

PUPIL PREMIUM STRATEGY – Ludlow C of E School 2018/19

1. Summary information					
School	Ludlow School				
Academic Year	2018/19	Total PPG budget	£185,000 tbc	Date of most recent PPG Review	November 2018
Total number of students	592	Number of students eligible for PPG	181	Date for next internal review of this strategy	July 2019
Percentage of students eligible for PPG	31%	Number of students eligible for PPG by year group	7: 31 8: 43 9: 45 10: 27 11: 35	Percentage of students eligible by year group	7: 29% 8: 37% 9: 36% 10: 24% 11: 27%

2. Current attainment				
From SISRA	Students eligible for PPG 2018 results	Students eligible for PPG 2017 results	Students not eligible for PPG 2018 results	Students not eligible for PPG 2017 results
Progress 8	-0.4 (LA -0.52)	- 0.61	-0.1	-0.65
English P8	-0.3	- 0.22	-0.01	-0.19
Maths P8	-0.6	- 0.23	-0.3	-0.5
A8 Points	35.55	32.3	45.89	44.4
EBacc P8	+0.01	-0.5	+0.1	-0.7
Open P8	-0.8	-1.1	-0.2	-0.9

3. Barriers to future attainment (for students eligible for PP)

In-school barriers (*issues to be addressed in school*)

A.	Literacy and numeracy skills
B.	Behaviour for Learning
C.	Improving levels of progress for Mathematics/English at KS3 and KS4 and Science at KS4
D.	Use of data to maximise quality first teaching

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Attendance for PPG students – HT1 2018/19	
	11 PPG/Non-PPG	92.1/95.1
	10 PPG/Non-PPG	93/95.2
	9 PPG/Non-PPG	90.7*/96
	8 PPG/Non-PPG	92.5/94.1**
	7 PPG/Non-PPG	95/97.5
	* Inclusion issues with PLP 2 students	
	** FTE/P.Ex	
F.	PPG students with behaviour, mental health needs or disadvantaged home-learning environments	
G.	Aspirations of PPG students	

4. Desired outcomes (*desired outcomes and how they will be measured*)

		Success criteria
A.	Improved literacy and numeracy skills	At Year 11, PPG students make levels of progress in Maths and English in line with non-PPG students nationally, or to ensure the gap in progress continues to close. In all other year groups, progress of PPG students in Maths and English is at least as good as non-PPG students, or that gaps in progress decrease. PPG students who have had additional Maths/English support show clear evidence of catching-up with non-PPG students.
B.	Positive behaviour for learning	Numbers of FTE and lesson exits to be in line with non-PPG students. Use of key person/Spectra support shows positive impact on behaviour. Achievement/behaviour data demonstrates improved behaviour and engagement with learning.

C.	Improved levels of progress for Mathematics and English at KS3 and KS4. Science – KS4.	PPG students will make better progress than previous years in KS4 outcomes. KS3 tracking will show a reduction in gap between PPG and non-PPG students (DCP data). Smaller class sizes will be evident within focused intervention taking place for targeted PPG students in KS3 and KS4 to accelerate progress.
D.	More effective use of data to maximise quality first teaching	Staff will be able to plan lessons and structure learning to ensure that PPG students make good progress. The use of SISRA analysis to inform teaching strategies and interventions, SSIPs/ClassCharts, and class data files will provide evidence.
E.	Lower rates of absence in line with non-PPG students	There will be a reduction in PPG whole school absence, and rates of persistent absence.
F.	More support for PPG students with social-emotional needs, and assistance with removing external barriers to learning	Access to mental health support, through specialist trained TA, school counsellor, use of key person, EWO, FSW, and learning mentor. Behaviour Reviews and intervention records evidence additional sessions, interventions, support with uniform, equipment, trips. Data, RAMG notes, annual reports, and interim progress reports, achievement and behaviour data evidence impact.
G.	Increased aspirations of PP students	PPG students engaged with post-16 pathways, work experience, and MA enrichment. Early support from Careers advisor. Post-16 destinations secured.

5. Planned expenditure

Academic year | 2018/19 |

The three headings below demonstrate how the Pupil Premium is going to be used 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. Improve the literacy and numeracy skills in PPG students across school.</p>	<p>Specialist teaching for intervention groups in Maths and English. (£42,000)</p>	<p>Close the Gaps in progress with non-PPG and make expected progress minimum KS2-KS4 in English and Maths. Evidence: Analysis of prior attainment data vs current data. Small, targeted groups in extended lessons to ensure that key skills and concepts are understood. It has been shown in research (EFF & Hattie) that if the class size is reduced to below 20, or even better, 15, then a positive impact is seen. It allows for better feedback which is shown as one of the most positive ways to improve</p>	<p>SLS to use current data to effectively select students for the smaller groups to ensure that maximum impact is being made on the key students.</p>	<p>SLT and SLS MM for English Intervention. HR for Mathematics intervention.</p>	<p>On-going through DCP tracking and monitoring of progress of students receiving intervention.</p>

