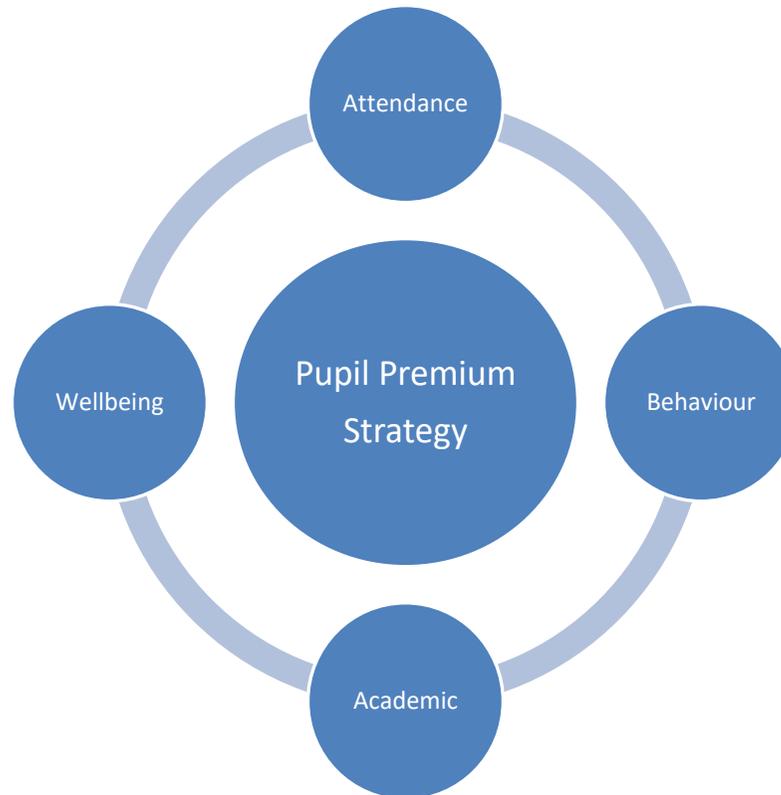


Achieving Excellence Together

Pupil Premium Strategy 2020-23

Respect, Aspiration, Perseverance



Context for the Pupil Premium Strategy 2020-21

Our disadvantaged students have consistently been outperformed by our non-disadvantaged students over the past few years. This trend will continue without significant intervention. There is a moral imperative to ensure that these students have the same life chances as their peers. This document sets out the strategy for next three years to address this underperformance and aims to close the gap between disadvantaged and non-disadvantaged students whilst continuing to raise progress and performance for all.

Challenges

- In-school attainment gaps on entry in English and Mathematics

	Count	English		Mathematics		Average	
	Dis	Dis	Other	Dis	Other	Dis	Other
Y7	57 (170)	No prior data due to national school closures					
Y8	74 (193)	101.9	103.5	100.6	103.4	101.2	103.3
Y9	59 (172)	101.6	104.8	99.7	102.6	100.6	103.7
Y10	49 (167)	102.4	104.6	100.3	103.3	101.4	103.8
Y11	53 (157)	100.2	104.5	99.3	102.8	99.8	103.6

- Attendance of Pupil Premium students (92.8% in 2019/20) does not match that of other students in the school (95.9% in 2019/20).
- Raising aspirations of Pupil Premium students by having the same high expectations as other students in the school.
- Ensuring Pupil Premium students have strong learning habits, including home learning.
- Building strong relationships with families.
- Disadvantaged students have disproportionately not be making as much progress as other students at The Purbeck School.
 - In 2018-19, disadvantaged students had an overall P8 figure of -0.19 compared to a P8 figure for non-disadvantaged of 0.4.
 - In 2017-18, disadvantaged students had an overall P8 figure of -0.07 compared to a P8 figure for non-disadvantaged of 0.5.
 - In 2016-17, disadvantaged students had an overall P8 figure of -0.26 compared to a P8 figure for non-disadvantaged of 0.5.
- Pupil Premium students have disproportionately not be making as much progress as other students at The Purbeck School.
 - In 2018-19, Pupil Premium students had an overall P8 figure of 0.05 compared to a P8 figure for non-Pupil Premium of 0.4.
 - In 2017-18, Pupil Premium students had an overall P8 figure of 0.14 compared to a P8 figure for non-Pupil Premium of 0.55.
 - In 2016-17, Pupil Premium students had an overall P8 figure of -0.02 compared to a P8 figure for non-Pupil Premium of 0.53.

