

Dean Trust Rose Bridge

Pupil Premium Strategy 2018-2019

Pupil Premium Details	
Pupil Premium Number (@ October 2018)	359
Total Pupil Premium Income 2018-2019	£350,625.00
Children Looked After Number	13
Children Looked After Income (based on provision map)	£13,000.00 (additional funding can be applied for)

Pupil Premium Population Breakdown

Year Group	Number of Pupil Premium / Percentage of Year Group
Year 7	62/44%
Year 8	75/50%
Year 9	78/50%
Year 10	78/62%
Year 11	66/55%

Whole School Key P.P. Focus

Barrier	Strategy	Impact	Staff Responsible
Learning Behaviours inhibit progress	Whole school focus on identifying the 'gap' in lessons – cognitive/skill/knowledge	Evaluated through subject reviews, learning reviews, drop-ins, book scrutinies and pupil voice. Data points are also used as evaluation points.	Whole Staff

Leadership Strategic Pupil Premium Plan

Teaching and Learning			
Barrier	Strategy	Impact	Staff Responsible
1. Teacher awareness of the precise nature of 'the gap.'	All staff are aware of the different nature of the 'gap' and faculties plan with precision to narrow the gap. Whole school T & L policies and practice are consistently implemented in order to be effective.	Subject Reviews (Date) Learning Walks Drop ins Book Scrutinies	LPs/SLs
2. Memory	Teaching methods that are proven to improve memory are deployed across the whole school	Subject Reviews (Date) Learning Walks Drop ins Book Scrutinies	LPs/SLs
3. Appropriate HPA Challenge throughout the school curriculum	HPA pupils are identified across the whole school and within each class (every class has a relative HPA). LPs ensure the challenge across the curriculum is consistent and appropriate.	Subject Reviews (Date) Learning Walks Drop ins Book Scrutinies	LPs/SLs
4. Learning resilience as the difficulty increases	A culture that failure is a key component to being successful is fostered in all classrooms. Taking on challenge is celebrated and 'grappling' to find solutions/answers is a key strategy in order for pupils to hit and move beyond targets.	Subject Reviews (Date) Learning Walks Drop ins Book Scrutinies	Whole Staff/LPs/SLs
5. Independent learning – homework, revision	Homework's and revision are planned to enable success within key pieces. Independent learning is developed as a positive tool in the eyes of the pupil – not a negative.	Show My Homework produces a monthly report that analyses: Homeworks set, completed and Non-PP v PP. LPs QA the effectiveness of HMWK as per QA calendar.	LPs/SLs
6. Literacy and Numeracy ability for some	Identification of pupils below Expected Standard in Y7 and placed on the appropriate Catch-Up programme. Those in Y8 and Y9 are identified to receive extra support/intervention to enable them to access GCSE level work by the end of Y9.	At Data Points reading age and a numerical age analysis takes place. Pupils are tracked within the particular intervention e.g. Accelerated Reader	NT/Leaders of English an Maths/SENCO
7. Deeper knowledge of the wider curriculum on entry and through KS3	Non-Core subjects develop KS SOWs that ensure all pupils have the necessary knowledge in order to progress through the curriculum – gaps from KS2 are identified and awe and wonder to enhance engagement is planned for.	Subject Reviews (Date) Learning Walks Drop ins Book Scrutinies	KS Leads/Primary Liaison
8. Psychological demands of high stakes final exams	Pupils are prepared for the demands of the new GCSEs in terms of productivity, length of exams, content and performance under exam conditions. Specific pupils who may need extra support/alternative arrangements are identified and supported accordingly.	Performance in each assessment series for each cohort is compared.	LPs/SLs

Behaviour and Welfare			
Barrier	Strategy	Impact	Staff Responsible
1. Attendance	Increase PP overall attendance and lower PP P.A. Attendance Officer, Form Tutors, HoYs identify pupils in order to improve attendance and overcome the barriers towards attending.	Monthly attendance reports	LV/Attendance Officer/Hoys/Form Tutors
2. Social Responsibility	Pupils are aware of their responsibility with regards their social responsibility in terms of school citizenship. More PP engage with extra-curricular (also linked to SLs).	Less sanctions received for 'not being respectful/safe' in terms of social times/behaviours – monthly behaviour sanction reports.	LV/JR/Hoys/Form Tutors/SLs
3. PP pupils receive more negative sanctions	Close monitoring of sanctions received per cohort per month. Reduction of the amount of sanctions received due to identified pupils receiving the necessary mentoring/intervention.	Monthly sanction report	LV
4. PP pupils self-esteem and confidence in academic ability	Vulnerable PP along with PP that display challenging behaviours often have anxieties regarding academic performance. HoYs work closely with these groups to overcome the perceived barriers and broker the appropriate support.	Academic progress of the identified groups improve between data points.	LV/JR/HoYs

GCSE Outcomes 2018

Basics	Whole Cohort	Non-P.P.	P.P.	National (Non-P.P.)
9-4	38.4%	50%	30.2%	72%
9-5	15.2%	32%	11.1%	50%
Attainment 8				
Attainment 8	Whole Cohort	Non-P.P.	P.P.	National (Non-P.P.)
	33.67	37.82	31.5	50.3
Progress 8				
Progress 8	Whole Cohort	Non-P.P.	P.P.	National (Non-P.P.)
	-1.01	-0.89	-1.10	0

Outcomes			
Barrier	Strategy	Impact	Staff Responsible
1. Progress of Higher Ability P.P.	<p>HPA PP in KS4 are tracked as an identified group and all staff are aware of this group via SIMs/Seating Plans.</p> <p>SLs ensure HPA are in the appropriate ability groups (where applicable).</p> <p>Y9 HPA are identified to ensure they start KS4 in the appropriate groups.</p> <p>HPA engagement in extra-curricular and revision, plus the promotion of independent learning, is increased.</p> <p>Designated LPs ensure there is consistent challenge for HPA across the curriculum for identified pupils and that this is met with consistent and appropriate pupil response.</p>	<p>Key Stage 4:</p> <p>31/10/18</p> <p>09/01/19</p> <p>14/03/19</p> <p>22/05/19 – Y11</p> <p>05/07/19 – Y10</p> <p>Key Stage 3:</p> <p>28/11/18</p> <p>28.01.19 – Y9</p> <p>06/03/19 – Y7 & Y8</p> <p>02/07/19</p>	SJ/NT/LPs/PH
2. Average A8 points for Middle Ability P.P.	<p>Targets are clear and planning is applied with precision to ensure more Grade 5's are secured for pupils who are MA based on KS2 start points.</p>	<p>Key Stage 4:</p> <p>31/10/18</p> <p>09/01/19</p> <p>14/03/19</p> <p>22/05/19 – Y11</p> <p>05/07/19 – Y10</p>	SJ/PH
3. Pupils enter KS4 at the necessary level in order to achieve end of KS4 targets.	<p>Y9 is a gateway to success at KS4. Pupils are competent across the key skills within literacy, numeracy and communication in order to access GCSE work at the appropriate level.</p> <p>Non-core subjects ensure the key knowledge is secured by the second term of Y9 and mastered by the final term of Y9.</p>	<p>Key Stage 3:</p> <p>28/11/18</p> <p>28.01.19 – Y9</p> <p>06/03/19 – Y7 & Y8</p> <p>02/07/19</p>	NT/PH