

Pupil premium strategy statement

1. Summary information					
School	Whiteheath Education Centre				
Academic Year	2017/18	Total PP budget	Approx. £13,000	Date of most recent PP Review	Sept. 2017
Total number of pupils	42	Number of pupils eligible for PP	29	Date for next internal review of this strategy	Jan. 2018

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving 5 A* - C incl. EM (2016/17 only)	0%	22%
% achieving 5 A* - C (2016/17 only)	0%	22%
% achieving 5 A* - G (2016/2017 only)	21%	35%

3. Barriers to future attainment (for pupils eligible for PP including high ability)		
In-school barriers		
A.	All pupils entering the service have large gaps in their knowledge due to poor or non - attendance at their mainstream school.	
B.	Vast majority have reading ages significantly below their chronological age.	
C.	Their medical and /or psychological/psychiatric problems present barriers to regular attendance.	
External barriers		
D.	Negative prior experiences of education in their mainstream school has resulted in pupils having low self-esteem and anxieties about school.	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improvement in reading ages.	All pupils are within 2 years of their expected chronological reading age.

B.	An increase in the number of pupils on track in maths.	75% of pupils are on track in maths.
C.	Increased attendance rates for pupils eligible for PP.	Overall attendance among pupils eligible for PP improves by 2%.

5. Planned expenditure					
Academic year		2017/18			
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 progress in literacy	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).	Subject Lead for English	Jan 18
	CPD on using Accelerated Reader effectively and developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language.	Vast majority of pupils when tested have reading ages significantly below their chronological age. Schools in the English network have successfully trialled this approach. Accelerated Reader was shown to have a positive impact in an independent evaluation	Line manager for English to support subject lead for English with the development of resources and scheme.	Subject lead for English	Dec17, March and July 18
B. Improved progress in maths.	Introduction of 'Mathswizz' to all pupils.	Recommended by schools in the maths network. All pupils and particularly those on home tuition are able to use resources to enhance their learning.	Line manager for maths to support maths leads in the development, monitoring and evaluation of the effectiveness of the resource in improving levels of progress.	Subject leads for maths	Dec17, March and July 18
Total budgeted cost					£10,000

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 literacy progress	HLTA used to target individual pupils and conduct 1:1 sessions during assembly and/or form tutor time.	Some of the students need targeted literacy support to catch up. Small group interventions with highly qualified staff are known to be effective. Strategies and programmes suggested by EP /Inclusion support will be used.	Organise timetable for HLTA to ensure she is delivering provision and has sufficient preparation and delivery time. Data tracking of these students to show impact of the programme.	HLTA	Dec 17, March and June 18
B. Improved maths progress	Half-termly monitoring and analysis of use of `Mathswhizz` and its impact on progress.	Regular tracking of progress and impact will help to identify targeted pupils and enable appropriate actions to be put into place.	Line manager to meet regularly with maths leads to discuss effectiveness of the programme. Half-termly data analysis will identify progress of targeted pupils.	Maths leads	Dec 17, March and June 18
Total budgeted cost					£2,000
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	Pastoral leads identified from SLT for specific year groups. Consistent procedures for monitoring attendance developed. Half-termly pastoral meetings with pastoral	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.	SLT pastoral leads and admin staff will collaborate on a daily basis to ensure new provision and standard school processes work smoothly together. Same day calls. Reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable.	Head teacher Pastoral leads	Oct.17

	leads, mentor and form tutors.		<p>Personalised support and assertive mentor assigned to each PA pupil eligible for PP. Attendance and progress discussed weekly by pastoral leads, half-termly with form tutors and mentor.</p> <p>Letters about attendance to parents / carers at key trigger points.</p> <p>Mentor to support with home visit for identified pupils to discuss attendance with parents / carer and explore barriers</p>	<p>Admin staff</p> <p>Mentor</p>	
Total budgeted cost					£1,000

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To close the gap in attainment in English and Maths	Purchase of set texts for GCSE course Theatre visit to see set text Workshop with author	Medium to high – All except 1 pupil achieved a qualification in English and Maths	Purchase of set texts- look at progress data for English.CF HT and Centre. Theatre trip did not take place -need to research more the possibility and availability of theatre productions in the local area. Underestimated the lack of confidence of pupils to attend school trips. Look at other possibilities e.g. cinema trips if set tests have been made into films. Author visit did not happen-need to research better local authors and ensure they are booked a lot more in advance.	Textbooks for English- £725
	Subscription to on-line Maths resource	Medium- Pupils who use Doodle will make better progress than those who didn't-varying evidence of impact.	`Doodle` is an underused resource by the centre. Working party set up to look at how it can be used more extensively and effectively by staff to target individual pupils and help to involve parents/carers more in their child`s learning. `Doodle` Champions identified to support staff. Reps from `Doodle` to deliver staff training.	Cost of `Doodle` Subscription £6,000

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improve pupils` mental well being	6-week programme at Malthouse Stables Day visit to Frank Chapman Outdoor activities centre	Medium to high: 56% of pupils felt that their self-confidence had improved 56% of pupils felt that they had formed new friendships or had improved those they already had 89% of pupils felt that they had worked well together as a team	Plan more similar activities next year and encourage more pupils to take part. Plan a week`s visit to outdoor activities centre.	Cost of sessions at outdoor education centre- £300

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
Workshop on how to cope with stress and anxiety including exam pressure	School nurses to deliver a session to year 11 now to cope with stress during exams	Medium-low: positive impact for students who attended but one particular pupil did not who would have really benefitted from it.	Next year form tutors to prepare pupils well beforehand about the session involve them more in what they feel they would benefit from and emphasise the importance of attending the session. Explore the idea of meditation sessions for year11.	£0 - part of core package from school nurses

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.highschool.sch.uk