

Pupil Premium Strategy Statement 2018-2019



1. Summary information					
School	Icknield High School				
Academic Year	18-19	Total PP budget	£400K	Date of most recent PP Review	NA
Total number of pupils	1436	Number of pupils eligible for PP	445	Date for next internal review of this strategy	Oct 18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 9-4 in English and Maths (standard pass)	55%	59%
% achieving 9-5 in English and Maths (strong pass)	34%	40%
Progress 8 score average	0.03 (provisional)	0.09
Attainment 8 score average	42	47

3. 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.	Achieving a positive progress 8 score across all buckets when Pupil Premium students join the school with a starting point below national average.
B.	Closing the gaps between Pupil Premium and non-Pupil Premium students across all subject areas, whilst also ensuring students have a balanced curriculum which meets their needs.
C.	Pupil Premium students in Year 7 join the school with significantly lower reading and maths scores than their non-PP peers.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	The average attendance for PP students is 1% lower than the whole school average. Attendance rates are a particular concern for PP students who also have an additional Special Educational Need (SEND) with a gap of 11%.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil Premium students to achieve a positive progress 8 score across all buckets.	<ul style="list-style-type: none"> • Progress 8 score of +0.1 or above for maths and English buckets. • Progress 8 score of +0.1 or above for EBacc and Open buckets. • All subjects to meet average point score target. • Outcomes for Pupil Premium students who are boys and/or low prior are to achieve a progress score within 0.2 of the school's overall Pupil Premium progress 8 score. • A modified curriculum to be in place for low prior attaining students who struggle to access elements of the current curriculum.
B.	The attainment gap between Pupil Premium and non-Pupil Premium students to be within 10% across all curriculum areas at KS4.	<ul style="list-style-type: none"> • The profile of Pupil Premium to be raised across the school as part of the appraisal process and through staff training. • Attainment gaps for Pupil Premium students to be within 10% across all curriculum areas. • A range of quality first teaching strategies (including those recommended by the EEF) to be observed being used with Pupil Premium students during audits. • Senior and middle leaders to continue to use data effectively to monitor the progress of PP students and implement timely intervention as and when necessary.
C.	80-85% of Pupil Premium students in Years 7 and 8 making expected progress in all subjects; 15-20% of students in Years 7 and 8 to make 'above' expected progress in all subjects.	<ul style="list-style-type: none"> • 75-80% of Pupil Premium Students to make expected progress at year 7 and 8. • 15-20% of Year 7 and Year 8 to make above expected progress in all subjects. • Students to show improved outcomes as part of our Accelerated Reader programme. • Peer-mentoring to be in place to support KS3 students in improving their literacy and numeracy skills
D.	Attendance rates for Pupil Premium students to be in line with	<ul style="list-style-type: none"> • Close monitoring of Pupil Premium students' attendance with records kept

	national average, and the attendance of Pupil Premium students with SEND to be within 5% of whole school average.	<p>by the Pupil Premium coordinator.</p> <ul style="list-style-type: none"> • Attendance of Pupil Premium students to be in line with the whole school average. • Attendance of Pupil Premium students with SEND to be within 5% of the whole school average. • Unauthorised absences to be below 1%. • Meetings to be held with Pupil Premium students whose attendance is regularly below 85%. • Careers one-to-one interviews to continue be held with all Pupil Premium students, with discussions about attendance and punctuality taking place during this time. • Provisional mapping of opportunities provided to Pupil Premium students.
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5. Planned expenditure					
Academic year 2018/19		Planned expenditure: £400,000			
Academic year 2018/19					
i. Teaching and Learning					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Pupil Premium students to achieve a positive progress 8 score across all buckets.	Audits to assess teaching and learning across the school (with a focus on EBacc) CPD delivered to	The DfE recommends that Pupil Premium reviews are undertaken on a regular basis so schools have a thorough understanding how best to spend their allocated Pupil	Student and staff questionnaires to identify training needs and feedback on CPD training. Implementation of robust action plans as	SLT (SHN lead) Curriculum Leaders	As and when necessary; data reviews half-termly.

