

Pupil premium strategy statement

1. Summary information					
School	Rossett School				
Academic Year	2018/19	Total PP budget	£183,260	Date of most recent PP Review	June 2018
Total number of pupils	1462	Number of pupils eligible for PP	196	Date for next internal review of this strategy	June 2019

Year 11 outcomes	PP	Non-PP (national average)
% achieving a strong pass (5+) in EM	21.43%	Not available
% achieving a strong EBACC	16.67%	
Progress 8 score average	-0.74	
Attainment 8 score average	38.36	

Current Students	PP	FSM	Additional cohort characteristics
Year 7	17%	5%	20 % of cohort SEND
Year 8	18%	3%	20% of cohort SEND.
Year 9	20%	9%	53% have less than 95% attendance.
Year 10	14%	5%	42% cohort less than 95% attendance, 31% of cohort SEND.
Year 11	13%	8%	45% cohort less than 95% attendance, 23% of cohort SEND.
Post-16-identified as PP at end of year 11	20 students		

2. Barriers to future attainment	
Whole cohort in-school barriers	
A.	Behaviour for learning: fixed term exclusions are disproportionately high with disadvantaged pupils, 40% of FTEs, for 14% of school population.

B	SEND: differentiation, aspiration and support for progress across the curriculum (25% of PP cohort SEND including 7% of PP students with SEMH need).	
C	Access to consistent high quality first teaching that uses evidence informed strategies to diminish the difference.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D	Attendance for disadvantaged students 2016/2017 was 90%, compared to our overall school figure of 95.6%, attendance is notable barrier from year 8 onwards.	
E	Cultural capital learning opportunities beyond the classroom.	
F	Emergency support for basic needs: clothing, food and transport.	
3. Desired outcomes		
	Success criteria	
A.	To improve positive behaviour management approaches and become an 'Attachment Friendly' school. <i>SDP priority 2: Personal Development, Behaviour and Welfare.</i>	Reduction in FTEs and internal isolation to be in line with non-PP, become an 'Attachment Aware' school.
B.	To improve access to, and progress, across the curriculum. <i>SDP priority 2 (Teaching, Learning and Assessment Development Strands)</i>	Year 7 and 8 PP students make at least chronological age progress in reading. Year 8 students continuing with additional numeracy and literacy teaching make at least expected progress. Quality assured Alternative Provision both in and out of school meets students' needs by reducing exclusions and increasing the range of vocational outcomes students can achieve.
C.	To maximise learning and teaching approaches that accelerate disadvantaged students' progress: oracy. <i>SDP priority 1, 3 and 4: Teaching, Learning and Assessment Development Strands.</i>	Lesson observations include effective metacognition strategies and rich oracy experiences. This is triangulated in student voice and progress data through Spotlights and Floodlights.
D.	To improve attendance. <i>SDP priority 1: Personal Development, Behaviour and Welfare.</i>	Rates of absence and persistent absentees reduce (PA) amongst pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 90% to be closer to 'other' pupils.

E.	To improve students' cultural experiences outside of school. <i>SDP priority 2 Teaching, Learning and Assessment Development Strand.</i>	Increased participation in extra-curricular events, trips and clubs.
F.	To support immediate student welfare needs and access to education.	Students can fully access all aspects of school life.

4. Planned expenditure					
Academic year		2018/19			
• A: Behaviour for learning					
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?
Diminish the difference between disadvantaged students' exclusions, internal isolations, behaviour incidents and non-disadvantaged.	CPD: Participation in 'Attachment Awareness' Pilot and action research project. Rewards system.	Nearly half of students suffer from attachment difficulties and could benefit from Attachment Aware approaches. Numbers are higher for PP+ students and those who have experienced early trauma.	We will follow the Attachment Aware action research pilot designed and delivered externally by the Virtual School Educational Psychologists. The action research model will ensure we are evaluating the impact on students as the programme progresses through individual case studies. Daily monitoring of behaviour data to understand patterns emerging and where to deploy resources.	PBN/DRS/GDA/DOLs/SSOs/PRS	June 2019-Attachment Awareness action plan review. Half-termly behaviour statistics.
Total budgeted cost					£158,534
Senior leadership: 2 x 0.2 Associate Deputy Headteacher and 0.3 Assistant Headteacher					£55,600
Middle leadership: 0.2 Director of Behaviour and 5 x 0.2 Directors of Learning					£66,997
Support staff: 5 x 0.2 Student Support Officers (7-11)					£31,937
• B: SEND and Social Inclusion					
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?

