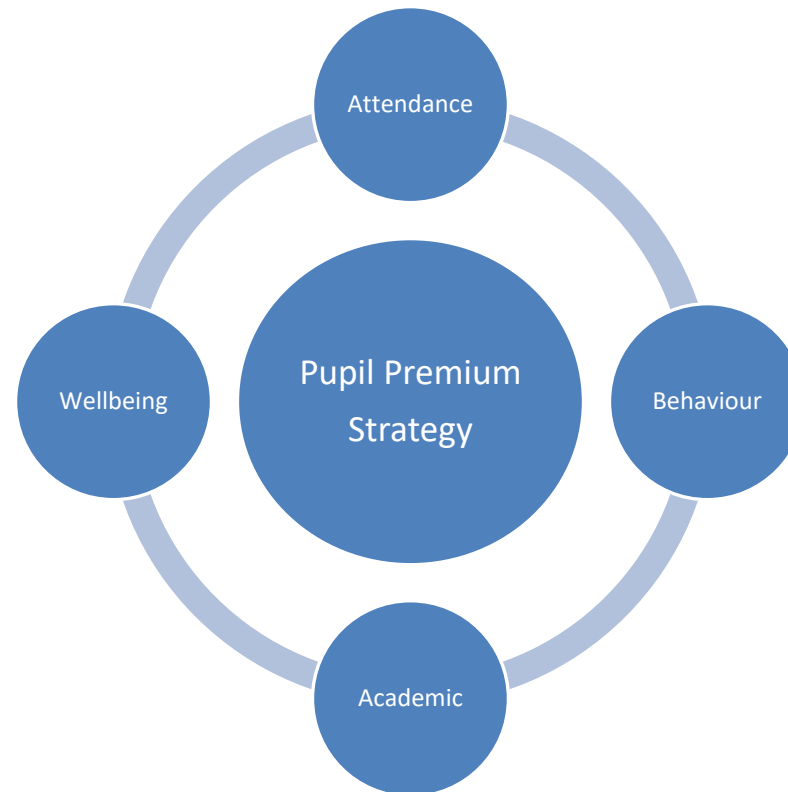


Achieving Excellence Together

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

Teaching for Mastery is 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* and *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. We are developing and implementing a Mastery model of teaching, learning and assessment. In most 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. 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

Diagnostic assessments identify where basic skills gaps exist among students as soon as they arrive in Y7, through CAT4 assessments, reading tests and dyslexia screening. Quality first classroom teaching helps address and 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 Literacy Pathways, which includes IXL and Lexonic. Students who have a KS2 standardised score in Maths less than 90 are assigned to our Nurture Maths classes and receive an additional two lessons per cycle.

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: £234,745</i>	<i>Outcome/Impact/Monitoring</i>
<i>Raising attainment across the school (Inc. Teaching for Mastery)</i>			
House Leader	House Leaders to coordinate the attendance strategy with the attendance officer; academically mentor appropriate students for attainment; coordinate with tutors.	£16,500	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.	£44,500	PP attendance to show a rise and a reduction in the number of students who are persistently absent.
<i>Highly tailored interventions and more time</i>			
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	£12,000	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.	£2,500	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.	£2,400	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.	£2,100	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.	£1,700	Ensure that all students that may require exam concessions are identified and assessed.
<i>Minimising barriers to achievement</i>			
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).	£36,000	Reduction in the number of FTE for PP students and number of students gaining more than one FTE.
Delivery of core interventions by learning mentors	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.	£21,000	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.	£33,000	Staged programme to be in place – case studies to show impact on the student well being
LAC Mentoring	Mentor LAC and Post-LAC students with the objectives of improving performance by supporting organisation, relationships, home learning and attendance.	£15,000	Educational achievement of looked-after children are promoted. Gaps in learning and (in many cases) the emotional impact of their experiences, are reduced.
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.	£18,000	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 three nights each week so that students can attend after school academic interventions, home learning club or enrichment activities.	£17,000	Improved attendance at school academic interventions, home learning club or enrichment activities.
Raising aspirations and broadening experiences			
Careers Advice, Mentoring and Training	All PP students have access to personalised careers advice using a school careers mentor.	£14,400	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	£10,000	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>

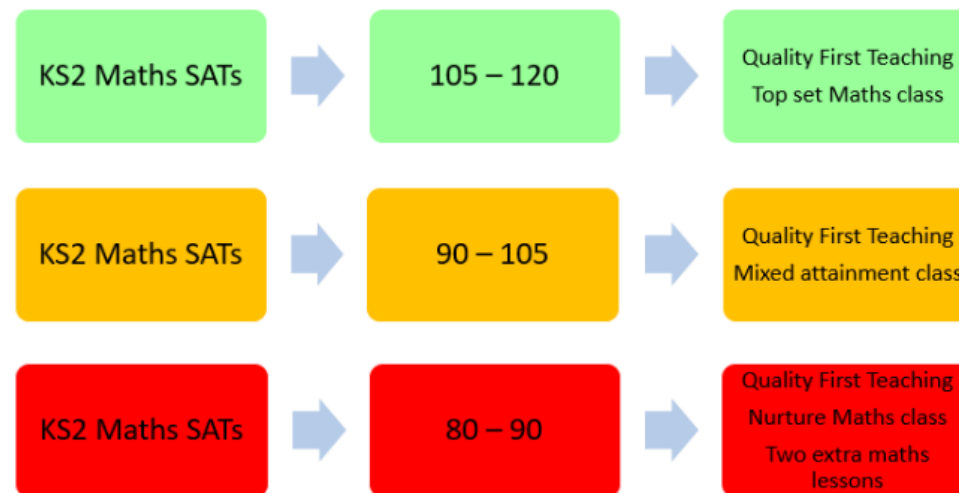
Highly Tailored Interventions and More Time