Core Principles: How are we spending the Pupil Premium Grant?

At The Purbeck School, we have high expectations of ALL students. We draw on research evidence (such as the Education Endowment Foundation and the Sutton Trust toolkit) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. However, we never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels.

Our Pupil Premium spend is divided into the following four priority areas:

1. Teaching for Mastery and the Power of Assessment and Feedback

A commitment that virtually ALL students can learn all important academic knowledge to a level of excellence if...

- allowed the *right* amount of time to learn;
- provided with the *appropriate conditions* to learn.

We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on interventions to compensate. Over the past three years, we have developed and implemented a Mastery model of teaching, learning and assessment. In all subjects, units of work begin with a diagnostic pre-assessment with pre-teaching to ensure that all students, before the teaching of a new idea begins, have the foundations for new learning. These diagnostic assessments will identify gaps in a student's knowledge and skills. Teaching is responsive to the needs of students through continuous checking for understanding. High quality corrective instruction is provided to remedy gaps, errors and misconceptions in knowledge and skills. At the end of all units of work, post assessments provide opportunities for students to show what they have learned well and what they need to develop. Senior leaders, middle leaders and teachers across the school are continuously developing their curriculum and their classroom practice, by linking findings from cognitive science and other research.

2. Highly tailored interventions and more time

Our diagnostic assessments identify where the basic skills gaps exist among eligible students as soon as they arrive in Y7, through reading tests and dyslexia screening, and we deploy our HLTA's to help close these gaps. Students who have a reading age 12 months or more below their chronological age are provided an intervention appropriate from our Personalised Reading Pathways, which includes Jolly phonics, IXL and Lexonic.

3. Minimising barriers to achievement

We have thought carefully about what barriers to learning our students are experiencing, and how to remove or, at least, minimise them. As part of the Pupil Premium Guarantee, students will have access to a range of mentors to enable them to make progress with their learning. We have employed a Behaviour Management Support Worker, an Attendance Officer and a Mental Health Councillor to provide well-targeted support to improve behaviour and attendance, and to support student's mental wellbeing. Our Learning Mentors will strengthen links with families where these are barriers to a student's learning.

4. Raising aspirations and broadening experiences

Our priority is to support every child fulfil their potential, encourage all students to raise aspirations, and to progress onto higher education or into a career of their choice. We support our disadvantaged students financially by subsidising costs for trips and extracurricular opportunities. The Careers Information, Advice & Guidance Education programme at The Purbeck School aims to encourage all students to develop skills that will enable them to make the transition into further or higher education, apprenticeships and accredited training in employment. It aims to offer objective and impartial advice from a range of talks, activities and individual interviews. All students are offered a careers appointment to discuss their next steps, whether this is thinking about GCSE options, Post16 education or beyond.

