

# Pupil premium report 2017/18

1. Summary information					
<b>School</b>	The Jo Richardson Community School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£546,975	<b>Date of most recent PP Review</b>	October 2018
		<b>Total expenditure</b>	£639,866		
<b>Total number of pupils</b>	1624	<b>Number of pupils eligible for PP</b>	573	<b>Date for next internal review of this strategy</b>	October 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>Progress 8 score average</b>	<b>+0.03</b>	<i>Not yet available</i>
<b>Attainment 8 score average</b>	<b>4.2</b>	<i>Not yet available</i>
<b>Progress 8 score high students overall</b>	<b>+0.14</b>	<i>Not yet available</i>
<b>Progress 8 score high students English</b>	<b>-0.2</b>	<i>Not yet available</i>
<b>Progress 8 score high students Maths</b>	<b>-0.58</b>	<i>Not yet available</i>

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Poor literacy skills
<b>B.</b>	Need to develop knowledge recall and revision strategies
<b>C.</b>	Low aspiration and engagement.
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Low attendance
<b>E.</b>	Need to develop and support student social, emotional, behavioural wellbeing

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Positive Progress 8 for disadvantaged students.	Above 0
B.	Improve Progress 8 for disadvantaged students who enter with high KS2 data, particularly in Maths	Rising trend across all pillars
C.	Improve attendance for disadvantaged students	Improve attendance for disadvantaged students
D.	Reduce number fixed term exclusions for disadvantaged students	Days lost to FTE reduced for disadvantaged cohort
E.	SEMH support to ensure students are successful	Positive P8

5. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Action	Intended outcome	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
Teaching and learning development and CPD through the whole school initiative: Knowledge is Power	Improve outcomes through development of effective teaching and learning strategies	Progress 8 +0.28 for all students. Continue to develop teaching and learning to ensure all students make good progress. This will have a direct impact on disadvantaged students	Need to continue to develop and embed successful knowledge recall strategies that develop long term memory – Knowledge is Power	Staff CPD
Intervention sessions and Easter revision school	Intervention and support for students across a variety of subjects in order to close learning gaps. A program of targeted and whole cohort support including Easter revision school	Progress 8 + 0.28. Disadvantaged students' Progress 8 +0.03	Student voice feedback is positive about the impact of this approach. Continue next year. Look at targeting students according to learning gaps rather than whole class intervention.	Easter revision school £55,000 Intervention payments to staff £10,000

Develop whole school literacy through Right to Write and Lexia	Improve literacy and reading proficiency	Improve reading ages of students  Students' books show evidence of extended writing. Work scrutiny shows that standards of written responses and extended writing across the school has improved	Impact shown across the school, evidence of extended writing is present in all subjects. QLA shows that students are improving at answering exam questions that require extended written response. Continue with this strategy next year.	Right to Write and Lexia Co-ordinator TLR £9,384  Lexia programme site licence £6,410.
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## ii. Targeted support

Action	Intended outcome	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
Interventions and tracking of selected disadvantaged students run by cohort managers in core subjects	Improve progress of targeted students in core subjects	Progress 8 for disadvantaged students is +0.03. (English -0.05 and Maths -0.3). We need to improve P8 of disadvantaged students in Maths, particularly high disadvantaged.	CPD for cohort managers on effective interventions, sharing of good practice needed to ensure consistency across departments. Track and monitor a key group of high prior attainment disadvantaged students next year.	TLR cohort managers £15,021 Disadvantage lead and staffing costs £88,499
Mentoring programmes and student support services (Overseeing peer mentors, peer mediators, counselling referrals, LIFE programme, Wings Academy)	Support students with mental health and well being needs as well as academic mentoring services	Positive Progress 8 of students +0.28 will have been partly due to the pastoral care and support that is in place for all our students. Students across the prior attainment bands have a positive Progress 8. Many students who have taken advantage of the mentoring services the school provides have made good progress. We have case studies for a number of these students to illustrate the impact we have had.	Mentoring programmes and keyworker pickups are extremely effective. Continue these programmes next year. Monitor engagement in Wings Academy and its impact on disadvantaged more closely. Consider drop out rate from some students.	£69,431 (Staff mentors)

<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve attendance	Improve attendance of key groups. Monitoring strategies for persistent absence and students with low attendance	Disadvantaged student attendance 7.6% (national 7.2%)	Attendance of disadvantaged students still remains a concern and is a key factor in pupil performance. We will continue to monitor student attendance and put intervention strategies in place. Monitor student groups more closely and provide early intervention and support. Pastoral assistants work with key groups and support families to help improve attendance using a number of strategies.	£94,340 (Attendance officers)  Pastoral support staff £166,175
Improving behaviour	Improve number of fixed term exclusions for disadvantaged students and ensure a positive climate for learning.	Overall 135 days lost to fixed term exclusions. Disadvantaged students 45.5 days lost.	Continue to develop effective pastoral support services in order to promote a positive climate for learning. Review inclusion provision and development of Character education through whole school strategy Character is Key.	Pastoral Support Assistants (see above)  LSU Co-ordinator and staff £95,214
Provide high quality visits, trips and opportunities that enrich the curriculum and promote cultural capital (Work the World, overseas trips, ACHIEVE days)	Provide enrichment activities that raise aspiration and promote enjoyment, engagement and participation in learning.	Students are more engaged with their learning and made aware of opportunities in a wider context. This promotes enjoyment, engagement and participation in learning both inside and outside of school.	Student voice tells us that our out of school hours learning, enrichment activities and trips is what sets JRCS apart from other schools. Our offer promotes enjoyment, engagement and participation in learning both inside and outside of school. This has a positive impact on students' attitudes towards school and the positive relationships they develop with staff. It raises aspiration and awareness of opportunities outside of the local area. It is an important part of improving achievement and success for all our students. Continue provision next year.	OSHL TLR £4,442  ACHIEVE days £25,000  Work the World £1,000

