

Nether Stowe School
Pupil Premium Allocation and Strategy 2018-2019

Curriculum Year 2018-2019	Number of pupils in receipt of the Pupil Premium at £935 per pupils	Funding Allocation
7	42	£55,440
8	41	£38,335
9	45	£42,075
10	49	£48,815
11	42	£39,270
Total	219	£220,935

All Years	Number of Looked After Children at £1900 per pupil	Funding Allocation
7-11	7	£13,400
All Years	Number of Service Children at £300 per pupil	Funding Allocation
7-11	7	£2,100

Total Pupil Premium Funding
£236,435

Nether Stowe School utilises a wide range of research and evidence to allocate funding to the activities most likely to have a high impact on pupil progress and achievement. These are outlined in the EEF summary at the end of this document. Support for pupil premium eligible students is targeted at maximising achievement based upon a range of different starting points and subsequent personalisation of provision. Accordingly, the pupil premium spend is divided into the following priority areas:

Priority	1 To embed Quality first teaching through High quality CPD	2 Highly-tailored intervention	3 Minimising barriers to achievement	4 Raising aspirations and broadening experiences
Allocation	38% Approximately £90,931	32% Approximately £74,574	15% Approximately £35,465	15% Approximately £35,465

Priority Aims	<ul style="list-style-type: none"> • Ensure a consistent approach across the school to core aspects of learning time. • Ensuring that teaching and learning meets the needs of each learner. • Investment in developing and sharing excellent practice • Developing coaching model to impact on teaching and learning. • Establishing and embedding common aims for assessment and feedback whilst ensuring that it impacts on pupil progress • Subject-based, highly-tailored, CPD to ensure level or challenge is appropriate • Implement Metacognition training to support pupil progress 	<ul style="list-style-type: none"> • HLTA Intervention in English & Maths – small group work during lesson time • Immediate identification of where the gaps exist • Rapid and highly precise intervention to address gaps • Embedding swift improvements in literacy and numeracy • Complementary curriculum pathways • Implement an Accelerator Reader programme to support wider reading • Interviews with Headteacher & Deputy Headteacher (Yr 11) 	<ul style="list-style-type: none"> • Pastoral Heads to ensure that PP students have personal phones to invite them to parents evenings • Strategic deployment of staff through college structure to ensure target key students' attendance improves • Targeted use of pastoral heads, utilising multi-agency access to support the personal well-being of disadvantaged pupils • Ensure all students access highly personalised careers education, information and guidance (CEIAG) • Provision of effective information and support for parents • Provide Mental Health Support through qualified Mental Health First Aiders 	<ul style="list-style-type: none"> • Raise aspiration – for students at all stages of their education - through dedicated opportunities to visit and experience university. • Raise aspirations of students through high-profile recognition of excellent student achievement and progress. • Increase student access to cultural activities and experiences.
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Year 7 Statements of Success		RAG		
		Term 1	Term 2	Term 3
To use £236,435 to ensure:				
A	From each different starting point, the percentage of disadvantaged pupils on track to make progress in English is in line with that for 'non-disadvantaged' students*			
B	From each different starting point, the percentage of disadvantaged pupils on track to make progress in Maths is in line with that for 'non-disadvantaged' students*			
C	The average attendance per student at least meets our in-school targets for both disadvantaged and 'non-disadvantaged' pupils			
D	The number of behaviour points for disadvantaged students at least meets our in-school targets for disadvantaged and 'non-disadvantaged' pupils			

E	All disadvantaged students participate in at least one significant extra-curricular activity			
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**Where an in-school gap exists or widens, inspectors should consider whether this is because disadvantaged pupils attain more highly than other pupils do nationally, but non-disadvantaged pupils in the school attain even more highly'*

Year 8 Statements of Success		RAG		
		Term 1	Term 2	Term 3
To use £236,435 to ensure:				
A	From each different starting point, the percentage of disadvantaged pupils on track to make progress in English is in line with that for 'non-disadvantaged' students*			
B	From each different starting point, the percentage of disadvantaged pupils on track to make progress in Maths is in line with that for 'non-disadvantaged' students*			
C	The average attendance per student at least meets our in-school targets for both disadvantaged and 'non-disadvantaged' pupils			
D	The number of behaviour points for disadvantaged students at least meets our in-school targets for disadvantaged and 'non-disadvantaged' pupils			
E	All disadvantaged students participate in at least one significant extra-curricular activity			

**Where an in-school gap exists or widens, inspectors should consider whether this is because disadvantaged pupils attain more highly than other pupils do nationally, but non-disadvantaged pupils in the school attain even more highly'*