Breakdown of planned expenditure

<i>Intervention/Support</i>	<i>Action</i>	<i>Total Funds: £211,247</i>	<i>Outcome/Impact/Monitoring</i>
Raising attainment across the school (Inc. Teaching for Mastery)			
House Leader	House Leaders to coordinate the attendance strategy with the attendance officer; academically mentor appropriate students for attainment; coordinate with tutors.	£27,927	PP attendance to show a rise and a reduction in the number of students who are persistently absent and a rise in the P8 score for PP students.
Attendance Officer	Improve the attendance of PP students across all year groups; this will have a positive impact on exam results.	£38,507	PP attendance to show a rise and a reduction in the number of students who are persistently absent.
Highly tailored interventions and more time			
Specialist Numeracy and Literacy Support	Support students who are at risk of not achieving their minimum estimated grade in English and Maths by assigning additional lessons to their timetables. Y7-9 English: Three extra lessons per cycle Y7-9 Maths: Two extra lessons per cycle Y10-11 English: Five extra lessons per cycle Y10-11 Maths: One or two extra lessons per cycle	£29,057	Ensure that Y7-9 students are prepared for their GCSE programme of study and are on or above track for their minimum estimated grade. GCSE students to be on track for a positive P8 for English and Maths – monitored by SLT after each tracking point.
Study Plus	All PP students have access to our Study Plus after school homework club. This includes laptops with online access, refreshments and specialist teacher support.	£1425	Greater opportunity for students to complete home learning with support.
Lexonic Intervention lessons	Raising reading levels of Y7-10 students identified improving literacy to impact across the curriculum.	£2,160	Improved levels of literacy. Reviewed by SENCO and Literacy Lead – individual case studies to provide evidence of progress.
IXL English and Maths	Provide deliberate practice of individual English and Maths skills.	£125	Improved levels of literacy or numeracy. Reviewed by SENCO – individual case studies to provide evidence of progress.
Exam concessions assessment	Use an external assessor to identify students that may require access arrangements for GCSE examinations.	£1129	Ensure that all students that may require exam concessions are identified and assessed.
Minimising barriers to achievement			
Inclusion Lead	Coordinate all pastoral and behavioural interventions, using our tiered approach, so that all students' needs are supported. This may include working with students experiencing behavioural barriers to learning, placed on the PIP process (see behaviour policy).	£16,005	Reduction in the number of FTE for PP students and number of students gaining more than one FTE.
Emotional Literacy Support Assistant	ELSA support, for Y7 students, ASD intervention group, I Have Never programme and Compass course, for Y8-11 students, delivered to ensure that they have a personalised programme of support to meet their individual needs, Inc. SEMH and speech and language.	£15,703	Student progress to be reviewed by Inclusion Lead and individual case studies to show progress.
Mental Health Councillor	To formulate a staged programme of intervention to ensure that students remain in school and have a healthy and happy approach to school.	£29,797	Staged programme to be in place – case studies to show impact on the student well being
Service child liaison officer	Point of contact for parents of service children to offer pastoral support during challenging times and to help mitigate the negative impact of family mobility or parental deployment.	£16,110	Service children engage in school and build a sense of a wider community and understanding of the role their service parent plays.
Late Bus	Provide a late bus one night each week so that students can attend after school academic interventions, home learning club or enrichment activities.	£5,852	Improved attendance at school academic interventions, home learning club or enrichment activities.
Raising aspirations and broadening experiences			
Careers Advice and Mentoring	All PP students have access to personalised careers advice, using either Ansbury or a school careers mentor.	£6,150	PP students leave Y11 or Y13 with a full time education, training placement or job.
PP Guarantee	Ensuring all PP students have access to full school uniform; educational equipment; trips	£21,300	Ensuring that all PP students have equal access to educational opportunities required for them to succeed

Raising attainment across the school (Inc. Teaching for Mastery) – Academic Strategy Overview