		achievement (Hattie, Sutton Trust/ EFF).			
C. Improved levels of progress for Maths and English at KS3 and KS4	At KS3 - Maths and Literacy Support programmes – 123maths; Lexia; Spellzone Accelerated reader Intervention groups (see above in A.) (£7000)	To accelerate literacy and numeracy skills amongst faltering students, and below NS on entry, to ensure students make expected progress (“Catch-up and keep-up”)	SLs and subject teachers will identify key students to ensure time is being used effectively and students are being targeted correctly.	SLT and SLs	<p>On-going though data tracking at milestones of DCPs.</p> <p>Need to standardise feedback from MM/HR</p> <p>More formal consultation with parents about PPG intervention – currently letter at start/end of intervention.</p> <p>Student voice following intervention is included in weekly SLT Work Scrutiny.</p> <p>Improved data tracking – consistency across E/M; exit survey?</p>
C. Improved outcomes in Science at KS4	PPG focused intervention groups in school time – S0 and non-exam timetabled lessons. Supply of revision guides. Revision guides (£500)	To support mastery of concepts and increase confidence through exam-focused preparation.	SLs and subject teachers will identify key students from data tracking.	SLT and SLs	<p>BG/RT/BF to agree students for Jan 2019</p> <p>And April 2019?</p>

D. Effective use of data	Assessments against agreed criteria at KS3 and exam criteria at KS4; moderated judgements within departments; data collection at DCP milestones can be analysed (SISRA) for progress.	All PPG research (John Dunford) outlines that effective use of data is key to managing impact of interventions.	<p>Teachers/SLs/PHE/KL carefully track PPG progress through whole school tracking analysis meetings (RAMG).</p> <p>Evidence of use of SISRA for data analysis and comparisons; use of ClassCharts and class data files.</p> <p>Greater awareness of PPG students – so teachers can really focus on accelerating progress.</p> <p>Venn diagram for each year group – SEN, PP, MA. Class Charts will assist with raising this profile.</p> <p>High quality feedback and marking - Evidence of shape differentiation in marking and assessment.</p> <p>Use of direct questioning to PPG students. Targeted and effective questioning for students in PPG focus groups <i>every</i> lesson.</p>	SLT/SLs/KL	<p>On going</p> <p>PPG Area Review and Student Pursuits.</p>

<p>F. Assist in removing barrier to learning</p>	<p>Counselling support to include: Professional counsellor (£10,000) FSW (£5000) EWO, TAs in Key Person role Learning Mentor (£10,000) Learning Resources: KS4 Study Guides Differentiated texts and equipment (£6,500) Uniform (£750) Educational visits support (£10,000)</p>	<p>To support social-emotional development of PPG students; to help them manage their learning, with the learning mentor in Y11. Evidence; 95+% attendance; expected levels of progress; achievement/behaviour data</p> <p>By allowing departments to be better equipped for teaching, it will ensure that more personalised teaching, and that PPG students can have the same access to additional learning resources as non-PPG; this will have a positive impact on progress. PPG students will be able to have access to the full range of learning experiences, encouraging both engagement and enjoyment of learning. PPG students will develop positive attitudes to school, learning, confidence and self-esteem.</p>	<p>CLTs and AHT to monitor attendance and progress in school.</p> <p>SLs will review resources and liaise with line managers and SBM, over purchase.</p>		<p>On-going</p>
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ii. Targeted support

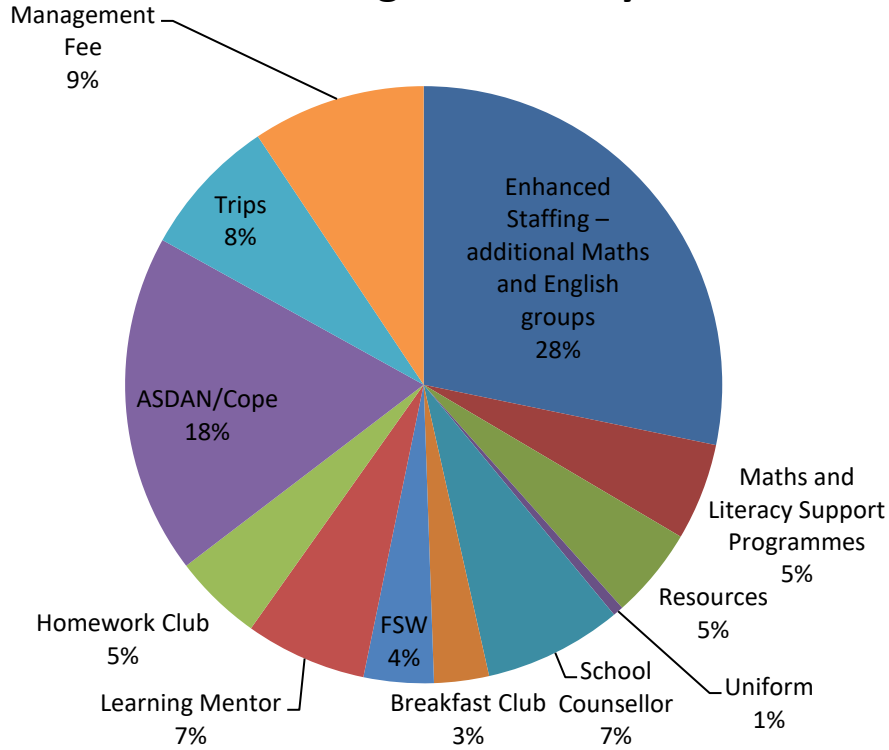
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Improve the literacy and numeracy skills in PPG students across school</p>	<p>Additional revision sessions at KS4 – SO, S6 and during non-exam lessons. Supply of revision guides and materials (£1000)</p> <p>Learning Mentor (£10,000)</p>	<p>These sessions will be targeted to help support a number of students, but a key focus will be for underachieving PPG at KS4 (RAMG). Promote mastery of skills, and exam practice.</p> <p>Close the Gaps in progress with non-PPG and make expected progress KS2-KS4 in English and Maths.</p> <p>There will be small group or individual sessions. This has been shown to have a positive impact on closing gaps. Allows collaborative learning (EFF) which is shown to have positive impact.</p> <p>To support students with specific learning needs, specifically at KS4.</p>	<p>PHE/KL oversees the timetabling of intervention sessions and SLs/CLTs ensure that the right students are being targeted.</p> <p>Regular discussion and updates at RAMG meetings.</p> <p>Further Pupil Pursuit/case studies to QA assure the school's systems and outcomes</p>	<p>SLT, SLs, CLTs, KL</p>	<p>DCP 2018/19 RAMG meetings</p> <p>Timetabling, sustainability and effectiveness of session 0s and 6s and holiday sessions; Targetting underachieving PPG students need to be in school time.</p>

