

Completed by	RHO
Date	Sept 2018
Review date	Sept 2019

## Pupil Premium Strategy Statement 2018-19

1. Summary information					
School	Matravers School				
Academic Year	2018-19	Total PP budget	£214,688 (2017-18)	Date of most recent PP Review	N/A
Total number of pupils (Y7-11)	719 (Sept 2018)	Number of pupils eligible for PP	214 = 29.76% (Sept 2018)	Date for next internal review of this strategy	Sept 2019

2. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers ( <i>issues to be addressed in school, such as poor literacy skills</i> )		
A.	Nationally there is a gap between the attainment of Pupil Premium students and non- Pupil Premium students. Attainment gaps need addressing in our current KS4, where Class 2018 bucked the national trend in GCSE performance and in school data reports minimal gaps in KS3.	
B.	Student aspirations do not always take them outside of the immediate Westbury area. Student voice suggests this impacts upon their aspirations to achieve within school.	
C.	Legacy of below or significantly below Secondary School ready expectations in literacy.	
D.	Legacy of below or significantly below Secondary School ready expectations in numeracy.	
External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )		
E.	Pupil premium attendance for 2017/18 was 92.72% below the national expectation of 95%. This is gap has narrowed by 1.6% from 2016/17 but continues to be a barrier.	
F.	Parental engagement of disadvantaged pupils to Parents evenings.	
G.	Our community in-take is ranked 734 out of 32,844 cross the country (1 being most deprived) for education and skills.	
3. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
A.	To maximise the academic outcomes of disadvantaged students- Barrier A.	Attainment score of Pupil Premium students is in line with national averages across all key stages.
B.	To increase the attendance of pupil premium students- Barrier E.	Increase of 1.6% attendance of pupil premium students from 2017/18.
C.	Increase in literacy and numeracy attainment- Barrier C and D.	Internal markbook update data and accelerated reader star test results increase. Narrowing the gap in the basics measure at GCSE.
D.	Increase in parental engagement to school events- Barrier F.	Increase in the % attendance to School events including Pupil progress days and parents evenings.

E.	Raise student aspirations and develop their employability skills- Barrier B and G.	Students receive careers advice to ensure all Pupil premium students have a clear career aspiration. Provide mentoring to ensure all pupil premium students have opportunities to develop a range of employability skills including writing CVs.
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**Planned Expenditure:**

<b>Area 1: Leadership and Management</b>						
<b>Barrier</b>	<b>Strategy</b>	<b>Involving</b>	<b>Rationale</b>	<b>Evidence of impact</b>	<b>Cost</b>	<b>RAG and comment on impact</b>
A-G	<b>1.1</b> SMT member employed as Pupil Premium Champion	All disadvantaged learners  Disadvantaged learners at risk of underachieving.	To create the capacity to strategically lead on all PP initiatives and liaise with SMT. To give weight to training and initiatives across the school with regard to PP and to ensure the focus on ensuring these students achieve permeates through all we do.		<b>£21 000</b>	
A, C + D	<b>1.2 + 1.3</b> Ease of tracking students and identifying underachievers through 4 Matrix.	SLT  All Middle leaders  All disadvantaged learners	4 Matrix used as the tool to allow all staff ease of access to data so that time is spent on implementing intervention strategies to enhance student learning experiences.		<b>£1000</b> for the package  <b>£10 000</b> for Admin support	
A, C + D	<b>1.4</b> Early identification of transition between phases for intervention	All middle leaders  All disadvantaged learners	Data analysis after each summative assessment point conducted by middle leaders. Class teachers feed into this report and regular liaison occurs up and down the line management system regarding the implementation of intervention and evaluating its impact.		<b>£27 000</b>	

A + E	<b>1.5</b> Additional tutor groups in all year groups.	Additional tutor groups in all year groups.	Small class sizes, more personalised pastoral care through the tutor system.		<b>£95, 000</b> including curriculum development	
A, C + D	<b>1.6</b> Upgrade academic interventions- KS4 and KS3 catch up.	KS4 disadvantaged learners identified as underachieving.  KS3 students below expected level.	Provides intensive and individualised interventions for English, Maths and Science for disadvantaged learners at risk of underachieving. Timetabled lessons and morning mentoring for all year groups. According to EEF toolkit, small group tuition has a moderate impact.		<b>£10,000</b>  <b>£6400</b>	
A, C + D	<b>1.7</b> Use of the differentiation column	All disadvantaged learners  All staff	A record of in class differentiation strategies. This can be accessed for any student for all subject areas at the click of a button.		None	
E	<b>1.8</b> Attendance rewards	All disadvantaged learners	Funding for Progress Leaders to reward attendance to help raise the profile and encourage good attendance. Attendance a regular foci in year group assemblies and through tutor time.			
				<b>Total Leadership and Management</b>	<b>£170,400</b>	

<b>Area 2: Teaching, Learning and Assessment</b>						
<b>Barriers</b>	<b>Strategy</b>	<b>Involving</b>	<b>Rationale</b>	<b>Evidence of impact</b>	<b>Cost</b>	<b>RAG and comment on impact</b>

