**Castle Phoenix Trust Pupil Premium Strategy/Self-Evaluation (Secondary)**



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| 1. **Summary information** | | | | | |
| **School** | Foxford Community School | | | | |
| **Academic Year** | 19/20 | **Total PP budget** |  | **Date of most recent PP Review** | Jan ‘20 |
| **Total number of pupils** | 1005 | **Number of pupils eligible for PP** | 364 | **Date for next internal review of this strategy** | Oct ‘20 |

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| 1. **Current attainment** | | | |
|  | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) | Closing the gap? |
| **Progress 8 score average** |  | 0.13 |  |
| **Attainment 8 score average** |  | 50.3 |  |
| **English and Maths (Strong passes)** |  | 50 |  |
| **English and Maths (Standard passes)** |  | 72 |  |
| **English (standard pass)** |  |  |  |
| **Maths (standard pass)** |  |  |  |

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| 1. **Barriers to future attainment (for pupils eligible for PP)** | | |
| **Academic barriers** *(issues to be addressed in school, such as poor literacy skills)* | | |
|  | | Reduced P8 gap between PPG students and all students (school and national) |
|  | | Narrow the achievement gap at KS4 between PPG students and all students so that it is more in line with KS3 figures. |
|  | | Literacy skills of disadvanatged pupils are generally lower than for non disadvatanged, meaning that access to the wider curriculum is impacted |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | |
| **D.** | Lack of aspiration; they do not understand the value of education and the opportunities it affords. | |
| **E.** | Social, emotional and mental health issues are prevalent in a large proportion of disadvantaged pupils | |
| **F.** | Attendance of disadvantaged students improves. | |
| **G.** | Parent engagement is low and for some there are significant family issues. | |

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| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | Success criteria |
|  | Reduced P8 gap between PPG students and all students (school and national) | Gap is in line with national figures. |
|  | Narrow the achievement gap at KS4 between PPG students and all students so that it is more in line with KS3 figures. | Gap is narrower in year 10 and year 11. |
|  | Enhance literacy skills of PP students to support access to the wider curriculum and progression routes | Disadvantaged pupils to make at least expected progress in English. Reading ages to increase at the expected levels with closing gaps. Evidenced from Accelerated Reader. Accelerated Reader fully embedded throughout KS3 with targeted support groups. Enhanced use of the library and homework clubs. |
|  | Increased aspiration leading to greater engagement in independent learning. | Home learning completion rates improve for PPG students in all year groups. |
|  | Social, emotional and mental health issues are prevalent in a large proportion of disadvantaged pupils | Social, emotional and mental health issues are prevalent in a large proportion of disadvantaged pupils |
|  | Attendance of disadvantaged students improves. | Attendance improves in line with national averages and gap between disadvantaged and non-disadvantaged closes |
|  | Parent engagement is low and for some there are significant family issues. | Improved levels of parental engagement and stronger PP parent attendance at Progress/engagement events. |

