

Elthorne Park High School Pupil Premium strategy statement

The following strategy statement has been informed by:

- Interviews with, and observations of, our pupil premium students
- FFT vulnerability indicators
- School and national level data
- Review of previous year's strategy and subsequent outcomes
- National research and evidence of best practice educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ and educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf

1. Summary information

School	Elthorne Park High School				
Academic Year	2018-2019	Total PP budget	£210,375	Date of most recent PP Review	October 2018
Total number of pupils (Yr7 – Yr11)	1118	Number of pupils eligible for PP (Yr7 – Yr11)	294	Date for next internal review of this strategy	January 2019

2. Current attainment – Summer 2018 results

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	Pupils eligible for PP (national average)
% achieving 4+ in Maths & English GCSEs	55%	71%	44%
% achieving 5+ in Maths & English GCSEs	32%	49%	25%
Progress 8 score average	-0.08	+0.11	-0.40

Attainment 8 score average	40	49	37
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.	Pupil premium students in English are making less progress than non pupil premium students (see B)		
B.	Literacy skills and reading ages are low for students who are eligible for pupil premium		
C.	Students with SEND are over represented amongst students eligible for pupil premium and this additional barrier to learning requires focussed support through quality first teaching and SEN Support		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
D	Exclusion Rates for pupil premium students (specifically boys) are higher than other cohorts of students		
E.	Students eligible for pupil premium often lack the resources and understanding of how to manage and organise their learning to support progress. This includes lack of access to ICT.		
F	Pupil Premium students have restricted access to wider educational and cultural experiences in comparison to students not eligible for pupil premium		
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)			Success criteria
A.	Pupil premium students in English make the similar progress as they would in Maths		Improve english progress scores for students who have lower KS2 reading scores than maths scores.
B.	Continue to improve literacy skills and increase reading ages for all students eligible for pupil premium Year 7, 8 and 10 highlighted literacy intervention for reading		Reading ages of students exposed to reading interventions increases. Literacy skills are improved as shown by greater progress in development of written and verbal responses in assessments. Therefore students eligible for pupil premium in KS3 be on track within their pathway or will have their pathways accelerated.
C.	Improve rates of progress across all year groups for students eligible for pupil premium who also have SEND		Students who are eligible for pupil premium and SEND will have made expected progress against their pathway from KS2 starting point
D.	To reduce the exclusion rate of students eligible for pupil premium		To continue to reduce the gap between pupil premium and non-pupil premium students at EPHS. (<i>FTE periods</i>)

		<p><i>for PP students (12.7%) are half the national average (23%).</i></p> <p>To ensure Pupil premium students to have less exclusions overall specifically students with an EHCP who are eligible for pupil premium.</p>
E.	<p>Students eligible for pupil premium become more organised in their own learning. Students become aware of how they can access support to a manage their learning at home.</p> <p>Resources and independent guidance are provided to all students and especially pupils who are eligible for pupil premium</p>	<p>Reduction in behaviour logs for organisation for pupil premium students.</p> <p>Staff are more aware of what facilities and resources students eligible for pupil premium have at home</p>
F.	<p>To raise aspirations and cultural awareness for students eligible for pupil premium increasing cultural capital. School to map activities students eligible for pupil premium take part in.</p>	<p>An increase in extracurricular activities, clubs and events across all year groups. Students eligible for Pupil Premium are aware of how they can access funding to support attendance in cultural activities.</p>

5. Planned expenditure					
Academic year		2017-2018			
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?
Pupil premium students in English make the similar progress as they would in Maths	<ul style="list-style-type: none"> Maintaining of smaller classes to provide personalised teaching and support metacognition and self-regulation. Smaller classes specifically for low attainers. Teaching staff knowing PP students and their data to inform their teaching and ensure student progress Ensuring the KS3 curriculum prepares students for KS4 Embedding and reviewing of schemes of work including SLT review Staff development in subject areas through action research and a focus on pupil premium and literacy Use the Elthorne 'FAVS' to support reading (Friendly format, appropriate, vocabulary, support during reading) Differentiated resources for low attaining students to access the new KS4 curriculum Curriculum –a portion of each department's capitation used to target disadvantaged pupils 	<p>Quality first teaching (Wave1) makes the biggest difference to students' progress. Sutton Trust 'What Makes Good Teaching.'</p> <p>Doug Lemov in 'Teach Like A Champion' reminds us that mastery and application of skills are important</p> <p>EEF Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> - Reduction in class sizes (+ 3 months) - Support of self-regulation and metacognition (+7months) - -Assessment for learning (+3 months) <p>Increased difficulty of the reformed GCSE including depth of knowledge indicates that teaching and assessment practices have to improve in KS3 and KS4</p> <p>EEF Metacognition and Self Regulation Publication focuses on the need to 'Explicitly teach pupils how to organise, and effectively manage, their learning independently'</p>	<p>Staff awareness of PP students Learning Walks and student voice</p> <p>Dept and SLT Book Looks</p> <p>Termly data across key stages including specific PPE analysis with CLs</p> <p>Curriculum Area Progress and Intervention Analysis</p> <p>SLT line management of subject areas</p>	MPY JKE DHA	Dec 2018 April 2019 June 2019

