

# Pupil premium strategy statement (secondary)

1. Summary information					
School	Ruskin Community High School				
Academic Year	2017-18	Total PP budget	£168,300	Date of most recent PP Review	n/a
Total number of pupils	598	Number of pupils eligible for PP	207	Date for next internal review of this strategy	Feb '18

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (2016 national average)
% 9-4 Basics (standard pass in English / Maths)	51/52%	70%
Progress 8 score average	-0.37/-0.26	0.12*
Attainment 8 score average	39.64/43.25	52*

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

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

A.	Current internal data indicates Middle and High attaining PP students are not achieving as well as other students in maths and High attaining PP students are not achieving as well in English .
B.	Current internal data indicates High and Middle attaining PP students are making less progress than other students.
C.	Attitude of some, mainly middle ability boy, PP students is having a detrimental effect on their learning.
D.	Low reading levels of some students impedes progress at KS3 in a variety of subjects. Approximately 1/3 of students in each year group have reading ages below their chronological age.

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

E.	Attendance rates for students eligible for PP (91%) are below non PP (95%) thus reducing school hours and contributing to reduced progress.
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F.	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
A.	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.	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.
C.	Increase the proportion of HPA PP students who achieve 7+ grades in English.	Increase the proportion of all students, including PP, achieving the upper grades in English
D.	Increased reading levels of KS3 students with PP.	PP students identified with a pre-chronological reading age to receive additional intervention to speed up their progress in reading.
E.	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.
F.	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		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 and how you review implementation?
A,C,D	Extra classes in targeted areas.	An extra teaching group has been facilitated in targeted Year groups (Y11/9/7 in all subjects). Smaller class sizes enable teaching and learning to be more effective by allowing teachers to better meet the needs of all learners. EEF – Reducing Class Sizes Moderate Impact for High Cost.	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.	Link departments to facilitate improvement in extended writing/ longer answers.	CL's (MOR)	Book scrutiny. Staff feedback.
<b>Total budgeted cost</b>					£ 64,261
ii. Targeted support					
Desired outcome	Chosen action /	What is the evidence and	How will you ensure it is	Staff lead	When and how will

	<b>approach</b>	<b>rationale for this choice?</b>	<b>implemented well?</b>		<b>you review implementation?</b>
A	1:1 tuition for underachieving PP students.	1:1 tuition is proven in accelerating progress and improves engagement. EEF – Peer Tutoring High impact for low cost	Recruitment of Y12 Maths students with excellent academic records. Y11 programme organised for Spring term. Y9&10 students selected as tutors for Y7&8.	BEL  £2000	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. EEF – One to One Moderate impact for high cost	All KS3 underachieving students in English to receive group intervention in improving their Literacy skills.	SMI/HAM (MOR)	Pre Intervention data and Post intervention data.
B, D	Ensuring all PP students complete HWK to support their learning.	Homework – Students are required to work independently to consolidate learning and practise skills. EEF Homework Moderate impact for very little cost	Lunchtime/Afterschool support groups.	WEB (HAM/KEE)	All PP students who are missing HWK deadlines are swiftly intervened with.
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.	Learning to Learn/Revise sessions to enable students to be more independent in planning their own revision. EEF – Meta Cognition	Intervention team to offer support sessions for all 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 intervention to ensure HPA students achieve the highest grades in English	To support students in improving their writing skills.	Intervention – Small group HPA Enrichment English group	MOR	% 7-9 grade – particularly in English Language increases for both PP and non PP students.	
<b>Total budgeted cost</b>					<b>£ 72,839</b>	
<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 & YAMS	Half termly	
F	Improve parental involvement in school.	Students who are supported in their school career by parents are more likely to be successful. EEF – Parental Involvement Moderate impact for moderate cost		THO & BAT	% Attendance increase for Parent Consultation evenings for PP students. % attendance at Celebration events.	
<b>Please see separate sheet for full breakdown.</b>					<b>Total budgeted cost</b>	<b>£ 31,200</b>

6. Review of expenditure				
Previous Academic Year		2016-17		
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
A,C,D	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.	All students benefit from smaller student teacher ratios allowing closer support for those that most need it. Internal data showed PP Gaps closed slightly over the course of the year, however all students – PP and other receive higher levels of support.	Continue with approach to promote progress in areas of underachievement.	£

