

1. Summary information – St Laurence Pupil Premium strategy ROV 2019-2020					
School	St Laurence				
Academic Year	2019/20	Total PP budget	TBC (LL)	Date of most recent PP Review	Sept 2019
Total number of pupils	1424	Number of pupils eligible for PP	168	Date for next internal review of this strategy	Sept 2020

2. Current attainment		
This is based on a cohort of 40	Pupils eligible for PP v's Not eligible (St Laurence School)	Pupils not eligible for PP (national average)
Progress 8 score average	0.318 v 0.25	Pending
Attainment 8 score average	45.73 v 55.06	
Students Achieving 9-4 in English & Maths %	70% v 81.5%	

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

Academic barriers *(issues to be addressed in school, such as poor literacy skills)*

- Lower prior attainment
- Poor literacy and numeracy
- Lower aspirations
- Lack of uptake at St Laurence Extra
- Parental engagement in student learning and progress
- Higher rate of disengagement.

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

- Higher absence rates
- Mental Health and self-esteem barriers
- Staff understanding of the issues faced by disadvantaged students

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Improved GCSE performance for Pupil Premium students.	Closing the gap of PP students to national non PP students. Positive progress 8 score
B.	Improved academic and pastoral support for PP students.	Improved attendance of PP students Lower rates of exclusion and other behavioural sanctions
C.	Increased support for low / high attainers.	Destination data. PP students staying on at 6 th form.

5. Planned expenditure					
Academic year		2018/19			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Review of current KS4 curriculum to maximise every student having the most appropriate and engaging option package	To improve GCSE outcome for all students. To increase motivation and enthusiasm of students	FFT Summer 18 results show a particular difference in achievement with boys and middle attainers. It is intended that a change in curriculum incorporating more vocational options to enhance engagement and give more flexibility and choice and therefore personal ownership.	Students will have careers guidance, a progress mentor and support from SLT to ensure they choose the most appropriate option route for their aspirations and ability.	CJD	Annually
Increased level of departmental intervention for Pupil Premium Students – whole school	Departmental bid process. A proportion of the PP fund will be available to bid for by HOD/F's. This funding will be for subject specific intervention projects that will be aimed at improving outcomes for disadvantaged students.	The 2013 OFSTED report clearly identifies targeted support across the curriculum as a key lever in raising the achievement for disadvantaged students. This will encourage departments to take even more ownership of the progress of disadvantaged students.	The bid proposal will ask for clear markers of success, those members of staff requesting finance will be asked to outline the proposed impact and there will also be a review form to monitor and analyse impact.	ROV, HOD	Ongoing with a final impact evaluation of Y11 spend completed in September 2019 Evaluation: TBC

<p>Increased level of departmental intervention for Pupil Premium Students –</p>	<p>Closer monitoring of PP students. Planned intervention for students who are not achieving as indicated.</p>	<p>Both The Sutton Trust and Education Endowment Foundation support classroom/teacher lead initiatives, and this strategy will empower curriculum leaders in the core subjects to trial and lead on initiatives that are important to improving the outcomes specific to those subjects.</p>	<p>SDP and TDP have PP measure. Both are reviewed thrice yearly. SLT link meetings have a regular focus on PP students as do data collections.</p>	<p>HOD / SLT</p>	<p>Termly</p>
<p>Increased formal revision support available for all Pupil Premium students provided by the Progress Mentors.</p>	<p>This will be achieved in four main ways: Role modelling of important study skills and the creation of a formal independent study environment for KS4 students. Purchasing of revision materials to create a revision pack for all PP students. Personalised revision timetables for PP students. Use of 1:1 and small group support to help to aid revision.</p>	<p>Both the OFSTED report and the EEF toolkit identify the importance of quality first teaching on PP achievement. The other strategies are designed to make sure that PP students have the same opportunities and resources as their peers.</p>	<p>The overall success criteria for this part of the strategy will be judged by attendance at the sessions offered, participation in the online material and ultimately an improvement in the results that are achieved at GCSE.</p> <p>Both quantitative and qualitative information can be collected from students and their parents as to the value placed on the support offered to them.</p>	<p>CJD, THN, Progress mentors</p>	<p>Termly</p>

