



Pupil Premium 2016-17

This document outlines a summary of how The North School will spend its Pupil Premium Funding allocation for the financial year 2016-17.

What is Pupil Premium?

Pupil Premium is a stream of funding that a school receives in addition to the main funding. The Government believes that the Pupil Premium is the best way to address the current inequalities between children eligible for free school meals (FSM), children in Care (CLA) and children from service families (CSF), and their peers by ensuring that funding to tackle disadvantage reaches the pupils, who need it most.

The Head of School on behalf of the Governing Body can decide how that funding is spent and is accountable for ensuring it has maximum impact.

How much does the school get?

The school receives an allocation for children that:

- are eligible for free school meals (FSM) or have been in the past six years (Ever 6)
- are looked after by the state (CLA)
- have parents in the services

For the financial year 2016-17, the allocation for The North School is £290,000

In addition the school receives funding where Children in Care (CiC) are placed in the school from their home local authorities virtual school.

2016 – 2017 Focus:

The June 2015 Ofsted inspection report states:

“All students have an equal opportunity to succeed. Leaders spend pupil premium funding effectively. Disadvantaged students benefit from a range of support including revision sessions at Key Stage 4 and handwriting sessions for students in Key Stage 3. As a result, disadvantaged students are learning increasingly well and catching up with their peers.”

Despite this recognition of the improvement in performance of disadvantaged students during 2014-2015, there is still a significant gap between the attainment of the group of students for whom the school receives Pupil Premium funding and their peers, both within the school and nationally.

To continue to narrow this gap in attainment and achievement, the following strategies and interventions will be delivered for these groups across the curriculum, but especially in English, maths and science. However, the potential barriers to learning for some disadvantaged students are:

- Poor attendance and punctuality to school
- Low reading ages in relation to their chronological age
- Poor literacy skills in spelling, punctuation and grammar
- Poor oracy skills
- Lack of independent study skills for homework and revision
- Low aspiration and academic support from home.

How are we using the Pupil Premium and what impact will it have?

To continue to narrow this gap in attainment, the school over the last few years has developed a range of different strategies and interventions that have been used to deliver raised attainment for these groups across the curriculum, but especially in English, maths and science.

The school have used the Sutton Trust Education Endowment Foundation ‘Teaching and Learning Toolkit’ (2013) and NASEN’s ‘Pupil Premium’ guide (2014) to inform the planning of our strategy to support the learning and social and emotional development of students for whom the school receives Pupil Premium funding.

The School Profile

Academic Year	2016-17
Number of students on Roll (Y7-11)	922
Number of students Eligible for Pupil Premium	288
Total for Pupil Premium Grant Current Financial Year	290
Date for Strategy Review	18/05/17

Attainment Outcomes for 2015-16

	Students not eligible for PP in school	Students eligible for PP in school	Students not eligible for PP (current national average)
% achieving 5A* - C incl. EM (2015-16 only)	46%		64.7%
% achieving expected progress in English / Maths (2015-16 only)	69% / 60%		75.8% / 73.4%
Progress 8 score average	-0.34		0.12
Attainment 8 score average	42.9 / D+		52

Year 11		Without small groups	2017 OUTCOMES	COMMENTS
		Number of Students	Without small groups	
Lower Attainers	All students	34	-0.11	
	Non-disadvantaged	18	0.01	
	Disadvantaged - PP	9	-0.33	
	Disadvantaged - SEN	8	-0.24	
	Boys	22	-0.09	
	Girls	12	-0.14	
Middle Attainers	All students	109	-0.02	
	Non-disadvantaged	76	0.01	
	Disadvantaged - PP	31	-0.05	
	Disadvantaged - SEN	5	-0.65	
	Boys	65	-0.18	
	Girls	44	0.21	
Higher Attainers	All students	34	-0.56	
	Non-disadvantaged	26	-0.57	
	Disadvantaged - PP	8	-0.52	
	Disadvantaged - SEN	0	~	
	Boys	19	-0.80	
	Girls	17	-0.25	

