

# Testbourne Community School Pupil Premium Statement 2018-2019

1. Summary information					
School	Testbourne Community School				
Academic Year	2018-2019	Total PP budget	£97,985	Date of most recent PP Review	Sept 2018
Total number of pupils	866	Number of pupils eligible for PP	114	Date for next internal review of this strategy	June 2019
2. Current attainment					
2018 results			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% 4+ in English and Maths			72.2%	TBC	
% 5+ in English and Maths			50%	TBC	
Progress 8 score average			0.05	TBC	
Attainment 8 score average			5.07	TBC	
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>					
A.	Boys' lack of engagement in aspiring to achieve top grades				
B.	Cross-subject variation: (PPG boys underperform in English/Open, PPG girls underperform in Maths/EBACC)				
C.	Lower levels of literacy and numeracy on entry (12/27 PPG students below scaled score of 100 – 9 below in Reading, 9 below in Maths)				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Engagement of some PPG parents and carers				
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>				Success criteria	
A.	Reduced cross-subject variation in achievement and progress			Reduced gaps between pupil premium and non-pupil premium achievement and progress across all subjects, and by gender. Evidenced from termly progress reviews and examination outcomes	
B.	High levels of progress in literacy and numeracy for students in Year 7			Improved reading ages and numeracy skills for PPG students who arrived below the expected standard at KS2. Students make progress in line with non pp students and are on track to meet or exceed their English target	

		grades by the end of the year. Evidence will be seen in key assessments and progress report data.
<b>C.</b>	Improved overall quality first teaching, drawing on pedagogical approaches and strategies that best support all students	Lesson monitoring and book looks will indicate high aspirations and challenge for all, regardless of cohort. Progress reviews will show little or no variation between pupil premium and non-pupil premium students
<b>D.</b>	Increased engagement of PPG parents and carers	Attendance to parents evenings and information evenings in-line with non PPG parents/carers

## 5. Planned expenditure

Academic year

2018-2019

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(s)	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?
Improved overall quality first teaching, drawing on pedagogical approaches and strategies that best support all students	Staff CPD Programme and INSET days to focus on research and development of strategies to engage all students in their own learning, ensure efficient and effective feedback and to promote meta-cognitive skills	EEF Toolkit suggests that effective feedback and metacognition have the highest impact on students' learning and progress. Sharing best practice from the new leadership team who have proven experience of improving T&L and outcomes with these pedagogical strategies.	WOW Wednesday, daily BFG, Middle Leaders meetings, whole staff meetings and calendared CPD to ensure these initiatives are embedded. Involvement of highest levels of leadership in research and delivery of INSET	GGR	Throughout the year as per M&E process
	Further embed PIXL strategies for feedback, including Smith Pro formas and Covey Charts so students receive highly effective feedback and question level analysis	Quality first teaching makes the biggest impact on the outcomes of disadvantaged pupils (NFER)	Monitoring of quality of teaching using the daily BFG walks.  Staff discussion and evaluation.  Assessment of staff understanding.	ESU  GGR	
	PPG students remain a priority focus group for all teachers. PP books marked first, PP students identified on seating plans. All departments to have strategies identified in action plans to reduce PP gap – Use of 'seating plan' software to facilitate implementation of strategies	Continuation of previously successful strategy i.e. Identify PP students on seating plans and prioritizing the marking of PP students' books has been advocated at local DHT meetings.	Monitoring of lessons	GGR/ HODs	