<p>To improve literacy and numeracy across both Key Stages 3 and 4, in particular for low and mid ability Pupil Premium students.</p>	<p>There will be various different approaches used as part of this: Use of specialist HLTA's to offer support in small groups. Pastoral House teams supporting St Laurence reads. Smaller teaching groups in English. Catch up premium programme for students who have low KS2 levels, including withdrawal groups. Specific literacy teaching groups 1:1 tuition support at KS4.</p>	<p>Small group teaching, one to one tuition and smaller class sizes are all recognised as successful strategies in the EEF toolkit. The benefit of these approaches ranges from 3 – 5 months. By promoting literacy both through the curriculum and additional interventions driven by the year teams, it should result in a more effect approach overall. St Laurence reads is just one example of an initiative to support this.</p>	<p>Internal tracking data will give an indication as to progress. Effectiveness of the 1:1 programme can be gathered by examination analysis. Closing the gap in attainment between PP and Non PP students.</p>	<p>ROV, HOH CJD, THW, KR</p>	<p>August 2020</p>
<p>Pupil premium / disadvantaged target written in to TDP. Faculties to comment on PP/ Disadvantaged progress in exam reports. SLT link question in regular meeting slot.</p>	<p>Greater accountability for all staff regarding the progress of disadvantaged students. Increasing the profile of this group.</p>	<p>A possible barrier to PP progress is potentially staff attitude to this group of students and not fully understanding the limiting factors they face on a daily basis and over time.</p>	<p>Whole school training to outline our strategy and raise the profile of these students and the interventions we have in place.</p>	<p>SLT</p>	<p>Termly</p>

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>To increase student investment in their own progress.</p>	<p>Each Y7 student has a personal bursary (£25). They are entitled to spend this on anything that they feel will help their education. This can be equipment (calculators, dictionaries etc), materials for art or catering projects.</p>	<p>Information gleaned from case studies shared via the winners of the Pupil Premium awards as examples of best practice. This initiative increases personal ownership, responsibility and investment in their education</p>	<p>Monitor student spend v's student outcome.</p>	<p>ROV</p>	<p>Nov 19</p>
<p>To raise the aspirations and achievement of PP students with mid and high prior attainment at KS3</p>	<p>Careers fair to enthuse students and advertise potential job pathways.</p>	<p>Low aspirations is a significant barrier to learning. By offering these types of opportunities to students that might not otherwise receive them, we are helping to raise aspirations. The rationale is that the attention and support that the students receive from these opportunities will help motivate them with direction and focus, which channelled into their learning, will ultimately improve their life outcomes.</p>	<p>Students are more motivated and connected to their futures. Improvement in learning profiles and outcomes.</p>	<p>CJD, SCC</p>	<p>TBC Evaluation: TBC</p>
<p>Disaffected male Year 11 Pupil Premium students to be engaged in learning and able to progress to KS5</p>	<p>The main approaches for this will be; employment of staff / peer mentors to work with disaffected boys and provide them with academic and social mentoring, support with accessing vocational courses during Year 11, and increased careers advice and support to ensure that all PP students have an offer of further education, employment or training.</p>	<p>The EEF toolkit shows that there is +4 months development with behaviour interventions. It is hoped that the appropriate curriculum / vocational courses will have a positive impact on attendance and behaviour which can help students to make further progress.</p>	<p>Internal data tracking will give an indication of success. The aim will be for the PP NEET figure to be 0.</p>	<p>KR, CJD, THW, ABL</p>	<p>TBC</p>

