

Pupil premium review of expenditure 2017 to 2018

<b>Review of expenditure</b>	£144,726.04
<b>Previous Academic Year</b>	2017/2018

<b>Current attainment 2017/18 - Summary of Pupil Premium Outcomes 2017-18 with National Comparison</b>				
	Smithdon Students (Pupil Premium = 29% of cohort)	Smithdon Students (All)	Smithdon Students (Non PP)	Commentary
% achieving 4-9 grade in both English and Maths	50%	67%	73%	The gap between PP and Non PP students is still too large. We will continue to strive to decrease this gap. We have to look at our strategies to improve outcomes in the core areas.
% achieving 5-9 grade in both English and Maths	25%	49%	58%	
% achieving the English Baccalaureate	3%	8%	9%	
Progress 8	TBC	TBC	TBC	
Attainment 8	38.18	45.70	48.53	

i. Quality of teaching for all				
<i>Desired outcome</i>	<b>Chosen action / approach</b>	<b>Rationale and strategy:</b>	<b>Impact and lessons learned:</b>	<b>Cost</b>
Remove the barriers for learning of PP students.	Introduction of: 1. Pastoral Support Officers 2. Pupil Premium champion 3. Progress Leaders 4. Raising Standards Leader 5. Data Manager	The introduction of these support staff roles will increase the school's capacity to remove the barriers to learning for disadvantaged students. The intended impact will: <ul style="list-style-type: none"> <li>• improve student attendance and reduce the number of behaviour incidents</li> <li>• provide disadvantaged students with memorable life experiences and intervention strategies</li> <li>• increase the rate of progress of disadvantaged students and reduce the achievement gap between them and other students</li> </ul>	Pastoral Support Officers have had some impact on the behaviour and attendance of PP students. Contributing factors to this have been a change in personnel and whole school restructuring. The new structure will make this more effective during the next academic year. The lack of success of this approach highlighted the need for a PP manager. This role has been created and the individual will start in September 2018.  The progress of these pupils will be monitored so the PP manager in making sure support is more effectively targeted and impact can be monitored more closely.	£18,867 (pastoral support officers) and £11,069.50 for heads of year prior to change in pastoral structure.  6,258.20 data manager  £5,515.12 attendance and admin support  £18,190.00 instructor time in English, Maths and Science  £2,850.00 homework and revision clubs  £19,809.40 for SLT salaries for PP strategy meetings and planning,
Improve outcomes for core areas for PP students.	Additional instruction in core subjects	The intended impact will increase progress in core subjects through one-to-one and small group work sessions	LSA support has been provided for PP in core subjects throughout the year and has been used to cater for one-to-one and small group sessions.  Maths and English outcomes this year have improved, although the gap between PP students and Non PP students is still too large. We intend to target LSA time into core subjects and monitoring the progress of students LSA work with more closely.	£53,890.30 LSA in Maths, Science and English lessons  £6,140.68 Librarian support

i. Targeted support				
<b><i>Desired outcome</i></b>	<b>Chosen action / approach</b>	<b>Rationale and strategy:</b>	<b>Impact and lessons learned:</b>	<b>Cost</b>
Above average progress in Maths and English basic skills	Costs towards Interventions	Proven interventions to support learning inside and outside of the classroom including Accelerated Reader, Mathswatch, My Maths, Mathsbox Maths and Kerboodle	<p>Accelerated reader has become embedded across the school and the maths packages have been promoted through Show my homework however any specific progress made by students is hard to evaluate specifically against these interventions. These need to be more closely monitored by subject leaders to assess their impact.</p> <p>Some individual impacts on PP students we have seen by using accelerated reader:</p> <ul style="list-style-type: none"> <li>• A PP student who RA of 7.02 and has made steady progress to now have a RA of 10.01.</li> <li>• A further PP student began with a RA of 9.00 in September and it is now 13.09.</li> <li>• Started with reading age of 12.00 and has grown by one year, six months to a reading age of 13.06.</li> <li>• initial reading age was 9.05 and he has grown by one year, five months to 10.10.</li> <li>• Lastly one PP student has made significant progress in reading age, gaining three years, three months. His starting point was 12.08 and he is now 15.11.</li> </ul>	£2,788.17 - my maths, kerboodle, Accelerated reader

		<p>Direct support to allow students to fully access the curriculum including revision resources, equipment for learning, Show my Homework, subsidies for instrumental lessons and subsidies for Duke of Edinburgh</p>	<p>Show my Homework has been launched across the school with all subjects and year groups using the app. This should continue and be more developed this year to monitor use and homework participation and completion. Some thought needs to be put in place for those students who have lack of internet access.</p> <p>There have been 8 students in regular subsidies for instrumental lessons. One PP student was supported financially so they could take part in D of E.</p>	<p>£3,000.00 department time for supporting PP strategies</p> <p>£607.50 teaching dominated PP students classes</p>
<p>Remove barriers to PP students not taking part in trips, having access to revision resources.</p>	<p>Other</p>	<p>Other costs directly associated with allowing Pupil Premium strategies to function including hospitality, transport and uniform</p>	<p>PP students were subsidised by purchasing revision guides, catering whites, uniform, through the year. The opportunity for PP children to access the school in the same way as non-pupils has therefore been (or not been) successful.</p>	<p>£1,885.43 pupil assistance</p> <p>£2,822.79 - presentation evening</p> <p>£1,567.27 - rewards</p>

i. Other approaches				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Rationale and strategy:</b>	<b>Impact and lessons learned:</b>	<b>Cost</b>
To support the mental wellbeing of individual children.	Benjamin Foundation Counselling	Targeted children receive in school counselling support from the Benjamin Foundation. This counselling is designed to help children talk about any issues that they may have and to support them to manage these in order to be able to make better progress in school.	<p>This targeted support has helped individual children manage their feelings and improve their mental wellbeing.</p> <p>We had 55 sessions per term. 43% of students on being seen were PP.</p> <p>We need to monitor more closely before and afterwards student outcomes with respect to behaviour points and attendance so that we can monitor the impact of interventions like the Benjamin Foundation.</p>	43% of £5775 = £2,483.25