<p>Continue to improve literacy skills and increase reading ages for all students eligible for pupil premium</p>	<ul style="list-style-type: none"> • Maintaining of smaller classes to provide personalised teaching and support metacognition and self-regulation • Teaching staff knowing PP students and their data to inform their teaching and ensure student progress • Ensuring the KS3 curriculum prepares students for KS4 • Embedding and reviewing of schemes of work including communication friendly strategies • English lessons with increased focus on reading and reading comprehension • Use of reading and writing ladders to support students understanding of how to make progress • Additional classes in year 7 and 9 in English • All staff CPD on literacy and reading strategies 	<p>Quality first teaching (Wave1) makes the biggest difference to students' progress. Sutton Trust 'What Makes Good Teaching.'</p> <p>EEF Teaching and Learning Toolkit: Reading Comprehension Strategies (+6 months) Reading Comprehension Strategies (+6 months)– Reduction in Class Sizes (+3 months) – Feedback (+9 months) - Oral language (+5 months)</p> <p>Daniel Rigley – The Matthew Effect (2013) The word rich get richer while the word poor get poorer</p> <p>“Why teach oracy?” Sept 2014 Cambridge Professor of Education Neil Mercer argues that state schools must teach spoken language skills for the sake of social equality and that it improves reasoning and attainment</p> <p>Ofsted Guidance provides a link between poverty and language. By the age of 3, a child from a professional family will have double the vocabulary of a child from a welfare background.</p>	<p>Staff awareness of PP students Learning Walks and student voice</p> <p>Dept and SLT Book Looks</p> <p>Termly data across key stages</p> <p>Curriculum Area Progress and Intervention Analysis</p> <p>SLT line management of subject areas</p>	<p>MPY JKE Literacy is a whole school Drive</p>	<p>Dec 2018 March 2019 July 2019</p>
<p>Improve rates of progress across all year groups for students eligible for pupil premium who also have SEND</p>	<ul style="list-style-type: none"> - Increase awareness for all staff through creation of SPARROW for all students eligible for pupil premium with onus of SEN need - Use of Communication Friendly strategies - Focus on quality first teaching and teaching standards 	<p>Teaching Standards DFE (5)</p> <p>The National Strategies suggest that the key to success with all learners is quality first teaching (QFT)</p>	<p>Learning walks</p> <p>Lesson observation - link to PP and SEN on Observation feedback</p> <p>Student voice</p>	<p>KRE</p>	<p>September 2018 January 2019</p>
Total budgeted cost					<p>£43000</p>

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?
Pupil premium students in English make the similar progress as they would in Maths	<ul style="list-style-type: none"> - Extra Maths lessons (BEAMS) in 10 and 11 - Increase in TA and/or additional adult support english - An additional class in Ks4 english to promote personalised curriculum for GCSE. Specialist teacher taking class - Termly intervention events including Pixl High 5 and Poetry Live - UP Curriculum – support pupils in making rapid progress to narrow the gap in KS3. Prepares students for the literacy content at GCSE. Provides transition support for continuity for whom struggle with transition. (English, humanities, maths, science) 	<p>EEF Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> – Reduction in Class Sizes (+3 months) - Teaching assistant (+1 month) - Small group tuition (+4 months) - Metacognition and self-regulation (+ 7 months) - Reading Comprehension Strategies (+6 months) <p>EEF “Pupil Premium Next Steps” emphasises the importance of targeted interventions</p>	<p>Staff awareness of PP students Learning Walks and student voice</p> <p>Termly data across key stages</p> <p>Curriculum Area Progress and Intervention Analysis</p> <p>SLT line management of subject areas</p>	MPY JKE	Dec 2018 March 2019 July 2019

