

## Pupil premium strategy statement 2017/2018 – The Arthur Terry School

At the Arthur Terry School we pride ourselves in providing outstanding care, guidance, support and teaching to all of our students. To help secure this for our most vulnerable students, we receive pupil premium funding.

In 2016-17 funding allocations for Pupil Premium were as follows:

- Free Schools Meals £935
- Ever 6 (has received Free School meals in the past 6 years) £935
- Looked After (LAC): £1900 (Spending of this funding is held and authorised by the Virtual Head)
- Adopted\*: £1900
- Service Premium: £300

\*Adopted includes children with a special guardianship order, a child arrangements order or a residence order

This Pupil premium strategy statement sets out to show:

- How much pupil premium funding the Arthur Terry school has received for the academic year 2017-2018
- Details of the main barriers to educational achievement faced by disadvantaged children at the Arthur Terry School
- How the Arthur Terry school used the pupil premium funding to overcome these barriers and reasons for chosen approaches
- How the Arthur Terry school will measure the effect of the pupil premium
- The date of the next pupil premium strategy review.

1. Summary information					
School	The Arthur Terry School				
Academic Year	2017-2018	Total PP budget	£172,305	Date of most recent PP Review	
Total number of pupils	1293	Number of pupils eligible for PP	175	Date for next internal review of this strategy	September 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 4 or above in English and Maths	61%	TBC (2016 – C or above – 58.7% )
% achieving 5 or above in English and Maths	36%	49%
Progress 8 score average	0.00	+0.11 (2016 + 0.13)
Attainment 8 score average	44.69	49.51 (2016 -52.56 )
% entering Ebacc	35%	43%
% achieving Ebacc – 4+	22%	28%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Gap between progress and attainment rates of disadvantaged students compared to ‘others’ in Maths and Science
B.	Gap between progress and attainment rates of disadvantaged boys at KS3 and KS4
C.	Aspirations of and for disadvantaged students
External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D	Persistent Absence attendance rates for disadvantaged students
E	Extra-curricular opportunities for disadvantaged students outside of the classroom

4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
A.	Reduction in gap (whilst raising the bar) of disadvantaged students progress and achievement in Maths and Science at KS3 and KS4. <b>Measured through:</b> Departmental and whole school data analysis in line with the assessment and reporting calendar	Quality first teaching and early interventions ensure that progress and attainment of disadvantaged students is in line with progress and attainment of 'other' students.
B.	Improved rates of progress and attainment across KS3 for disadvantaged boys Improved rates of progress and attainment across KS4 for disadvantaged boys <b>Measured through:</b> Departmental and whole school data analysis in line with the assessment and reporting calendar	Quality first teaching and early interventions ensure that progress and attainment of disadvantaged students is in line with other students. Reduced gap in progress and attainment of girls and boys (without lowering the bar)
C.	Outcomes of disadvantaged students improve as a results of aspirational targets and aspirational setting. <b>Measured through:</b> Quality assurance of target setting through KS3 and KS4 – targets to be at least in line with FFT20 benchmarks. Disadvantaged students not moved down sets unless agreed with LG link.	Increase in number of disadvantaged students meeting the sixth form entry requirements. Improved progress and attainment of disadvantaged students.
D.	Increased attendance rates for disadvantaged students.  Reduction in persistent absence rates for disadvantaged students <b>Measured through:</b> attendance data for disadvantaged students	Gap in attendance rates continues to close between disadvantaged students and others. Continued reduction in persistent absences for disadvantaged students.
E.	Financial barriers do not restrict attendance at trips, visits and clubs for disadvantaged students to support engagement of and access to wider school experiences <b>Measured through:</b> Tracking of music lessons, DofE, trips and visits, extra-curricular clubs	Increased attendance rates at extra-curricular clubs, trips, visits and enrichment opportunities

