

Pupil premium strategy statement: Tring School

1. Summary information					
School	Tring School				
Academic Year	2016/17	Total PP budget	£161,000	Date of most recent PP Review	September 2016
Total Number of Pupils	1519	Number of pupils eligible for PP	188	Date for next internal review of this strategy	September 2017

2. Current attainment [January 2017]				
	<i>Pupils eligible for PP (Tring school)</i>	<i>PP Shadow data [school]</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils eligible for PP [national average]</i>
% achieving A* - C incl. EM (2015/2016)	35% (5+) 55% (4+)	37%(5+) 59% (4+)		
Progress 8 score average (from 2016/17)	-0.64	-0.52		
Attainment 8 score average (from 2016/17)	42.3	44.5		

3. Year 11 [2016 cohort] attainment				
	<i>Pupils eligible for PP (Tring school)</i>	<i>PP Shadow data [school]</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils eligible for PP [national average]</i>
% achieving A* - C incl. EM (2015/2016)	33%	43%	71%	43%
Progress 8 score average (from 2016/17)	-0.87	-0.40	+0.10	-0.38
Attainment 8 score average (from 2016/17)	37.2	42.9	53.3	41.1

4. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	16.5% (31) of our PP students across years 7 to 11 are also SEN (codes EKS). The majority of these students struggle mostly with literacy, this is likely to impact upon their achievement in all GCSEs but particularly English. In Year 11, 8 students are low ability [30%] are this will impact on P8 and A8 scores for disadvantaged students.
B.	Proportions of pupil premium students not meeting expected literacy standards in year 7 on entry to the school are higher than that of other pupils (56%vs.79% - GPVS, 58%vs.80% Reading). This is also the case for maths – 46%vs.80%. Students therefore may find it harder to make expected progress in year 7.
C.	The current year 11 have a large proportion of middle ability students [59% 16 students out of 27] receiving the pupil premium funding. Middle ability students nationally need extra support in achieving Grade 4/5 in Maths and English and so accessing further education.
D.	The current year 11 has 4 students who are educated off site, e.g. DESC. This will have a significant impact on results. In addition there another 3 students who have a part time study programme in school and are supported by college placements / outside organisations.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance – about 51% (96) of our PP students have a history of below 95% attendance. This reduces their school hours and causes them to fall behind on average. All students attendance that has fallen below 95% since September is 51% however 82% of them have improved with school interventions in place.

5. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure that SEN students who are PP are making as much progress as students who are non pupil premium nationally.	Progress 8 score for Pupil Premium SEN students will be above -0.5 and in line with those who are non-pupil premium nationally.
B.	Raise achievement of year 7 students who are pupil premium and below expected standards on entry in English and Maths through use of catch up funding.	Lexia tracking [English] and maths assessments will show that these students are narrowing the gap to those who did meet expected standards at KS2.
C.	Raise Pupil Premium attendance so that it is line with national averages for all pupils. First day calling is in place and HOH track and monitor this on a fortnightly basis.	Percentage attendance of pupil premium will rise to 95.0%
D.	Raise the achievement of middle ability year 11 students in English and Maths via interventions, in particular Period 6 SSP.	Progress 8 scores for Middle ability Pupil premium students to be above national expectations for non-pupil premium students.

6. 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 ?
Ensure that SEN students who are PP are making as much progress as students who are non pupil premium nationally.	<ul style="list-style-type: none"> • Student Passports to ensure that staff are fully aware of how to support these students in lessons. • SEN information shared with staff via bulletin each week on individual students who are not making expected progress with strategies to tackle further. • Additional maths and English tuition and P6 SSP for targeted students to support/ • Homework clubs targeted at those who need support. • Targeted specific SEN interventions through SEN department. 	To ensure that the quality of teaching and learning for all SEN students is consistently good or outstanding.	Learning Walks and lesson observations. Tracking pupil achievement data after each assessment period.	G Raybould	Summer 2017

