

# Pupil premium strategy statement (secondary)

1. Summary information					
<b>School</b>	Ruskin Community High School				
<b>Academic Year</b>	2016-17	<b>Total PP budget</b>	£164,015	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	545	<b>Number of pupils eligible for PP</b>	200	<b>Date for next internal review of this strategy</b>	Feb '17

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>% achieving 5A* - C incl. EM (2015-16 only)</b>	<b>49%</b>	64.7%
<b>% achieving expected progress in English / Maths (2015-16 only)</b>	<b>65%/60%</b>	75.8% / 73.4%
<b>Progress 8 score average</b>	<b>-0.44</b>	0.12
<b>Attainment 8 score average</b>	<b>42.89</b>	52

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>	
<b>A.</b>	Middle and High attaining PP students have not achieved as well as other students in maths.
<b>B.</b>	High attaining PP students are making less progress than other students.
<b>C.</b>	Attitude of some, mainly middle ability boy, PP students is having a detrimental effect on their learning.
<b>D.</b>	Low literacy levels of students impedes progress at KS3 in a variety of subjects. Approximately 50% of the Y7 cohort 2016 did not reach the expected standards at KS2 in Reading and/or Writing.

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Attendance rates for students eligible for PP (93%) are below non PP (95%) thus reducing school hours and contributing to reduced progress. Reduce the % of disadvantaged PA students from 30% identified in RAISE 2016.	
<b>F.</b>	Continue to further engage parents in school life.	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Improved achievement for PP students in maths.	Gaps in achievement are eradicated for middle and high ability PP learners. Both PP and Non PP achieve Ave Att 8 scores which equal National other for HPA.
<b>B.</b>	High attaining PP students are achieving more top GCSE grades and making at least equal progress to Non PP students nationally.	High attaining PP students achieve at least as well as Non PP high attaining students nationally. Attainment 8 monitored and intervention successful in accelerating progress.
<b>C.</b>	Improvement in attitude to learning for targeted groups of PP Boys.	Increased % of targeted students eligible for school rewards. Reduced missed homework. Effort levels raised as indicated by lesson registers and effort grades on Short Reports to parents.
<b>D.</b>	Increased literacy levels of KS3 students with PP.	PP students make at least good progress on their target grades and are aiming for excellent progress targets. Progress is always compared to 'other' students and should be exceeding this in order to close gaps.
<b>E.</b>	Increase attendance for PP and reduce % of PA students across the school.	Reduce the percentage of PA students who are eligible for PP to below 12% (national average and school average for Non PP). PP students achieve 95% attendance overall.
<b>F.</b>	Continue to further engage parents in school life through offering bespoke events to break down barriers to attendance.	Increase the % of PP parents who attend school events including Parents' evening. Aim to engage all incoming Y7 PP parents early in school career to encourage open communication.

**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**

<b>Desired outcome</b>	<b>Chosen action / approach</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 and how you review implementation?</b>
A,C,D	Extra classes in targeted areas.	An extra teaching group has been facilitated in targeted Year groups (11/10/8 Maths, Y10/8 all subjects). Smaller class sizes enable teaching and learning to be more effective by allowing teachers to better meet the needs of all learners.	Routine department reviews including lesson observations and book scrutiny. Data analysis.	SLT L&T  SZY	At each data catch and calendared department review.
D	In house staff training on raising levels of Literacy in all subjects.	Increased expectation in standard of Literacy and quality of written response to be consistently seen across all departments in the school.		SMI	Book scrutiny. Staff feedback.

