

Pupil Premium Strategy Statement: 2017/18

| 1. Summary information | | | | | |
|------------------------|----------------------------|----------------------------------|---------|------------------------------------------------|---------|
| School | Framwellgate School Durham | | | | |
| Academic Year | 17/18 | Total PP budget | £151400 | Date of most recent PP Review | |
| Total number of pupils | 1016 | Number of pupils eligible for PP | 182 | Date for next internal review of this strategy | Mar '18 |

2. Current attainment (2016/17: 24 PP students in Year 11)

| | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
|-------------------------------------------------|--------------------------------------|-----------------------------------------------|
| % achieving English and Maths at 5+ (2016/17) | 29% | 49.4% |
| % achieving English and Maths at 4+ (2016/17) | 71% | 71.2% |
| Progress 8 score average (2016/17) | -0.55 | 0.11 |
| Attainment 8 score average (2016/17) | 4.33 | 4.98 |
| Attendance (and Persistent Absence) for 2016/17 | 92.7% (23.6%) | 94.8% (13.1%) |

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. | Culture of low expectations (punctuality, homework, prep for assessments, attending after school revision, parental engagement) |
| B. | Culture of low aspirations (with regard to careers, sixth form progression etc) |

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

| | |
|----|---------------------------------------------------------------------------------------------------------------------|
| C. | Low attendance rates and high levels of persistent absenteeism for PP students |
| D. | Existence of some recognised risk factors (low proportion of disadvantaged students & relatively little PP funding) |

4. Desired outcomes (desired outcomes and how they will be measured)

| | Success criteria |
|----|------------------------------------------------------------------------------------------|
| A. | Improved attendance rates and reduced persistent absenteeism for PP students (Y7-11) |
| B. | New whole school ethos embedded & improvements in quality of T, L and Assessment for all |
| C. | Improved engagement of all students & parents (including PP students) |
| D. | Improved access to careers education, options guidance and social/emotional support |

| 4. Planned expenditure | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic year | 2017/18 | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you judge the success of this approach? | Staff lead | When will you review implementation? |
| Improvement in the quality of teaching (and the proportion judged to be outstanding) | Specific actions set out in the SDP (Teaching and Learning section), including monitoring of T&L, improved appraisal practices, use of CPD time | NFER Report. Features of schools which have raised disadvantaged students' attainment. "More successful schools emphasise high quality teaching first. They invest in staff training, monitor performance and share good practice" | We will judge this strand as being successful if we see improvements in quality of teaching/observation data and improved student outcomes, a successful review of CPD time and fewer teachers requiring support (and more teaching judged outstanding). We would also expect to see fewer students below expectation and requiring additional support. | RAY (ABY for appraisal processes) | Regular SLT monitoring and Governor review (Full LGB meeting and Achievement and Standards group to monitor). Trust Board to monitor quality of appraisal/pay progression data |
| Improved assessment practices, more accurate predictions for GCSE students, and better targeting of students who require additional support | Specific actions set out in the SDP (Teaching and Learning section) | NFER Report. Features of schools which have raised disadvantaged students' attainment. "Most successful schools review progress every few weeks, spot any signs of underperformance and address them quickly. They monitor the success of support strategies and make evidence-based decisions about whether to keep, adjust or replace" | We will judge this strand as being successful if we have a new assessment and data collection system in place (following consultation with MLs), better identification of and support for students requiring support (by teachers, MLs, & SLT) & improved predictions of 2018 GCSE results. We would also expect to see a more robust system for evaluating the success of student support strategies. | MAC & GSC | Regular SLT monitoring and Governor review (Full LGB meeting and Achievement and Standards group to monitor) |
| Improved marking and feedback | Specific actions set out in the SDP (Teaching and Learning section) | NFER Report. Features of schools which have raised disadvantaged students' attainment. "They have a consistent marking scheme which recognises pupils' achievements and sets out the next steps in their learning" | We will judge this strand as being successful if we have standardised and regular assessments across all year groups/subjects, see improvements in the quality of marking as evidenced through work scrutiny data (not just compliance) & see evidence of students' responses to marking improving learning (and test scores) | MAC | Regular SLT monitoring and Governor review (Full LGB meeting and Achievement and Standards group to monitor against student success criteria. |
| Total budgeted cost | | | | | Up to £50,000 |

