

## Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	The Garibaldi School				
Academic Year	2019-20	Total PP budget	£239020	Date of most recent PP Review	Aug 19
Total number of pupils	791	Number of pupils eligible for PP	241	Date for next internal review of this strategy	Jan 20

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	+0.17	+0.13 (2018)
Attainment 8 score average	40.1	50.1

### 3. Barriers to future attainment (for pupils eligible for PP)

#### Academic barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Literacy levels on entry are lower for disadvantaged than other students and low in relation to national averages. For example the reading scaled score average of current Year 7's is 1.6 lower than for Maths at 104.2. This makes it more difficult for students to access the curriculum and means that attitudes towards reading are poor and students lack a wide and sophisticated vocabulary. This is a particular issue for middle ability boys who are the largest group with current Year 10 and 11.
B.	Students have poor levels of cultural capital overall and this is particularly the case with disadvantaged students. The low socio-economic demographic of the communities the school serves along with the location of the school in a suburban area of a deindustrialised town in the East Midlands means students have little access to diverse cultural experiences.
C.	Low levels of social mobility in the area are a barrier to higher outcomes particularly for disadvantaged students. Low levels of social capital mean that students lack the connections to networks that might offer opportunities i.e. high quality work experience placements. Some students in particular disadvantaged students can lack confidence and self belief which if unchallenged leads to low aspirations. As a result too few disadvantaged students get the benefit of opportunities further afield whether this is university or high quality degree equivalent courses or higher level apprenticeships.

#### Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	Attendance rates for disadvantaged students are lower than for non-disadvantaged. For example the current Year 11 disadvantaged cohort had attendance in 2018-19 of 89% compared to 95% for non-disadvantaged students. This means that the impact of lessons and support in school needs to be greater for disadvantaged students in order to close the progress gaps to non-disadvantaged students.	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Ensure high levels of literacy for disadvantaged students	Analysis of KS3 Accelerated reader scores Above expected progress in English for Year 7-10 at monitoring points English P8 for disadvantaged students to be better than for non-disadvantaged students nationally in 2020.
<b>B.</b>	Improved levels of cultural capital to be evidenced in improved performance in EBACC subject area (Science, Humanities and Languages)	Year 11 Disadvantaged students P8 to be positive for the EBACC basket in 2020. Predicted P8 for Year 10 Disadvantaged students based on end of year mocks to positive. Increased percentage of disadvantaged students taking EBACC facilitating subjects – increase to 20% for Year 9 cohort in 2020-21 from 12% in 2018-19.
<b>C.</b>	Improve aspirations and expectations of students in order to increase opportunities for social mobility on leaving education.	Ensure the average ATL score of disadvantaged cohorts is 1.9 or better.  Increase the proportion of disadvantaged students accessing A Levels, Level 3 college courses and HL Apprenticeships  Increasing percentage of students opting for the EBACC facilitating subjects.  Increased 6 <sup>th</sup> form retention of disadvantaged students.

<b>D.</b>	Increased attendance rates for disadvantaged students	Increase attendance rate for disadvantaged students to the school target of 96% so that it is at least in line with non-disadvantaged students. Reduce number of disadvantaged students who are persistent absentees (i.e. less than 90% attendance)
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## 5. Planned expenditure

Academic year

2019-20

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 implementation?
Development of AFL across the curriculum – specific focus on EBACC subject development	Improved EBACC results for Year 11 cohort  Positive progress for all EBACC subjects across 7-10	We know that quality first teaching is the basis for positive outcomes for all students. Within this AFL is a key driver and Evidence suggests that improving the quality of feedback is especially effective in raising outcomes for disadvantaged students.	<ul style="list-style-type: none"><li>- SLT led CPD development sessions</li><li>- SLT led Middle Leader development – leading teaching</li><li>- Whole staff CPD development</li><li>- Department led CPD on pedagogy and practice</li><li>- NQT/RQT bespoke CPD on AFL and planning.</li><li>- SLT line management structure</li><li>- Regular SLT led classroom visits.</li><li>- QA processes Department</li></ul>	Deputy Head (JA)  And all lead teachers	In line with Academy Improvement Plan milestones

