

Pupil premium strategy statement (secondary)

1. Summary information					
School	ROSSETT SCHOOL				
Academic Year	2016/17	Total PP budget	£203,830	Date of most recent PP Review	n/a
Total number of pupils	1533	Number of pupils eligible for PP	208	Date for next internal review of this strategy	Apr 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	34%	69%
Progress 8 score average	-0.59	0.00
Attainment 8 score average	38.21	52.56

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

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Behaviour for learning issues amongst some of our PP students with the highest underachievement in KS4 are having a detrimental effect on their academic progress.
B.	Low and middle ability PP Boys in KS4 do not make good progress.
C.	Reading ages of KS3 pupils are marginally lower for pupils eligible for PP than other pupils (current year 7 - 57% PP v 51% other). This is preventing them making good progress in KS3 and GCSE programmes commence in year 9 at Rossett School.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Attendance rates for pupils eligible for PP are 90% (below the target for all children of 97%). This reduces their contact time in school impacting on their learning. Year 11 2016-2017 PP attendance whilst in year 10 was a concern (90.1%). Year 10 2016-2017 PP attendance whilst in year 9 was a concern (90.3%)
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4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved behaviour for learning – measured using the schools behaviour points on SIMS and 3R's scores submitted at each learning cycle by all teachers.	A reduction of behaviour incidents recorded for these pupils on the school system as a result of intervention. A reduction in C4 and C5 sanctions and 'call outs' for PP pupils. Improved family engagement as demonstrated through pastoral communication records.
B.	Low and middle ability boys make rapid and sustained progress. They do not become NEET. Attendance at school taster day (Y11) or college open day/interview.	KS4 attainment and progress data demonstrates that this targeted group make as much progress as 'other' pupils identified as low and middle ability. CEIAG action plan from careers interview produced showing targeted/appropriate pathway. Destination data.
C.	High levels of progress in reading ages for Year 7 and 8 pupils eligible for PP. Measures to include comparative data from (a) progress in accelerated reader programme (b) comparison of work samples over time and (c) progress in DRA – diagnostic reading analysis through paired reading scheme.	Pupils reading assessments on average will show greater progress than age would suggest e.g. 18 months in 1 year. Gaps in pupils reading ages are closing to age related expectations.
D.	Increased attendance rates for pupils eligible for PP – measured using attendance over time on SIMS	Reduce the rate of persistent absentees (PA) amongst pupils eligible for PP to 10% or below (2015-2016 PP PA was 19.9% v non-PP PA at 4.5%). Overall attendance among pupils eligible for PP improves from 90% to 94% to be closer to 'other' pupils.

5. Planned expenditure

Academic year

2016/17

The sections below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

- **Objective 1:** Curriculum- to develop further the range of intervention strategies in use to ensure PP students in all years make progress in line or exceeding the progress of their non-PP peers.

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?
Literacy Intervention for targeted Y7 PP cohort. Reading ages of KS3 pupils are marginally lower for pupils eligible for PP than other pupils	TAs who are trained in Paired Reading to work with identified PP students during the 20 minutes of Accelerated Reader every day.	Literacy is recognised as one of the largest barriers to PP students (National Foundation for Educational research). Success has already been demonstrated for cohorts of KS3 students undertaking the PR programme.	Measured outcomes with Ratio Gains of Reading Age will demonstrate impact. The process is overseen by the Literacy Coordinator.	EFY/ISC	1 term after initial intervention
Improved reading comprehension across KS3	Accelerated Reader programme	According to the EEF (17/10/2016) - On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.	Via the Accelerated reader scheme. Reading time is embedded in both years 7 and 8. . Library lessons taking place for lower sets in Year 7 (7X4/7X5/7Y4/7Y5) every fortnight. JHT focuses on individual pupils after scrutinising AR records to discuss appropriate books, taking quizzes etc. There are built in opportunities in English lessons for lower sets to focus on individuals to help them choose books that match their ability.	EFY/JHT	Through the internal learning cycle assessment reporting and recording and Accelerated Reader assessment.