## Allocation of funding 2017-2018

• Area of spending	Spend	Action	Rationale for investment/reason for chosen approach	Barrier
1. Teaching and Learning Additional English and Maths staffing	£114,330	Additional Maths and English groups from Year 7-11 to support and accelerate progress. (see action plan strand 3)	<ul style="list-style-type: none"> <li>- Increasing attention individual students receive and high quality feedback to secure outcomes</li> <li>- EEF research on class sizes</li> </ul>	A & B
2. Student Support Services (home visits, attendance support, learning mentoring, emotional support, personalised timetables)	£36,100 (approx. 1 FTE)	See action plan strands 1 and 2	<ul style="list-style-type: none"> <li>- Decrease in persistent absences for disadvantaged students for last year.</li> <li>- Overall improvement for attendance of disadvantaged students (+2%)</li> </ul>	C & D
3. Enrichment support (trips ,visits and music lessons)	£4,000	Removal of financial barriers by subsidising/funding trips and visits for disadvantaged students.	<ul style="list-style-type: none"> <li>- Increase in attendance to trips, music lessons, outward-bound, D of E when part funded</li> </ul>	C & E
4. Academic resources (including uniform and travel support)	£3,500	Provision of academic resources e.g. revision guides for disadvantaged students	<ul style="list-style-type: none"> <li>- To reduce disadvantage by ensuring access to necessary equipment/resources</li> </ul>	A,B,C & D
5. Administration, tracking and data support	£5,000	GO4Schools and data tracking systems to ensure timely analysis of data and ensure early interventions	<ul style="list-style-type: none"> <li>- Research identifies the gap widening as students' progress through secondary school. Sophisticated tracking system enables early interventions</li> </ul>	A and B
6. Transition 'Buddy up' Mentoring programme	£1,000	22 students in Year 7 assigned a year 12 mentor. Maths and English focus initially.	<ul style="list-style-type: none"> <li>- EEF research on 'peer mentoring'</li> <li>- Initial analysis shows an increase in school attendance of students partaking in the programme.</li> </ul>	A,B,C,D & E
7. LAC PEP	£10,500	Bespoke interventions to individual students linked to agreed targets at PEP meetings.	<ul style="list-style-type: none"> <li>- To ensure academic and emotional support for our LAC in order to raise attainment.</li> </ul>	A,B,C,D & E
8. Social, emotional coaching training	£600	Student support services staff, some teaching assistants and teaching staff to receive specialist training.	<ul style="list-style-type: none"> <li>- To support the increased number of LAC and children and children adopted from care</li> </ul>	C and D
Total	£175,030			

## DETAILED ACTION PLAN – 2017/2018

### Strand 1: Attendance and engagement – To improve the attendance of our Disadvantaged students (barrier D, A and B)

Strategy and actions	Outcomes and success criteria	Milestones and review dates
Attendance of our disadvantaged students tracked and monitored rigorously to ensure early intervention. (see attendance strategy)	To increase KS3/4 disadvantaged students' attendance in line with non DA (previous figures 16-17 93.29%-15-16 92.16%, 14-15 91.81%)	Attendance dashboards reviewed weekly
Use of Spotlight to improve attendance (when early interventions have not succeeded)	Improved attendance for students and families who are part of the spotlight process.	Half-termly review
Parental engagement - proactive strategies to encourage attendance to parents' evenings and engagement with Go4Schools (to be embedded from Year 7 settling in). Follow up for non-attendance. Staff to prioritise contact with DA students' parents	Improved attendance at parent's evenings – reduction in gap of disadvantaged and others. Increase in number of parents accessing reports on Go4Schools.	Attendance tracked at each parents evening (as per calendar)
Prioritise home visits and parental meetings for disadvantaged students where attendance is a concern	Reduction in persistent absences for disadvantaged students	Ongoing
Learning mentoring utilised for students with low attendance to support catch up	Improved attendance, catch up work completed to enable access back to lessons	Ongoing, analysed after session
Tracking of attendance of our disadvantaged students at intervention, revision, extracurricular and enrichment sessions, opportunities for praise linked to attendance	Progress, attainment and confidence improved through intervention and revision sessions attendance. School attendance improves as a result of engagement in wider life of school.	Ongoing
Enable engagement through removal of barriers to learning. E.g. provision in place to support the purchase of PE kit, revision guides and other equipment	Barriers to learning removed to enable students to participate	Ongoing

**Strand 2: Target – To raise aspirations through target setting, and targeting for enrichment, extra-curricular and intervention opportunities (barrier C and E)**

