

Ickniel High School

2016-2017

Pupil Premium Strategy Statement

1. Summary information					
School	Icknield High School				
Academic Year	16-17	Total PP budget	356K	Date of most recent PP Review	NA
Total number of pupils	1440	Number of pupils eligible for PP	380	Date for next internal review of this strategy	Jan 17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015-16 only)	44%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	53%/59%	75.8% / 73.4%
Progress 8 score average	0.06 (provisional)	0.12
Attainment 8 score average	42	52

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.	Pupil premium students to improve progress 8 score through guided choices as well as meeting expected target grades.
B.	Gap between 'Basic' to be less than 8% according to FFT between Pupil Premium and Non Pupil Premium students.
C.	Number of students entering year 7 with a standardised score below 100 for English, Maths, Grammar and Punctuation lower for Pupil Premium than other students.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are 1.2% (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average. Attendance rates are a concern for those with statements and are Pupil Premium.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil Premium Progress 8 score average to be in line with national expectation for all students.	<ul style="list-style-type: none"> • Performance of sub groups are consistent and in line with target indicators. Pakistani and Kashmiri students' progress are accelerated. • A*/A or 9/8/7 outcomes positive P8 and VA for higher ability students on entry. • Progress 8 +0.3 or above. • All 'buckets' P8 score to be at least +0.1. • All subjects to meet average point score target. • Appropriate challenged pathways for lower ability students.
B.	Gap between disadvantaged students and others in 'Basics' to be 8% or less.	<ul style="list-style-type: none"> • Gap between disadvantaged students and others in 'Basics' to be 8% or less.
C.	75-80% 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 EBACC 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 EBACC subjects.
D.	Increased attendance rates for pupils eligible for Pupil Premium is at national expectation at 95%.	<ul style="list-style-type: none"> • Attendance target 95% • Unauthorised absences 0.5% • Punctuality 98.5% • Strategies for persistent absentees less than 85% • Ensure LAC students' attendance is in line with national expectation for all students. • Careers 1-1 interviews to ensure students are aware of pre requisite for post 16 courses. • Students who are eligible for Pupil Premium and are SEND to have attendance in line with national expectation.

5. Planned expenditure					
Academic year		£356k			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
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 Progress 8 score average to be in line with national expectation for all students.</p> <p>B. Gap between disadvantaged students and others in 'Basics' to be 8% or less.</p> <p>C. 75-80% 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 EBACC subjects.</p>	Regular and consistent setting of homework through Show My Homework.	There is some evidence that homework is most effective when used as a short and focused intervention (e.g. in the form of a project or specific target connected with a particular element of learning), with some exceptional studies showing up to eight months' positive impact on attainment. Benefits are likely to be more modest, with up to two to three months' progress on average, if homework is more routinely.	<p>Staff/students and parents to be aware of homework timetable.</p> <p>Curriculum leaders to monitor the setting of homework as per the timetable.</p> <p>Curriculum leaders to ensure where possible the quality of homework.</p> <p>Head of years to support curriculum departments with regular homework offenders.</p> <p>SLT link to review the setting of homework in line management meeting.</p> <p>Parents to be informed about lack of effort and homework not completed.</p> <p>Use of Show My homework to upload homework for all students and parents to access.</p>	SLT CL	Half termly

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Total budgeted cost					<p>£30,000</p>