Year 9 Statements of Success <i>To use £236,435 to ensure:</i>		RAG		
		Term 1	Term 2	Term 3
A	From each different starting point, the percentage of disadvantaged pupils on track to make progress in English is in line with that for 'non-disadvantaged' students*			
B	From each different starting point, the percentage of disadvantaged pupils on track to make progress in Maths is in line with that for 'non-disadvantaged' students*			
C	The average attendance per student at least meets our in-school targets for both disadvantaged and 'non-disadvantaged' pupils			
D	The number of behaviour points for disadvantaged students at least meets our in-school targets for disadvantaged and 'non-disadvantaged' pupils			
E	All disadvantaged students participate in at least one significant extra-curricular activity			

**'Where an in-school gap exists or widens, inspectors should consider whether this is because disadvantaged pupils attain more highly than other pupils do nationally, but non-disadvantaged pupils in the school attain even more highly'*

Year 10 Statements of Success		RAG		
		Term 1	Term 2	Term 3
To use £236,435 to ensure:				
A	The Progress 8 score for disadvantaged pupils is in line with 'non-disadvantaged' pupils in the school*			
B	From each different starting point, the percentage of disadvantaged pupils on track to make progress in English is in line with 'non-disadvantaged' students*			
C	From each different starting point, the percentage of disadvantaged pupils on track to make progress in Maths is in line with 'non-disadvantaged' students*			
D	The percentage of disadvantaged pupils on track to achieve a good pass (grade 5 or above) in English and Maths is in line with 'non-disadvantaged' pupils nationally and in school*			
E	The Attainment 8 score / average grade for students is in line with 'non-disadvantaged' pupils in the school*			
F	For disadvantaged students, the Ebacc Progress 8 score is in line with non-disadvantaged' students*			
G	The average attendance per student meets our in-school targets for both disadvantaged and 'non-disadvantaged' pupils			
H	The number of behaviour points for disadvantaged students at least meets our in-school targets for disadvantaged and 'non-disadvantaged' pupils			
I	All disadvantaged students participate in at least one significant extra-curricular activity			

**Where an in-school gap exists or widens, inspectors should consider whether this is because disadvantaged pupils attain more highly than other pupils do nationally, but non-disadvantaged pupils in the school attain even more highly'*

Year 11 Statements of Success		RAG		
		Term 1	Term 2	Term 3
To use £236,435 to ensure:				
A	The Progress 8 score for disadvantaged pupils is in line with 'non-disadvantaged' pupils in the school*			
A	From each different starting point, the percentage of disadvantaged pupils on track to make progress in English is in line with 'non-disadvantaged' students*			
B	From each different starting point, the percentage of disadvantaged pupils on track to make progress in Maths is in line with 'non-disadvantaged' students*			
C	The percentage of disadvantaged pupils on track to achieve a good pass (grade 5 or above) in English and Maths is in line with 'non-disadvantaged' pupils nationally and in school*			
D	The Attainment 8 score / average grade for students is in line with 'non-disadvantaged' pupils in the school*			
E	For disadvantaged students, the Ebacc Progress 8 score is in line with non-disadvantaged' students*			
G	The average attendance per student meets our in-school targets for both disadvantaged and 'non-disadvantaged' pupils			
H	The number of behaviour points for disadvantaged students at least meets our in-school targets for disadvantaged and 'non-disadvantaged' pupils			
I	All disadvantaged students participate in at least one significant extra-curricular activity			

**Where an in-school gap exists or widens, inspectors should consider whether this is because disadvantaged pupils attain more highly than other pupils do nationally, but non-disadvantaged pupils in the school attain even more highly'*

Detailed Plan and Spend

Priority 1											
To embed Quality first teaching through High quality CPD											
Strategy		Lead	SIDP Link	EEF Toolkit	Plan	Communicate	Implement	Review	RAG Review		
									Term 1	Term 2	Term 3
1	Ensure a consistent approach across the school to Do Now, Learning Intentions & Red Zone Activities.	SP	2.1 2.3.3	13	Summer 18	Summer 18	Summer 18	Summer 19			
2	Ensuring that teaching and learning meets the needs of each learner, particularly the most able.	SP	2.2.3	13	Summer 18	Autumn 18	Autumn 18	Summer 19			
3	Develop a Coaching model to support staff through effective CPD	SP	2.2.3	13	Summer 18	Autumn 18	Autumn 18	Summer 19			
4	Ensure that homework consistently deepens understanding in all curriculum areas	SP	2.7.3	11	Summer 18	Autumn 18	Autumn 18	Summer 19			
6	Monday evening Subject-based CPD that is highly-tailored, to ensure level or challenge is appropriate	SP	2.6.1	13	Summer 18	Autumn 18	Autumn 18	Summer 19			
7	Implement Metacognition training to support pupil progress	SP	2.5	16	Autumn 18	Autumn 18	Autumn 18	Summer 19			

