

In-progress:
This is a working document; this year's planned activity was evaluated in December 2016/February 2017/March 2017. Next review planned for April 2017 at which time this document will again be refreshed to reflect the most recent review.

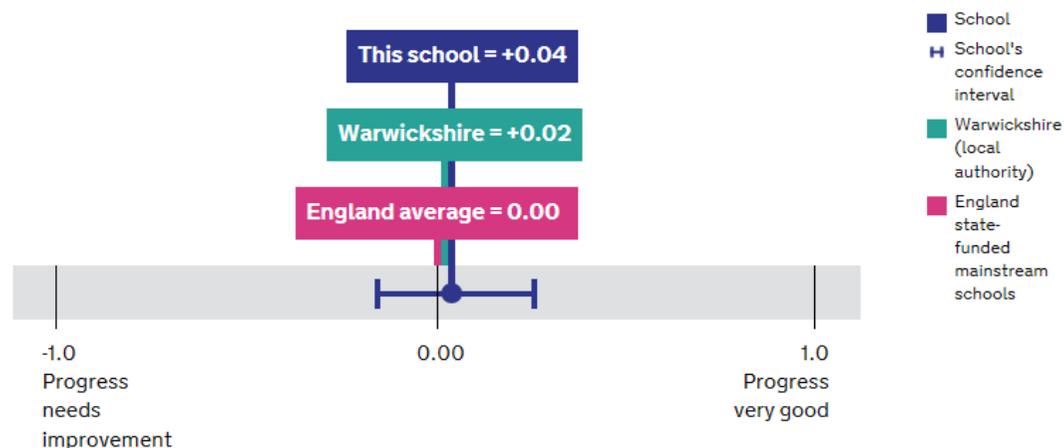
Henley in Arden School – Achieving Excellence Together

Pupil Premium Strategy Statement 2016-2017

Review of 2015-16 Pupil Premium Strategy

1. Summary information					
Academic Year	2016/17	Total PP budget	£86,375	Date of most recent PP Review	7 Feb 2017
Total number of pupils	566	Number of pupils eligible for PP	93 (16.4)	Date for next internal review of this strategy	April 2017

The chart below shows how the school compares on Progress 8 against the England and local authority averages:



2. Current attainment (2015-16 cohort data)		
	Pupils All/PP <i>Henley-in-Arden School</i>	Pupils All/Non-PP Comparisons with National Averages
Progress 8 score average	All +0.04 (CI -0.17 to +0.19) PP-0.62 (CI -1.18 to -0.07) (Difference -0.66)	National all 0.0 Nat non-PP +0.1 (0.62 difference against all students) (0.72 difference against non-PP)
Attainment 8 score average (from 2016/17)	School all 52.9 School PP 43.1 (9.8 difference)	All 48.5 National all (5.4 difference)

3. Barriers to future attainment (for pupils eligible for PP including high ability)

PP pupils' progress in English, (-0.36), Mathematics (-0.24), and 'Open' bucket (-0.47) are not making as much progress as students nationally; there remains a marginal gap (-0.1) between students' progress across all subjects. EBacc PP students' performance is higher than that of all students nationally.

In-school barriers (issues to be addressed in school)

A.	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7 and throughout the school. This is one of the school's three key whole school priorities for improvement this year - see SDP.
B.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3 and 4. This prevents sustained high achievement through KS4. The progress of students in particular groups (e.g. PP/G&T) is a whole-school priority for improvement – see SDP.
C.	Behaviour and motivation issues for a small group of Year 7-11 pupils (mostly eligible for PP) is having a detrimental effect on their academic progress and that of their peers. There are robust plans in place to meet these students' needs – see Pastoral SDP and Progress Leader activities for 2016-2017 inc. PASS testing.
D.	Students' progress is broadly in line with all students nationally, though there remains a difference (0.25) between the progress of all students and disadvantaged students. This difference will diminish completely when the differences that remain in English, mathematics and 'other' P8 buckets are narrowed further. Internal tracking systems, and assessment validity has been overhauled by the new DHT – Curriculum and data is now used to track pupils' progress more accurately and more robustly from entry in Y7 – Yr 11.
External barriers (issues that also require action outside school, such as low attendance rates)	
E.	Attendance rates for pupils eligible for PP are 90.59% (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average.
F.	Home/School communication with PP students' families often more complicated / Study support at home can be limited.
G.	Small numbers of disadvantaged students at HIAS (currently 16%) means that data is volatile year-on-year as one student's progress can double the difference in progress between all, and disadvantaged students as was in the case with unwell child in 2015-16).