<p>Reduced cross-subject variation in outcomes</p> <p>High levels of literacy and numeracy for PPG students in year 7</p>	<p>New homework sharing platform, Ruler, will facilitate greater collaboration and communication between school and home. Checks to ensure that PPG students have access to internet.</p> <p>Development of middle leadership team and sharing of best practice in monthly Curriculum Leader meetings, &amp; development through SSIF programme</p> <p>Raising Standards meeting cycle to ensure PPG students achieve 5+ EM &amp; positive P8 score</p> <p>Literacy &amp; Numeracy coordinators to devise action plans for areas of responsibility – line managed by DHT</p> <p>Literacy and Numeracy links identified every lesson in TCO</p> <p>Tutorial Programme implemented to ensure weekly focus on literacy, numeracy and silent reading. 'Guided reading' introduced to expose students to high quality texts and ensure that PPG students have access to good literature and are regularly engaging in their reading.</p> <p>Numeracy ninja programme to continue with years 7-9 to improve mental arithmetic.</p> <p>Stronger focus on transition from primary school as a transition of <b>learning</b>, including collaborative work between AHT, HODs and two feeder primary schools &amp; staff CPD.</p>	<p>EEF toolkit shows completing homework improves outcomes for secondary school children.</p> <p>Pixl have shown focused meetings between SLT and HODs improve results for all.</p> <p>DfE Sept 2018 guidance on literacy and numeracy catch up suggests that strategies implemented by teachers have the greatest impact. Paired and group reading is an effective method for improving reading ages.</p> <p>Evidence from the Michaela School suggests that 'Guided reading' has a positive impact on reading ages and confidence in reading</p> <p>Test Valley Pupil Premium group meetings identified numeracy ninja as an effective scheme for improving progress. TCS Pilot in 2017-2018 showed all but 7 PPG students made progress across the year</p> <p>DFE Sept 2018 guidance on suggests transition from primary and initial period of secondary school is the best time for literacy &amp; numeracy intervention. Hampshire Headteacher's conference research demonstrates strengths of these approaches.</p>	<p>Monitoring of the frequency and work set on Ruler by GG and HoDs. Non completion logged by Behaviour Watch</p> <p>Minutes of Curriculum Leader meetings, Line management meetings</p> <p>Each progress report will be analysed in depth for PP students. Students who are falling behind can be quickly identified and the HODs can check and coordinate the necessary steps/support are in place.</p> <p>Minutes of LMM with Literacy &amp; Numeracy coordinators ensure action plan in place</p> <p>Literacy &amp; numeracy coordinators will quality assure tutorial provision, including book looks and walk-throughs</p> <p>Numeracy coordinator to measure progress each cycle and liaise with CRO re intervention as necessary</p>	<p>GGR/ HODs</p> <p>GGR/ ESU</p> <p>ESU</p> <p>ESU / BHA/ SLE</p> <p>BHA/ SLE</p> <p>SLE/ CRO</p>	<p>In-line with M&amp;E process</p> <p>Progress Review 1, 2, 3</p> <p>10 week cycle</p>
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**Total budgeted cost** £85,000

**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?
<p>High levels of progress in literacy and numeracy for PPG students in Year 7</p>	<p>Literacy and numeracy intervention groups during morning tutorial sessions – Head of Maths &amp; English removed from form tutor responsibilities to facilitate this</p> <p>Numeracy Ninjas intervention group during morning tutorial for those students who did not make progress in previous cycle</p> <p>Reading mentors</p> <p>Further development of Library and role of Librarian to embed culture of reading – links with silent reading element of Tutorial Programme</p>	<p>EEF toolkit and DfE guidance identifies reading and numeracy programmes as effective in supporting those who haven't reached the expected standard.</p> <p>Using KS2 data, English and Maths first assessments targeted intervention will take place.</p> <p>Buddy reading allows for regular reading during tutor time. Regular reading (30 mins per day) is proven to improve reading ages dramatically.</p> <p>Creating an environment that encourages a love of reading and allows students to read and study. It should continue the work done in primary schools which makes regular reading (proven to raise literacy) enjoyable and part of our school culture</p>	<p>SENCO, Heads of English and Maths to report back at the end of PR 1 and 2. Christmas is first check point. Reviewed at Feb half term whether catch up was working.</p> <p>Data tracking and monitoring from SENCO.</p> <p>CPD session for TAs delivering reading programme.</p> <p>Librarian appointed and support given from external agencies.</p>	<p>ESU, SENCO, CRO/S MA</p> <p>SLE</p> <p>BHA</p>	<p>Term 1, 2, 3</p> <p>Term 1, 2, 3</p> <p>Term 1, 2, 3</p>
<p>Reduced cross subject variation in outcomes</p>	<p>English and Maths intervention groups</p> <p>ELK revision &amp; intervention sessions in all subjects</p> <p>Offsite English and Maths revision/ booster session?</p>	<p>Using successful model from Maths last year we will replicate lunchtime and after school support for targeted students.</p> <p>ELK programme in 2017-2018 was well-received and led to strong outcomes</p> <p>Look into offsite sessions – success reported from other schools</p>	<p>CRO, SMA &amp; ESU to devise strategic plans</p>	<p>CRO/ SMA/ ESU</p>	<p>Ongoing</p> <p>Term 2</p>