Teaching for Mastery and the power of assessment and feedback.	<p>All teachers have a commitment that virtually all students can learn all important academic knowledge to a level of excellence if...</p> <ul style="list-style-type: none"> Allowed the amount <i>right</i> amount of time to learn; Provided with the <i>appropriate conditions</i> to learn.
Formative and Summative Assessment	<p>At The Purbeck School, our core expectations are that curriculum and assessment will...</p> <ul style="list-style-type: none"> Be based on our <u>high expectations</u> for all students. Be based on developing the <u>key knowledge and skills</u> required for success at the end of Y11. Be based on <u>regular formative assessment</u> that identifies student's strengths and weaknesses, identifies where appropriate strategic intervention is required and allows all students to grow and be successful. Involve <u>periodic summative assessments</u> to support the regular formative feedback. Have consistent principles to be used across all subjects, but the flexibility to be suitable for all subjects. Be simple and easy to understand – for teachers, parents and students.
Tracking Student Progress	<p>At The Purbeck School, we collect data on academic progress, attendance and behaviour. This data is used in a strategic way to support student development and improve teaching and learning.</p> <ul style="list-style-type: none"> Students are set aspirational targets, based on achieving a positive Progress 8 score (+0.5). Teachers use a balance of formative and summative assessments to track progress within lessons. Information on academic progress is collected three times across the year. From Y7-11, progress is tracked directly against GCSE minimum estimated grades. All data is collated in our global marksheet. HODs, House Leaders, SLT and teachers use SISRA and the global marksheet to go through student by student to see how they are performing and if interventions need to take place.
Setting	<ul style="list-style-type: none"> In English, students are taught in mixed attainment classes as we wish to avoid a 'double disadvantage' for students. English teachers at The Purbeck School agree with the idea that 'setting has the effect of promoting social class differences rather than eroding them' <i>Sheila Riddell</i>. In Maths, as many students with a KS2 Maths score less than 100 are assigned to mixed attainment classes. Educational research shows that mixed attainment teaching can raise aspirations and expectations of students who didn't meet age related expectations at KS2. A small number of students, with standardised scores of approximately 85 or less are assigned to a Maths Nurture class.
Home Learning	<p>At The Purbeck School, we believe completing home learning is essential to the academic success of all students.</p> <ul style="list-style-type: none"> All Y7-9 students undertake 20mins of reading, 20mins of maths and 20mins of self-quizzing for home learning. In Maths, students use Times Tables Rock Stars and Hegarty Maths. Those identified as needing further support are invited to attend the Home Learning club after school. All Y10-11 students are provided with subject specific tasks that gives students the opportunity to extend their learning and to reinforce what has been learned in class.
Specialist English and Maths support	<p>To support students who are at risk of not achieving their minimum estimated grade in English and Maths, additional lessons are assigned to their timetables. In keeping with our mastery principles, the objective is to provide more time for students to learn well.</p> <ul style="list-style-type: none"> In Y7-9, some students will receive three extra English lessons per cycle and/or two extra Maths lessons per cycle. In Y10-11, some students will receive five extra English lessons per cycle and/or one to two extra Maths lessons per cycle.
School Leads / Core Offer Interventions	<ul style="list-style-type: none"> Disadvantaged students who are below track in multiple subjects, have low attendance or specific pastoral needs are assigned School Leads to support them with their needs. English, Maths, Science, Languages and Humanities HODs identify disadvantaged students who are below track and assign them to their Core Offer interventions. These interventions focus on specific knowledge and skills from question level analysis to close the gap with their peers.
DSEN	<p>On entry to The Purbeck School, all students are screened for dyslexia using the Lucid programme. Specific DSEN interventions for students to support reading, writing and oracy include IXL, Lexonic and Phonics. Lexonic is delivered by teaching staff; IXL and Phonics by trained Teaching Assistants.</p>
Primary Network Meetings	<p>Literacy, numeracy and DSEN coordinators from each primary school meet teachers each term to communicate key information, smooth transition and develop teacher needs. This partnership is designed to support all children within the Purbeck area.</p>