Strategy and actions	Outcomes and success criteria	Milestones and review dates
High expectations and aspirational targets through target setting process	Regularly review targets of our Disadvantaged students to ensure they remain aspirational – at least in line with FFT20	At data reviews
Disadvantaged students setting and pathways is aspirational balanced with achievable (Maths, English, Science and EBacc)	Students in sets which reflects potential and aspirational targets. Improved progress and attainment Increased numbers of disadvantaged students eligible for EBacc	Half termly
Maximise opportunities for enrichment and extracurricular sessions, attendance to sessions tracked	Ensure DA students are appropriately targeted for competitions and activities to improve academic skills (e.g. Stem club, Greenpower, student leadership, Peripatetic Music sessions).	Reviewed half termly
A variety of strategies are used to raise aspirations, e.g., sixth form learning walks, tutor one to one conversations, links with universities	Retention rate of our disadvantaged students staying on at sixth form as they have (a) secured the necessary entry criteria and (b) chosen to pursue A level study	Provision reviewed half termly
Raise aspirations through CIAG - Careers programme across all years raise aspirations. Interviews / careers work targeted to DA students first with follow up appointment	Reduction in number of NEET for our disadvantaged students	Reviewed half-termly
Personalised timetable for students to meet individual needs	Go4schools evidences progress across other subject areas as a result of personalised interventions and support	Ongoing
Mentoring for identified DA students – ‘Buddy up’ programme	Increase in attendance rates, praise points and progress in Maths/English for identified students	Half-termly review of progress
Prioritise DA students for support sessions such as Keeping up with the Children	Students are more confident as they feel more settle. Year 7 DA attendance improves	Ongoing

**Strand 3 Learning** (and teaching) – deployment of a range of teaching and learning strategies to improve the progress and outcomes of our disadvantaged learners (Barriers A, B, C & D)

Strategy and actions	Outcomes and success criteria	Milestones and review dates
Teachers and support staff easily identify disadvantaged students and use a range of strategies to support students learning	Improved progress and attainment of disadvantaged students as a result of outstanding teaching and where necessary, timely interventions.	Ongoing throughout the year
Seating plans used consistently to identify disadvantaged students	Students identified in order to effectively utilise teaching and learning strategies.	Checked during departmental and whole school QA
<p><b>Feedback and follow up first...</b> Disadvantaged students prioritised in receiving feedback, in class, books and assessments, in line with feedback policy. High standards and expectations of books e.g. presentation</p>	Feedback is tailored, specific and targeted to support disadvantaged students in making accelerated progress	Ongoing
Embedding of The Arthur Terry Learner to improve learning habits	Disadvantaged students embrace positive learning habits that impact on their progress and attainment. Monitored through faculty work scrutinies and via the ATL CPD group	ATL whole school sessions
Review of data for disadvantaged students regularly at all levels. Earlier interventions initiated where DA students are not making expected progress	Tracking informs early intervention to improve progress and attainment at whole school, department and classroom level.	Half Termly
Additional Setting in English and Maths	Funding utilised to enable set 6 groups in English and Maths to ensure smaller group support for students.	Student progress reviewed half-termly
Overcapacity Maths and English staff effectively deployed to support the progress and attainment of disadvantaged learners	Any additional capacity used for bespoke teaching in Student Support Services – prioritised for disadvantaged students	
Missed learning catch up – departmental strategies to support students with any missed lessons and ensure they have all resources	Reduction in impact of lesson absences for individual students	Ongoing
Additional classroom support utilised to target disadvantaged learners	Prioritisation of support (TA's or sixth form students) towards needs of disadvantaged learners resulting in increased progress and attainment of students	

Strategy	Outcomes and success criteria	Milestones and dates
Updates of our disadvantaged learners (including LAC) shared with Governors.	Governors knowledgeable about disadvantaged priorities.	Termly
Governor link visits and learning walks to examine plan in action	Action plan is shaped to reflect a range of feedback	Termly
LLT meetings used to update governors on DA progress	Questions and feedback utilised to shape and review plan	Termly
Continual review of the spending of our PP funding to ensure impact	Funding for 2016-2017 further broken down to reflect proportional impact	Termly

