

# Pupil premium strategy statement (secondary)

1. Summary information					
School	John O' Gaunt School				
Academic Year	19-20	Total PP budget	85000	Date of most recent PP Review	06/19 OfSTED
Total number of pupils	379	Number of pupils eligible for PP	101 (72 FSM)	Date for next internal review of this strategy	July 19
2. Current attainment (Summer 19)					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% Achieving 9 – 4 in English			61.5%		
% Achieving 9 – 4 in maths			53.8%		
Progress 8 score average (Aug 2019)			-0.102	0.13	
Attainment 8 score average (Aug 2019)			2.99	5.01	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	The ability profile of PP students is significantly lower than that of non-PP students (KS2 and CAT data). This results in low literacy, especially amongst our boys.				
B.	A significant proportion of PP students are also on our SEND register and many have difficult family circumstances.				
C.	A proportion of PP students display poor behaviour and lack of engagement to lessons.				
External barriers					
D.	Our pupil premium students have a lower attendance than students who are non –PP (barrier from primary school, in many cases)				
4. Desired outcomes				Success criteria	
A.	Pupil premium students make good progress overall and there is a rigorous tracking of progress in bucket 2 and 3 subjects			They achieve their baseline targets, as a minimum expectation.	

		<p>Bucket 3 = 7 subjects (6 had negative SPI)          Bucket 2= 4 subjects (all 4 have negative SPI)</p> <p>There is 0% gap between P8 for PP and non-PP students.</p> <p>Internal data following CAGs shows:          Non-PP P8 = 0.02          PP P8 = - 0.65</p>
<b>B.</b>	All lessons focus on engagement and high expectations for all, and address SEND needs.	<p>100% good or better lessons. Reduction in removal from lessons, isolation and exclusion rates.</p> <p>40% reduction achieved once Welfare Team and AVP in post, from Jan. 2020. No possible calculation post March 2020.</p>
<b>C.</b>	Attendance is tracked more rigorously and intervention is timely	<p>Gap between PP and non-PP student is reduced to 1% or less.</p> <p>Gap was 5 to 8% difference depending on year group (please see separate report to understand context).</p>

5. Planned expenditure					
Academic year		2019-2020			
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?
Improved Literacy and Tier 2 vocab. vocabulary	DEAR (tutors) VIPERS CPD (All teachers)	Reading is a focus for all and part of the tutor programme VIPERS is an initiative for all, to teach students, strategies to read better Staff reflect on their practice and focus on PP / SEND students first	Evidence based (staff to share what they are doing) Learning walks during tutor sessions Coaching pairs' focus will be recorded, shared and evaluated	JM	6 <sup>th</sup> month review
High expectations of all and better differentiation	JoG's new Learning Standards SEND review Intervention plans Faculty Plans mirror AIP re. key foci	Lack of consistency has been an issue, especially as new staff join Intervention needs to focus on all years, not just Y11 More rigorous analysis of data needed	Expectations will be displayed in class and monitored through learning walks / deep dive reviews Data capture will be clearly analysed and intervention will be timely	JM / SK/CW	6 <sup>th</sup> month review
<b>Total budgeted cost</b>					50000
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?
Improved attendance	Attendance Officer in post AVP (Behaviour) will have a clear focus on attendance	EWO's work needs to be helped by our systems  PP students' attendance has been poorer than non-PP, for some time	Fortnightly report identify 'at risk students'  Liaison with families is increased and proactive	DZ	6 <sup>th</sup> month review

Reduced exclusions	T&L at the heart of all that we do Welfare Team appointments Review POD structure	Removals of lessons and isolations are higher for PP students POD deals with sanctions and proactive reintegration in the same area and sometimes, at the same time; this is not always successful	Review Behaviour policy Focus on a few 'at risk' students, weekly and review progress in Welfare meetings POD's structure is clearer and staff share intervention more effectively	DZ	6 <sup>th</sup> month review
<b>Total budgeted cost</b>					25000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Widen horizons	Visits / speakers / leadership opportunities	Cultural / social capital divide between PP and non-PP students is often wide	Calendared events / opportunities are increased with PP priority Leading learning in lessons (ELT to monitor and review) Student voice about opportunity and equality of access shows greater participation	CW	6 <sup>th</sup> month review
KS4 interventions	Y11 post-mock plan (T2 and 4) Y10 mentoring programme	Y11 students all need further support in their last year (mental health is an issue for a proportion of them) Bucket 2 and 3 show negative subject progress index Y10 show a need for support to engage better	Attendance at events Attendance at revision sessions Engagement with 'at risk' students' families Better predictions for bucket 2 and 3 subjects Fewer removals / sanctions for Y10	CW / DZ	6 <sup>th</sup> month review
<b>Total budgeted cost</b>					10000

6. Review of expenditure				
Previous Academic Year		<b>SEE SEPARATE IMPACT REPORT</b>		
<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<b>ii. Targeted support</b>				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<b>iii. Other approaches</b>				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

## 7. Additional detail

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



