

One In A Million Free School: Pupil premium strategy statement (secondary)

| 1. Summary information | | | | | |
|------------------------|------------------------------|----------------------------------|-----------|--|---------|
| School | One In A Million Free School | | | | |
| Academic Year | 2017/18 | Total PP budget | £140,000 | Date of most recent PP Review | Sept 17 |
| Total number of pupils | 325 | Number of pupils eligible for PP | 165 (50%) | Date for next internal review of this strategy | Feb 18 |

| 2. Current attainment | | |
|---|------------------------|----------------------------|
| | Pupils eligible for PP | Pupils not eligible for PP |
| % achieving 5A* - C incl. EM (2015-16 only) | N/A | N/A |
| % achieving expected progress in English / Maths (2016-17 only) | 48% | 47% |
| % achieving expected progress in English (2016-17 only) | 42% | 45% |
| % achieving expected progress in Maths (2016-17 only) | 55% | 49% |
| Progress 8 score average | N/A | N/A |
| Attainment 8 score average | N/A | N/A |

| 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. | Poor behaviour |
| B. | Poor literacy skills |
| C. | Poor attitudes to self and school |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> | |
| D. | Poor Attendance – 91% compared to non-PP students who have 94% attendance Poor parental engagement |

| 4. Desired outcomes <i>(desired outcomes and how they will be measured)</i> | | Success criteria |
|---|---|------------------------------|
| A. | Improved Behaviour – reduction in Behaviour Reviews and Fixed Term Exclusions | In line with Non-PP students |
| B. | Improved reading skills – As measured in Accelerated Reading | In line with Non-PP students |

| | | |
|-----------|---|------------------------------|
| C. | Growing self confidence and self esteem (measured via PASS – Pupil Attitude to Self and School) | In line with Non-PP students |
| D. | Improved attendance – comparable with other students | 96% |

5. Planned expenditure

| | |
|----------------------|----------------|
| Academic year | 2016/17 |
|----------------------|----------------|

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 Teaching | New staff structure to focus in on T and L (£66,665) | New VP to lead on T & L 4 New Director roles with an overview of Dept T and L 3 new Assistant Directors to support learner engagement Larger pastoral Team | Monitored through regular review of SDP | PAG | Feb 18 |
| | Invest in quality CPD (£15,600) | If teachers improve the quality of experience for students does | CPD needs only agreed if part of a teacher's Professional Development Plan | JQ | Feb 18 |
| | EdisonLearning – support – (£9500) | | Careful mapping of Edison Learning skills against the | JQ | Feb18 |

| | | As an independent School employ an external Agency for T & L support | schools needs identified in the SDP | | |
|------------------------------|---|---|--|-------------------|---|
| Total budgeted cost | | | | | £89,765 |
| 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 Behaviour | Pastoral Support increased under new staffing structure | There is a clear link between behaviour for learning and good academic outcomes | Reduction in Behaviour reviews | JQ | Feb 18 |
| Improved Reading | Reciprocal Accelerated Reading £3,500 | Evidence that students on entry are below their peers in other schools | Use data to ensure that students are making good gains | AH | Feb 18 |
| Improved Attendance | Pastoral Team now leads on attendance | There is clear evidence that poor attenders underachieve | Monitor weekly attendance figures and carefully map the trends | JQ | Feb 18 |
| Total budgeted cost | | | | | £3,500 |
| 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? |

| | | | | | |
|-------------------------------------|---|--|--|----|------------------|
| Neuro-Linguistic Programme - £5,000 | Use Paul Dolby to access and oversee the NLP | Growing evidence to suggest that underachievement can be addressed by addressing STNRs | Establish baseline and retest – cross check it against gains in academic achievement | PG | Feb 18 |
| Careers Events - £3,500 | Plan a number of careers event throughout the year | Our students need to look to the future to realise the importance of today | Monitor external involvement and student voice | AH | Feb 18 |
| Rewards and enrichment - £25,000 | Students attend enrichments and rewards trips | Students who are rewarded and enriched perform better | Monitor the number of PP students attending rewards trips and enrichments | JQ | Feb 18 |
| Additional pastoral support – | | There is a clear link between behaviour for learning and good academic outcomes | Reduction in Behaviour reviews | PG | Feb 18 |
| Additional resources - £8,000 | Purchase of resources to aid progress. e.g. Bedrock, IXL, addition to library, IT, MyMaths. | Pilot programmes have proven to support attainment | Monitor outcomes | JQ | Feb 18 |
| Total budgeted cost | | | | | £ 134,765 |
| Total Allocated | | | | | £140,000 |
| To be allocated | | | | | £5,235 |

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

| 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 |
|------------------------------|---------------------------------|---|--|-------------|
| ii. Targeted support | | | | |
| 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 |
| iii. Other approaches | | | | |
| 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 |
| | | | Total Cost | £ |