| ii. Targeted support | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you judge the success of this approach? | Staff lead | When will you review implementation? |
| Improved engagement in after school activities & revision sessions; improved homework completion rates & more parental engagement | Specific actions set out in the SDP (updated January 2018). Also see, key strategies being planned (see Section 6 – Additional information) | NFER Report. Features of schools which have raised disadvantaged students' attainment. "Staff work to identify barriers, interests and what might help each pupil make the next steps in learning. They provide targeted support for underperforming pupils during curriculum time, in addition to learning support outside school hours. They seek strategies best suited to addressing individual needs, rather than just fitting pupils into their existing strategies. They devolve responsibility to frontline staff and deploy their best staff to work with pupils who need the most support" | We will judge this strand as being successful if we see improved attendance rates of parents of DPs at parents' evenings and options evenings; improved participation rates of DPs in extra-curricular activities and revision sessions; improvements in learning qualities data for DPs, especially in relation to homework, and, over a longer period of time, improvements in outcomes | GSC and WAR | Regular SLT monitoring and Governor review (Full LGB meeting and Personal Development, Behaviour and Welfare group to monitor against student development success criteria. The achievement and standards group will monitor progress and outcomes data for DPs (and all students) |
| Improved access to careers education, options guidance/academic support and social/emotional support | Specific actions set out in the SDP (updated January 2018). Also see, key strategies being planned (see Section 6 – Additional information) | NFER Report. Features of schools which have raised disadvantaged students' attainment. "Staff work to identify barriers, interests and what might help each pupil make the next steps in learning. They provide targeted support for underperforming pupils during curriculum time, in addition to learning support outside school hours. They seek strategies best suited to addressing individual needs, rather than just fitting pupils into their existing strategies. They devolve responsibility to frontline staff and deploy their best staff to work with pupils who need the most support" | We will judge this strand as being successful if we have a new careers programme (through PSHE/STEP) established and successfully evaluated (with Governors), see improved participation rates amongst DP students in Humanutopia and other academic/options guidance sessions including a mentoring programme. | WAR (careers), GSC (academic support) and LB (social & emotional support) | Regular SLT monitoring and Governor review (Full LGB meeting and Personal Development, Behaviour and Welfare group to monitor against pupil engagement success criteria. The achievement and standards group will monitor progress and outcomes data for DPs (and all students), as well as academic/curriculum-based data. |
| Total budgeted cost | | | | | Up to £50,000 |
| iii. Other approaches | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you judge the success of this approach? | Staff lead | When will you review implementation? |
| Improved attendance rates and reduced persistent absenteeism for PP students (Y7-11) | Specific actions set out in the SDP (PDBW section) but more specifically in a new attendance | NFER Report. Features of schools which have raised disadvantaged students' attainment. "More successful schools have effective behaviour and attendance | We will judge this strand as being successful if attendance rates for DP students improve and PA falls. At the end of Term 1 (2017/18) PA for DPs was 35%+ (65 of the DP students | LB | Regular SLT monitoring and Governor review (Full LGB meeting and Personal Development, Behaviour and |

| | | | | | |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| | management plan launched in Jan 2018 | strategies. They follow up quickly with individuals and families” | were PA (attendance below 90%). Our initial aim is to half the number of students with PA by the end of the academic year | | Welfare group to monitor against success criteria |
| New whole school ethos and culture embedded | Specific actions set out in the SDP (updated January 2018). One of the key priorities for the Spring term is consultation on a new ethos statement and uniform | NFER Report. Features of schools which have raised disadvantaged students’ attainment. “More successful schools see pupils as individuals rather than stereotyping disadvantaged pupils as a group with similar problems and less potential to achieve. They take responsibility for helping all pupils to succeed. | We will judge this strand as being successful if a new ethos statement is agreed and in place and a new uniform is agreed by Spring of 2018, but the culture of high expectations requires embedding and we will judge the impact of this across a range of measures (half-termly learning quality measures, B4 removals, exclusions) and through lesson observations and less tangible measures of pupil engagement – inc student panels | ABY & RAY | Regular SLT monitoring and Governor review (Full LGB meeting and Personal Development, Behaviour and Welfare group to monitor against success criteria) |
| Total budgeted cost | | | | | Up to £50,000 |

| | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------|
| 5. Review of expenditure | | | | |
| Previous Academic Year | | Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies. | | |
| i. 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 |
| | | | | |
| For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why. | | | | |

Historically, the evaluation of pupil premium spending has followed a different format and has not been a strength due to a lack of clear success criteria. In future years we plan to evaluate each of the strategies identified in Section 4 above using the format shown in Section 5, with an evaluation of the impact of each strategy against the success criteria, and an assessment of the lessons learned and whether the strategy should be continued the following year. A detailed analysis for 2016/17 in the format above has not been carried out as the strategies were not given success criteria. Outcomes for disadvantaged students in Year 11 were poor with only one attainment measure (the percentage of students achieving 4+ in En/Ma) in line with non-PP students nationally. On other attainment measures and progress measures, outcomes were well below “others” nationally.