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for Year 7 pupils eligible for PP (and CuP)	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets and other pupils still make at least the expected progress. This will be evidenced using accelerated reader assessments and English written assessments in October, March and June. Additional staffing in English and mathematics in the form of specialist tutors will support this. AR and specialist curriculum pathway for catch-up/pupil premium students.
B.	Improved rates of progress across KS3 and KS4 for middle and high attaining pupils eligible for PP.	Pupils eligible for PP identified as middle/high attaining from KS2 levels / raw scores make as much progress as 'other' pupils

		nationally across Key Stage 3 and 4, so that all PP students' indicative P8 is 0.0 or better. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of faculty/departments (HOF/HoD) and senior team. Intervention folders mean that these students' data are scrutinised and interventions are put in place regularly. Pupil premium board and interventions booklet are regularly updated and shared by AHT PP and Progress Leaders,, inc. Progress Leader – Aim High.
C.	Behavioural issues of Year 10/11 addressed.	Fewer behaviour incidents (C) recorded for these pupils on the school system (without changing recording practices or standards) and more R points recorded.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 90.2% to 95% or better in line with the expectation for 'all' pupils nationally.
E.	Raise confidence of students, and, therefore, engagement in lessons.	Raised attendance through increased resilience. PASS testing, which leads to specific interventions including confidence building, Life Space mentoring and specialist input from various external members of staff.
F.	Increased self-esteem to encourage more interaction and engagement in the classroom.	PASS testing – analysis to proactively identify potential barriers to learning later on – this will provide a measurable scale for impact. Educational and enrichment visits protocol leads staff to articulate the planned benefits to progress of these visits and to evaluate their impact following this type of intervention.

5. 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?
A. Improved Year 7 literacy progress	CPD on self-regulated writing for relevant teachers.	We want to offer high quality teaching to all these pupils to drive up results. CPD course was selected which offered a combination of pedagogical knowledge and subject knowledge, and involved both external contributors and peer support. These things are said to be effective in the Teacher Development Trust research review on professional development.	Course selected using evidence of effectiveness, cover staff organised well in advance. Peer observation of attendees' classes after the course, to embed learning (no assessment).	Head of English	Jan 17
A. Improved Year 7 literacy progress	CPD on using Accelerated Reader effectively and developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for	Components of language identified as an area of weakness from moderation and schools in the English network have successfully trialled this approach. Accelerated Reader was shown to have a positive impact in an independent evaluation.	HOD to oversee resources and scheme development with KS3 lead for English and SENCO.	Head of English	October, March and June 17

A. Improved Year 7 literacy progress	Staff training on high quality feedback to be delivered by SLE.	Literacy lead to support staff across the whole curriculum to mark and support literacy Literacy lead to train staff in literacy testing use and update of results Literacy lead to ensure literacy data is updated through retesting	CPD during Wednesday morning sessions SLT will monitor quality of literacy marking through book trawls and learning Walks Literacy data available to all staff on the resource area. Literacy retested in Year 7 and 8		Jan 17
B. Improved progress for high attaining pupils	Gifted and Talented Coordinator to create personalised opportunity for pupil premium students Continual monitoring of data at pertinent points to identify those PP students who are underachieving.	Experiences will raise aspirations of PP pupils such that they can see passed the barriers their current experience provides them Targeted intervention is proven to prevent decline in performance	Funding and Information will be evaluated and opportunity will be provided where logistically possible and relevant A range of strategies will be employed including triangular meetings with parents, Academic Mentoring or pastoral support to remove / facilitate resilience to barriers to progress.	Gifted and Talented Coordinator Progress Leader/ Pastoral Manager	
Total budgeted cost					£XX,XXX
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?

