

Pupil premium strategy statement

1. Summary information					
School	Lytchett Minster School				
Academic Year	17-18	Total PP budget	241,730	Date of most recent PP Review	Sept 2015
Total number of pupils	1445	Number of pupils eligible for PP	276	Date for next internal review of this strategy	July 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.1	0.27
Attainment 8 score average	41.28	47.46

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.	Some disadvantaged students arrive in Year 7 with lower literacy skills than the majority.
B.	Some disadvantaged students arrive in Year 7 with poor mathematical knowledge and understanding.
C.	Some disadvantaged students do not do as well in some subjects as others
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	<i>The low attendance of some key PP students seriously affects their attainment</i>

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved literacy and English skills for groups of students	The gap in progress narrows between groups. As a result of intervention 80% of students make expected progress in English. Lucid results will also reflect progress across at least 2 strands.
B.	Improved mathematical knowledge and understanding for students	The gap in progress narrows between groups. As a result of intervention 80%

		of students make expected progress in Maths .
C.	Results for disadvantaged students improve in English and ebacc subjects; combined Science, History, Geography	Average grade for disadvantaged students is closer to non disadvantaged. Residuals improve.
D.	Attendance of identified PP students (i.e. those with <85% attendance in previous year) improves	Identified PP student's attendance reach to 90%.

5. Planned expenditure					
Academic year		2017 to 2018			
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?
Staff are fully aware of all Pupil Premium students in their classroom.	Blue teacher folders should have class lists and seating plans with PP recorded.	Through various line meetings it is clear that some staff are still unaware of the various groups of PP students and need to know their PP learners better.	Learning walks will review blue folders.	CAT/PET	In SLT meetings. Through Line Leadership.
Staff give full attention to the quality of feedback in PP students' books.	Staff are encouraged to mark PP student's books first.	EEF toolkit identifies that Quality feedback has one of the greatest impacts on student progress.	Learning walks, observations, book scrutiny.	PET	Each SLT book scrutiny – by PET
Pupil Premium students benefit from high quality teaching	Appoint high quality teaching staff to key roles	Sutton trust states that "the effects of high-quality teachers are significant for pupils from disadvantaged backgrounds. Over a school year pupils can gain 1.5 years' worth of learning with very effective teachers.	Through rigorous application and interview process.	SLT	After each appointment
Total budgeted cost					£ 52,988
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?
PP students who enter the school with low literacy skills are given targeted intervention to improve.	Some students are withdrawn from languages and have specific small group literacy lessons.	EEF toolkit identifies that small group tuition can have a +4month impact.	Monitoring of progress at each data cycle and at the end of the year.	REN, BAC	Each data cycle and at the end of the year.
	Up to 10 students a term will receive 1:1 English support.	EEF toolkit identifies that 1:1 tuition can have an additional +5month impact on progress. 87% of the PP Learners in 2016 who had at some point received 1:1 tuition achieved C+ in English.	Individual report after each 10 week session. Review of progress after each cycle.	Lane, PET	Each data cycle and at the end of the year.
PP students who enter the school with low mathematical knowledge and understanding are given targeted intervention to improve.	Maths team identify small groups of students to work with a mentor to work on specific skills.	EEF toolkit identifies that small group tuition can have an additional +4month impact on progress. Student voice makes it clear that students feel more confident in lessons following intervention.	Monitoring of progress by mentor, at each data cycle and at the end of the year.	Mentor, HO Maths	Each data cycle and at the end of the year.
PP students who enter the school with the lowest mathematical knowledge and understanding are given extra maths lessons to improve.	Maths team and SENDCO to identify a small group of students that should be withdrawn from languages to concentrate on improving Mathematical knowledge.	EEF toolkit identifies that small group tuition can have an additional +4month impact on progress. Student voice makes it clear that students feel more confident in lessons following intervention.	Monitoring of progress by the teacher, at each data cycle and at the end of the year.	Maths teacher, SENDCO, HO Maths	Each data cycle and at the end of the year.
There is less variation in department results, particularly for disadvantaged students.	SLT line manager for Science and Humanities to closely monitor results of disadvantaged students.	Results for 2017 show that disadvantaged students who studied Science, History and Geography did not do as well and their non-disadvantaged peers.	Standing agenda on LL meets. Focus for drop ins, observations, book scrutiny. After each data set	PET, FRI, STO	Each data set
Total budgeted cost					£ 171,742
Miscellaneous costs aimed at supporting parents and students directly e.g. trips, music tuition, revision guides					£ 17,000

6. Review of expenditure 2016 to 2017

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
Improve literacy for our lowest achieving PP students	1:1 English support for 1 term	Students reported that 1:1 had helped improve their punctuation, confidence and had made a difference to their progress in English. 88% of the 9 students in Year 9 who had 1:1 support made at least a whole thresholds progress.	Selection of students for 1:1 needs careful attention	£79,500
Quality teaching first	Raising staff awareness of PP students Giving quality feedback to students Appointing high quality teachers/leaders	Progress 8 score has risen from -0.22 in 2016 to -0.1 in 2017. If two school refusers (never came to school in year 11) are removed from the data then the value for this year is +0.06.	Appointing quality teachers in key positions must remain a priority when making decisions post interview.	£128,765
PP students who enter the school with low mathematical knowledge and understanding are given targeted intervention to improve.	Small group intervention. Students removed from languages classes to focus on mathematical skills	Final access maths assessment 4 - "key maths indicators" showed the 31/33 students made progress from October to July.	Regular assessment of key progress indicators is vital. Focus on short term goals and "fix" misunderstandings.	£12,240
Improve behaviour of some PP students	Set up inclusion base to reduce number of exclusions	Exclusions for PP students greatly reduced from 26 days in 2015/2016 to 14 days 2016/2017	Inclusion base is a key tool in reducing absence for our students who have the most challenging behaviour	£18,000
Attendance of FSM students	20/20 project ELT project specifically aimed at attendance of PP students	FSM attendance rose from 90.3 to 91.1 PP from 91.6 to 92.9 51% of poor attenders targeted moved attendance to above 90%	20/20 project rolled out to all Houses this year Regular home school contact essential	£0

Note: expenditure does not include costs associated with supporting individuals and parents e.g. Trips, music tuition, revision guides; £17000