<p>Whole staff focus on development of the Lesson Planning Framework – with a specific focus on address the specific needs of all students (disadvantaged)</p>	<p>Improved EBACC results for Year 11 cohort</p> <p>Positive progress for all EBACC subjects for all</p>	<p>On the back of improving feedback and AFL this should inform bespoke planning to meet the needs of all groups of students in particular those that are disadvantaged. Utilising this framework enables staff to treat every student as an individual and plan to meet their needs.</p>	<ul style="list-style-type: none"> <li>- SLT led CPD development sessions</li> <li>- SLT led Middle Leader development – leading teaching</li> <li>- Whole staff CPD development</li> <li>- Department led CPD on pedagogy and practice</li> <li>- NQT/RQT bespoke CPD on AFL and planning.</li> <li>- SLT line management structure</li> <li>- Regular SLT led classroom visits.</li> <li>- Department QA processes</li> </ul>	<p>Deputy Head (JA)</p> <p>And all lead teachers</p>	<p>In line with Academy Improvement Plan milestones</p>
<b>Total budgeted cost</b>					£65000
<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 implementation?</b>

<p>Develop effective intervention mentoring focused around ATL and progress</p> <ul style="list-style-type: none"> <li>- Pastoral Lead to focus on PP girls in Year 11</li> <li>- SLT – focus on low achieving PP students in Year 11</li> <li>- Achievement Leads 7-9 to have focus on PP cohorts</li> </ul>	<p>Progress of disadvantaged students to be above 0 and in line with non-disadvantaged students in Year 7-10</p> <p>P8 for disadvantaged students to be better than non-disadvantaged students nationally.</p> <p>Ensure the average ATL score of disadvantaged cohorts is 1.9 or better.</p>	<p>Intervention mentoring (IM) has been in place for several years in school, but the focus has been shifted to Attitudes to Learning more specifically. Staff and student voice had highlighted these aspects as being the one's most positively affected by IM. Regular focused conversations taking place each half term will encourage students to reflect and build resilience. It will also highlight points of praise to build confidence and self-belief.</p>	<ul style="list-style-type: none"> <li>- New IM form to record summary of conversations.</li> <li>- Achievement Leads and AHS Achievement to QA IM process</li> <li>- QA of study period provision</li> <li>- Student Voice survey to measure perceptions of impact</li> <li>- Analysis of correlation between QA and data sets</li> </ul>	<p>Assistant Head of School – Achievement</p> <p>Achievement Leads</p>	<p>After ATL and Progress monitoring points.</p>
<p>Implement an integrated approach to raising aspirations and expectations through:</p> <ul style="list-style-type: none"> <li>- Clear and sustained focus on character development through ATL</li> <li>- Develop and implement Widening Participation week of activities/opportunities</li> <li>- Use of NTU and UON Student Ambassador/Students in Classrooms provision.</li> </ul>	<p>All Yr11 disadvantaged students have applied for/secured a place in 6<sup>th</sup> Form, College or on a good quality apprenticeship by May 2020</p> <p>Ensure the average ATL score of disadvantaged cohorts is 1.9 or better.</p> <p>The disadvantaged cohort demonstrate greater awareness and understanding of post 16 options.</p>	<p>Low levels of cultural capital and social mobility exist in the communities that the school serves. While work done to raise aspirations has had an impact, too many students lack an expectation by the time they finish their education that they can meet these aspirations. Activities and provision in 2019-20 will build on lessons learned in 2018-19 to ensure that students have the confidence and self-belief to turn their aspirations into expectations.</p>	<ul style="list-style-type: none"> <li>- Develop culture of confidence and self-belief in year groups – specific focus on disadvantaged.</li> <li>- Raise awareness of ATL and link to achievement &amp; aspiration</li> <li>- Use of assembly provision</li> <li>- Development of study period activities</li> <li>- Working with range of Higher and Further education partners</li> <li>- QA of study period – SLT and Achievement Leads</li> <li>- Use of student voice activities.</li> </ul>	<p>Assistant Head of School – Achievement</p> <p>Achievement Leads</p>	<p>After ATL and Progress monitoring points.</p> <p>Post provision through targeted student voice activities</p>