<p>Continue to improve literacy skills and increase reading ages for all students eligible for pupil premium</p>	<ul style="list-style-type: none"> - Accelerated Reader: Students across KS3 with reading ages lower than 10 access accelerated reader - Communication Friendly Commitment – all staff are expected to teach and use key and academic vocabulary - UP Curriculum – support pupils in making rapid progress to narrow the gap in KS3. Prepares students for the literacy content at GCSE. Provides transition support for continuity for whom struggle with transition. (English, humanities, maths, science) - Reading intervention Group Year 10 for hard to engage learners - Reading Comprehension weekly sessions for students with a reading age between 10 and 12 in year 8. - Targeted interventions for PP students including Pixl High 5 English and Poetry Live 	<p>EEF Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> - Reading comprehension strategies (+5 months) - Reduction in Class Sizes (+3 months) - Teaching assistant (+1 month) - Small group tuition (+4 months) - Metacognition and self regulation (+ 8 months) - Oral language (+5 months) 	<p>Baseline tests (STAR tests) carried out and progress tests each term to measure reading ages</p> <p>Students complete individual quizzes. All students that have taken part in accelerated reader have increased their reading age. 90% of students have an increased reading age of 12 months</p> <p>Staff awareness of PP students Learning Walks and student voice</p> <p>Termly data across key stages</p> <p>Curriculum Area Progress and Intervention Analysis</p> <p>SLT line management of subject areas</p>	<p>JKE FAL KRE</p>	<p>Dec 2018 March 2019 July 2019</p> <p>Interventions for 8 and 10 are reviewed every 10 weeks. UP Curriculum is also reviewed in October 2018</p>
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<p>Improve rates of progress across all year groups for students eligible for pupil premium who also have SEND</p>	<ul style="list-style-type: none"> - SEND students assessments to be more targeted to identify needs - All SEND students have a 'Pupil Profile' with the needs of the students, the impact on their learning, recommended strategies and students comments, to be emailed to teachers and accessible on SIMS. - All SEND interventions to follow Assess, Plan, Do, Review Cycle - NURTURE – small group curriculum focussing on personalised targets to support a student removing the barriers to their learning 	<p>SEN Code of Practice 2014 empowers schools to follow the Assess Plan Do Review Model and Pupil Centred Planning</p> <p>EEF Teaching and Learning Toolkit: -Small group tuition (+4 months) -Social and Emotional learning (+4 months)</p>	<p>Learning walks on all interventions</p> <p>Provision Mapping EDUKEY evaluates interventions</p> <p>SENCO reviews every half term (or 10 weeks) and communicates with staff as appropriate</p>	<p>KRE</p>	<p>September 2018 January 2019 April 2019</p>
<p>To reduce the exclusion rate of students eligible for pupil premium</p>	<ul style="list-style-type: none"> - Pastoral Support Workers support students in each year group. Pastoral support workers mentor students who are academically under-performing or have attendance and behaviour issues that are impacting on their progress. Their role also includes the increase in parental engagement. Pastoral Support Workers lead mentoring sessions on a focussed area of need, in this academic year it includes organisation, mental health needs, anger management and reducing anxiety - Reach Programme run by the Assistant Year Leaders to target all 'on track' PP students to ensure they benefit from on-going mentoring, leadership tasks, enrichment opportunities and tracking 	<p>EEF Teaching and Learning Toolkit: -Social and Emotional learning (+4 months) - Parental involvement (+3 months)</p> <p>The 2013 Public Health England Guide noted the important link to a child's wellbeing and their behaviour and therefore their progress</p> <p>There is evidence that the integration of social and emotional programmes into the broader school curriculum can have a positive effect on academic achievement and wellbeing</p>	<p>Track attendance, punctuality and behaviour data</p> <p>Fortnightly student support panel meetings</p>	<p>AQU KRO</p>	<p>September 2018 January 2019 April 2019</p>
Total budgeted cost					<p>£138900</p>
<p>iii. Other approaches</p>					

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?
Pupil premium students in English make the similar progress as they would in Maths	Year 10 Parental Reading Group 'Book Club'	EEF Teaching and Learning Toolkit: <ul style="list-style-type: none"> - Small group tuition (+4 months) - Parental Engagement (+months) 	Termly data across key stages Curriculum Area Progress and Intervention Analysis SLT line management of subject areas	JKE CAN	September 2018 April 2019
Continue to improve literacy skills and increase reading ages for all students eligible for pupil premium	Comic Club. To support reading for pleasure and building student's love of reading a weekly all boys comic club takes place in the library.	The DFE report of 2012 notes that There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). <ul style="list-style-type: none"> • Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). 	Student voice Increased use of library by students taking part in the club	AMA NOA	December 2018 March 2019 July 2019
Improve rates of progress across all year groups for students eligible for pupil premium who also have SEND	CPD including action research – to develop staff in understanding the barriers associated with disadvantaged students and build strategies to meet their needs Review of curriculum and provision offer for all EHCP students who are eligible for Pupil Premium. if applicable the request for additional agency support or funding where appropriate.	Elthorne Park promotes the use of action research for all staff. All staff are champions of their own learning	Appraisal Target 2 – Action Research	JJE KRE	November 2018 February 2019 June 2019