Improved engagement and aspirations of PPG boys	Develop recognition culture, including use of Behaviour Watch 'house points', termly recognition assemblies and end of year 'Testbourne Awards Ceremony'	Material/extrinsic rewards have not proven to motivate TCS boys so initiative to focus on intrinsic motivation and value in recognition	Whole staff CPD session on the new recognition policy & communication to parents/carers explaining rationale	JLO	Termly
	Focus group and student voice strategy to determine motivators for boys (particular focus on PPG)	All students are different and discovering the motivators for TCS boys will be essential to addressing their lack of aspiration	HOY & Pastoral Team to lead?	HOY/ JLO	Ongoing
	Peer mentoring by prefects	EEF toolkit suggests peer mentoring is a highly effective method of improving progress	KAL/RLE to implement programme for prefects & review termly	KAL/ RLE	Termly
	Further embed use of Behaviourwatch and tracking by HOY, Tutors	Behaviour watch allows tutors to be more informed and therefore can respond and support quickly. Engaging parents with our consistent system and tracking will be part of this.	Pastoral team regularly review behaviour in meetings and in LMM with JLO		Term 2
Priority careers interviews to raise aspirations					
					£10,000
<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 will you review implementation?</b>
Improved engagement with parents & carers	<p>Parent 1:1 invites to information evenings – bookings made on their behalf if preferred.</p> <p>Meet the tutor event for new year 7 parents to build strong relationships</p> <p>Review reporting system to ensure information provided is accessible and useful</p> <p>Run parental information evenings delivering key messages to support child's education</p>	The relationship between school and home is fundamental to a child's success. It is vital that parents engage with their child's education and feel that they have the necessary information in order to do this,	<p>Collate attendance figures from events</p> <p>Parental questionnaires to measure parental satisfaction</p>	RLE	Termly
<b>Total budgeted cost</b>					<b>£5,000</b> (inclusive of part funding of support staff/staff in school wide roles)

6. Review of expenditure			
Previous Academic Year		2017-2018	
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)
Improved quality of boys written work and behaviour	Improving quality of teaching – whole school feedback sticker, whole-staff CPD, INSET training	Significant improvement in quality of teaching and learning across the school as evidenced by internal monitoring (BFG, learning walks) and 3 external monitoring reviews	Continue to focus on quality first teaching and ensuring progress and challenge for all
Improved progress for HPA PP students	<p>Whole school TCOs initiative to raise expectations and increase challenge in the classroom.</p> <p>Laser meetings to ensure HPA PP students (boys in particular) achieve 5+ EM and a positive P8 score.</p> <p>PP students remain a priority focus group for all teachers. PP books marked first, PP students identified on seating plans. All departments to have strategies identified in action plans to reduce PP gap.</p>	<p>Outcomes for all HPA students significantly improved against 2017 results. Impact on PP HPA students is evident, although some gaps have increased due to overall improvement in performance of all</p> <p>Yr 11 PP HPAs achieved provisional P8 of 0.137 6/9 students achieved 9-7 in Maths, 3 in English All achieved 9-5 in Maths, 8 in English</p> <p>67% PP students achieved 9-4 in English &amp; Maths, 40% achieved 9-4, 7% achieved 9-7.</p> <p>Provisional P8 in Maths has improved from -0.23 to 0.302 Provisional P8 in English as improved from -0.34 to -0.14</p> <p>Performance variable across subjects.</p> <p>Overall provisional P8 for PPG students improved from -0.26 to +0.05</p>	<p>HPA strategies led to significant improvements in outcomes at the top end 9-7. Some impact on PP HPAs but gaps remain. Continue to focus T&amp;L on challenge for all.</p> <p>Laser/RAP meetings focusing on English &amp; Maths to continue.</p> <p>Mintclass was expensive software but facilitated generation of annotated seating plans, enabling teachers to focus on PP students as a apriority group. Explore cheaper software options</p> <p>Performance across subjects was variable so need to share best practice across departments</p>