**Priority 2
Highly-tailored intervention**

Strategy		Lead	SIDP Link	EEF Toolkit	Plan	Communicate	Implement	Review	RAG Review		
									Term 1	Term 2	Term 3
1	HLTA Intervention in English & Maths – small group work during lesson time	AS	4.2.1	30	Summer 18	Autumn 18	Autumn 18	Summer 19			
2	Teacher Raising Achievement Plans that focus on ensuring students achieve MEGs	AS	4.5	13	Summer 18	Autumn 18	Autumn 18	Summer 19			
3	AHT in charge of curriculums to analyse and evaluate data for Mile Stones, identifying interventions to improve student outcomes	AS	4.2.3	12	Summer 18	Autumn 18	Autumn 18	Summer 19			
5	Implement an Accelerator Reader programme to support wider reading	KEH	2.3.1	25	Summer 18	Autumn 18	Autumn 18	Summer 19			
6	Targeted students Interviews with year 11 student's & parents on PSHE days by the Headteacher & Deputy Headteacher.	AS	4.1	20	Summer 18	Summer 18	Summer 18	Summer 19			

Priority 3
Minimising barriers to achievement

Strategy		Lead	SIDP Link	EEF Toolkit	Plan	Communicate	Implement	Review	RAG Review		
									Term 1	Term 2	Term 3
1	Pastoral Heads to ensure that PP students have personal phones to invite them to parents evenings, making appointments for them where needed	DS	3.1.6	20	Autumn 18	Autumn 18	Autumn 18	Summer 19			
2	College & Pastoral Heads to ensure target key students' attendance improves for the disadvantaged pupils	DS	3.5.2	20	Autumn 18	Autumn 18	Autumn 18	Summer 19			
3	Targeted use of pastoral heads, utilising multi-agency access to support the personal well-being of disadvantaged pupils	DS	3	3	Autumn 18	Autumn 18	Autumn 18	Summer 19			
4	Ensure all students access highly personalised careers education, information and guidance (CEIAG)	AR	3	2	Autumn 18	Autumn 18	Autumn 18	Summer 19			
5	Provide Mental Health Support through qualified Mental Health First Aiders at registration, break and lunch times	RC	3	31	Summer 18	Autumn 18	Autumn 18	Summer 19			

Appendix 1: Educational Endowment Foundation Toolkit

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary
1 Arts participation	£££££	★★★★★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2 Aspiration interventions	£££££	★★★★★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3 Behaviour interventions	£££££	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
4 Block scheduling	£££££	★★★★★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5 Collaborative learning	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6 Digital technology	£££££	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
7 Early years intervention	£££££	★★★★★	+ 5 Months	High impact for very high cost, based on extensive evidence.
8 Extended school time	£££££	★★★★★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.
9 Feedback	£££££	★★★★★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10 Homework (Primary)	£££££	★★★★★	+ 1 Month	Low impact for very low cost, based on moderate evidence.
11 Homework (Secondary)	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on moderate evidence.
12 Individualised instruction	£££££	★★★★★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
13 Learning styles	£££££	★★★★★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
14 Mastery learning	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on moderate evidence.
15 Mentoring	£££££	★★★★★	+ 1 Month	Low impact for moderate cost, based on moderate evidence.
16 Meta-cognition and self-regulation	£££££	★★★★★	+ 8 Months	High impact for very low cost, based on extensive evidence.
17 One to one tuition	£££££	★★★★★	+ 5 Months	High impact for high cost, based on extensive evidence.
18 Oral language interventions	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
19 Outdoor adventure learning	£££££	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on limited evidence.
20 Parental involvement	£££££	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21 Peer tutoring	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
22 Performance pay	£££££	★★★★★	0 Months	Low or no impact for moderate cost, based on very limited evidence.
23 Phonics	£££££	★★★★★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.

24	Physical environment	£££££	★★★★★	0 Months	Very low or no impact for low cost based on very limited evidence.
25	Reading comprehension	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
26	Reducing class size	£££££	★★★★★	+ 3 Months	Low impact for very high cost, based on moderate evidence.
27	Repeating a year	£££££	★★★★★	- 4 Months	Negative impact for very high cost based on extensive evidence.
28	School uniform	£££££	★★★★★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29	Setting or streaming	£££££	★★★★★	- 1 Months	Negative impact for very low cost, based on moderate evidence.
30	Small group tuition	£££££	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
31	Social and emotional learning	£££££	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
32	Sports participation	£££££	★★★★★	+ 2 Months	Moderate impact for moderate cost based on moderate evidence.
33	Summer schools	£££££	★★★★★	+ 2 Months	Moderate impact for moderate cost based on extensive evidence.
34	Teaching assistants	£££££	★★★★★	+1 Months	Very low or no impact for high cost, based on limited evidence.