



Matravers School

Pupil Premium Strategy Statement

Aim: To Improve the academic outcomes of disadvantaged pupils of all abilities and close the attainment gap between disadvantaged pupils and their peers.

School overview

Metric	Data
School name	Matravers School
Pupils in school	724 (Sept 2019)
Proportion of disadvantaged pupils	262 = 36.2% (Sept 2019)
Pupil premium allocation this academic year	£184, 195
Academic year or years covered by statement	2018/19 – 2020/21
Publish date	November 2019
Review date	November 2020
Statement authorised by	Dr Simon Riding
Pupil premium lead	Michelle Drewitt
Governor lead	Linda Hallowell

Disadvantaged pupil performance overview for last academic year (2018-19)

Progress 8	-0.37
EBacc entry	
Attainment 8	42.38
Percentage of Grade 4+ in English and maths	49%
Percentage of Grade 5+ in English and maths	24%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils	Sept 2021
Attainment 8	To narrow the gap between disadvantaged students and all others.	Sept 2021
Percentage of Grade 5+ in English and maths	Achieve national average English and Maths 5+ scores.	Sept 2021
Other	To reduce the attendance gap between disadvantaged students and others to less than 3% in Years 9-11.	Sept 2021
EBacc entry	Increase EBacc entry by 10%.	Sept 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	<p>Recruitment, retention and professional development of staff. Professional development with Maths Mastery and dialogic practice. Resources to support teaching of Algebra.</p> <ul style="list-style-type: none"> • TLR holder CPD with other secondary schools- Mastery focus. • Maths Hub Mastery development programme- mentor allocated to school. • Appointment of HoD and TLR holders as well as replacement staff. • Maths department CPD- PiXL, Boolean Hub, Wiltshire Council and AQA.
Priority 2	<p>Professional development with dialogic practice and delivery of AO4 and AO5 to promote Critical evaluation of texts. Implementation of Carnegie awards to promote reading and evaluation of texts.</p> <ul style="list-style-type: none"> • Carnegie book group focusing on Y11 boys implemented- very successful • Whole school dialogic practice approach to teaching and learning in the classroom.
Barriers to learning these priorities address	<p>Maths: Performance on Algebra and Geometry was significantly lower as well as the AO3 Problem solving and AO2 reasoning questions. English Language: Performance on AO4 and AO5 questions on the English Language paper 1 and 2 were lower. Performance on questions involving the critical evaluation of texts and use of textual references to support writing as well as descriptive narrative writing questions. English Literature: Performance on Section A Shakespeare and AO4 of Paper 1. On Paper 2, the unseen poetry questions as well as questions answered on the texts 'Lord of the Flies' and 'Animal Farm'.</p>
Projected spending	£30,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Maths interventions for higher ability disadvantaged students and those with weaker performance on algebra, mathematical reasoning and problem solving.</p> <ul style="list-style-type: none"> • Additional classes- Implemented prior to staff absence and school closure due to Covid. • Maths intervention tutor group in Year 11- Implemented November until March school closure. • Catch up intervention groups in Years 9-11- Implemented November until March due to Covid. • The Holiday revision programme.
Priority 2	<p>English interventions for disadvantaged students with weaker performance on critical evaluation of texts and descriptive narrative writing.</p> <ul style="list-style-type: none"> • Additional classes in KS3 and 4- Implemented • Introduction of English intervention tutor group in Year 11- Implemented November until March school closure. • Accelerated reader programme in KS3- 2 star tests completed and in lesson teacher intervention for identified students. • The Holiday revision programme
Barriers to learning these priorities address	<p>Maths: Outcomes of pupils eligible for Pupil Premium on the higher tier Maths exam is significantly below that of pupils not eligible for pupil premium across all 3 exam papers. Performance on Algebra and Geometry was significantly lower as well as the AO3 Problem solving and AO2 reasoning questions.</p> <p>English Language: Outcomes of pupils eligible for Pupil Premium is below that of pupils not eligible on the AO4 and AO5 questions on the English Language paper 1 and 2. Performance on questions involving the critical evaluation of texts and use of textual references to support writing as well as descriptive narrative writing questions.</p> <p>English Literature: Outcomes of pupils eligible for Pupil Premium is below that of pupils not eligible on Section A Shakespeare and AO4 of Paper 1. On Paper 2, the unseen poetry questions as well as questions answered on the texts 'Lord of the Flies' and 'Animal Farm'.</p>
Projected spending	£120,000