### **Review of expenditure:**

For the academic year 2016-2017 the Arthur Terry School received **£166,659** in pupil premium funding. This pupil premium funding was allocated to provide:

- Targeted support to raise attainment across all key stages through additional staffing
- Coaching and mentoring to raise aspirations, improve attendance and support emotional wellbeing through the SSS (Student Support Services) team
- Additional staff to provide targeted small group tuition for students in core subject areas
- Financial support for extra-curricular activities to ensure eligible students have the opportunity to develop their social and team-building skills
- Resources and equipment where necessary to remove barriers to learning
- Data Support Package (Go4Schools) to help track the progress of disadvantaged students and for teachers to provide appropriate support
- Targeted intervention for disadvantaged students during tutor time



PP spending	Spending	Impact of spending on outcomes for disadvantaged students
<p>1. Teaching and Learning Additional English and Maths staffing</p> <ul style="list-style-type: none"> <li>- Smaller maths and English groups across years 7-11.</li> <li>- Bespoke intervention sessions across maths and English to specifically target disadvantaged students.</li> <li>- Tutor time maths booster classes</li> <li>- Small group/individual tuition</li> </ul>	£113,335	<p><b><u>Key Stage 4</u></b></p> <p>61% of disadvantaged students secured a grade 4 or above in English and Maths and 36% secured a 5 or above in both English and Maths. Our Progress 8 score for disadvantaged students (ASP) is 0.00 for 2017 (compared to 0.30 for all students). This has increased from -0.16 in 2016 (compared to 0.22 for all students).</p> <p><b><u>Key Stage 3</u></b></p> <p>In Key Stage 3 English all disadvantaged students either maintained or increased their grades based on the school's Proof of Progress testing; the overall progress figure from the start of Y7 until the end was 0.26 grades compared to a National figure of 0.08.</p> <p>Internal tracking and assessments in English showed that 8% more disadvantaged students achieved or exceeded their target when compared to others.</p> <p>In Key Stage 3 Maths (Year 8) the Gap in attainment (WAG vs target) for disadvantaged students in foundation groups narrowed from 0.45 grades per student to 0.28 grades per student after summer assessments. In higher tier groups it remained at 0.09 grades per student</p> <p>In Year 7 Gap in attainment (WAG vs target) for disadvantaged pupils in higher tier sets narrowed from 0.61 grades per student to 0.36 grades per student after summer assessments. There was a slight increase in the gap between disadvantaged and other in foundation sets from 0.21 to 0.3.</p>
<p>2. Student Support Services staff member</p> <ul style="list-style-type: none"> <li>- home visits</li> <li>- Attendance support</li> <li>- Learning mentoring</li> <li>- Emotional support</li> <li>- Personalised timetables</li> </ul>	£34,517 (1 FTE)	<p>Increased funding for our SSS team has enabled staff to carry out home visits and family support. This has resulted in improved attendance figures for our disadvantaged students. In 2016-2017 overall attendance rates for disadvantaged students increased by 2% from the previous year and a three year trend of increased attendance - previous figures 16-17 93.29%-15-16 92.16%, 14-15 91.81%) Bespoke learning mentoring, and emotional support via our student support services</p>

		team has also supported individuals and groups of learners.
3. Enrichment support - Trips and visits - Music lessons	£3,300	Pupil Premium funding has been used to ensure access to extra-curricular activities. For Free School Meals students this has included the funding (or part funding) of, music lessons, the Aberdovey Outward Bound Trip and school trips and visits.
4. Academic resources (including uniform and travel support) - Revision guides / text books - Bus passes - Uniform - PE kit	£4,000	Increased access to school ICT equipment for use before and after school, revision guides, textbooks, transport arrangements, school uniform, and PE kits has enabled us to remove some barriers to learning and increase overall attendance to school and improve progress rates. See achievement summary in section 1 above.
5. Administration, tracking and data support	£4,000	GO4Schools and data tracking systems to ensure timely analysis of data and ensure early interventions for students. See achievement summary in section 1 above.
6. LAC PEP	£7,600	Bespoke interventions to individual students linked to agreed targets at PEP meetings. This has included, one-to-one tuition, academic resources, ICT equipment, and provision of external support.
Total	£166,752	