Improving single word reading and spelling across KS3	Precision Teaching programme	Evidence-based intervention proven to significantly increase single-word reading and spelling scores through daily, 1:1, intense, personalised programmes.	Pre and post single word reading and spelling assessments. Usually TOWRE (Test of Word Reading Efficiency) for single word reading and WRAT 4 for spelling.	EFY	Termly
Improved literacy across KS3	Continued mainstream support - EF to target literacy with a focus on pupil premium as required to provide support in class	<p>EEF toolkit - Small group tuition. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p>	<p>Specialist Teacher in SpLD (EFY) enhances mainstream support in the lowest English sets in Year 7 and 8. Year 7 have one mainstream English lesson per week as a bespoke literacy session taught through a carousel of activities (Units of Sound spelling, Lexia reading and spelling, sentence building, inference activities). Students are individually assessed through the TOWRE (Test of Word Reading Efficiency) for reading and the WRAT 4 spelling assessment to produce standard scores. Students are then re-tested at the end of the academic year to assess progress in these two literacy areas.</p> <p>EFY also runs a Year 7 literacy intervention group for students of lower ability but not the lowest. This is an 8 week programme run during PSHEE lessons. Students are identified through KS2 data, MIDYIS and teacher comments.</p>	LMY/EFY	<p>Through re-testing of TOWRE and WRAT 4 reading and spelling assessments at the end of the academic year.</p> <p>General assessment of writing pre and post using LAL criteria.</p>
Improved maths and reduced anxiety in KS3	Students identified on entry by initial testing and Primary data, to form a specialised support group. These students work on maths anxiety and progress.	<p>The principles of the dyscalculia project are now embedded in supporting lower ability maths students in years 7 and 8. This includes disadvantaged students.</p> <p>During the past years students have shown sufficient progress to reintegrate during or at the end of the second term.</p>	Students are monitored using the WRAT 4 tests regularly. This assesses what age the students are working at. Low ability students are given accelerated support, through specialised resources and Scheme of Work, with the aim of being reintegrated into the main mixed ability streaming in Year 7.	IHK	Progress is monitored regularly and reported at each learning cycle.

To ensure these students get the necessary support during post 16 courses.	6 th form PP support	Government data this year showed percentage of young, disadvantaged students attending university has fallen for the first time since current records began. Around 22 per cent of 19 year olds who had been claiming FSM at the age of 15 went onto university 2013/2014, down from 23 per cent from the previous year. Currently, 13 students (out of 17) who were PP in 2013/2014 went to university.	All PP students to be tracked and monitored through 6 th form. The number of PP students who go on to university will be recorded as well as the retention of PP students recorded each year. Additional support and service for these students to be provided by the 6 th form team (which includes a newly create Student Support Officer role). Any barriers to success that has a manageable financial solution will be addressed.	BFY (Head of 6 th form)	July 2017
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Total budgeted cost £23,918

- **Objective 2:** Teaching and learning – to further improve teaching and learning across school and for targeted cohorts

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?
Low and middle ability PP students make good progress	Continued High Emphasis on the quality of marking and feedback through use of DIRT, COW time and green pen work	Improving feedback between students and teacher could add eight months to student's learning (NFER Teacher Omnibus Survey)	Via Performance Management, lesson observation and work sampling	HTN/ANR	Throughout the Spotlight and Floodlight QA programme