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Implementation of Pastoral Top 10- Differentiated based on individual student barriers.</p> <p>See Appendix 1, page 5</p> <ul style="list-style-type: none"> - Risk factors and protective factors for each year group identified - PL implemented combination of Pastoral top 10 strategies - Review point 1 post MBU1 prior to school closure due to Covid.
Priority 2	<p>Purchase of packages to ease the tracking of disadvantaged student's behaviour, progress, attainment and attendance.</p> <p>Packages to support communication with parents to improve parental engagement.</p>
Priority 3	Raising student aspirations through Careers based interventions.
Barriers to learning these priorities address	<p>Bottom 20 students in each year group based on attainment and progress with a range of pastoral barriers to learning.</p> <p>Whilst the attendance of disadvantaged students is above national average for PP students, the gap between those and other students is significant, particularly in years 9 (4.4%), 10 (3.9%) and 11 (3.4%).</p>
Projected spending	£50,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is provided to staff for professional development.	Directed Twilight Time, Whole staff training sessions, INSET Days and Department meetings. Funding provided for cover of staff or cover provided by senior leaders.
Targeted support	Ensuring subject experts have time to deliver intervention sessions.	HoD are non-tutors to facilitate time for intervention. Additional staff into English and Maths to enable timetabling of student intervention sessions.
Wider strategies	Engaging students and parents with the strategies available.	Working closely with the LA/EWS/CAMHS/THRIVE. Rewards.

Review: last year's aims and outcomes

Aim	Outcome
Progress 8: Achieve top quartile for progress made by disadvantaged pupils	Unable to review due to Covid- Centre Assessed Grades Awarded. <ul style="list-style-type: none"> - P8 for disadvantaged students based on CAG = -0.06 (other +0.32, gap -0.38) - P8 for disadvantaged students based on final MBU prior to school closure= -0.44 (other -0.11, gap -0.33)
Attainment 8: To narrow the gap between disadvantaged students and all others.	Unable to review due to Covid- Centre Assessed Grades Awarded. <ul style="list-style-type: none"> - A8 for disadvantaged students based on CAG = 44.06 (other 51.85, gap -7.79) - A8 for disadvantaged students based on final MBU prior to school closure = 40.27 (other 47.52, gap -7.25) - Gap in 2018 = -4.19
Percentage of Grade 5+ in English and maths: Achieve national average English and Maths 5+ scores.	Unable to review due to Covid- Centre Assessed Grades Awarded. <ul style="list-style-type: none"> - 26% of disadvantaged students achieved 5+ in English and Maths based on Centre Assessed Grades. - 17% of disadvantaged students achieved 5+ in English and Maths based on final MBU prior to school closure due to Covid.
Other: To reduce the attendance gap between disadvantaged students and others to less than 3% in Years 9-11.	<p>Year 7 PP 96.6%, other 97.3% = 1.9% gap (0.1% smaller than 2018-19)</p> <p>Year 8 PP 93.2%, other 95.9% = 2.7% gap (1.5% bigger than 2018-19)</p> <p>Year 9 PP 95.0%, other 95.7% = 0.7% gap (3.7% smaller than 2018-19)</p> <p>Year 10 PP 93.1%, other 95.6% = 2.5% gap (1.4% smaller than 2018-19)</p> <p>Year 11 PP 91.0%, other 94.5% = 3.5% gap (0.1 bigger than 2018-19)</p>
EBacc entry: Increase EBacc entry by 10%.	

Appendix 1: Pastoral Top 10

Strategy	Description
1. Level Best	Student led self-improvement strategy. With the support of a coach, students identify attributes they want to improve/change about themselves and set goals to support making these changes.
2. Academic Mentoring	SMT, Progress Leader and Tutor mentoring of students in the bottom 20. Regular meetings to review progress, attendance, behaviour, organisation. SMART targets set to overcome identified barriers.
3. Attendance Meetings	Disadvantaged students prioritised for attendance meetings. Tiered approach with Tutors, pastoral managers/progress leaders and EWS.
4. Attendance Strategy	Implementation of attendance tracker for identification, assemblies to raise the profile of attendance, Tutor time weekly attendance reviews and planners to monitoring.

5. Pastoral Mentoring	Pastoral managers mentoring students with social and emotional barriers to learning.
6. STOP Parenting Course	As a THRIVE Hub school, we deliver a 10 week supportive programme for parents of teenagers.
7. Pastoral Drop-Ins	Breakfast club, Break time and Lunch time clubs for disadvantaged students with a social, emotional and SEN barriers to learning.
8. Parental Engagement	Prioritising disadvantaged learners in the Bottom 20 for all parent evenings and events.
9. Raising Aspirations	Targeted careers based interventions to support disadvantaged learners.
10. Personalised Curriculum Provisions	A range of social, emotional, behavioural and educational support workshops.