<p>B. Attainment gap between Pupil Premium and non-Pupil Premium students to be within 10% across all curriculum areas at KS4.</p> <p>C. 80-85%% of Pupil Premium students in Years 7 and 8 making expected progress in all subjects; 15-20% of students in Years 7 and 8 to make 'above' expected progress in all subjects.</p>	<p>curriculum leaders with a focus on quality first teaching strategies, including those set out by the Education Endowment Fund (EEF).</p> <p>Embedding of EEF strategies in staff CPD via lesson studies.</p> <p>Introduction of in-class target sheets for underperforming Pupil Premium students.</p> <p>Regular and consistent setting of homework through Show My Homework.</p> <p>Close monitoring of homework, with a focus on quizzing and strategic use of online platforms to support in-class teaching.</p> <p>Staff member undertaking the</p>	<p>Premium grant within their own context.</p> <p>There is a new Assistant Headteacher in charge of overseeing Pupil Premium provision, so it important that they understand the context and current provision.</p> <p>The Sutton Trust recognises quality first teaching as one of the most important ways of raising the attainment of Pupil Premium students; a Pupil Premium student makes 1.5 years' worth of progress with a highly effective teacher as opposed to 0.5 years with a poor teacher.</p> <p>Homework is vital for students to consolidate the work they have undertaken in-class. Investment in platforms such as GCSEpod and Doodle has been hugely successful, and introduction of more platforms is something we are keen to continue to investigate. This has clear links to one of the EEF's highest rated strategies- self-</p>	<p>a result of audits (using the DfE's suggested Pupil Premium review documentation)</p> <p>Records of in-class targets sheets kept and correlated with data outcomes. Students added to intervention lists as and when necessary so that support is bespoke and targeted.</p> <p>Heads of Year to support curriculum areas with regular homework offenders; parental meetings with repeat offenders to take place with SLT.</p>	<p>Heads of Year</p>	
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	<p>NPQSL with focus on PP.</p> <p>PP work sampling to be included at every book monitoring check.</p>	<p>regulation.</p> <p>Development of staff CPD and buy-in is vital so that PP becomes a whole school priority, with focus at every level.</p>			
Total budgeted cost: £50,000					

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Pupil Premium students to achieve a positive progress 8 score across all buckets.</p> <p>B. Attainment gap between Pupil Premium and non- Pupil Premium students to be within 10% across all curriculum areas at KS4.</p> <p>C. 80-85%% of Pupil Premium students in Years 7 and 8 making expected progress in all subjects; 15-20% of students in Years 7 and 8 to make 'above' expected progress in all subjects.</p>	<p>Out of hours subject support classes in place across the curriculum, with increased provision for 8/9, A/A* .</p> <p>One-to-one tuition for Looked After Children.</p> <p>Liaison with Luton Sixth Form who have offered to run holiday interventions for groups of Pupil Premium students.</p> <p>Careers meetings and post -16 provision to be in place for all disadvantaged students.</p> <p>Accelerated Reader and phonics programmes to help close the gap between pupil premium and non-pupil premium students at KS3.</p> <p>Use of external life-coaches and inspirational speakers to help raise the aspirations of Pupil Premium students.</p>	<p>Small group and one-to-one tuition enables individualised differentiation and support for those who are underachieving.</p> <p>Intensive tuition in small groups is often provided to support lower attaining learners. Some studies suggest that greater feedback from the teacher generates more sustained engagement.</p> <p>Case studies have shown that inspirational speakers and one-to-one guidance help to break the cycle of 'learned helplessness' often displayed by disadvantaged students.</p> <p>Peer mentoring is of the EEF's top ranked intervention strategies for disadvantaged students.</p> <p>PIXL have trialled numerous intervention strategies, and the quadrant has been shown to have a positive impact across a range of</p>	<p>Bid form for intervention with an evaluation form outlining the impact across all curriculum areas.</p> <p>Looked After Children to have individual achievement plans including one-to-one mentoring in Maths and English.</p> <p>More able students challenged through targeted sessions during half term; Gifted and Talented co-coordinator to support with implementation</p> <p>Sessions at Luton Sixth form; questionnaires/data used to assess impact.</p> <p>Accelerated reader classes booked for all year 7 and year 8 classes; closing gaps to be seen across year 7 and year 8.</p> <p>Peer mentoring to be in place for KS3 students.</p>	<p>SLT (SHN lead)</p> <p>Curriculum Leaders</p> <p>Literacy co-ordinator</p> <p>Gifted and Talented co-ordinator</p>	<p>As and when necessary; data reviews half-termly.</p>