Improved examination outcomes for PP students.	Easter School for Year 11 PP students	<p>EEF toolkit - On average, evidence suggests that pupils who attend a summer school make more progress (2m+) compared to similar pupils who do not.</p> <p>Greater impacts can be achieved when summer schools are intensive, well-resourced and involve small group tuition by trained and experienced teachers.</p> <p>Summer schools without a clear academic component are not usually associated with learning gains.</p> <p>There is a clear academic focus to Easter School in helping PP students make timely gains. However, a recent evaluation for the Department for Education, concluded that one of the greatest barriers to impact was achieving high levels of attendance.</p>	<p>Planned timetable for Easter School to be carried out from Tuesday 18th April – Friday 21st April 2017.</p> <p>Core staff recruited to deliver sessions.</p> <p>Small group sizes.</p> <p>Attendance incentives for PP students.</p>	LMY/SDY	May 2017 – attendance focus September 2017 – examination outcomes.
To improve the rates of progress in English, maths and options subjects for PP students.	Year 11 PP English and maths intervention	EEF toolkit – setting or streaming - Some studies have shown that reducing the size of the lowest attaining groups and assigning high-performing teachers to these groups can be effective, as can providing additional targeted catch up support.	Following LC2 and Mock results, PP students identified for regular weekly intervention on Wednesday 2.	ABN	Learning Cycle data analysis. September 2017
To improve progress and attitudes to learning for targeted groups of PP students who are identified as underperforming.	Mentoring programme	<p>EEF toolkit – mentoring - Mentoring has increasingly been offered to young people who are hard to reach or deemed to be at risk of educational failure or exclusion.</p> <p>Programmes which have a clear structure and expectation, provide training and support for mentors, and use mentors from a professional background, are associated with more successful outcomes.</p>	Data tracking of these students to show impact of the programme. Training of mentors (year 7) to ensure effective provision is in place.	LMY	Review at each Learning cycle.

<p>Improved progress for targeted cohorts of students.</p>	<p>CPD – CRC lesson study programme</p>	<p>Quality of teaching is an important driver of student attainment and a range of other outcomes. Professional development and staff deployment are important tools for improving the quality of teaching that students receive.</p> <p>All faculties are using this as a strategy to address the PP gap.</p>	<p>Participation in the Teacher Development Trust accreditation scheme for CPD which is underpinned by the key principles of effective teacher professional development and learning, which must:</p> <ul style="list-style-type: none"> • maintain a tight focus on student learning needs with ongoing rigorous evaluation of outcomes, • be applicable and relevant to the teacher’s current classes, and contribute toward whole-school development, • be collaborative and teacher-driven, • be sustained over a period of at least two terms (and ideally more), • involve regular external expert input and build on the best existing practices and understanding. 	<p>ANR</p>	<p>Review at each CRC cycle 1 and cycle 2. Results of TDT audit and accreditation process.</p>
<p>To ensure that breakfast is available to PP students to ensure an effective start to the day.</p>	<p>Breakfast Club</p>	<p>The increase in on-task behaviour following breakfast may indicate that children who eat breakfast are more able to concentrate, pay attention and are more alert at school. This is supported by evidence that demonstrates positive effects of breakfast on cognitive performance including attention and memory (Hoyland et al., 2009). Moreover, an improvement in classroom behaviour has the potential to reduce disruption and produce a more productive learning environment.</p>	<p>Breakfast club to be staffed appropriately and students’ attendance to be closely monitored. Students’ attendance at breakfast club to be mapped against their behaviour incidents and progress in academic attainment.</p>	<p>LMY</p>	<p>June 2017</p> <p>Monitor and review through the internal learning cycle of assessment reporting and recording.</p>

