

In-progress:
This is a working document; this year's planned activity was evaluated in October 2017. Next review planned for December 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 2017-2018

Review of 2016-17 Pupil Premium Strategy

1. Summary information					
Academic Year	2017/18	Total PP budget (Last year)	£86,375	Date of most recent PP Review	Oct 2017
Total number of pupils	566	Number of pupils eligible for PP	100 (18%)	Date for next internal review of this strategy	Dec 2017

2. Current attainment (2016-17 Y11 cohort data)		
	<i>Pupils All/PP Henley-in-Arden School</i>	<i>Pupils All/Non-PP Comparisons with National Averages</i>
Progress 8 score average	All +0.01 PP-0.01 (Difference +0.00)	Available January 2018
Attainment 8 score average (from 2016/17)	School all 52.9 School PP 43.1 (9.8 difference)	Available January 2018

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
There is no difference between the progress of PP and non-PP pupils overall at Henley as the difference has been eradicated. However, there are some areas where they are not achieving as well – for example, in subjects eligible for the Open P8 Bucket; in EBacc P8, although above national average, as these pupils' profiles are more able, we would like to see them doing even better so that results are at least significantly above national averages for this bucket.	
In-school barriers (issues to be addressed in school)	
A.	High Attaining PP Pupils, and in particular High Attaining PP Boys, do not make as much progress as other pupil groups.
B.	The difference between the affluence of advantaged and disadvantaged students' circumstances at Henley is broad.
C.	Behaviour and motivation issues for some PP students can mean their progress is limited – see Pastoral SDP and Progress Leader activities for 2017-2018 inc. PASS testing.
D.	There remains a small difference (6%) between the attainment of pupils in English and Mathematics at grades 9-5 (Basics measure). Not enough PP students who achieve English at 5+ achieve mathematics.

External barriers (issues that also require action outside school, such as low attendance rates)	
E.	Attendance rates for pupils eligible for PP are slightly lower than those for all pupils.
F.	Some students can lack social skills and self-discipline, which needs to be addressed by high quality pastoral care and enrichment activities.
G.	Small numbers of disadvantaged students at HIAS (currently 18%) 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). However in 2016-17 there was no difference.

4. Review of expenditure and impact of spending in 2016-17 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)	Students made very good progress from their KS2 starting points in Year 7 English and Literacy classes – 85% caught up to the standard for secondary ready, almost all of whom were PP.
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 made 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 were not, departments put in place wave 1 interventions, monitored by heads of faculty/departments (HOF/HoD) and senior team. Intervention folders meant that these students' data are scrutinised and interventions are put in place regularly. Pupil premium board and interventions booklet were regularly updated and shared by DHT PP and Progress Leaders,, inc. Progress Leader – Aim Higher (G&T).
C.	Behavioural issues of Year 10/11 addressed.	Fewer behaviour incidents (C) were recorded for these pupils on the school system (without changing recording practices or standards) and more R points were recorded.
D.	Increased attendance rates for pupils eligible for PP.	We reduced the number of persistent absentees (PA) among pupils eligible for PP to below 10%. Overall attendance among pupils eligible for PP improved 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

2017/18

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. Maintain 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 18
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 18

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 18
B. Improved progress for high attaining pupils	Gifted and Talented Coordinator to create personalised opportunity for pupil premium students – especially boys 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. Intervention folders reflect this priority.	Progress Leader – Aim Higher (BCU) Progress Leader/ Pastoral Managers	Dec 17
Total budgeted cost					30,000
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 18
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 18
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 ICEAG	July 18
Total budgeted cost					£10,000
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?
D. Increased attendance rates	<p>Attendance Officer continues to implement strategies from last year's CPD in high performing Shires TSA schools and external CPD.</p> <p>Use of ACE to chase identified concerns reflecting on monitoring work in place.</p>	We can't improve attainment for children if they aren't actually attending school. ACE briefing for school leaders identifies addressing attendance as a key step.	<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>	NTH / CJE	Jan 18
C. Problem behaviour in Year 7-11 addressed	Targeted behaviour intervention for identified students.	Targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	<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 18

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					£20,000

6. Additional detail

The latest, up to date version of this working document is available in PDF Format from our website at: www.henleyschool.com