Disadvantaged Strategy 2019 / 2020

Pupil Premium is a source of additional funding for schools, which aims to support disadvantaged pupils so that they make rapid strides in their progress to catch up with their counterparts in schools. The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between disadvantaged children and their wealthier or more advantaged peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Through our PP Strategy, we aim to address the barriers that impede the achievement of disadvantaged students.

Key Improvement Priorities
Our plan for 2019-20 also addresses the issues raised in our Ofsted report of **March 2018**, and which have been translated into the following Key Improvement Priorities in our School Improvement Plan (see below)

Changes from previous spending plan

Last year we have made an important change to the way in which PP funding will be administered in order to maximize impact and increase accountability.

From February 2018, the leadership of Pupil Premium was moved to the Principal to ensure that pupil data is used to a) ensure PP funds are carefully targeted in the first instance and b) to evaluate the impact of the different strands of our PP strategy.

Key information about Newent Community School and Sixth Form Centre pupil Premium

1. National context
Pupils eligible to receive this funding are in four groups: ● pupils entitled to free school meals (FSM), ● pupils that have been entitled to FSM during the last six years (Ever6), ● children in care or looked after (CLA) ● services children The level of premium for 2019-20 is £1320 for primary age pupils and £935 for secondary age pupils. For pupils that are registered as children in care or looked after, the school receives £1,900 per pupil. Service children attract funding of £300.

2.	Newent Community School and Sixth Form Centre context

We are funded April 2019 to March 2020 for139 students Y7 to 11 and as of the April 2019 census we had 906 students on roll, therefore 15.3% of students are eligible for PP funding.

- 132 Children 7-11 attract £935 each (total £123,420)
- 7 Service Students attract £300 each (total £2,100)
- 3 Post Lac (adopted from care) students attract £2300 each (total £6,900)
- 3 LAC Students – funding is given to the virtual schools

The level of funding received by NCS for Pupil Premium students is £132,420 for 2019-20 (financial year).

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

Through our PP Strategy, we aim to address a mixture of external and internal barriers that impede the achievement of disadvantaged students.

Internal barriers (issues to be addressed in school, such as poor literacy skills)	
a.	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.
b.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.
c.	Behaviour issues for a small group of Year 11 pupils (mostly eligible for PP) is having detrimental effect on their academic progress and that of their peers.
External barriers (issues which also require action outside school, such as low attendance rates)	
d.	Attendance rates for pupils eligible for PP are 84.3% (below the target for all children of 95%).
e.	For some students a prevailing culture of "compressed" and limited aspirations.
f.	For some students low levels of parental engagement.

4.	Outcomes	
1.	High levels of progress in literacy 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 50% exceed progress targets and 100% meet expected targets and other pupils still make at least the expected progress. This will be evidenced using accelerated reader assessments and English written assessments in October, March and June.

2.	Improved rates of progress across KS3 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 85% or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and senior team.
3.	Behavioural issues of Year 11 addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
4.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 84.3% to 95% in line with 'other' pupils.

5. Planned expenditure					
Academic year	**2019/20**				
i. Quality first teaching for all					
Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will we ensure it is implemented well?**	**Staff lead**	**When will we review implementation?**
Improved Year 7 literacy progress	CPD on self-regulated writing for relevant teachers. Y7/Y8 induction Monitor the delivery of h/w for all PP students	We want to offer high quality teaching to all these pupils to drive up results. CPD course selected which offers a combination of pedagogical knowledge and subject knowledge, and involved both external contributors and peer support.	Course selected using evidence of effectiveness, cover staff to be organised well in advance. Peer observation of attendees' classes after the course, to embed learning (no assessment).	SK/DW	Jan 20
Improved Year 7 literacy progress	Introduce 'Accessit' into the school library as a whole school resource to enable staff to see in real time the entire content of the school library. This	Accessit has been shown to have a positive impact on student take-up and engagement enabling students to discover all the learning resources in a single search,	DG to oversee resources and scheme development with English and SENCO. All staff CPD to deliver electronic documents, create reading lists,	DG/KS/SK	October 2019 - onwards