**Total budgeted cost**    £39,250

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</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 and how will you review implementation?</b>
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A	1:1 tuition for underachieving PP students.	1:1 tuition is proven in accelerating progress and improves engagement. Y11 programme organised for Spring term.	Recruitment of Y12 Maths students with excellent academic records. Y9&10 students selected as tutors for Y7&8.	LED  £1500	Spring 2 Data Catch (Y11). Student Voice. All data points (7-10).
D	Small group intervention for PP students in KS3 in Literacy.	Students identified for whom progress has been slow from KS2. Especially Middle and High ability learners.	All KS3 underachieving students in English to receive group intervention in improving their Literacy skills.	LUC/HAM	Pre Intervention data and Post intervention data.
F	Improve parental involvement in school for PP parents.	Students who have support in their learning from parents are more likely to achieve in school.	Explore meetings in Primary schools with parents to encourage links.	HAZ/NIC	All PP parents seen prior to admission at Ruskin.
C	Provide alternate provision to enable specific students to receive personalised support.	Students at risk of exclusion are engaged in education at alternate location, or a modified curriculum to suit needs.	Fermaine Academy.		
C	Study skills support for PP students. Revision methods workshops and Homework / Time management support for all PP students.			WEB (HAM/ KEE)	All PP students receive a minimum of 1 revision skills class. HWK support is swiftly activated for PP students.
B	Increase outcomes for High Prior attaining PP students	High Prior Attaining PP students have not achieved as well as HPA in school or national High Achieving students. Raise aspiration and rate of progress at KS3 to ensure the best grades are reached at KS4.	Raise Aspirations. Careers talks / visits. University experience.		HPA PP Data at all catches. 100% of students to achieve target grades, with at least 30% to reach Excellent target grades by end of July 2017.

C	Bespoke rewards/incentive based programme for group of boys displaying poor attitudes to learning.	To increase engagement with school of groups of students who find it difficult to progress and lack motivation.	Rewards/Incentives issued Careers information / visit Parental support	SMI		
<b>Total budgeted cost</b>					£71,320	
<b>iii. Other approaches</b>						
<b>Desired outcome</b>	<b>Chosen action / approach</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 and how will you review implementation?</b>	
E	Decrease proportion of PA PP Students.	Poor attendance in school is a limiting factor in achievement. Increase average attendance of all PP to in line with other students and above 95%.	Attendance officer target support to vulnerable PP families. Increased home school contact and value of attendance.	VIT	Half termly	
F	Improve parental involvement in school.	Students who are supported in their school career by parents are more likely to be successful. Involving parents in study skills	Advertise Skills Supper event widely for PP parents. Increase attendance rate from last year's event.	HAZ	% Attendance increase for Parent Consultation evenings for PP students. % attendance at Study Skills Supper.	
<b>Please see separate sheet for full breakdown.</b>					<b>Total budgeted cost</b>	<b>£53445</b>

6. Review of expenditure				
Previous Academic Year				
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
Extra teaching group.		All students benefit from smaller student teacher ratios allowing closer support for those that most need it.	Continue with approach to promote progress in areas of underachievement.	£30,000
ii. Targeted support				
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
Increase outcomes for Y11PP students in maths.	1:1 tuition with Yr12/13 students.	89% of students improved or remained the same. 68% of the students improved their grade from the extra help. 21% of students remain the same for their SUM1 assessment but felt the 1-1 tuition boosted their confidence and they were pleased they had the opportunity.	Repeat the programme during the Spring term to enhance revision and build confidence and exam technique. Student and parents believed the programme was valuable. Trial the programme to lower school students using KS4 students	£2000

Increase reading ages of PP students to access exam material.	Accelerated Reader Buzz Reading Scheme	Data inconclusive of impact. Probable improvement down to other factors. Not deemed good value for money.	In house reading scheme developed to be used in KS3 to increase reading ages of all students.	£0
Improve numeracy levels of students who were below level 4 on entry in Y7-9.	Whizz Maths	Trialled for 1 year. Online programme proved effective in motivating students to practise their numeracy. Again sole impact difficult to assess.	Don't continue, not good value for money. Maintain small number of logins for targeted students. Use free online programme recommended by other schools – Khan Academy.	£0
Music Tuition		Limited take up of Music lessons by PP students.	Continue with budget, aim to market lessons to PP students and increase uptake. Reduce budget required.	£2500

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</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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Improved parental involvement.	Study Skills Supper event	Revision event targeted at middle and upper band PP students & their parents in years 8 and 9 to look at good revision practices within different departments.	<ul style="list-style-type: none"> <li>• 63% of parents felt the event was very beneficial. The remaining 37% felt it was beneficial. None felt the evening was not beneficial.</li> <li>• 91% of parents reported that they would recommend the event to other parents in the future.</li> <li>• All parents and students were engaged in the evening's activities.</li> </ul>	£600
Increase Attendance for PP	Attendance team work.	Team work closely with all PA students and also attend multi agency team meetings.	Continued problem with PA for PP (% increased last year partly due to change in criteria for PA students).	