6. Additional detail

Targeted Support: More detail on the specific strategies which will be employed

Short-term Y11 (Jan to GCSE exams)

- Expectations of all pupils is high
- Teaching staff know and target DP students in lessons
- Expectation that DP students will attend revision sessions
- Suggested HUB for before / after-school
- Mentoring initiative launching after half-term – HAP and all DP students involved – deploying staff to support DP
- Monitoring and analysis of Y11 data to track progress and attainment and implement interventions (liaison with directors for in-class support and intervention, STEP group changes, targeted revision sessions, mentor group)
- Line Management meetings with directors to always include discussion about performance and support of DP

All year groups

- Whole school ethos of attainment for all
- Ensure profile of student, including barriers to learning, and background context shared with relevant staff – meeting the individual needs
- Deployment of staff effectively – consideration of staff working with STEP DP group, supporting DP students, mentoring, TAs
- Parent-school liaison
- Monitoring and analysis of data at all rounds from Y7 – Y11 and when progress / attainment slows or dips interventions are actioned immediately
- Staff training – strategies to support DP students at classroom level
 - Teaching strategies
 - Building effective learning relationships
 - Opportunities for peer interaction
 - Providing quality feedback
 - Meta-cognitive approaches – planning, monitoring and reviewing own learning
 - Scaffolding practices

Year 7

- Effective liaison with feeder primary schools regarding DP students and barriers to learning
- Baseline testing effective
- Profiling Interview – what are barriers to learning / background context
- STEP group for target group with lead DP staff and coordinator to support – collaborative approach
- Meet parents / carers
- End of term 1 – review learning qualities and progress data

More detail on the recognised risk factors which exist at Framwellgate School Durham

NFER research has shown that the following risk factors are present at FSD and unless addressed could lead to problems in using PP funding to raise the attainment of disadvantaged students:

- low proportion of disadvantaged students
- relatively little PP funding

To mitigate these risks it is important that:

- Appropriate strategies are used to ensure that disadvantaged students are not “lost in the system)
- Proven low cost/high impact strategies are employed, particularly when targeting support. A list of 25 low cost/high impact strategies are shown below. These will be deployed wherever possible in trying to meet the desired outcomes outlined in Section 4 above:

25 low cost/high impact strategies

- An ethos of attainment for all pupils - high aspirations and expectations for all
- An unerring focus on high quality teaching
- 100 per cent buy-in from all staff, with all staff conveying positive and aspirational messages to disadvantaged pupils
- Identify the main barriers to learning for disadvantaged pupils
- Frequently monitor the progress of every disadvantaged pupil
- When a pupil’s progress slows, put interventions in place rapidly
- Deploy the best staff to support disadvantaged pupils – developing the skills of existing teachers and TAs
- Collect, analyse and use data relating to individual pupils and groups
- Evaluate the effectiveness of teaching assistants and, if necessary, improve this through training and better deployment
- Use evidence (especially the Education Endowment Foundation Toolkit) to decide on which strategies are likely to be most effective in overcoming the barriers to learning of disadvantaged pupils. High-impact, low-cost strategies include the following seven strands:
 - Feedback
 - Meta-cognition
 - Mastery learning
 - Reading comprehension
 - Collaborative learning
 - Oral language interventions
 - Peer tutoring
- Replace some 1:1 support with small group work
- Evaluate the effectiveness of interventions and make adjustments as necessary
- Staff can agree that when they mark a set of books, they mark the books of disadvantaged pupils first
- In-depth training for all staff on chosen strategies
- Teachers should know which pupils are eligible for pupil premium
- Use performance management to reinforce the importance of pupil premium impact
- Train governors on pupil premium
- Have a senior leader in charge of pupil premium spending and impact