D	In house staff training on raising levels of Literacy in all subjects.			
<b>ii. Targeted support</b>				
<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>

A	1:1 tuition for underachieving PP students.	<p>Recruitment of Y12 Maths students with excellent academic records.</p> <p><u>Y9&amp;10 students selected as tutors for Y7&amp;8.</u> Of the 22 students invited, 20 improved on their SPR2 data catch (91%).the other 2 students achieved the same as SPR2, nobody dropped down a subLOP.</p> <p>15 out of the 22 are now on target (68%), none were on target at SPR2 data catch. 4 students are 1 subLOP behind EOY target (18%) now but were further away in SPR2. 3 students (14%) are still more than 1 subLOP away from their EOY target.</p>	<p>Repeat the programme for Y11 during the Spring term to enhance revision and build confidence and exam technique. Student and parents believed the programme was valuable. Continue to deliver the programme to lower school students using KS4 students. Data indicates high levels of success for Y7-9 students targeted, with dual benefit for those who acted as tutors. Continue with scheme in next academic year.</p> <p>Explore possibility of extending to other key subjects, possibly Science.</p>	£2000
D	Small group intervention for PP students in KS3 in Literacy.	<p>5 out of 9 (56%) Year 8 students made one sub-level of progress between the Summer 1 and Summer 2 data catch. 2 are exceeding their EOY target grades, one is working at their EOY target grade and one is working 1 sub-level below their EOY target grade.</p> <p>3 out of 7 (43%) Year students made one sub-level of progress between the Summer 1 and Summer 2 data catch. 2 students are making good progress and the rest are working below.</p>	<p>Literacy intervention will continue. Whole school Literacy focus for 2017-18 is Reading. So Reading intervention programme will be introduced.</p>	£



C	Provide alternate provision to enable specific students to receive personalised support.	Fermaine Academy	1 student who this was targeted at has now left Ruskin, 1 student continues to attend..	£0
C	Study skills support for PP students. Revision methods workshops and Homework / Time management support for all PP students.	<p>Small group workshops – difficulties encountered during revision process, how to structure revision, revision techniques including creation of resources, preparation of revision timetable, supply of revision equipment.</p> <p>Of the Pupil Premium Year 11 cohort, two students did not attend (absent). A number of students asked to continue to meet in the lead up to GCSEs. These meetings took place after school in the Library and intervention was in the areas of English and Humanities, how to structure answers, how to note-take/ summarise and punctuation/grammar according to the students' specific needs. There was also an element of pastoral care and reassurance.</p> <p>In some cases, revision guides were sourced if the students could not afford to purchase them.</p>	Continue to provide revision skill support to Year 11 students early in the Spring term. This strategy to be used with underachieving non PP students in the Spring term of Y11 and roll programme into Y10 to provide bespoke support earlier.	
B	Increase outcomes for High Prior attaining PP students	<p>Underachieving HPA PP students have been identified and received 1:1 mentoring to ensure support and guidance is available.</p> <p>Individual 1:1 or small group support has been provided for some HPA PP students in maths and English.</p>	Continue to offer both mentoring and bespoke support for students in KS4 according to capacity.	

C	Bespoke rewards/incentive based programme for group of boys displaying poor attitudes to learning.	External factors – exams, work experience, college visits have affected intervention. Any intervention has been limited to morning registration. Two students who have consistently attended sessions have made considerable improvements in attitude to learning.	Time is limiting factor with this strategy. Individual bespoke intervention plans suggested for September.	
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### 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
F	Improve parental involvement in school.	Tea and Toast sessions – 33% of parents who attended were of PP students. (increase on previous events) Summer celebration event – 26% of parents who attended were PP Both events offered new opportunities for all parents to visit school and see/experience learning.	Whilst the % of parents who attended the events appears low, this is an improvement on attendance at previous attempts to engage PP parents (study skills supper 2016).  The summer celebration event was very well received by parents and a further event is calendared for this year. This will continue to be a priority area.	
E	Decrease proportion of PA PP Students.	Data to follow.		

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.
- EEF Teaching and Learning Toolkit.
- The pupil premium: and update. Ofsted July 2014
- Pupil Premium: effective use of the funding. The Key for School Leaders

