behavioural team in the Green rooms minimises work lost resulting from fixed term exclusions. Learning mentors assess pupils attitudes against national benchmarks using PASS online surveys. Evidence from last year is that PP referrals for behaviour to the Green rooms are down by 10% compared to the previous year.	Monitoring behavioural records of Disadvantaged pupils. The number of fixed term exclusions is reduced. Learning mentors Sims Intervention Plans	NB - Behavioural manager	Sept 2018 £37 000
Total budgeted cost					£30 280
D. Increased attendance rates	Pastoral Support Officers (PSO) employed to monitor pupils and follow up quickly on truanancies and implement attendance procedures	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Significant improvements were made last year using the new attendance procedures most notably the PA figures for PP have halved since 2016.	Achievement leaders & PSO establish existing absence issue, using Sims reports. DHT outcomes, AHT behaviour ensure standard school processes work smoothly together. Reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Attendance and progress discussed at least fortnightly with Achievement leader who	AHT Behaviour Achievement leaders DHT - Outcomes	Sept 2018 £25 000

Oct 2018

			<p>meets fortnightly with PSO. Letters about attendance to parents / guardians, phone calls and meetings are logged. PPO dedicated for PP does daily attendance checks and makes regular home visits as required. PPO PP risk assesses each pupil through data tracking, follow up meetings and phone calls home</p>		
Total budgeted cost					112 480

Previous Academic Year 2017-18

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
<p>A. Improved Year 7 literacy & numeracy progress</p>	<p>Yr7 Learning mentors to work 1:1 with targeted pupils Small nurture English & Maths classes provided in Yr 7 Appoint Literacy Coordinator - for staff CPD</p>	<p>Significantly positive - The Nurture groups in English and Maths show improvements in pupils' performance to academic targets. In maths 95% of pupils in the 2 nurture groups were on target by the end of the academic year & 100% in English</p>	<p>Despite a thorough recruitment process a Literacy Coordinator was not appointed. This led to a strategic review to identify the root cause of problem and led to the implementation of a new initiative to boost reading abilities through the Accelerated Reader programme, overseen by the extended core leadership team.</p>
<p>B. Improved rates of progress across KS4 for pupils eligible for PP.</p>	<p>Weekly small group sessions in Maths, English & Science with HOD or equivalent, replacing tutor time or assembly. Achievement Project - aspirational speakers - workshops - self-improvement strategies Progress meeting to ensure targeted 1:1 intervention To provide a support fund to assist the purchase of uniform, school equipment, transport, extra-curricular activities, and school trips. Statement on web site. Chosen action/approach To focus on in class strategies to boost PP progress Career guidance sessions to improve student aspirations</p>	<p>Mixed - overall PP GCSE outcomes are down on last year. This is partly due to statistical volatility in a small cohort (14) & the 2 school outliers, being pupil premium. For example if the 2 outliers are removed the P8 average is positive 0.02. Current P8 for PP in Yr 11 at time of publication is positive at 0.38</p>	<p>For the majority of the cohort interventions were successful resulting in a positive aver P8, once outliers are removed. The 2 outliers were identified for and received bespoke 1:1 provision by the behavioural team in the Green rooms, but this could have been established sooner.</p>

C. Proportionately less behavioural issues	Deployment of learning mentors and behavioural management team & counselling when appropriate	Significantly positive – This is a declining trend in the proportion of PP behavioural referrals from 33% 2016/17 to 27% in 2017/18. Over the same period the amount of repeated referrals is down from a maximum of 25 to 17.	The reduction in the number of PP being referred to the Green rooms for behavioural support is declining as it the number of repeated referrals suggesting that the current provision is putting downward pressure on the number and frequency of behaviour issues amongst the PP cohort.
D. Increased attendance rates	Pastoral Support Officers (PSO) employed to monitor pupils and follow up quickly on trancies and implement attendance procedures	Significantly positive. There has been a dramatic improvement in the attendance of the PP cohort. PP overall attendance at the end of the last academic year was 91% (2016=88%) Persistent absence was at 17.5% (2016 = 34%)	The system implemented over the last 18 months have provided effective in monitoring the implementation of attendance procedures that are becoming more consistent across the year groups. The appointment of a PP Pastoral support officer from May 2018 will continue make more resources available to tackle attendance issues
Total budgeted cost 2017-18: £106 480			