	<p>Staff mentoring programme in place to intervene with underachieving Pupil Premium students.</p> <p>Peer mentoring in place across KS4 and KS3.</p> <p>Use of PIXL quadrant strategy to identify different groups of Pupil Premium students (e.g. Low ATL, Poor outcomes) and enable more individualised/targeted support.</p>	different schools and contexts as it allows for bespoke intervention.	PIXL quadrant strategies being used to give individualised support to different groups of Pupil Premium students; questionnaires/data analysis to support outcomes.		
Total budgeted cost: £200,000					

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D: Attendance rates for Pupil Premium students to be in line with the whole school average; the attendance of Pupil Premium students with SEND to be within 5% of whole school average.	<p>Attendance Officer and Heads of Year to monitor the attendance of Pupil Premium students (including those with SEND) and follow up with meetings when attendance falls below 85%.</p> <p>LAC officer to monitor attendance for LAC students and meet carers/guardians on a half-termly basis.</p> <p>SENDCo to support monitoring of attendance for SEND students, and report concerns to the Attendance Officer and Heads of Year.</p>	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identify addressing attendance as the key to closing gaps between Pupil Premium and non-Pupil Premium students,	<p>Half-termly scrutiny of attendance figures.</p> <p>Meetings with students when attendance falls below 85%.</p> <p>Letters regarding attendance concerns sent home to parents on a half-termly basis.</p> <p>Adequate curriculum provision in place to support students' catch-up with missed work,</p> <p>Attendance figures recorded on Termly Reports sent to parents.</p>	<p>SLT (JKN, GF lead)</p> <p>Attendance officer</p> <p>Heads of Year</p> <p>LAC officer</p> <p>SENDCo</p>	Half termly
Total budgeted cost: £150,000					

A. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

- Provisional SISRA report (1)
- EEF Past & Future Trends (2)
- Hyperlinks (3) to:
 - EEF report on Pupil Premium
 - EEF toolkit
 - DfE: Running a Pupil Premium investigation
 - DfE: Introduction of Universal Credit
 - NFER: Briefing on Raising the Achievement of Disadvantage Students

1. Provisional SISRA report 2017-2018

Headlines Area - Summary Report

Filters:

Disadvantaged: T

Cohort Summary

Measure	Total
Cohort	67

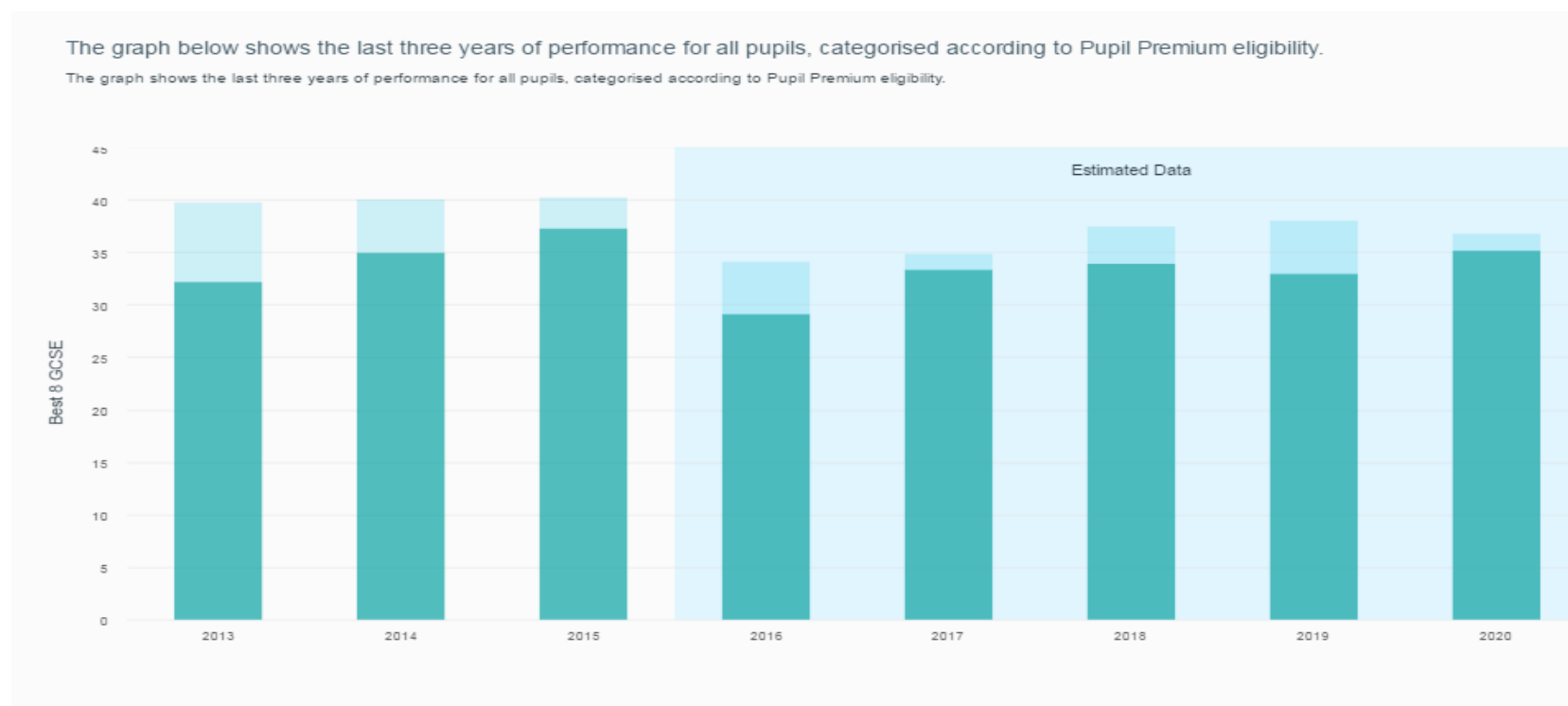
Attainment/Progress 8 Summary

Measure	Total
Average Total Progress 8	0.029

Measure	Total
Average English Progress 8	0.033
Average Maths Progress 8	0.273
Average EBacc Progress 8	-0.102
Average Open Progress 8	-0.058

2. Past & Future Trends - Data from Education Endowment Foundation

The bars show the different performances of Pupil Premium and non-Pupil Premium pupils in the last three years, and the projected performance in the next four years in the shaded area. These are estimates for the attainment gap in future years based on the prior attainment of the pupils in each year group. This is calculated by projecting the average national gap onto the Pupil Premium pupils. By presenting future scenarios in this way, it is possible to see the estimated gap for each year group and what needs to change if the attainment gap is to be closed.



A 5-year forecast of the GCSE attainment gap

We know that there is significant correlation between how pupils attain at Key Stage 2 (when they are 11) with how they attain at Key Stage 4 (when they are 16). For example, in the 2016 GCSE cohort, just 11% of students assessed as below the expected standard at KS2 went on to achieve at least a C grade in English and maths.

This correlation between KS4 outcomes and prior attainment at KS2 allows us to project the national attainment gap at GCSE on the following measures:^{viii}

	GCSE ATTAINMENT 8 SCORE GAP (between Pupil Premium-eligible pupils and all others)	GCSE PROGRESS 8 % PT GAP (between %-age Pupil Premium-eligible pupils making greater than average progress and all other pupils)	GCSE ENGLISH AND MATHS % PT GAP (between %-age Pupil Premium-eligible pupils with at least a good pass grade and all other pupils)
2017	11.0	14.8	24.0
2018	11.2	15.2	23.4
2019	11.3	15.7	22.4
2020	11.0	15.7	21.8
2021	10.8	15.6	21.5

These figures suggest that, across the five years, 2017-21, the GCSE attainment gap:

- narrows slightly based on Attainment 8 scores;
- widens slightly based on Progress 8; and
- narrows more significantly based on the proportion of good passes in English and maths.

3. Hyperlinks to important documentation used to support strategies

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/679988/Equality_analysis_-_FSM_and_EYPP_under_Universal_Credit.pdf

<https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2018-to-2019/pupil-premium-2018-to-2019-conditions-of-grant>

https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

<https://www.ts council.org.uk/resources/guide-to-effective-pupil-premium-review/>

<https://www.nfer.ac.uk/supporting-the-attainment-of-disadvantaged-pupils-briefing-for-school-leaders>