	will enable them to compose targeted book lists that support classroom learning. Promote a love of reading by directly informing students when new content is available matched to their personal interests.	including books, eBooks, PDFs, electronic documents, podcasts, websites, online digital content, subscriptions, video, audio, archives, and more.	offer moderated online content, and help students search digital resources.		
Pupils who enter the school with below-average attainment in English and mathematics catch up rapidly with their peers	Primary curriculum model trialled for up to one third of timetable for those pupils who enter the school with below-average attainment in English and mathematics	Develop 'secondary readiness' in students through a thematic approach to teaching and learning that exploits opportunities to deepen understanding.	Primary trained specialist to adapt teaching and learning model along the lines of a 'school within the school' for Mathematics, English and MFL.	VB	Review Jan 20 – VB & RP to factor into next year's TT if effective.
Ensure high quality marking, feedback and responses from pupils.	Staff training on high quality feedback to be delivered in carousel format. Research indicates that high quality, individualised feedback is a highly effective way to move children on in their learning.	We want to invest PP funding in longer term change which will help all pupils. Many different evidence sources (including Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. This will focus specifically on effective assessment of writing for a purpose.	Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy. Initial, 3 month and 6 month evaluation of CPD through moderation and assessment grades.	VP/DW	Jan 19 onwards
Improved progress for high attaining PP pupils to ensure	Staff training on spaced learning and interleaving	Peer reviewed education research demonstrates the potential impact of spacing	Use INSET days to deliver training. Resource activities for spacing between learning.	AJ/JW	Sep 19 - onwards

that teaching is closely matched to learner needs especially in geography and science.	to be delivered by AJ/JW.	learning. EEF trial highlights the promise of interleaving in improving progress.	Departmental trial in science and geography		
Improved rates of progress for all HA PP students	Resilience across the curriculum PP students are able to share their barriers to learning	Release senior staff for mentoring/coaching of PP students	SLT mentoring with a focus on social and emotional learning	SLT	Jan 19 onwards after assessment window.
Dramatically and rapidly improve literacy, vocabulary, and comprehension.	Multi-sensory activities so that pupils experience hearing, saying and doing within the same activity in small intensive, targeted group work sessions focusing on repetition and reinforcement. Lively energetic teaching at a rapid pace to encourage active recall in speaking and listening activities.	Research shows that direct teaching and repetition is key if pupils are to master their own learning. This strategy recommended as part of intelligence gathered from RSC brokered disadvantaged school visit to Redruth School.	The teaching programme consists of one hour blocks over six weeks, complementing core learning. Taught in small groups with a 4:1 student-teacher ratio.	English Dept.	Oct 19 onwards
4Matrix training for all staff with PP updates provided throughout the year at each assessment window.	Regular use of 4Matrix data system to systematically track the progress of PP students and assess the impact of ongoing intervention strategies.	PP students who join school after year 7 typically make less progress than non-PP students.	PP students who join late form a specific target group for HoH to regularly meet with and make sure that they are given necessary support in their lessons.	RP/VR/HoH	

	Closer tracking of PP students who join late.				
Continue to embed behaviour for learning across the school.	Targeted behaviour interventions for identified students Quality First Teaching for all students	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. Research also suggests that Quality First Teaching reduces behaviour issues significantly and increases achievement	Targeted interventions and teaching strategies matched to specific students with specific behavioural issues so that they are engaged in lessons and meet achievement targets. HoDs and HoH to engage with parents before academic intervention begins and ensure they know how best to support their children. MJ/HoH to monitor behaviour but also monitor whether improvements in behaviour translate into improved progress and attainment. Achievement/effort points to be recorded on SIMs and success is celebrated and shared with staff and parents/carers through Milk. HoH and Pastoral team week weekly (Friday AM) to track attendance and behaviour of identified individuals and groups of student (including PP students).	MJ/RP/HoDs	
				Total budgeted cost	**£58,250**

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
Improved Year 7 literacy progress	1-2-1 and small group provision of Read Write Ink 'Fresh Start' for struggling Y7 pupils.	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation. Data tracking of these students to show impact of the programme. Teaching Assistant CPD to support these students with the strategy and Pupil Premium Co-ordinator to liaise with parents.	VB/KS	Sept 19 - onwards
Improved progress for high attaining pupils	Weekly small group sessions in maths and English for high-attaining pupils with HOD or equivalent, replacing tutor time or assembly.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and pupils before intervention begins to address any concerns. Track data in English and maths at 3 key points, October, March and June HODs to observe sessions and provide feedback / support.	Head of Maths/ English	Oct 19 - onwards