Students' improved literacy and numeracy skills allow better access to the secondary curriculum.	Additional literacy and numeracy teaching in year 8.	Literacy and numeracy are basic skills for life and access the secondary curriculum.	Bespoke teaching in line with students' needs and monitoring of maths and English data.	EZY/PBN	4 SPM cycles.
Vulnerable SEMH year 7 students positively engage with school and make progress.	Nurture Group (NG)	NGs are perceived as contributing to: the social and academic progress of individual students, positive long-term outcomes for students, improved school attendance and positive impact on the whole school ethos.	Boxall profile reviews. 3R's data.	PBN/BTL/EZY	4 SPM cycles.
Improve access and achievement to the curriculum for the full range of learners.	External provision to meet all students' needs and is robustly quality assured. Enhanced alternative Provision curriculum offer-internal.	The P8 curriculum does not meet all students' needs or aspirations. To reduce exclusion, where there are no external alternative provision places, we need to provide a bespoke curriculum.	Quality Assurance of external AP. Improved Progress in AP Curriculum choices: Princes Trust and others. Ensure daily/weekly contact with AP and act upon any issues arising.	DRS/PRS/MFN	4 SPM cycles and half termly behaviour and attendance statistics.
Total budgeted cost					£54,693
Middle leadership: 0.3 UPS class teacher (literacy and numeracy) and 0.4 SENCO					£36,528
Nurture costs (furniture/food/teaching materials/rewards)					£500
Alternative Provision consultancy and Quality Assurance support					£150
Nurture teaching: 0.2 UPS class teacher and 0.2 teaching assistant					£13,690
50% of KS 4 college placements					£3,825

- **C: High quality teaching**

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?
To maximise learning and teaching approaches that accelerate disadvantaged students' progress.	Collaborative Research Group CPD and lesson study on improving the quality of oracy in the classrooms.	"Gaps in language development between more and less socioeconomically advantaged children tend to widen rather than narrow as children progress through school." De Vines et al.	Lesson study observations. PM action research. Spotlights and Floodlights.	HTS and CRC leaders	PM lesson study and Quality Assurance cycle.
Total budgeted cost					£450

- **D: Attendance**

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?
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Diminish the difference in attendance for pupils eligible for PP and others.	Targeted and bespoke interventions of PP students with attendance officer and pastoral teams. Auto-attendance tool set up on Vivo to award students for regular attendance ³ and punctuality.	There is a clear link between poor attendance at school and lower academic achievement. DfE report (Feb 2015) - Specifically, pupils with no absence are 1.5 times more likely to achieve 5+ GCSEs 9-5 or equivalent and 2.8 times more likely to achieve 5+ GCSEs 9-5 or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons.	Review at weekly Inclusion Meetings. Monitor PP absence rates by year group and intervene as appropriate. Review of the attendance procedures to ensure earlier intervention for all students with declining attendance but with particular focus on PP students. Attendance becomes high profile amongst all stakeholders including tutors to constantly review and reward excellent attendance.	SA/DRS/PRS	Half-termly after interventions have taken place
Total budgeted cost					£22,138
Support staff					£12,972
Rewards					£1,383
<ul style="list-style-type: none"> E: Cultural Capital 					
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?

To improve students' access to educationally enriching experiences and activities.	Subsidised trips, targeted holiday club and educational resources.	Students from less wealthy homes have less disposable income and are less likely to access activities that have an additional cost.	Review participation in trips and items purchased to support studies.	KFN/AMG	End of year evaluation of participation rates.
To improve year 6/7 students' access to the Arts and cultivate a sense of belonging at Rossett.	Additional transition activities: Sparkle and Shine day and bespoke primary activities.	Students with a strong sense of belonging and community will enjoy and achieve at school. Exposure to a range of Arts activities encourages participations.	Student evaluation of transition activities and participation of students in music and signing lessons.	PBN/EZY/AMG	Post-event and end of year.
Total budgeted cost					£1000
<ul style="list-style-type: none"> E: Basic needs 					
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?

<p>Students basic needs are met and they are ready to learn when they arrive in school and can get to school.</p>	<p>Hardship fund to support families where other funds are not immediately available for: transport/food/uniform.</p>	<p>Students are not ready to learn until basic needs are met.</p>	<p>No student is unable to participate in school activities.</p>	<p>DOLs/SSOs/PBN</p>	<p>Termly review of expenditure.</p>
Total budgeted cost					£5,000