<p>Raise Pupil Premium attendance so that it is line with national averages for all pupils.</p>	<ul style="list-style-type: none"> • One to one mentoring in school from Learning Mentor. • EWO employed to tackle absence. • Breakfast club. • Ensure there are no practical barriers that dissuade students from coming to school such as ingredients for food lessons etc... • Ensure PP students are fairly represented within reward initiatives and praised for good attendance. • Engagement with hard to reach parents, e.g. personalised invites to parents evenings and booking systems open in advance. • Year 11 have mentor - SAA 	<p>When we ensure that students are well looked after and know that staff care/support them, they are more likely to attend school. Rigorous follow up from absence and communication with parents to avoid it again are essential to tackling pupil absence.</p>	<p>Attendance tracking sheets. Half termly data pulls to ensure that Disadvantaged attendance is above 95%. HOHs are held to account via LT links.</p>	<p>L Monger via J Stallworthy</p>	<p>Summer 2017</p>
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Total budgeted cost	£83,000
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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 ?
<p>Raise achievement of year 7 students who are pupil premium and below expected standards on entry in English and Maths.</p> <p>Updated March 2017</p>	<ul style="list-style-type: none"> • Additional maths and English interventions for targeted students – through Lexia [Eng] & Numeracy support • Homework clubs targeted at those who need support. • Lunch lounge • Whole staff approach to removing barriers to learning for those students who are disadvantaged. • Whole staff training on disadvantaged students. 	<p>Nurture lessons have historically shown a significant impact on students performance at GCSE. Carrying this through into year 7/8 and 9 with qualified teachers taking these sessions will lead to improved outcomes earlier.</p> <p>All staff need to be aware of how they can ensure they support these students on a day to day basis in the classroom to work alongside these extra lessons and homework clubs.</p>	<p>Half Termly reporting of progress is monitored to ensure that we are on track to meet our goals.</p> <p>Learning walks and lesson observations ensure the extra time is used effectively and that in all other lessons disadvantaged students are making good progress. Attendance at homework clubs is monitored by G Saunders to ensure that those who need to attend take advantage of this support.</p>	<p>L Flemming [Eng]</p> <p>G Woodward [Maths]</p>	<p>Spring 2017</p>

<p>Raise the achievement of middle ability year 11 students in English and Maths via suitable targeted intervention - P6 SSP.</p> <p>Raise the achievement of PP students through targeted interventions - P6 SSP.</p>	<ul style="list-style-type: none"> • Additional small group intervention lessons held outside of school day - period 6. • Mentoring from senior staff and via pastoral structure. • Other after school clubs. • Smaller group sizes in English and Maths in KS4 in lower ability groups. • Whole staff approach to removing barriers to learning for those students who are disadvantaged. • Educational trips. • Revision books and resources given to pupil premium students. 	<p>Small group intervention has historically significantly raised achievement at GCSE. Ensuring that the pupil premium students who need to attend are targeted for this support will result in the same outcomes for them.</p> <p>Mentoring ensures that staff have responsibility for the bigger picture for each individual child. Staff can motivate and guide these students to ensuring that they keep on track to achieve. Mentoring will also ensure that the students know best how to prepare for exams outside of school.</p>	Regular assessment and review of the effectiveness of the small group intervention.	I Rogers	Spring 2017
Smooth transition process to the school for Year 6 PP students	Summer school for PP, SEN and vulnerable students.	Work with students prior to them starting in September to ensure smooth transition.	Through summer school co-ordinator.		Summer 2017
Raise aspirations and academic performance of targeted students in Year 9.	Through the Un Lock Programme in the spring term	Ensuring PP students are targeted before they start their GCSE exams / option process to have maximum impact.	Through the Year 9/10 interventions co-ordinator and use of external company to deliver specialist sessions.	L Toovey	Spring 2017
Total budgeted cost					£51,000

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 ?
Staff to be trained in how to support pupil premium students generally across the school.	<ul style="list-style-type: none"> External and internal CPD. 	Ensure our staff are able to diminish the differences between disadvantaged and non-disadvantaged students within a pastoral and academic role.	Track overall progress measures for pupil premium students.	L Monger / I Rogers	Summer 2017
No student to have a financial barrier to being fully equipped/ resourced for full engagement in school life. E.g. Chromebooks	<ul style="list-style-type: none"> Parental access to request financial support. 	Financial support available for PP students to support learning & teaching - diminish the differences.	Tracking and recording by finance department	I Rogers	Summer 2017
Year 7 students to have been mentored by Sixth Form students.	<ul style="list-style-type: none"> Mentoring scheme in place for Year 7 PP students. 		Through the Year 7 / 8 Interventions co-ordinator	F Mitchell	Summer 2017
Total budgeted cost					£26,000

7. Additional detail