				Total budgeted cost	£37,256
iii. Other Approaches					
Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will we ensure it is implemented well?**	**Staff lead**	**When will we review implementation?**
Increase attendance rates in all students currently at school (inc. PP)	Student support officer to monitor pupils and follow up quickly on truancies. First day response provision. Raise the profile of attendance around school by issuing key attendance figures on notice boards and in classrooms. Have assemblies on the importance of good attendance.	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.	Weekly briefing about existing absence issues by KG to pastoral team (Friday am) to enable closer collaboration. Personalised support and assertive mentor assigned to each PA pupil eligible for PP. Student support team to visit persistent non-attendees at home to discuss attendance with parents /guardian and explore barriers. Liaise with external agencies to implement intervention plans and enforce penalty notices.	Attendance team	Jan 19 - onwards
Disadvantaged pupils' attendance and progress continue to improve	Positive reinforcement supported by attendance panels for those students dropping below thresholds	Evidence that if students attend school regularly they are more likely to achieve.	The increased focus on improving attendance has already paid dividends in disadvantaged attendance across the school. This focus will continue.	KG	Sept 19 - onwards
Problem behaviour in Year 11 addressed	MJ to identify a targeted behaviour intervention for identified students.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of pupils is fair, transparent and properly recorded. Use 'Safe Team' to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements	MJ/HoH	Jan 19

			in behaviour translate into improved attainment. <u>Achievement/effort points to be a focus for all staff through a focus month of positive praise/effort cards through form tutors, leading to raised achievement points</u>.		
Improve parental support from disadvantaged families	Parents/carers of PP students work collaboratively with the school to support students and help them reach their full potential. Parent evening booking system to encourage parents to come into school and track PP parents – call to invite in if haven't made an appointment	Parental support is key in terms of raising progress and attainment for PP students yet there is evidence to suggest that parents of PP students are often 'harder to reach'.	Registers record attendance at all parents' evening etc. Any correspondence or meetings with parents are recorded on SIMs. Regular review and annual analysis of parental contact to ensure that hard to reach parents have been seen. HoHs meet with 'hard to reach' parents of PP students to discuss existing barriers to learning and establish a clear strategy to best support students. Home visits where necessary by members of the pastoral team. Opportunities for parents to engage in students learning through evening talks and workshops e.g. revision techniques, careers fayre, information evenings etc.	HoH/MJ/SLT	Oct 19 - onwards
				Total budgeted cost	**£36,884**

Review of expenditure previous year				
Academic year	2018/19			
Quality of teaching for all				
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**
Ensure that the school develops a board, balanced and affordable curriculum model that promotes breadth and depth of learning for all students.	AJ/RP to ensure that curriculum model promotes depth of learning and relevant curriculum opportunities for all students	Curriculum review completed and implemented. Ensure curriculum is appropriate by offering additional 1:1 advice during options choices in Year 8 for disadvantaged students. In exceptional cases an individually tailored curriculum either in the short or long term depending on the individual needs.	Ofsted March 2018 noted that: A greater proportion of disadvantaged pupils are following relevant courses in Year 9, which gives them access to a broad curriculum. By reducing the high number of GCSE subjects that pupils entered, you have increased curriculum time and improved pupils' progress and attainment. As a result, learning has improved and is particularly strong in arts and technology.	Sept 19 - Onwards
Greater staff understanding of the available performance data and targets for all students in Y7 (esp. PP)	DW to develop staff understanding of new Y7 cohort.	Academic accountability and curriculum intervention	Training given on first INSET day (well received by staff)	Sept 19 - Onwards
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**
Increase Literacy levels at KS3	Restructuring the timetable to increase	There is clear evidence that changes to TT allocation has led	Data tracking of these students to show impact of the programme needs to be more robust next	Sept 19 - Onwards

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
	teaching time in English and Maths which has enabled increased KS3 Literacy Intervention	to noticeable improvements in overall progress and attainment in Literacy.	year – RP to incorporate 'focus groups' into 4Matrix for the future. These groups to aid evaluation of intervention strategies and staff training September.	
Increase Numeracy levels at KS3	Restructuring the timetable to increase teaching time in English and Maths which has enabled increased KS3 Numeracy Intervention	There is clear evidence that changes to TT allocation has led to noticeable improvements in overall progress and attainment in Literacy.	Data tracking of these students to show impact of the programme needs to be more robust next year – RP to incorporate 'focus groups' into 4Matrix for the future. These groups to aid evaluation of intervention strategies and staff training September	Sept 19 - Onwards
Improve attendance for disadvantaged students.		In 2016, pupils' attendance was well below average. Subsequently, senior leaders raised pupils' and parents' awareness of the importance of good attendance. Pupils can now explain the impact of poor attendance on their examination results. As a result, attendance increased dramatically in 2017 and has continued to increase this year.	Pupils' rates of attendance are now in line with the national average. However, while most pupils now attend school regularly, a small number of pupils, particularly disadvantaged pupils, are still persistently absent from school. These approaches will continue to be further developed in the new year.	Sept 19 - Onwards
Provide additional mentoring and guidance for disadvantaged students	Targeted, additional mentoring by SLT for identified students. Input to include careers advice and guidance, emotional and behavioural support, and support with attendance.	Anecdotal evidence demonstrated that the majority of students valued the additional time and attention. Where the response was less than positive, the student did achieve despite significant reluctance to engage with the programme.	Must factor in more regular use of 4Matrix data system to track progress and attainment. RP to calendar line manager link meetings at each data window to ensure consistent message is delivered to all staff.	Sept 19 - Onwards
iii. **Other Approaches**				
Desired outcome	**Chosen action/approach**	**Estimated impact: Did you meet the success criteria?**	**Lessons learned**	**Cost**

		Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	
To increase engagement and participation at school. PP children will have had a wide range of extra-curricular experiences through the year. Support for extra activities such as Residential visits and school trips	Raising Aspirations: projects, trips, visits to Further and Higher Education Bursaries, (40% reductions) allocated for: • Uniform items • Educational visits within school time, Musical tuition and equipment • Extra-curricular clubs Discretionary Curriculum Bursaries, including Revision Guides and costs of materials	Limited evidence of measurable impact. Children who are 'experientially rich' are more able to write about their experiences and have a more developed world view.	While there is a real desire to mitigate inequalities in income by providing a subsidy to disadvantaged students. This subsidy is however, is not universally well received or wanted. In addition it can often be problematic providing equality of future opportunity whilst maintaining a notional individual balance. As such an investment in quality first teaching potentially yields more consistent and egalitarian results.	Sept 19 - Onwards

Review: last year's (2018/19) aims and outcomes

Quality first teaching for all

Desired outcome	Chosen action/approach	Outcome
Improved Year 7 literacy progress	CPD on self-regulated writing for relevant teachers. Y7/Y8 induction Monitor the delivery of h/w for all PP students	Partially achieved

Improved Year 7 literacy progress	Introduce 'Accessit' into the school library as a whole school resource to enable staff to see in real time the entire content of the school library. This will enable them to compose targeted book lists that support classroom learning. Promote a love of reading by directly informing students when new content is available matched to their personal interests.	Achieved
Pupils who enter the school with below-average attainment in English and mathematics catch up rapidly with their peers	Primary curriculum model trialled for up to one third of timetable for those pupils who enter the school with below-average attainment in English and mathematics	Partially achieved
Ensure high quality marking, feedback and responses from pupils.	Staff training on high quality feedback to be delivered in carousel format. Research indicates that high quality, individualised feedback is a highly effective way to move children on in their learning.	Achieved
Improved progress for high attaining PP pupils to ensure that teaching is closely matched to learner needs especially in geography and science.	Staff training on spaced learning and interleaving to be delivered by AJ/JW.	Partially achieved
Improved rates of progress for all HA PP students	Resilience across the curriculum PP students are able to share their barriers to learning	Partially achieved
Dramatically and rapidly improve literacy, vocabulary, and comprehension.	Multi-sensory activities so that pupils experience hearing, saying and doing within the same activity in small intensive, targeted group work sessions focusing on repetition and reinforcement. Lively energetic teaching at a rapid pace to encourage active recall in speaking and listening activities.	Partially achieved
4Matrix training for all staff with PP updates provided throughout the year at each assessment window.	Regular use of 4Matrix data system to systematically track the progress of PP students and assess the impact of ongoing intervention strategies. Closer tracking of PP students who join late.	Partially achieved
Continue to embed behaviour for learning across the school.	Targeted behaviour interventions for identified students Quality First Teaching for all students	Partially achieved

Targeted support

Desired outcome	Chosen action/approach	
Increase Literacy levels at KS3	Restructuring the timetable to increase teaching time in English and Maths which has enabled increased KS3 Literacy Intervention	Achieved
Increase Numeracy levels at KS3	Restructuring the timetable to increase teaching time in English and Maths which has enabled increased KS3 Numeracy Intervention	Achieved
Improve attendance for disadvantaged students.		Achieved
Provide additional mentoring and guidance for disadvantaged students	Targeted, additional mentoring by SLT for identified students. Input to include careers advice and guidance, emotional and behavioural support, and support with attendance.	Achieved

Other Approaches

Desired outcome	Chosen action/approach	
To increase engagement and participation at school. PP children will have had a wide range of extra-curricular experiences through the year. Support for extra activities such as Residential visits and school trips	Raising Aspirations: projects, trips, visits to Further and Higher Education Bursaries, (40% reductions) allocated for: • Uniform items • Educational visits within school time, Musical tuition and equipment • Extra-curricular clubs Discretionary Curriculum Bursaries, including Revision Guides and costs of materials	Achieved

*Due to the Coronavirus pandemic and distance learning being implemented during a national lockdown several desired outcomes have progressed at a reduced rate. Many of these outcomes will continue to be implemented into the next academic year.