<p>E. Lower the rate of absence for PPG students in line with non-PPG</p> <p>F. Support for PPG students with social-emotional needs, and removing external barriers to learning</p>	<p>Breakfast Club (£4,000)</p> <p>FSW (£5,000)</p> <p>School counsellor (£10,000)</p>	<p>95%+ attendance</p> <p>Make expected levels of progress in line with non-PPG.</p> <p>Data shows that students with low confidence and self-esteem underachieve (Sutton Trust). This is often linked to poor attendance which in turns impacts progress.</p> <p>Support students with specific emotional barriers to learning and to develop positive attitudes to self and school. It has also been shown that ensuring that students are feeling good socially and emotionally then they will achieve better (Hattie).</p>	<p>AHT, SENCO, CLTs and tutors will work in identifying students through school systems</p>	<p>SLT, CLT, SENCO</p>	<p>Jan 2019</p>
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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?
<p>C. Improve levels of progress for Maths and English at KS3 and KS4</p> <p>F. Assist in removing external barriers to learning</p> <p>G. Raising aspirations</p>	<p>Breakfast Club (£4000)</p> <p>Homework Club (£6,500)</p>	<p>Support students with learning</p> <p>To develop positive attitudes to the school, confidence and self-esteem.</p> <p>Make expected levels of progress in line with non-PPG.</p> <p>To improve behaviour and engagement.</p> <p>Evidence shows through a 'Growth mindset' approach of continued effort and practice, then improvement will be made.</p> <p>Quality homework at secondary shown to have moderate impact (EEF).</p>	<p>Attendance tracking</p> <p>Achievement/behaviour data</p>	AHT, CLTs, CAS	<p>Y7 DofE boys group 13/20</p> <p>PPG</p>

<p>A. Improve the literacy and numeracy skills in PPG students across school</p> <p>C. Improved levels of progress for mathematics at KS3 and KS4</p>		<p>ClassCharts as an effective strategy to analyse rewards/sanctions is important to ensure that students are able to progress (Hattie). It also allows for behavior interventions to be effectively implemented (EFF)</p>	<p>CLTs and AHT will ensure that any interventions are targeted, and that system is used efficiently.</p> <p>Tutor Meetings.</p>	<p>CLTs and AHT</p>	<p>Ongoing</p>
<p>G. Raise the aspirations of PPG students</p>	<p>Financial support for educational trips, revision resources, and equipment</p> <p>(£10,000)</p>	<p>Clear benefits attached to being able to experience these opportunities from social interaction and cultural experiences</p>	<p>SLT and CLT</p>	<p>SLT</p>	<p>Ongoing</p> <p>Unifest focus – 3/10</p> <p>Y9 NCOP university trip</p> <p>HT6</p>
<p>PPG Strategy</p>	<p>Management Fee (€12,500)</p>	<p>Close the Gaps in progress with non-PPG and make expected progress minimum KS2-KS4 in English and Maths.</p>	<p>Monitor progress of PPG students.</p> <p>Review and evaluate interventions.</p>	<p>HT</p>	<p>Ongoing</p> <p>PPG review – 2019</p>

PPG Budget Summary



Enhanced Staffing – additional Maths and English groups	41,724.00
Maths and Literacy Support Programmes	8721.00
Resources	6500.00
Uniform	750.00
School Counsellor	9880.00
Breakfast Club	3918.00
FSW	5000.00
Learning Mentor	8679.00
Homework Club	6355.00
ASDAN/Cope	24298.00
Trips	10000.00
Management Fee	12365.00
Budget total	138,187