A. Improved Year 7 literacy progress	121 and small group provision of Read Write Inc 'Fresh Start' for struggling Y7 pupils.	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. ** from staff developing questioning technique as seen in lesson observation – best practice shared in briefings. Progress 8 data shows that PP students did not make expected progress.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation. Data tracking of these students to show impact of the programme. Teaching Assistant CPD to support these students with the strategy and Pupil Premium Co-ordinator to liaise with parents.	Pupil Premium Coordinator	Jun 17
B. Improved progress for high attaining pupils	Weekly Intervention for students underachieving at all academic levels Academic Mentoring	We want to provide extra support to maintain high attainment. 1:1 and Small group interventions with highly qualified staff are known to be effective. 1:1 Intervention to raise attainment	Extra teaching time and additional small group specialised staff engaged. Engage with parents and pupils before intervention begins. Track data in all subjects provide specialist intervention where need is identified.	Subject Leaders Progress Leader/Academic Mentor	Mar 17
B. Improved progress for high attaining pupils		We want to combine this additional provision with some 'aspiration' interventions such as Careers based days, Work Experience and Practice Interviews for all students. PP Students will be interviewed to identify and remove barriers to post16 progression.	Career Based Days Work Experience Year 11 Practice Interviews 1:1 PP Post 16 Interviews (Year 10) and follow up (Year 11)	Head of IEAG	
Total budgeted cost					£XX,XXX
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?
D. Increased attendance rates	<p>Attendance Administrator appointed.</p> <p>Use of ACE to chase identified concerns reflecting on monitoring work in place.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p>Same day calls about progress for target students.</p> <p>Reduced timetable integration programme.</p> <p>Personalised support given where resilience development is identified as in need.</p> <p>Attendance discussed and supported</p> <p>Letters about attendance and support worker to visit all PA at home to discuss attendance with parents / guardian and explore barriers</p>	SJB	Jan 17
C. Problem behaviour in Year 7-11 addressed	<p>Targeted behaviour intervention for identified students.</p>	<p>Targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<p>New rewards and consequences system implementation.</p> <p>Specialised construction course where appropriate to ensure students attend on a regular basis.</p> <p>Ensure identification of pupils is fair, transparent and properly recorded.</p> <p>Use of Pastoral Managers to identify specific needs and engage with parents before intervention begins.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Achievement/effort points to be a focus for all staff through use of the new rewards and sanctions system. PLs to develop a cycle of praise events.</p>	MMC/PLs/PMs	Jun 17

E/F. Raise confidence and self Esteem of students such that they are able to achieve academically.	PASS testing for students in year 7-11		Workshops to use expertise to develop confidence and raised self-esteem in interaction / engagement in social situations. Twice yearly PASS testing to measure need and relevant strategies.		
Total budgeted cost					£XX,XXX

6. Review of expenditure

Previous Academic Year	<p>2015-2016</p> <p>For inspectors, there is a case study around one student who was unwell and did not attend school in Year 11 and whose data has impacted on the P8 score for disadvantaged students. The school's P8 for disadvantaged students is -0.62 with this student included; however, this evaluation is based on the work we did with students who were in school, which gives a disadvantaged score of -0.25 and reflected the work we were able to do.</p>
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i. Quality of teaching for all

Desired outcome	Chosen action/approach	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
Diminish the difference between progress PP/All students nationally in English	Increase staffing in English to allow capacity for team teaching of groups containing targeted PP students	The gap in attainment/progress of PP students in Y11 English closes in comparison to all students nationally	Intervention was effective as gap closed from -0.62 in 2015 to -0.36* in 2016 (P8 Estimates). However, gap still remains. *This excludes the data from case study – one student*	£5500

<p>Improve attainment across the curriculum</p>	<p>Increase staffing in Maths to allow capacity for team teaching of groups containing targeted PP students. Ensure all PP students receive specialist resources</p>	<p>The gap in attainment/progress of PP students in Y11 Maths closes in comparison to all students nationally</p>	<p>Intervention needs further evaluation gap remains comparable at -0.22 in 2015 to -0.24* in 2016 (P8 Estimates).</p> <p><i>*This exclude the data from case study – one student*</i></p>	<p>£3700 £1200</p>
<p>Raise attainment</p>	<p>Targeted TA support across the curriculum</p>	<p>Increase staff ratios in relevant groups for students identified as in need</p>	<p>Continued intervention required</p> <p>Progress 8 measures*: Eng. -0.62 in 2015 to -0.36 in 2016 Maths -0.22 in 2015 to -0.24 in 2016 Ebacc 0.31 in 2015 to 0.04 in 2016 Open -0.43 in 2015 to -0.47 in 2016</p> <p><i>*This exclude the data from case study – one student*</i></p>	<p>£28500</p>