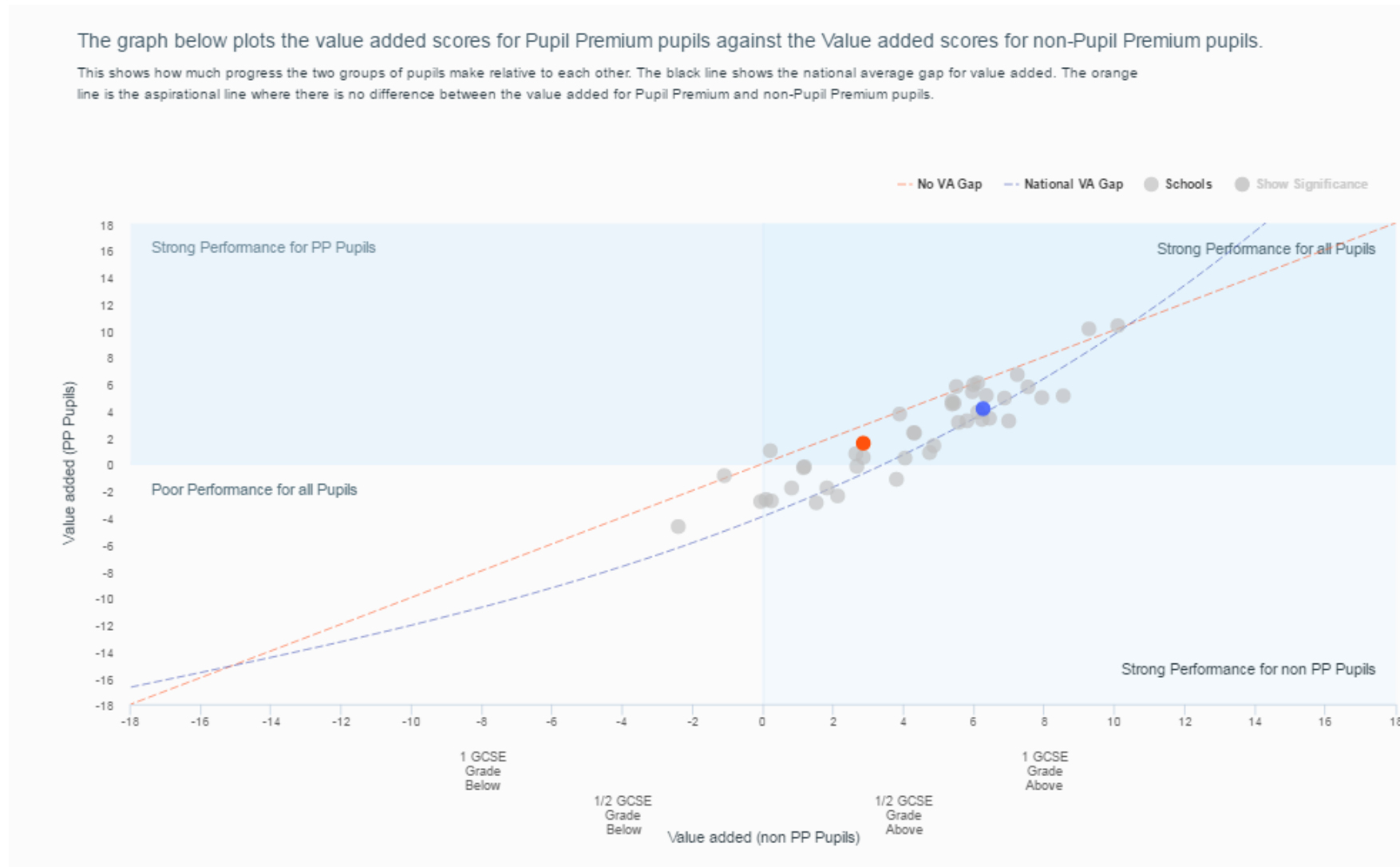
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Pupil Premium Progress 8 score average to be in line with national expectation for all students.</p> <p>B. Gap between disadvantaged students and others in 'Basics' to be 8% or less.</p> <p>C. 75-80% 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 EBACC subjects.</p>	<p>Small group tuition in Maths and English</p> <p>One to one tuition offered to Looked After students.</p> <p>Smaller class sizes in Maths and English throughout Y7 – Y9.</p> <p>Accelerated reader embedded effectively for Y7 – 9.</p> <p>Out of hour's intervention for all subjects.</p> <p>Revision strategies session for all Pupil Premium students.</p> <p>Provision by each department to challenge the more able.</p>	<p>Small group tuition is defined as one teacher or professional educator working with 2-5 pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area.</p> <p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	<p>Bid form for intervention with an evaluation form outlining the impact for all departments.</p> <p>Borderline students to be in smaller sets in English and Maths.</p> <p>Looked After students to have individual achievement plans including 1-1 mentoring in Maths and English.</p> <p>More able students challenged through targeted sessions during half term. GT whole school coordinator to implement.</p> <p>Study skill session to be booked for January with access to all Year 11 students.</p> <p>Accelerated reading session booked in for all classes in Year 7 – 9. Targeted paired reading sessions for Year 7 and 8.</p>	<p>SLT</p> <p>CL</p> <p>Pupil Premium coordinator</p> <p>Literacy coordinator</p> <p>G&T champions</p> <p>AR coordinator</p>	<p>Half termly</p>
Total budgeted cost					£ 180,000

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. Increased attendance rates for pupils eligible for Pupil Premium is at national expectation at 95%.	<p>Attendance officer and Heads of Year to monitor the attendance of Pupil Premium students and follow up quickly on attendance below national average (95%).</p> <p>LAC officer to monitor attendance for LAC students and meet carers/guardians on a half termly basis.</p>	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identify addressing attendance as a key step.	<p>Through half termly scrutiny of attendance figures.</p> <p>Letters regarding attendance concerns sent home to parents on a half termly basis.</p> <p>Adequate provision in place to support students' catch up quickly.</p> <p>Attendance figures recorded on Termly Reports to parents highlight target.</p>	<p>Attendance officer</p> <p>SLT</p> <p>HOY</p> <p>LAC officer</p>	Half termly
Total budgeted cost					£40,000

6. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.
- From latest RAISEonline report
- 93% of Pupil Premium students in sustained education against a national target of 83%. Significantly above national average.
- FSM/Pupil Premium capped and total point score significantly above national average.
- English Baccalaureate, Basics, Mathematics, Science, Languages and Humanities A*-C significantly above national average.
- Value added for Maths, Science and Languages for FSM/Pupil Premium significantly above national average.
- Expected progress in Maths for Pupil Premium students 73% against 72% expected progress for all students nationally.
- More than expected progress in Maths for Pupil Premium students 39% against 35% more than expected progress for all students nationally.
- 3 years improvement 'in school' closing the gap for: (3 years results in brackets)
 - 5 A* - C including Maths and English (25% / 20% / 8%)
 - English Baccalaureate (10% / 10% / 0%)
 - Basic (25% / 19% / 9%)
 - English A* - C (24% / 16% / 10%)
 - Maths A* - C (19% / 14% / 6%)
- Value added scores for Pupil Premium against the value added scores for Non Pupil premium pupil – Graph 1 below
- Past & Future Trends – Graph 2 below

Icknield High School (orange dot) – Data from Education Endowment Foundation



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.

