

# Pupil Premium strategy statement (Secondary)

1. Summary information					
<b>School</b>	Townsend C of E School				
<b>Academic Year</b>	2017-2018	<b>Total PP budget</b>	£130650	<b>Date of most recent PP Review</b>	Dec 2017
<b>Total number of pupils</b>	620	<b>Number of pupils eligible for PP</b>	150 (24%)	<b>Date for next internal review of this strategy</b>	March 2018

2. Current attainment (2016/2017)		
	Pupils eligible for PP ( 24 students)	Pupils not eligible for PP (national average)
<b>% achieving 5A* - C (Grade 4) incl. EM (2016-17 only) Unvalidated</b>	47%	N/A
<b>% achieving expected progress in English / Maths (2015-16 only) 18 students (108) = 17%</b>	83% English 50% Maths	70% English 66% Maths
<b>Progress 8 score average</b>	-0.98	0.01
<b>Attainment 8 score average</b>	3.7	4.9

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
<b>A.</b>	SEN Needs – 30% of PP have SEN needs (inc EHCP)
<b>B.</b>	Emotional health needs
<b>C.</b>	Low level of literacy
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance
<b>E.</b>	Family needs

4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Improved outcomes for English and Maths passes and good passes	GCSE outcomes 2018
<b>B.</b>	Improved attendance with lower PA figure	Attendance figures and data for under 90%

<b>C.</b>	Ensure the school continues to have no NEETs	Data showing pathways after Aug 2017
<b>D.</b>	Improved parent engagement and support	Parent attendance at school events – parent evenings, study support evenings, school meetings, parent support groups.
<b>E.</b>	Appropriate curriculum pathways	Attendance data Engagement with learning (observations) Outcomes – in school data and public exams

5. Planned expenditure					
Academic year		2017/2018			
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?
Targeted teaching according to student needs	Regular updating of context sheets Use of Pupil Profile sheets	Complexity of needs of PP groups in all cohorts	Checking of context sheets Observations of classes Student voice Parent /Pupil SEN Review Meetings	Mrs Brooks (Miss Lingwood)	Dec 2017 March 2018 July 2018
Improved teacher feedback that impacts outcomes	Prompt teacher feedback provided in variety of ways	School priority for all learners	Student voice lesson observations Book scrutinies	Mrs Brooks (Subject Leaders)	Ongoing
<b>Total budgeted cost</b>					£35,000
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 attendance	Mentoring Use of Emotional Well-being staff team Additional rewards	Through monitoring of attendance data there is s still a small gap between PP and non PP attendance data	Regular tracking and intervention through form tutors. DoL report on attendance three weekly. 1 to 1 meetings with PP students re any attendance concerns	Miss .Lingwood and DoL Years supported by LA Attendance Officer	Every three weeks
Parents/carers engagement with students learning /progress	Parent support groups 1 to 1 support for parents Use of external parenting groups	Parent engagement and working with school is critical to student success'	Tutors and DoL communicating with parents/cares regularly and support being provided for families according to needs	Miss.Lingwood with Directors of Learning for Years and Well Being	Ongoing

Improved literacy levels	Small group 1 to 1 support from Intervention teacher /LSA	Improved literacy – accessing texts, writing responses are a critical part of new GCSES in all areas .Earlier intervention in years 7 & 8 is in place	Using data to track progress – TA assessment results, STAR Maths and Accelerated Reader data	Mrs Harris (DoL English) and Ms Castle (SENCO) SEN team (LSAs) English Intervention work	Each Data Capture Point
<b>Total budgeted cost</b>					£50,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved emotional resilience	Needs identified early and appropriate support accessed	Many students require resilience /self- esteem building.	Student and parent/carer voice. Look at club engagement Student outcomes and attendance data	Miss Lingwood supported by Mrs Hutchinson and Mrs Trigg	Every half term
Equal access and opportunity for all	By identification and sharing of PP information all needs are met in all areas of the curriculum	Growing financial need for many students/families – not just ever6	Tutors and DoLYears knowledge of students and work with parents. Overview of financial support for PP students by Deputy Head	Miss Lingwood	On going
<b>Total budgeted cost</b>					<b>£120,000</b>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2016/2017</b> £112044		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
1.Improved outcomes-diminish gap v non PP	All staff shared responsibility but with add. targeted intervention Use of extra Eng and maths intervention	Some individual successes and 7 joined 6 <sup>th</sup> form Sept 2017. Under performance by some children meant headlines were not good as school wanted.	1 Earlier targeted intervention from year 9 (start of GCSE) 2. Support with home/parental engagement to ensure home have skills to support with learning at home 3.Support with targeted resources/revision materials 4 Building capacity of Eng and Maths with additional staff (if possible) 5.Decision take not to withdraw students from Eng Lits	£35,000

2. Students making at least expected progress in GCSE subjects	Use of context sheets by teaching staff and parent/carer engagement Effective use of LS lessons. Access Arrangements for SEN External revision classes	50% of students made at least expected progress in all subjects High Attainers did not do as well as they should have done All students but one sat and achieved some success in their exams 7 of PP were in year admissions.	1. Identify and assess needs of in year admissions to ensure appropriate support is implemented early 2. A number of high attainers lacked aspirations and focus despite intensive intervention from school. Targeted support for this group of learners for 2018 GCSE cohort 3. Learning Support was in place but school now looking at use of the use of more structured support	£15,000
2. All students leaving, having completed GCSE courses and moving onto next career step	Additional support from Mrs Hutchinson Mrs TRigg  Connexions Support	1 NEET who is known by external agencies All other students on appropriate career pathways – apprenticeships and college etc	1. Curriculum was appropriate for students 2. Connexions support was effective 3. Use of agency support and liaison with Education Support Centres was effective	£20,000