Priority	Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
					Who?	When?	What?
Effectiveness of Leadership & Management							
Employment of a range of outstanding teachers with a proven track record of raising attainment.	Raising student attainment through outstanding Teaching and Learning across the curriculum.	NHO, ALA	Sept 2016	£65K	ALA & QA Managers	Termly	Triangulation of lesson observations, book scrutiny and data analysis
Employment of additional teachers in English, maths and science to reduce group sizes in core.	Improved Behaviour for Learning (BfL) in lessons; increased small group work will enable students to make rapid progress as they are able to be supported more effectively in lessons.	NHO, ALA, GPR, Core SLs	On-going	£80k	ALA, GPR, Core SLs	On-going	Monitoring of BfL in core subjects. Signposting to class needs as required
Provision of a Nurture Group in Years 7 and 8. Students with identified needs and low levels of attainment in numeracy and literacy are taught in small groups of approximately 12 students with the curriculum delivered by specialist teachers with additional adult support.	Reduce class size for students with lower levels of attainment improves student outcome as staff are able to support the high need of these students more effectively; specialist staff ensures that students make increased progress and will narrow the gaps.	NHO, CCL	Sept 2016	£40k	CCL, PAL	On-going	Monitoring the quality of T & L, the outcomes and impact of the effectiveness of the Nurture Groups' provision.
CPD programme with session focused on overcoming barriers to learning for disadvantaged students.	Staff are confident in their delivery of strategies to help students overcome their barriers to learning.	ALA	Sept 2016 on	£2k	ALA	Weekly	Review the effectiveness of the CPD sessions
Creation of alternative programmes of study to meet the needs of vulnerable students across the school.	Progress 8 and overall attainment will show a continued improvement from 2016 to 2017.	PAL	Nov 2016	£5k	PAL	Termly	Review the suitability of NCFE

							courses and the iAchieve platform.
Priority Effectiveness of Leadership & Management	Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
					Who?	When?	What?
Purchase of Rapid Plus Reading Programme. A published programme of finely levelled books and software for struggling readers at KS3. The series covers National Curriculum levels 1a-3a (reading ages 6.6-9.6).	The cost of purchase of the programme to be split equally between Pupil Premium and SEN budget; a high proportion of students identified to receive this programme will be disadvantaged students for whom the school receives Pupil Premium funding. Delivery of programme to be funded from SEN budget. To be implemented to key students 2016 to 2017.	CCL	Sept 2016 on	£2k	CCL/BLE	Termly	Analysis of data entry to measure impact and progress.
Accelerated Reader Leader within the English department to oversee the administration and train TA/HLTAs and members of staff in the use of system.	Sustainable expertise in the delivery of the programme; monitoring and tracking will ensure that all students improve their ability to access text effectively.	CEL	On-Going	£3k	CSP, PAL	Bi-termly	Analysis of AR results and tracking of reading ages and reading comp.
Year 7 and 11 Parents' Welcome Evening to emphasise the partnership of learning. PP students' carers invited to attend additional meeting if they were unable to attend.	Student attainment to rise to Progress 8 target or above. Students will make or exceed expected progress in most of their subjects.	SEE, PAL, SLT, LLS Community staff	Sept & Oct 2016	£1k	SEE, PAL	After event	Celebrate results to promote success in the community. Share ethos and values to raise aspirations.