<p>Tailored subject intervention support:</p> <ul style="list-style-type: none"> <li>- Year 11 AM subject interventions</li> <li>- Year 11PM subject revision</li> <li>- Subject focused interventions – English – Year 9 additional hour</li> <li>- Disadvantaged student Intervention days – ATL/Character (Yr10) and revision culture (Y11)</li> </ul>	<p>Progress of disadvantaged students to be above 0 and in line with non-disad students in Year 7-10</p> <p>P8 for disadvantaged students to be better than non-disadvantaged students nationally.</p> <p>Ensure the average ATL score of disadvantaged cohorts is 1.9 or better.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can improve outcomes particularly for those of secondary level.</p>	<ul style="list-style-type: none"> <li>- QA of planning and delivery of AM sessions by SLT</li> <li>- Weekly tracking of after school attendance – analysis in relation to progress data.</li> <li>- Half termly update on AM sessions</li> <li>- Communication with parents – specific focus on disadvantaged students</li> <li>- Subject class intervention group analysis (English at monitoring points)</li> <li>- Use of data to target most appropriate participants in activities – disadvantaged student tracker</li> </ul>	<p>Assistant Head of School – Achievement</p> <p>Achievement Leads</p> <p>Director of Languages</p>	<p>After ATL and Progress monitoring points.</p> <p>Post provision through targeted student voice activities</p>
<b>Total budgeted cost</b>					£45000
<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 implementation?</b>

<p>Achievement Leads - Designated people give focus to PP groups</p>	<p>More bespoke and targeted support for disadvantaged students in Year 7, 8 and 9- no gap in rates of progress for disadvantaged students compared to non-disadvantaged students.</p>	<p>We want to be able to understand and respond to the specific needs of disadvantaged students as soon as they come into school. Achievement Leads will champion the progress and success of their allocated year groups and will allow for higher levels of support, more in depth analysis and responsive planning.</p>	<ul style="list-style-type: none"> <li>- SLT line management of Achievement Leads (AHS)</li> <li>- Lesson and study period drop in from Achievement Leads and AHS Achievement.</li> <li>- Review and analysis of monitoring progress data</li> <li>- Review and analysis of ATL monitoring data</li> </ul>	<p>Assistant Head of School for Achievement</p>	<p>This will take place at the three progress monitoring points in October, January and May</p>
<p>Improved rates of attendance for pupil premium students</p>	<p>Attendance to be in line with national figures and in line with non-pupil premium student attendance.</p>	<p>Attendance figures for the school have been below the national average for a number of years and there is a significant gap between the attendance of pupil premium and non-pupil premium students. This is clearly a significant barrier to pupil premium students achieving well.</p>	<ul style="list-style-type: none"> <li>• Weekly SLT attendance analysis</li> <li>• ½ Termly Detailed attendance QA report</li> <li>• AHT to work with new Attendance Manager to develop understanding of “attendance as a school priority”</li> <li>• Develop attendance culture across the whole school</li> <li>• Pupil premium focus groups run by attendance manager</li> <li>• Attendance manager to liaise with achievement leads</li> <li>• Sanctions / Rewards system to be investigated and implemented</li> </ul>	<p>Assistant Head of School for PDBW</p>	<p>In line with Academy Improvement Plan milestones</p>
<p><b>Total budgeted cost</b></p>					<p><b>£55000</b></p>

## 6. Review of expenditure

Previous Academic Year

2018-19

### 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
<p>Ensure impact of teaching for disadvantaged students particular Core and EBACC subjects</p> <ul style="list-style-type: none"> <li>- CPD –</li> <li>- Department RAG meetings</li> <li>- Assertive line management</li> </ul>	<p>Positive P8 for disadvantaged students – above 0 overall</p> <p>Positive progress for disadvantaged students in the EBACC buckets</p>	<p>Strong impact of the actions put in place:</p> <ul style="list-style-type: none"> <li>- Overall P8 for disadvantaged students +0.17</li> <li>- Overall EBACC P98 for PP students was -0.23 but this was significantly increased from 2018.</li> </ul> <p>Value added for disadvantaged students in:</p> <ul style="list-style-type: none"> <li>- +0.38 English</li> <li>- +0.14 Maths</li> <li>- +0.4 Geography</li> <li>- +0.4 Spanish</li> <li>- 0.0 Computer Science</li> </ul>	<p>Approaches used to continue. Identifying the need for thorough understanding of specifications and courses to ensure all staff can effectively deliver these to all students. Assurance of curriculum design and sequencing.</p>	<p>£84,000</p> <p>Made up of</p> <p>£6000 CPD</p> <p>£48000 curriculum bonus</p> <p>£30000 SLT support and Leadership development provision</p>