	<p>Introduction of Careers Cluster to provide students with SEN and eligible for Pupil Premium work experience and preparation for adulthood.</p> <p>Specific key workers for EHCP students who are eligible for PP to be trained in Development Trauma</p>			KRE MMY	Careers Programme runs from September to January
To reduce the exclusion rate of students eligible for pupil premium	<p>Clinical Psychology weekly therapeutic sessions to focus on specific social, emotional or mental health needs</p> <p>Alternative Curriculum Provision for disadvantaged students including a variety of vocational qualifications carried out off-site, on site, the inclusion facility and call in.</p> <p>Use of Jamie's Farm as therapeutic intervention to prevent exclusion and build resilience</p> <p>All staff to be trained in emotional coaching strategy</p>	<p>EEF Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> -Meta-cognition and self-regulation (+7 months) -Social and Emotional learning (+4 months) <p>"No Need To Exclude" Hackney Learning Trust Sept 2015 promotes counselling and restorative practices</p> <p>John Gotman present in the Effects of Emotion Coaching: Children <i>'will be more self-confident, perform better in social and academic situations, and even become physically healthier.'</i></p>	<p>Tracking of behaviour data</p> <p>Fortnightly student support panel meetings</p> <p>Action Plan's are set up for all students returning from Jamie's Farm</p>	AQU KRE MMY	September 2018 December 2018 March 2019 July 2019
<p>Resources and independent guidance are provided to all students and especially pupils who are eligible for pupil premium</p> <p>Students eligible for pupil premium become more organised in their</p>	<ul style="list-style-type: none"> - Pupil Premium Library a collection of books and resources from all departments to support pupils in accessing materials outside of the classroom - Home learning Club: students are supported with homework and independent study - GCSE Champion Summer Programme. All students eligible for Pupil Premium attended a two day workshop on study skills. Parental meetings took place and Summer Holiday support work was given. - Easter / half term revision programme: targeted classes for Ever6 and LAC Pupils at Easter to support preparation for public examinations. 	<p>EEF Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> -homelearning (+5 months) <p>Disadvantaged home environment means that pupils eligible for pupil premium do not have access to the same levels of support as other students</p> <p>Institute for Fiscal Studies notes Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lessons</p>	<p>Track resource use from library</p> <p>Track reduction in tutor alerts and attendance at home learning clubs</p>	AMA DEA -YL DHA	March 2019 July 2019

<p>own learning. Students become aware of how they can access support to a manage their learning at home.</p>	<ul style="list-style-type: none"> - Rise and Shine – Breakfast mentoring programme, a targeted programme to ensure pupils are engaged daily and ready to learn - Exam Season Breakfast Mornings sessions to provide pupils a base to support in preparation for exams. - Support for additional purchases: including educational trips, uniform, music lessons and equipment. . 		<p>Tracking of students attending interventions and analysis of progress</p> <p>Attendance register taken</p> <p>Attendance register taken</p> <p>Tracking sheet on all extra curricular activities taking place</p>	<p>DHA</p> <p>CNE</p> <p>AKN</p> <p>AKN</p>	
<p>To raise aspirations and cultural awareness for students eligible for pupil premium increasing cultural capital</p>	<p>-Transition programme to support vulnerable pupils in their transition to senior school during the summer term and holidays.</p> <p>Connexions Advisor Support – targeted support of Connexions advisor to provide IAG on appropriate further study and careers pathways</p> <p>Trip to University open days and workshops</p> <p>All parents and students made aware of Pupil Premium funding and how they can access further support through Year Ahead meetings and school website</p>	<p>EEF Teaching and Learning Toolkit: -Summer schools (+2 months)</p> <p>The Sutton Trust describes the transition from primary to secondary education as a potentially difficult period in the life of young people, particularly those pupils from non-privileged backgrounds.</p> <p>The charity’s Premium Policies document states: “Of all the transition points facing a young person, that between primary and secondary school is often the most traumatic. Providing stability at this time could avoid a damaging loss of learning. It could also reduce absenteeism and improve engagement,</p>	<p>Parent and Student voice on transition camp.</p> <p>RONI list and reduction of NEET</p> <p>Increase percentage of students eligible for pupil premium attend University</p>	<p>AQU</p> <p>MMY</p> <p>DEA</p>	<p>August 2018</p> <p>August 2019</p> <p>August 2019</p>

		enabling all students more effectively to access the secondary curriculum. A growing number of schools have developed ways of tackling this, providing more intensive support and better links between the two schools.”	Attendance register taken Tracking sheet on all extra curricular activities taking place		September 2018 April 2019 June 2019
Total budgeted cost					£42400