Priority Quality of Teaching, Learning & Assessment	Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
					Who?	When?	What?
Marking policy of PP students first for homework and classroom. Seating plans to draw staff to identify PP students' strengths and weaknesses.	Increased awareness of staff will help to encourage PP students to make EP or MEP.	ALA	Sept 2016	£1k	QA Managers & SLs	Termly	Prioritisation of PP students to close gaps.
Reading programme of 6 th form buddies to help Yr 7 develop literacy and improve Reading Age.	Student attainment to rise to Progress 8 target or above. Students will make or exceed expected progress in most of their subjects. In conjunction with ARP reading ages and literacy levels will improve among all students.	ALA, CSP	Sept 2016	£1k	SMT, CEL, CSP	Bi-Termly	Quality of the delivery to help students improve reading age.
Accelerated Reader Programme for KS3.	Raising awareness and changing culture of reading across the school; all KS3 students will access a variety of books suitable for them to increase rate of improvement and overall Reading Ages; production of information for tracking individual students' progress – informs individual intervention programme. To continue but to target key vulnerable students in Yr 7 and 8.	ALA	Sept 2016	£20k	CEL, CSP	Bi-Termly	Quality of the delivery and effectiveness of programme to help students improve reading age.
Show my Homework to establish better monitoring	Student attainment to rise to Progress 8 target or above.	ALA	Sept 2016	£2k	ALA, SMA	Termly	Quantity and quality of H/W

for all stake holders – LL to offer extra training for PP students and carers.	Students will make or exceed expected progress in most of their subjects.						provision.
Priority Personal development, Behaviour & Welfare	Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
					Who?	When?	What?
Five Pastoral Support Managers (PSMs) provide social, emotional and behavioural support for students experiencing difficulties in school or at home. A high proportion of the students they support are disadvantaged students for whom the school receives Pupil Premium funding.	PSMs have a non-teaching role and are available before, after and throughout the school day to support students.	GPR, SEE	Sept 2016	£60k	GPR, SEE	Daily	Effectiveness of relationships with students and impact on the reductions of behavior and welfare issues.
Focus of the Attendance officer is to support families where poor attendance presents a barrier to learning. A high proportion of these students are disadvantaged students for whom the school received Pupil Premium funding.	The Attendance officer works in close collaboration with the Community Principal with whole school responsibility for attendance. This will include making home visits / pick up when necessary to help develop good attendance habits.	GPR, DBA	Sept 2016 on-going	£10k	GPR	Weekly	Impact on increasing % of attendance and reducing Persistent Absentees.
Human Toolbox to help PP vulnerable students develop resilience and coping strategies throughout the Key Stages.	Students achieve on or above their Progress 8 targets and make or exceed expected progress in most of their subjects.	CCL	On-going	£1k	CCL, EBA	Termly	Improvement in students' behaviour, social and emotional issues

PP students to attend Kent choices live to improve AIG for students.	Students will receive priority invites and subsidised admission.	VLA	Oct 2016	£1k	VLA	After Event	Impact of CEIAG to raise aspirations
CXK to target vulnerable PP students for option interviews, 6 th form and University choices.	Improve option choice to improve attainment and success in these areas.	VLA		£1k	VLA	After events	Effectiveness of IAF to students in transition.
Priority Outcomes	Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
					Who?	When?	What?
Outside of School Learning (OSL). Opportunities for learning outside of the school day for students identified as requiring additional support in specific areas of the curriculum. A high proportion of these students are disadvantaged students for whom the school receives Pupil Premium Funding.	OSL – After School 3pm – 4pm. Saturday School 9am – 1pm. Holiday School 9am – 1pm on selected dates during school holidays. Invitations from non-core departments to target PP students at these interventions in the form of small groups and 1:1 when needed.	PAL	Sept 2016 on going	£15k	LLs, SLs	On-Going	Survey students to ascertain most effective OSL interventions - Impact and outcomes - 2017 results.
Learning Leaders in post to enable every student access to an academic mentor, with students for whom the school receives Pupil Premium funding. Recorded learning conversations which track students' progress and are shared with parents/carers.	Academic mentoring and learning discussion support enables students to develop and improve their language for learning. Parental involvement ensures that the support from home provides a further layer of support for the student and helps improve communication with home. Year 11 meeting September 8 th 2016.	PAL	Sept 2016 on going	£15k	LLs, PAL	Termly	Effectiveness and regularity of mentoring to support students to achieve their outcomes.