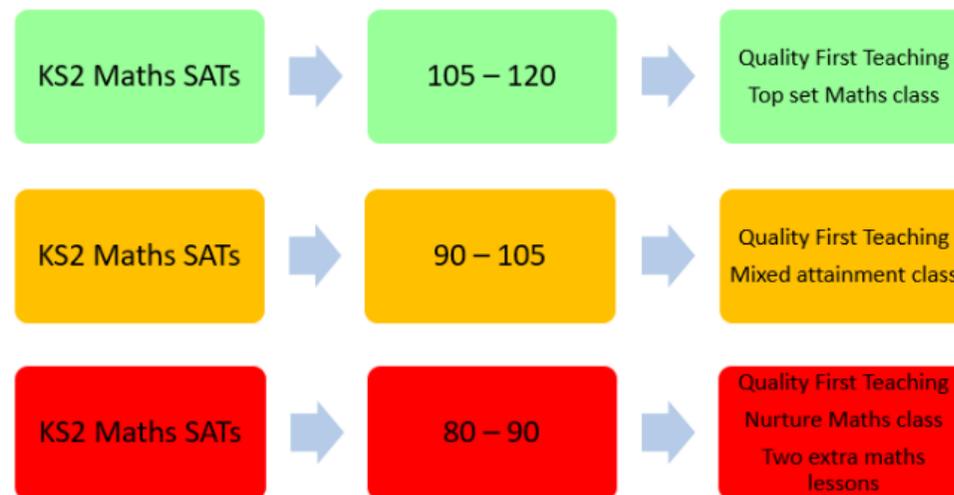
Highly Tailored Interventions and More Time

Based on students KS2 prior attainment and diagnostic assessments, conducted at the start of each year and each unit of work, students are placed on a *personalised learning pathway*. As a student progresses, they will work along the pathways until they are achieving on or above track with their minimum estimated grade.

Personalised Reading Pathways



Personalised Maths Pathways



Minimising Barriers to Achievement – Academic and Pastoral Tiered Support Structure

Tier	Academic	DSEN	Pastoral	PIP Route	Attendance
4	Specialist Needs PLP (SENSS)	<ul style="list-style-type: none"> Communication and Interaction Cognition and Learning Social, Emotional and Mental Health Sensory and Physical Needs 	Cases held by Children’s Services Child in Need Child Protection	PIP 4 – Following final warning of risk of permanent exclusion by ADA Vicky Day – Exclusions Officer Managed Move Learning Centre Placements House Leader Mentoring	Legal Intervention Referral to DCC School Attendance Team Legal Intervention FP Notice/Prosecution Rewards for improved attendance
3	Curriculum Intervention Y7-9 Literacy (extra 3 lessons per cycle) Y7-9 Maths Nurture (extra 2 lessons per cycle) GCSE English Plus (extra 5 lessons per cycle) GCSE Maths Plus (extra 1/2 lesson per cycle) Academic mentoring by House Leaders and SLT	Complex Need EQ Worker SENSS (1 – 3yr) Ed Psych Speech and Language Community paediatrician Anxiety Management Anger Management CAMHS Pam Holt – School Counsellor EHCP to be considered + Bespoke personalised provision, e.g. Hearing support for SPI)	Targeted Interventions by external agencies DCFCT - Counselling RELATE – Army Families Counselling Mosaic - Bereavement SPACE - Sexuality DFM – Dorset Family Matters REACH – Substance Misuse LA Attendance Officer Pam Holt – School Counsellor FPZ – Family Partnership Zone	PIP 3 Continue Mentoring and monitoring but working with Pastoral and SEN to identify outside agency support for pupil/family Either CAMHS/Community Paediatrician Weekly Mentoring – behaviour Behaviour Supported Study Consideration of SEMH EHCP	Targeted Interventions by external agencies Attendance Panel with DCC School Attendance Team to put in place Attendance Plan Referrals to appropriate support agencies Working with Pastoral/behavioural and SEN TAC Meeting Arranged – appropriate support in place Consideration of Rewards for improved attendance
2	Teacher Led Catch up Intervention Bespoke personalised provision Y7-9 Home learning club GCSE Study Plus Communication fortnight Academic mentoring by tutors Aspirations programme Careers appointments University trips	C&L Lexonic (Reading) Jolly Phonics (Reading) Tutor Study Support IXL English IXL Maths SEMH / C&I I Have Never ELSA Emote Control Compass Boxall profile + Bespoke personalised provision, e.g. laptops	More than 1 intervention (or lasting longer than 1 term) 1:1 Learning Mentor Anger Management I have never Emote Control Bouncing Back Anxiety Compass KORU – Art & Drama Therapy Pam Holt – School Counsellor Bereavement Support Lindy Cameron – Mentoring	PIP 2 Emote Control Compass ABC Contracts Access to Tier 2 Pastoral Interventions Classroom environment – class changes Mentoring Boxall profile	Early Intervention with school based staff MLN to send letter – fortnightly checks HL’s to target top 5 FSM students each half term (meeting with student/Parents) Tutors to offer 1:1 to top FSM student and other student from their tutor group with poorest attendance (and no other intervention in place) If Student is on IBP – Attendance target to be included as an action point Rewards for improved attendance
1	Classroom Based Intervention Pre/post unit assessments Knowledge quizzes (retrieval practice) Reading for pleasure Tutor time reading programme	1st Wave teaching Lucid Screening SEMH / C&I Lunchtime board game club	Tutor Programme Tutor support 1:1 Early Intervention ELSA I have Never Restorative Justice (RJ) Bereavement support	PIP 1 Lesson monitoring Guidance for staff SEN advice sought Lesson Observations Behaviour data collated	Tutor Programme Whole School Attendance Letter Sent by MLN explaining I’m In! Strategy and Parent Booklet Parent Contract updated Tutor Interventions: Weekly Attendance Chart with tutor group Student has 3 days or more absence in a half term - Tutor to make welfare check phone call home Tutor to offer 1:1 during Attendance Tutor Rewards and sense of competition amongst tutor groups