6. Planned expenditure					
Academic year		2018/19			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Embed Knowledge is Power strategies across the curriculum	P8 data improves	Need to develop knowledge recall strategies in order to support students in meeting the demands of the new specification	Planned CPD with a different strategy each half term, whole staff INSET, sharing of good practice. Monitor implementation in learning walks	CHR/SMH	End of year
Establish a focused approach to intervention	P8 data improves	Targeting students for interventions according to gaps in learning has proved to have positive effects on student outcomes. Easter revision school has been used effectively to help students prepare for exams. Student voice is very positive about the impact of these interventions.	Co-ordinated by HOY 11 and Assistant Headteacher / Raising standards leader for Year 11  <i>Easter revision school £55,000. Intervention payments to staff £10,000</i>	DON	Post summer exams through student voice and analysis of exam results
Develop whole school literacy through Right to Write, Lexia and Pixl vocab app.	P8 data improves. Improved responses in exams to questions that require extended writing responses	The new specifications are more demanding and students need improved literacy skills in order to access the exams. Improving literacy levels will impact on achievement across all subjects.	Co-ordinated approach using techniques that have had a positive impact in the past. Lexia has improved student reading ages within the school. Continue to monitor impact. Whole staff and CLT training on developing vocab.  <i>Right to Write and Lexia Co-ordinator TLR £9,384. Lexia programme site licence £6,410</i>	EAS	Annually
<b>Total budgeted cost</b>					£80,794

<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>
Cohort managers interventions with selected students.	Improve Progress 8 of key cohort of disadvantaged students in core subjects	We need to improve Progress 8 for key groups of students in core subjects. This approach allows us to target key students and improve outcomes for disadvantaged cohort.	CPD and regular monitoring by Assistant Headteacher. Forms part of performance review target for cohort managers.  <i>TLR cohort managers £15,021</i> <i>Disadvantage lead and staffing costs £88,499</i>	CHR	End of year
Continue to develop Mentoring programmes and student support services	To support our most vulnerable students and ensure they remain engaged in education.	The DfE has found that, on average, children with higher levels of emotional, behavioural, social and school wellbeing had higher levels of academic achievement. Deprivation is high within the local community. Our students face a number of difficult home situations. We are experiencing increasing number of Social Services and CAMHS referrals. Our mentoring and student support services are essential in supporting student well-being and achievement.	Our mentoring and student support services are carefully tracked and monitored by our Pastoral Deputy to ensure all students receive care guidance and support they require.  <i>Student mentors £69,431</i>	HOW	Inclusion and pastoral review 2020
<b>Total budgeted cost</b>					£172,901
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>
Improving attendance	Improve attendance of disadvantaged students to show a rising trend. % sessions missed below national 7.2% for group.	Attendance of disadvantaged students has fallen. Improving student attendance will improve the progress made by our disadvantaged students.	Regular tracking and monitoring <i>£94,340 (Attendance Officers)</i>  <i>Pastoral Support staff £166,175</i>	HOW	Annually

Maintaining a positive climate for learning	Positive climate learning established and days lost to exclusion are reduced	Maintaining a positive climate for learning is key to student achievement. Deprivation is high. Our students face a number of difficult home situations. Increasing number of Social Services and CAMHS referrals. Supporting students' emotional well-being and ensuring they develop positive behaviours for learning is essential in improving student achievement.	Regular tracking and monitoring and line management.  <i>Pastoral Support Assistants (see above)</i>  <i>LSU Co-ordinator and staff £95,214</i>	HOW	Annually
Develop positive climate for learning through character education - Character is Key	Develop character education across the school to support behaviour for learning	Taking care of student wellbeing through character education and development of positive behaviour for learning such as Resilience, Respect, Resourcefulness, Responsibility and Reflection are essential in raising student achievement	Planned CPD with a different strategy each half term, whole staff INSET, sharing of good practice. Monitor implementation in learning walks.	SAL	End of year
Provide high quality visits, trips and opportunities that enrich the curriculum and promote cultural capital (Work the World, overseas trips, ACHIEVE days)	Provide enrichment activities that raise aspiration. Students are more engaged with their learning. High participation rates from disadvantaged students.	Student voice tells us that our out of school hours learning, enrichment activities and trips is what sets JRCS apart from other schools. Our offer promotes enjoyment, engagement and participation in learning both inside and outside of school. This has a positive impact on students' attitudes towards school and the positive relationships they develop with staff. It raises aspiration and awareness of opportunities outside of the local area. It is an important part of improving achievement and success for all our students.	OSHL survey of participation and student feedback on impact  <i>OSHL TLR £4,442</i>  <i>ACHIEVE days £25,000</i>  <i>Work the World £1,000</i>	MON	Annually
<b>Total budgeted cost</b>					<b>£386,171</b>

	<b>Total budgeted expenditure</b>	<b>£639,866</b>
	<b>Pupil premium income 2018/19</b>	<b>£577,062</b>

#### **7. Additional detail**

*Shortfall in funding from other funding streams, including cross over with literacy catch up funding.*