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| 1. **Planned expenditure** | | | | | | |
| **Academic year** | | **September 2019- September 2020** | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **Approach to address barrier to learning** | **Action** | | **Barrier** | **Evidence base** | **Planned outcome** | **Staff lead** |
| Class Seating Plans | Staff awareness of all disadvantaged students is not always clear and needs addressing through creation of an A-List, briefings and appraisal. | | A & B | Termly formal QA process. | Ensure every teacher knows which students are disadvantaged. This will allow for first wave intervention to take place in the classroom. In-school training given to teachers to ensure seating plans are utilised using new Classcharts software. | CHG  DTLs |
| High quality Learning and Teaching | Implement the principles of great teaching to ensure all teachers allow disadvantaged students to apply knowledge in learning through effective questioning and feedback. | | A & B | Termly formal QA process. | Teacher development profiles show full compliance of implementing framework and all lesson observations highlighting the explicit application of quality first learning and high quality questioning.  Progress of disadvantaged students will be monitored at each data track. | MQS  DTLs  Lead Practitioners |
| High quality verbal and written feedback | High quality feedback is given to every student in every lesson. | | A & B | Termly formal QA process. | QA will evaluate is this is happening in every lesson and progress of disadvantaged students should accelerate. | MQS  DTLs  Lead Practitioners |
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| **Total budgeted cost** | | | | | |  |
| 1. **Targeted support** | | | | | | |
| **Approach to address barrier to learning** | **Action** | | **Barrier** | **Evidence base** | **Planned outcome** | **Staff lead** |
| Developing Student Aspirations | Careers guidance - Every PP student in year 10 and year 11 has at least one careers interview in order to raise aspirations. | | D | Register of careers interviews | All PPG students in years 10 and 11 have a careers interview by the end of the autumn term.  Destinations of disadvantaged students improves to include more students who are studying at post-16. Number of NEET to be low. | HQC  RHN |
| Social and Emotional Learning | OB2L – identifying the most vulnerable students who have potential barriers to learning in all four categories – Learning, Welfare, School Expectations and Deprivation will be provided with a core offer of additional support. | | A, B, D, E & F | OB2L\* attainment and progress Emotional timetables Welfare screening | Every OB2L\* student demonstrates high self-esteem, positive self-efficacy, resilience, mental stability and a sense of belonging. | SQH  SEND  DOLS |
| Core WAVE 2 Intervention | Core intervention groups – subject specialists will provide additional small group intervention for targeted PP students following data capture and assessments. | | A, B and C | Data collections | Targeted PP students make improved progress. | LQW  AMD  SET  DTL (Core)  SLT Link |
| Implement a HA strategy which includes HA PP students. | Implement a strategy to target disadvantaged HPA to run throughout the year.  Engage student through assertive mentoring | | A and D | Data collections | Progress of PP HA students improves at each data collection | CHG  DOL  SLT |
| **Total budgeted cost** | | | | | |  |
| 1. **Other approaches** | | | | | | |
| **Approach to address barrier to learning** | **Action** | | **Barrier** | **Evidence base** | **Planned outcome** | **Staff lead** |
| Extracurricular activities. | Ensure that the percentage of PPG students attending a trip, or an additional extra-curricular activity, reflects the percentage of PPG students who are eligible to take part. | | D | School Trip Register | Improved engagement with enrichment activities and trips to enable them to explore interests and talents, participating in ways which might not otherwise be available to them. | DOLs  DTLs  EVC |
| Improving PP attendance and reducing PP PA. | Ensuring that all external factors such as uniform, PE kit, equipment and hygiene factors are catered for to prevent any such reasons for nonattendance | | F | Ongoing evaluations of impact Attendance data for PP students | Attendance with Persistent absenteeism for disadvantaged pupils to reduce to be in line with national averages | ADOLs  DOLs  Safeguarding |
| Text messages are sent to parents of disadvantaged students when they are absent with a follow up phone call. The immediacy of the text message allows poor attendance to be tackled quickly and effectively. | | F & G | Ongoing evaluations of impact Attendance data for PP students | Attendance with Persistent absenteeism for disadvantaged pupils to reduce to be in line with national averages | ADOL  DOL  LQD  Safeguarding |
| Attendance Officer will ensure consistent practice of attendance across different sites. Where the attendance of disadvantaged students falls, intervention will be put in place to support the improvement of attendance. Where there are family concerns which are impacting on attendance, further support and guidance will be given. | | F & G | Ongoing evaluations of impact Attendance data for PP students | Attendance with Persistent absenteeism for disadvantaged pupils to reduce to be in line with national averages | LQD  Safeguarding |
| Monitor attendance at Progress Evening of PP parents. PP parents/carers are contacted with early notice of events. | | F & G | Attendance Registers | The gap in attendance between disadvantaged and non-disadvantaged diminishes. | DOL  SLT Link |
| KS3 & KS4 ADOLs and Learning Mentors (LM) | ADOL/LM to make first day contact with disadvantaged students when they are absent for more than a couple of days and participate with the absent management process when it escalates by working with parents. ADOL/LM to proactively support improved behaviour and to monitor pastoral barriers to learning. | | A, B, E, F & G | Termly Monitoring | The gap in attendance between disadvantaged and non-disadvantaged diminishes.  Increased parent engagement and support.  Increase in PP ATLs  Decrease in SIMS Behaviour Incidents. | ADOLS  LM |
| Parents encourage students to help raise aspirations and standards of behaviour. | To improve communication and relationships with disadvantaged parents using; Twitter, Firefly, Progress Evenings and Academy Events. | | A, B, D, E, F & G | Termly Monitoring | All parents of PP students attend at least two parent meetings. Parents of PP students feel well informed and supported. | CHG  DOL  SLT Link |
| Digital Learning and Engagement | All PP students have access to Firefly and GCSE pod to aide their progress in subjects. | | A, B, C and D | Termly Monitoring | PP students regularly complete their home learning.  PP students regularly engage with Digital Learning. | CHG  MQS |
| **Total budgeted cost** | | | | | |  |