'War Room' that displays current data for all staff to access.	Close monitoring, tracking and forensic analysis of student progress and attainment; clear focus on E6 groups.	PAL	Sept 2016	£1k	LLs, PAL	Termly	Progress of students
A raising standards JLL for the development specifically of boys' attainment and PP in post 2016.	Progress 8 for key PP boys will show an increase and narrow the gap with girls and their non PP counterparts.	PAL	Sept 2016	Inc in LL above	PAL	Weekly	Impact of role to close gaps
Core subjects to offer tutoring to key PP students in Term 4 and 5 to ensure they reach their expected progress Yr 11.	Students will achieve their target grade and make or exceed expected progress in their subjects.	PAL	Term 3/4 2017	£1k	CEL, KWI CSH	Weekly	Effectiveness and intervention to support students to achieve their outcomes.
Creation of alternative programmes of study to meet the needs of vulnerable students across the school.	Progress 8 and overall attainment will show a continued improvement from 2016 to 2017.	PAL	Sept 2016	£5k	PAL, BLO, BLE	Termly	Identification of need and suitability of course.

Expenditure Review

Priority	Actions	Costs / Resources	Impact
Accelerated Reader	Reduction in the delivery of AR to all classes in year 7 & 8 due to impact on learning time in English lessons	No change to costing for Literacy Leader	Potential reduction of improvements in reading ages and reading comprehension within the literacy strategy.
Reading programme of 6 th form buddies	Started off well but pressure on 6 th Form students from keeping up with their own c/w meant difficulty to sustain	Low expenditure	As above. Consider other strategies to improve reading ages.
Five Pastoral Support Managers (PSMs)	Considerable changes in the staffing with the Pastoral Support team due to specific circumstances. 5 PSMs reduced to 3 and this was followed by the employment of x2 junior apprentices	To be determined	Less capacity to cater for the welfare of the PP students.
Human Toolbox	Staff trained in HT left and the co-ordination of the programme dissipated	To be determined	Less provision to cater for the social and emotional needs of the PP students.

Additional strategies implemented after the production of the Pupil Premium Strategy and not costed:

- Identify boys with below -1.0 progress 8 score from term 5 Year 10 data to form baseline start point
- Set up of specific mentoring group with room for movement in and out throughout the course of each term June/September 2016 onwards
- Year 11 boys Learning Leader reports for 10 targeted students to monitor progress and effort within lessons
- Set up of boys Fantasy Learning Leader League first 3 weeks of Term 1 Sept 2016 to monitor progress and set up a positive start to Year 11, Low attaining and Pupil Premium boys involved
- Individual and group mentoring meetings to discuss current lessons and targets for term and year for High ability students, Low attaining students and Pupil Premium individuals
- Boys Focus Assembly – Cameron Parker leading an all-boys progress and aspiration focus assembly Wednesday 5th October
- Parental Meetings set up for Term 2 after data drop to discuss progress and current targets set, both meetings with student and parents/carers and also just parental meetings November 2016
- Repeat Boys Fantasy League for high ability boys during Term 2
- On-going 1:1 mentoring with RMA
- Business Meeting with the DHT for all PP students
- Progress ID cards produced from the end of T2 onwards - termly to identify CWA grades, P8 scores and Progress to targets
- An increase in the number of intervention strategies to close gaps and raise achievement
- Gradual implementation of revision flashcards to improve memory, retention and recall skills
- Morning daily assemblies at the end of Term 4 to support the final countdown to Easter and the exam season.
- Additional Mock exams and Lead Lessons – requiring significant copying cost for assessment papers
- Study Skills / Revision Workshops for PP students to build confidence in independent study leading up to the exams.

Implications for Pupil Premium Strategy for next academic year:

- Continuity of leadership of the Strategy from review of 2016-17 to planning for 2017-18
- Forward planning for the strategy to aid subsequent review
- Financial monitoring of the Pupil Premium allocation