Minimising Barriers to Achievement – Attendance Strategy

Objectives	Action to be taken	Timeframe	Success Criteria	Lead
Ensuring a whole school focus on attendance	<ul style="list-style-type: none"> MLN to be designated specifically to oversee attendance with specific reference to <u>disadvantaged</u> students Key focus of whole schools SDP and HL RAD HL's to have a specific focus on attendance as a key performance indicator All teaching staff to have a responsibility for attendance and ensuring registers are kept up to date Regular focus and robust challenge from Governors Regular focus and robust challenge through attendance report at SLT 	All year	MLN leads on attendance; Appraisal for HL in place; Tutors regularly highlighting attendance and mentoring students	MLN SLT
Identification of key students	<ul style="list-style-type: none"> MLN to identify priority students, who have attendance issues (focus on disadvantaged) HL's to work with MLN to identify key students Tutors to identify through tutor meetings/tutor time Key students must be cross referenced with the global mark sheet MLN to update key students being targeted every half term MLN to track attendance data once per fortnight, with HL's 	Half term	Attendance priority list identified and distributed to SLT/HLs/Tutors; Fortnightly meetings HL/MLN/CMS	MLN HL CMS
Implementing the strategy for improvement	<ul style="list-style-type: none"> MLN to ensure school attendance policy is followed (and updated) – letters/meetings/home visits/focus on PA Ensure first day recording and SIMS registering is accurate (MWD/MLN) Y7-9 tutors to ensure students record attendance data in KOs once a cycle Tutors to mentor, meeting with students and parents during assembly and communication fortnight, setting specific attendance targets Disadvantaged parents to be focussed and priority called for parents evening (CMS/Nest), with meetings with MLN Incentivise attendance using Y11 prom and celebration assemblies (100% certificates) Regular updates on the website / digital signage around the school (NMH) Embed the new SIMS Parent app to regular communicate student attendance profile Half termly attendance reports to SLT Regular reporting and analysis to Governors in Students Development Committee (standing item on the agenda) (VGY) Attendance data sent to all governors half termly Students and parent voice to be introduced 	All year	Attendance policy in place; Half termly attendance reports; Governors minutes	MLN HL Tutors

The performance indicators for this strategy will be based around minimum figures:

- 95%+ for whole school attendance (current 95.3%)
- Below the national average for absence
- For disadvantaged students an improvement on 93%
- A reduction in disadvantaged persistent absenteeism (current 25%)
- Below the national average for persistent absenteeism