## 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
No Neets	Mentoring from Form Tutors Connexions interviews and CLICK group	Yes – all but 1 are involved with education/learning at appropriate provision from Sept 2017	Yes – successful and all round support – shared responsibility of all but coordinated by Deputy Head and DoL Year	£5,000
Attendance	Form Tutor monitoring Attendance Clinic with LA Attendance Improvement Officer Engagement with parents to identify issues – financial help with transport	Improved attendance through year 11	Yes – early identification of issue, recognising improvement with student/home, working with home and full commitment by form tutor all effective	£1500

## 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
Use of external agencies	Coordinated by Deputy Head – external support to meet differing needs of students	Yes – impact effective cross year group	Yes- extensive range of agencies available to meet varying and often challenging needs	£2,000
Well-being and emotional support building resilience	Use of Mrs Trigg and Mrs Hutchinson	Yes – impact effective across year group	Yes – students and parents welcome of additional well-being support by two key staff	included above

Modification of curriculum/timetable	Coordinated by Deputy Head – meeting and alongside SEN department and parents/carers	Students were able to access exams entered for and cope with added pressure	Yes – will continue to regularly review curriculum provision and timetable to meet different needs of learners	£4,000
--------------------------------------	--	---	--	--------

## 7. Additional detail

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12&13
Boys 27 Girls 18 Total 45 % of year 30%	Boys 22 Girls 16 Total 38 % of Year 24%	Boys 17 Girls 9 Total 26 % of Year 23%	Boys 14 Girls 9 Total 23 % of Year 26%	Boys 4 Girls 6 Total 10 % of Year 12%	Boys 4 Girls 5 Total 9 % of Year 10%

	KEY AREAS OF NEED	SCHOOL SUPPORT	FURTHER ACTIONS
<b>YEAR 7</b>	21 K 2 EHCP 5 EAL 3 Families First Assessments 2 Child in Need 3 historical attendance issues	Identification of needs for Year 7 – using all info available SEN support in lessons from teachers Early meetings with parents with Form Tutors Appropriate referrals and intervention from external meetings Transition Support from LINKS and DESC Year 7 Catch Up arrangements	Scheduling SEN Review Meetings by SEN department Establishing Parent/Carer Support meetings Use of Key workers Updating of EAL resources Implementation of Access Arrangements – evidence collection, external testing, parent/carers engagement Ongoing updating of Context Sheet for lesson planning Ongoing evaluation of effective LSA deployment and intervention Acquisition of tutor for English and maths intervention Ongoing signposting through parentmail for external parent/carers support
<b>YEAR 8</b>	5 K 1 EHCP 2 CLA 4 Children's Services 5 possible attendance issues 1 Families First Assessment	Ongoing work with agencies including Intensive Families First Team (IFT) As appropriate use of Mrs Hutchinson and Mrs Trigg as well as Karin Ridout to visit home Meetings with parents Bus /travel support Support with uniform Support with trips clubs enrichment activities Support with Food Technology	<b>As well as above</b>  Introduction of year 8 nurturing group Support with Options process – connexions targeting PP and appropriate curriculum provision
<b>YEAR 9</b>	5 SEN support 3 Child in Need 1 possible EHCP application	Meetings with external agencies Meetings with parents/carers to share concerns and offer support /signposting Bus subsidies Support with uniforms and trips (Battlefields) Support with uniform	<b>As well as above</b>  Focusing on attendance issues and working with parents/carers

<p><b>YEAR 10</b></p>	<p>5 K (SEN Support) 1 EHC 1 CLA 2 Families First Assessment 8 students with additional needs but not SEN</p>	<p>Meetings with parent in school with Form Tutors Support with bus subsidies Support with revision resources Use of IT in school Support with uniform Support with Food GCSE Work Placements Participation in Watford Enterprise Programme at Watford FC (4) YC Connexions supporting with personal development programme for group of boys &amp; girls</p>	<p><b>In addition</b></p> <p>Targeted use of external agency support Regular parent/carer meetings Enrichment days focusing on career aspirations and team building Support for parents through additional parent/carer support evenings Use of Connexions personal development programme and CLICK group Jan 2018</p>
<p><b>YEAR 11</b></p>	<p>6 K 1 EHCP</p>	<p>Staff liaising with ESC- Visit 1 took place 25/09 Meetings with external agencies Working to engage with parents and trying to skill parents CLICK group through Connexions in Summer Term for 6 of the group in Year 10 Participation in Watford Enterprise Programme at Watford WC</p>	<p><b>In addition</b></p> <p>Meeting with all students to focus on needs and create 1 to 1 programmes of support Mentors /key workers provided for students Agreed shared strategies shared with all staff Support with revision resources and exam preparation Year 10</p>
<p><b>YEAR 12/13</b></p>		<p>Support with transition Intervention of Form tutors to ensure early progress Support with UCAS Connexions targeted support</p>	<p><b>In Addition</b></p>