### 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
<p>Development of bespoke support for Year 11 disadvantaged cohort</p>	<ul style="list-style-type: none"> <li>- Create an independent revision culture</li> <li>- Offer in school support for</li> </ul>	<ul style="list-style-type: none"> <li>- Disadvantaged P8 was +0.17 – above the national figure for non-disadvantaged in 2018</li> <li>- Disadvantaged student EBACC P8 was much increased from 2018 at -0.23</li> </ul>	<p>Taken together the range of actions worked in conjunction to create a more positive independent revision culture. There was a sufficient balance between in school support and guidance on how to revise at home. This was pushed by Intervention</p>	<p>£26,300</p> <p>Made up of:</p>

<ul style="list-style-type: none"> <li>- Appointment of Lead Intervention Mentor for Year 11</li> <li>- Year 11 AM Study period subject Interventions</li> <li>- Year 11 PM Subject revision/support sessions</li> <li>- One to one Intervention Mentoring</li> <li>- Disadvantaged student intervention day</li> </ul>	<p>disadvantaged students who find it difficult to revise at home</p> <ul style="list-style-type: none"> <li>- Ensure progress for disadvantaged cohort is better than for disadvantaged students nationally</li> <li>- Improve outcomes in EBACC subjects</li> </ul>	<ul style="list-style-type: none"> <li>- Revision attendance from disadvantaged students was the highest recorded</li> </ul>	<p>Mentors, subject teachers and SLT in their conversations with students and in assembly provision. The focused intervention day provision was instrumental in having a 'last minute' impact on a key group of disadvantaged students. In 2019-20 we have reviewed role of the Lead IM and this will work will be picked up by a Year 11 Pastoral Lead who has a broader view of the ear group and can direct time and focus more independently. The intervention day has been moved to HT3 in order to allow more time for impact prior to the last round of mock exams.</p>	<p>£12600 – PM revision and planning</p> <p>£3200 – Intervention day transport, resources and planning</p> <p>£6500 – AM Intervention and planning</p> <p>£1500 IMLead</p> <p>£2500 IM Process</p>
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### iii. Other approaches

<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>
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<p>Raise student aspirations – especially for disadvantaged students. Through:</p> <ul style="list-style-type: none"> <li>- The appointment of Development Leads for Higher Ability and Disadvantaged students + KS3 Ach. Lead</li> <li>- Formation of an Achievement Team</li> <li>- Development of a whole school Raising Aspirations framework</li> <li>- 'Next Steps' provision for all Year 11 disadvantaged students</li> </ul>	<ul style="list-style-type: none"> <li>- Improved progress for HA disadvantaged students</li> <li>- More informed choices post 16 – particularly for disadvantaged students</li> </ul>	<ul style="list-style-type: none"> <li>- Disadvantaged P8 was +0.17 – above the national figure for non-disadvantaged in 2018</li> <li>- P8 for HA disadvantaged students was 0.0 an improvement on 2018 though there is still a need to ensure all HA disadvantaged students can make at least expected progress.</li> <li>- Retention of disadvantaged students into 6<sup>th</sup> form increased.</li> <li>- Next Steps provision ensure all disadvantaged students had received guidance and support on applications for post 16 options.</li> <li>- The Achievement Team worked effectively to develop a whole school approach to raising aspirations – the inaugural Widening Participation week was particularly successful with 92% of Year 9 and 10 students accessing at least one option session, 69% attended at least 2 sessions, 34% attended 3 or more.</li> </ul>	<p>The actions in 2018-19 will be further developed (see above) in particular with the appointment of Achievement Leads for all year groups. In addition there will be further development of the link between ATL and achievement and aspirations to build confidence and self-belief. In line with recent research it was clear that while student aspirations have been positively impacted, there is work to do to ensure students develop the expectation that they will be able to meet these.</p>	<p>£29,500</p> <p>Made up of</p> <p>£12000 Dev. Leads and SLT support</p> <p>£8000 Ach. Team development work -</p> <p>£7000 – Cover and Transport costs Higher Ed/Further Ed vists.</p> <p>£2500 – WP week planning and cover costs.</p>
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## 7. Additional detail