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 <ul style="list-style-type: none"> PLP (SENSS) 	EHCP <ul style="list-style-type: none"> PLP (SENSS) (1 – 5yr) Use of funding to create bespoke options for EHCP pupils 	Cases held by external agencies <ul style="list-style-type: none"> Child in Need Child Protection CAMHS 	PIP 4 – Following final warning of risk of permanent exclusion by ADA <ul style="list-style-type: none"> Managed Move SEMH school place sought (if EHCP) Daily Mentoring support 	Legal Intervention <ul style="list-style-type: none"> Referral to DCC School Attendance Team Legal Intervention FP Notice/Prosecution Rewards for improved attendance
3	Curriculum Intervention <ul style="list-style-type: none"> 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) + Bespoke personalised provision	Complex Need <ul style="list-style-type: none"> PLP (SENSS) (1 – 3yr) Ed Psych Speech and Language Community paediatrician Differentiated Home Learning + Bespoke personalised provision, e.g. Hearing support	Targeted Interventions by external agencies <ul style="list-style-type: none"> DCFCT – Counselling Mosaic – Bereavement SPACE – Sexuality DFM – Dorset Family Matters REACH – Substance Misuse Pam Holt – School Counsellor (Y9-13) Forest School (Y7) I Have Never (Y8-11) RELATE – Army Families Counselling FPZ – Family Partnership Zone	PIP 3 <ul style="list-style-type: none"> Continue Mentoring and monitoring but working with Pastoral and SEN to identify outside agency support for pupil/family EHCP for SEMH Either CAMHS/Community Paediatrician required to support Twice Weekly Mentoring – behaviour Further Individual/Group targeted Intervention to support behaviour 	Targeted Interventions by external agencies <ul style="list-style-type: none"> Attendance Panel with DCC School Attendance Team to put in place Attendance Plan Referrals to appropriate support agencies TAC Meeting Arranged – appropriate support in place Consideration of Rewards for improved attendance
2	Teacher Led Catch up Intervention <ul style="list-style-type: none"> Study Plus Subject revision sessions Parent Liaison Academic coaching Careers support More able programme University trips + Bespoke personalised provision	More than 1 Intervention with school-based staff <ul style="list-style-type: none"> Lexonik IXL English IXL Maths KO support PLP (SENSS) (6 – 12mths) + Bespoke personalised provision, e.g. laptops	More than 1 intervention (or lasting longer than 1 term) <ul style="list-style-type: none"> 1:1 Learning Mentor I have never Emote Control Anxiety Compass Mentoring – Wave Project Bereavement Support Forest School (after specific intervention) Anger Management Bouncing Back KORU – Art & Drama Therapy	PIP 2 <ul style="list-style-type: none"> 1:1 Learning Mentor Support for behaviour ABC Contracts Access to Tier 2 Pastoral Interventions Classroom environment – class changes 	Early Intervention with school-based staff <ul style="list-style-type: none"> MLN to send letter – fortnightly checks HL’s to target top 5 FSM students each half term) Tutors to offer 1:1 to top FSM student and student with poorest attendance Fortnightly school attendance bulletin Rewards for improved attendance
1	Classroom Based Intervention <ul style="list-style-type: none"> Knowledge quizzes to assess retention Reading for pleasure Tutor time reading programme + Bespoke personalised provision	1st Wave teaching <ul style="list-style-type: none"> Strategies to staff ELSA Lunchtime board game club 	Tutor Programme <ul style="list-style-type: none"> Tutor support 1:1 Early Intervention <ul style="list-style-type: none"> ELSA (Yr 7) Restorative Justice (RJ) Service Child Liaison Officer 	PIP 1 <ul style="list-style-type: none"> Lesson monitoring Guidance for staff SEN advice sought Lesson Observations 	Tutor Programme <ul style="list-style-type: none"> I’m In! Strategy and Parent Booklet Parent Contract updated Tutor Interventions <ul style="list-style-type: none"> Weekly Attendance Chart Welfare check phone call home Tutor rewards – non-uniform day
M	<ul style="list-style-type: none"> CAT4 assessments Pre/post unit diagnostic assessments Careers appointments Work experience 	<ul style="list-style-type: none"> Liaison with parents Round Robin to staff Testing: LUCID Screening Testing: YARC reading 	<ul style="list-style-type: none"> 10 ways to.... Leaflets Kooth Online resources After school workshop 	<ul style="list-style-type: none"> Gather behaviour data Round Robins Reintegration form completed after 1st fixed term Exclusion 	

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