<p>The attainment and progress gap between PP and non PP reduces. PP students make progress in Line with expected progress. A reduction in the gap between PP and national non PP student progress.</p>	<p>Intervention subsidies to enable all curriculum areas to provide interventions to ensure PP students make progress in line with their peers.</p>	<p>The Sutton Trust summary report on schools spending of Pupil Premium funding (2011) states that; 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.' DOLs/DOSs may request PP funding to support their programmes such as; revision guides, technology resources such as e-learning/iPad support, staffing support. All must have a direct impact on curriculum attainment.</p>	<p>Progress of students provided with support to be monitored to ensure value for money and justification of spend.</p>	<p>SDY/DOLs/DOSs</p>	<p>Speed dating meetings with PP co-ordinator and DOLs/DOSs</p> <p>Analysis through the internal learning cycle assessment reporting and recording.</p>
<p>To provide peripatetic lessons on a 1:1 or paired basis to broaden access for those students interested in music. To help nurture and develop students talents in music.</p>	<p>Peripatetic Music Lesson provision</p>	<p>Music tuition broadens access to lessons, providing opportunities to play an instrument (including voice), regardless of parents/guardians income or interest in music at home.</p>	<p>All PP students to be offered reduced music tuition fees. (All PP students who take GCSE Music will be offered fully funded music tuition.) Attendance will be closely monitored. The number of students will be recorded and tracked. The impact of music tuition on attainment in music will be reported.</p>	<p>HTN/RDN/FWD</p>	<p>Learning Cycle data analysis.</p> <p>External music examination results/progress.</p> <p>Year 11 GCSE music outcomes</p>
<p>To increase the number of PP students who attend educational trips, aspiring to provide funding for trips that are 'out of reach' for low income families. To provide educational and cultural enrichment to all students as part of their development.</p>	<p>Trip subsidy</p>	<p>According to OFSTED: Learning outside the classroom – How far should you go? Learning activities, which are hands-on, outside of the classroom lead to better achievement, standards, motivation, personal development and behaviour.</p>	<p>To monitor the number of PP students who go on residential and day trips. All trip organisers to report the number of PP students on each trip. To track the number of students who apply for trip funding.</p>	<p>SDY/Trip leaders</p>	<p>June 2017</p>

<p>To help students experiencing difficulty in paying for:</p> <p>a) uniform, shoes or sports kit;</p> <p>b) other materials or equipment required for academic study;</p> <p>c) expenses to travel to interviews or work experience placements;</p> <p>d) emergency travel expenses</p>	PP hardship fund	No PP student is disadvantaged due to lack of funds	<p>All PP students to have access to the hardship fund.</p> <p>DOLs/DOSs/Parents can ask for this support when needed.</p> <p>Requests to SDY detailing students requirements.</p> <p>Faculty/Pastoral to monitor.</p> <p>Finance to track funding.</p>	SDY	June 2017
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Total budgeted cost £27,746

- **Objective 3:** To provide a range of opportunities for pupils, no matter what their background to access learning opportunities outside the classroom

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>Improving aspiration of PP boys. Low and middle ability boys make rapid and sustained progress. They do not become NEET.</p>	<p>Pilot groups of Prince's Trust "Achieve" Flexible Provision Programme. Two pilot groups to be run during Spring 2017 of the Prince's Trust via Rossett's Social Inclusion unit (The Bridge)</p>	<p>Improving aspiration of PP students, particularly boys. Identified through Raise Online data and Behaviour for Learning data</p>	<p>Accredited Programme through the Prince's Trust. Key staff in social inclusion have been trained to deliver the programme.</p>	MFN, HLTAs	<p>14 hours over one half term – to be reviewed after HT 5 (June 2017)</p>
<p>To provide students with high quality impartial careers education, information, advice and guidance prior to making pos-16 course choices and improving awareness of choices available on completion of pos-16 courses.</p>	<p>CEIAG (Careers Education, Information, Advice and Guidance)</p>	<p>ASCL – May 2015 - Twenty-first-century life places complex demands on young people for work, so enabling students to become self-confident, skilled and career-ready learners must be an integral part of their education. Opportunities to engage in career-related learning while gaining transferable life-long skills in applied knowledge, critical</p>	<p>PP and other vulnerable groups of students to be prioritised for 1:1 careers interviews and advice. Each student to have a careers action plan.</p> <p>All destination data to be tracked.</p> <p>Provision of options evenings, taster days and careers fairs.</p>	SDY/LBA/ Independent Careers Advisor - KMorgan	June 2017