Improve attainment across the curriculum	Provide additional study opportunity such as revision after school with specialist staff support.	The gap in attainment / progress of PP students in Year 11 across all subjects closes in comparison to all students nationally	Intervention needs further evaluation gap in EBacc P8 at 0.04 in 2016 compared with 0.31 in 2015. In Open EBacc gap remained comparable at -0.47 in 2016 compared with -0.43 in 2015. *This exclude the data from case study – one student*	£200						
Improve attainment across the curriculum	Raise attendance of PP students	The gap in attainment / progress of PP students in Year 11 across all subjects closes in comparison to all students nationally	A more focussed /stern approach using ACE and their specialist knowledge and resources is required. <table border="1"> <tr> <td></td> <td>2014/15</td> <td>2015/16</td> </tr> <tr> <td>Whole school</td> <td>92.7%</td> <td>93.8%</td> </tr> </table>		2014/15	2015/16	Whole school	92.7%	93.8%	£3500
	2014/15	2015/16								
Whole school	92.7%	93.8%								
ii.										
Desired outcome	Chosen action/approach	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						

Improved literacy results	One to one tuition delivered by qualified teacher	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	£5000
Identification and provision of specialist input.	Small group work with specialist support input.	Raise attainment	Maths – small group work not as impactful as hoped -0.22 in 2015 to -0.24 in 2016 (P8 Estimates).	£3800
			Use of 1:1 support in future Music – opportunity for 1:1 practical lessons allowed access to examination in specialist subjects areas (4 students in 2016)	£1000
			Mandatory field trips accessed by all PP students. (EBacc)	£1000
Identification and provision of specialist input.	Specialised curriculum for disaffected PP students	Improve behaviour through raised aspiration and interest. Increased success in achieving qualification.	Limited success. All students gained qualifications that allowed them to access their post 16 choices.	
Raise attainment	All students who are PP given revision resources made available for all students.	Ensure students have equal opportunity to access a range of resources.	Progress 8 measures: Eng. -0.62 in 2015 to -0.36 in 2016 Maths -0.22 in 2015 to -0.24 in 2016 Ebacc 0.31 in 2015 to 0.04 in 2016 Open -0.43 in 2015 to -0.47 in 2016	£850

Raise attainment	PP students and focus groups receive 1:1 Academic Mentoring	Ensure students who are underachieving receive a broad additional support of study skills and organisation etc.	GIO DATA	£500						
iii. Other approaches										
Desired outcome	Chosen action/approach	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						
Close the gap in progress PP/All students nationally	Provide students with opportunity to experience alternative curriculum	Wider curriculum experiences (such as residential and school trips and D of E) raise levels of motivation and thus attendance such that access to the curriculum is raised.	ATTENDANCE: <table border="1"> <tr> <td></td> <td>2014/15</td> <td>2015/16</td> </tr> <tr> <td>Whole school</td> <td>92.7%</td> <td>93.8%</td> </tr> </table>		2014/15	2015/16	Whole school	92.7%	93.8%	£6000
	2014/15	2015/16								
Whole school	92.7%	93.8%								
Improve attainment across the curriculum	Teacher with responsibility for Aspiration and Motivation	<i>Raise aspiration and knowledge of post 16 choices.</i>	All students aspired to and achieved entry to post 16. Success criteria: not fully met but approach shows promise as evident in post 16 destinations. Progress 8 data shows that PP students did not make expected progress. PP -0.25 (CI -0.8 to +0.3)	Senior HoY TLR £cost						

Increase opportunity for a workspace/resources to complete homework where time/space/opportunity is less available at home.	Homework Club	Attendance to use the space and resources of homework club averaged at 6-18 students daily for the 'power hour'	Ensure that students who are PP status are not limited in their ability to access this opportunity through barriers such as transport.	£3000
Increase self-esteem and resilience of PP students	Life Space Mentoring	Empower students with the skills required to develop resilience such they have coping mechanisms in place that allow them to progress academically despite barriers in personal life.	Continued support is required for such students to ensure they can develop resilience and therefore reduce the impact of personal barriers. This remains difficult to measure numerically although reports from professional support employed are positive.	£9200

7. Additional detail

A spreadsheet, recording all spending year-to-date against individual pupils, is held in school and feeds into this document. This document is available at: www.henleyschool.com