A	2.1 To purchase software that will produce seating plans identifying student progress and SPIG data that links to SIMs. Classcharts	All teachers	All staff can identify disadvantaged learners and other pupils with ease and then effectively consider seating plans.		<b>£3179</b>	
A, C, D + F	2.2 To purchase software/resources for departments needed to accelerate the learning of disadvantaged pupils- Doodle and Classcharts.	All teaching staff All disadvantaged learners	Doodle purchased as an online revision tool that is bespoke. Providing online revision support and intervention allows students to plan and manage their independent learning more effectively. Classcharts used to set homework and track homework which links to doodle.		<b>£6900</b>	
A, C + D	2.3 Differentiated staff training	All staff	Evidence from the EEF suggests that effective feedback will have the highest impact on disadvantaged students (8 months). Teaching and Learning Conversations are differentiated following a coaching model to support staff through a more bespoke CPD.		<b>£500</b>	
A, C + D	2.4 The holiday revision programme.	Year 11 disadvantaged learners	A compulsory programme of revision classes during the holiday periods, to ensure all pupils at risk of underachieving at GCSE are supported to achieve their full potential. Teaching students how to plan, monitor and evaluate their learning comes under the umbrella meta-cognition and self-regulation, a high impact strategy highlighted in the EEF toolkit (8 months)		<b>£3700</b> (Projected)	
C	2.5 The KS3 accelerated reader programme	KS3 disadvantaged students	Students identified are receiving bespoke support with literacy through The accelerated Reader programme. Star testing is used for all KS3 students.		<b>£1826</b>	

			Small groups of students will also attend reading buddies to encourage good reading habits. According to EEF toolkit, small group tuition has a moderate impact.			
D	2.6 The KS3 numeracy programme	KS3 disadvantaged students	Students identified are receiving bespoke support with numeracy through attendance to the Upgrade centre, to ensure they are secondary school ready. According to EEF toolkit, small group tuition has a moderate impact.		<b>£8000</b>	
A, F + G	2.7 Homework club 5 days per week	All disadvantaged learners	Runs both at lunch times and during Prep sessions, Homework Club supports students in their independent learning tasks.		<b>£400</b>	
D	2.8 Parents evening online booking system	All disadvantaged learners	Part of our Parental Engagement Programme. The 'Rapid Review of parental engagement and narrowing the gap in attainment for disadvantaged Children' recognises the role in home school partnership having a positive impact of attainment and attendance. This system allows parents to book appointments directly rather than through students. Aims to increase engagement of PP parents to PPD and parents evenings.		<b>£500</b>	
				<b>Total Teaching, Learning and Assessment</b>	<b>£ 25,005</b>	

### Area 3: Personal development, Behaviour and Welfare

Barriers	Strategy	Involving	Rationale	Evidence of impact	Cost	RAG and comment on impact
B, E, G + G	<b>3.1</b> Pastoral support	All disadvantaged learners	Employment of Pastoral managers for KS3 and KS4 and the 6 <sup>th</sup> form centre manager means they can address transition issues/behaviour issues which may lead to poor attendance. Furthermore as a non-teaching member of staff they can respond to PP absence as a priority. Their role is monitoring, supporting and challenging attendance. To build relationships with parents. To provide extra pastoral support when needed.		<b>£14 000</b>	
B + G	<b>3.2</b> TLR 3 careers champion	<p>All disadvantaged learners- careers events.</p> <p>Careers mock interviews- Year 9 and 10.</p> <p>Bath University trip- Year 8, 9 and 10.</p> <p>Bristol University trip Year 11.</p> <p>Careers fair- All disadvantaged learners.</p> <p>CV workshops and interview skills workshops- Y9 and Year 10 disadvantaged students.</p>	<p>All year groups to receive careers support to raise aspirations and ensure disadvantaged learners have aspirational goals- feeds into student profiles.</p> <p>Clarity on how to achieve their goals.</p> <p>Bespoke careers advise for all disadvantaged learners.</p>		<b>£11,000</b>	

E	<b>3.3 Breakfast club</b>	Targeted disadvantaged learners.  Pastoral support managers.	Targeted groups of students in each year groups will be invited to attend breakfast club. The aim is to monitor attendance and to support students in preparing for the day.		<b>£1000</b>	
E	<b>3.4 Lunch club</b>	KS3 and KS4 disadvantaged learners  Pastoral managers	Also run by our Pastoral Managers Lunch Clubs are for students who need support during social times. The club promotes a positive and nurturing social environment for our more vulnerable disadvantaged students.		<b>£1000</b>	
F	<b>3.5 Discretionary Spend Allowance</b>	All disadvantaged learners	A discretionary spend guidance for parents document shared to ensure that pupil premium funding support is structured and supports students in the most effective way. For individual students to apply for to support their inclusion in specific learning opportunities. Uniform, trips, music lessons and other extra-curricular opportunities.  Promotion of Free School meals to increase uptake this academic year as part of this parental engagement plan.		<b>£2000</b>	
E	<b>3.6 Y7 and 8 Girls group</b>	Y7 and 8 disadvantaged female students.	Run by our experienced Pastoral Managers the girls groups are for vulnerable girls to build their confidence and improve their attendance. This was set up as in house evidence suggested that absence (and poor attainment) is often driven by social/emotional reasons amongst disadvantaged learners.			
				<b>Total Personal Development, Behaviour and Welfare</b>	<b>£28,700</b>	

				<b>Total Spends</b>	<b>£226,805</b>	
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