Support with GCSE progress and post 16 options.	Students access appropriate post 16 provision.	Deployment of staff to accompany student's to parents' evenings and options evenings, when the parent is unable to attend. Deployment of staff to accompany student's to college open days, when the parent is unable to attend, to support transition.	Internal data tracking will give an indication of success. The aim will be for the PP NEET figure to be 0.	THN	Termly
When necessary (against IG) PP student to have their own Pupil Premium Progress mentor.	Greater accountability for staff in ensuring the best possible outcome for PP students.	Lack of parental engagement (for a variety of reasons) further disadvantages pupil premium students. A progress mentor to support them at parents evenings would aid in bridging this gap.	Improvement in learning profiles and outcomes.	KR, CJD, THN,	Termly
Each PP student to have their own pupil profile sheet	Every teacher has a better understanding of how the student best learns and what the barriers to learning may be.	Sutton Trust highlights the importance of identifying eligible pupils and ensure have strategies to best support their learning.	Rolled out to Y7 students. To be completed at home visit.	ROV / KR, CJD, THN / HOH	July 2020
iii. Other approaches					
Action	Intended outcome	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 attendance for Pupil Premium students so that the overall figure reaches 96% TBC	HOH/AHOH will work with PP students that have low attendance including first day absence call. They also have the ability and capacity to work with the families of these students.	Pupils need to be in school to learn and when absent they are missing key content, this undisputedly affects progress outcomes. Furthermore, disengaged students who are frequently absent, lose motivation and are unable to catch up missed work.	Careful monitoring of PP attendance figures. Research impact studies about the work done with PP families.	HOH/AHOH RPR	Term 6
To increase the support offered for students with mental health issues	Use of trained counsellors and services) to deliver one to one counselling.	There has been a rise in the support needed for mental health issues. This seems to be disproportionately high	Maintaining of work within school for these students.	ROV / HOH	Termly

	Training of Mental Health first aiders for staff and students. ELSA support. Support with 1:1 tuition, invigilation and TA support for these students if they are struggling in the school environment.	amongst PP students and therefore there is a need to engage other professionals in this area. Good staff wellbeing will also benefit all students and ensure progress for all. CAMHS launch	Collaborative approach amongst all key stakeholders in the promotion, support and tracking of PP students.		
To increase parent engagement in Y7 and their involvement in the child's learning	PP home visit for Y7's (similar for Primary school model) to explain provision and establish sound working relationships. Ensuring that PP parents are invited to parent's evenings and are communicated regularly about intervention strategies, including a text message pilot study.	We know that parental disengagement and a lack of aspirations can be a significant barrier to a student's learning. Research from the EEF shows that by involving parents more in their children's education will have positive outcomes. As a school we want to do this subtly and gradually, breaking down these barriers and support the parents to aid in the development of their child through their education.	Working closely with House and Y6 transition teams, to monitor and track the attendance and attainment of PP children. AHOH to build positive relationships with the parents of PP children. AHOH to contact PP parents before parent's evenings. Parents will have the opportunity to discuss barriers to learning at home visit and followed up with a coffee morning. CJD to work with HOF on any subject specific intervention and ensure that this is communicated to the parents.	ROV, KR, CJD, THW, HOH / AHOH	July 2020
To increase parent engagement in Y11 and their involvement in the child's learning	To target Y11 PP students whose parents do not attend parent's evenings with an offer of an individual meeting with one member of staff who would feedback from all teachers.	We know that parental disengagement and a lack of aspirations can be a significant barrier to a student's learning. Research from the EEF shows that by involving parents more in their children's education will have positive outcomes	Follow up after each parents evening. Targeting of parents. Flexibility of seeing those parents.	ROV, KR, CJD, THW,	

1. Additional detail

Add/Remove Filters

■ Pupil Premium
Pupil Premium

Above Track
On Or Above
On Track
Below Track



Headlines ▾ Grades ▾ AtL ? A8/P8 ▾ Basics ▾ EBacc ▾ VA ▾ Student Detail ▾

Headlines Area - Summary Report - Whole Cohort

Sort: N/A N/A: N/A: Breakdown: GAP OFF

i This dataset has been published using 2019 Provisional A8/P8 estimates. ([Click here to view the estimates in use](#)).

Cohort Summary

Measure	Total	%
Cohort	40	100.0

Attainment/Progress 8 Summary

Measure	Total	%
Average Total Attainment 8	45.73	
Average Attainment 8 Grade	4.57	
Average KS2 Prior Attainment	4.65	
Average Estimated A8	42.93	
Average Total Progress 8	0.318	
P8 Upper Confidence Interval	0.719	
P8 Lower Confidence Interval	-0.083	
Pupils Included (Progress 8 Coverage)	38	95.0
Pupils with Adjusted Progress 8 Scores	0	0.0
Average Total Progress 8 (Unadjusted) ?	0.318	

Positive Progress 8