		thinking and communication are fundamental for young people to make the successful transition from education.			
Improving the outcomes for students who struggle to access a full curriculum (a)	Personalised Curriculum	Disengaged and low achieving students are supported by these programmes. With class sizes below 20, student benefits on attainment can be identified, in addition to improvements on behaviour and attitudes.	<p>Groups of students identified for personalised curriculum. Specific teachers identified to individually mentor and provide tuition for bespoke courses with outcomes such as;</p> <ul style="list-style-type: none"> • Asdan Maths • Cope qualifications • ECDL • IFS Certificate in Personal Finance <p>Bespoke timetables in place to support catch up of missed lessons for those students receiving external off site provision</p> <p>Pupils provided with iPads with specific learning aids to enable curriculum access such as the Clicker 6 programme. Clicker is designed to improve students' confidence in using the written word and to increase the speed at which they write.</p>	MFN/CML	Through the internal learning cycle assessment reporting and recording.
Improving the outcomes for students who struggle to access a full curriculum (b)	Off-site provision	More specialised programmes not available in school can be offered. These are targeted at students with either behavioural issues or behaviour and academic problems.	Educational provision not provided at Rossett School for disadvantaged pupils who are off-site for part of their education (e.g. 1 day at college)	LMY/GDA	Course update reports and outcomes from external providers discussed through inclusion agenda.

To ensure ease of transition between year 6 and year 7 with a focus on providing additional support to the most vulnerable students in the cohort.	Year 6 Summer School	The EEF toolkit suggests that students who attend summer school can make up to 3+ months progress compared to students who don't attend summer school. Lines of academic focus must be included to be associated with learning gains.	Early liaison with feeder school at the transition meetings in May to identify vulnerable PP students. Set dates with Community Partnership to run a summer school at the beginning of the summer holidays. Recruit teaching staff and produce programme for 1 week. Student and parent questionnaires will be used as well as data tracking to show impact of the programme.	SDY/MHB/VYG	September 2017
Total budgeted cost					£48,797
<ul style="list-style-type: none"> • Objective 4: Attendance – to further develop strategies to address the attendance gap between PP and non-PP pupils 					
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?
Increased attendance rates for pupils eligible for PP – measured using attendance over time on SIMS.	Targeted interventions of PP students with Attendance officer, SSOs and via inclusion agenda.	<p>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 A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons.</p> <p>Attendance data for year 7-11 shows Disadvantaged students attendance is a high priority for improvement. The rate of PP students who are Persistent Absentees are higher than that of non-PP students.</p>	<p>Review at weekly Inclusion Meetings. Monitor PP absence rates by year group and intervene as appropriate.</p> <p>A pupil's attendance is a key indicator of future success. One full time Attendance Officer for KS3 and 4 is employed and 1 part time attendance Officer for Sixth Form.</p> <p>The AO and SSOs closely monitor all students attendance across all year groups, with an any student dropping to 96% requiring intervention.</p> <p>Communication with home – including home visits and collecting students when refusing to attend school, supporting parents/carers.</p>	SAN/LMY/MRI	Half-termly after interventions have taken place
Total budgeted cost					£8,437

- **Objective 5:** Behaviour – to implement strategies to reduce missed days from fixed term exclusions and internal exclusions for PP students and reduce the number of behaviour incidents for PP students.

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?
A reduction in the numbers of behaviour incidents for PP students (including FTEs and C4s)	Targeted interventions of PP students with DOLs, SSOs and via inclusion agenda	(EEF – Teaching and Learning Toolkit – 2016) Behaviour interventions seek to improve attainment by reducing challenging behaviour, including aggression, violence, bullying, substance abuse and general anti-social activities. Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.	Review at weekly Inclusion Meetings. Monitor PP behaviour incidents by individuals and intervene as appropriate.	LMY	Half termly – as part of behaviour summary report to SLT
To ensure that every student achieves their potential through the targeted provision of targeted support and intervention.	Pastoral Support – Social inclusion / Bridge	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective especially for older students.	Weekly inclusion meetings to ensure appropriate identification of students' needs and relevant appropriate interventions. Monitor behaviour but also whether improvements in behaviour lead to gains in attainment.	MR I/ MFN / ISC Pastoral support team	Half termly – as part of behaviour summary report to SLT
Total budgeted cost					£94,932