<p>High levels of progress in literacy and numeracy for students in Year 7</p>	<p>PP working party created to champion the PP students within each year group. 4 staff members recruited to analyse PR data in depth for PP students, check support/intervention is in place for those students and lead an initiative i.e. visit, workshop, learning detectives, mentoring.</p> <p>Regular setting of quality homework via Show My Homework.</p> <p>Numeracy ninja to be used with Year 7 and Year 8 lower set once a fortnight for 20 minutes to improve mental arithmetic.</p> <p>Literacy co-ordinator</p>	<p>Impact hard to quantify but may be a contributing factor to improvements in P8 for PPG</p> <p>Profile of homework raised and consistency improved. Easier for PPG to access and engage.</p> <p>High impact. Programme delivered to all year 7-9 students in Maths lessons. All PP students across years 7-9 made progress in numeracy ninja tests across year except for 9 students.</p> <p>Numeracy coordinator appointed and coordinating fortnightly tutorial session</p> <p>In post and coordinating fortnightly tutorial session</p>	<p>Working party was one of several new initiatives during 2017-2018 and workload meant strategy was not workable or sustainable.</p> <p>Review number of new initiatives next academic year to ensure viability of strategies.</p> <p>Expensive software but provided platform for improved setting of homework, HOD monitoring and communication with parents. Explore cheaper alternatives.</p> <p>Continue – ensure small number of students identified as not having made progress receive intervention</p> <p>Continue – profile of numeracy &amp; literacy beginning to improve and further development planned</p>
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<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)
High levels of progress in literacy and numeracy for students in Year 7	<p>Literacy and numeracy support in tutor time 2 x 25 minute sessions per week. Progress monitored through reading test, English and Maths PRs and assessments and Maths Mr Barton diagnostic maths. KS2.</p> <p>Reading mentors</p> <p>Renovation of library/ appointment of librarian</p>	<p>Anecdotal impact on literacy but lack of statistical impact data due to staff long term absence</p> <p>Numeracy support through TAs made some impact but not as significant as would hope</p> <p>PR3 for year 7 in 2017-2018 indicates gaps remain in both English and Maths</p> <p>Anecdotal impact on literacy but lack of statistical impact data due to staff long term absence</p> <p>Profile of library has been significantly raised through appointment of librarian, increased resources, whole-school literacy/reading</p>	<p>Support delivered through Teaching Assistants made some impact but not as significant as we would have hoped. We will continue with targeted literacy and numeracy support in tutor time but through subject specialist teachers. Head of Maths &amp; Head of English to be freed up from tutor group to deliver specialist support.</p> <p>Continue developing whole-school strategy for improving literacy and love of reading</p>

<p>Improved progress for HPA PP students</p>	<p>English and Maths intervention groups</p>	<p>67% PP students achieved 9-4 in English &amp; Maths, 40% achieved 9-4, 7% achieved 9-7.</p> <p>Provisional PPG P8 in Maths has improved from -0.23 to 0.302</p> <p>Provisional P8 in English as improved from -0.34 to -0.14</p>	<p>Progress across English and Maths has improved significantly so ELK sessions and intervention groups to continue.</p> <p>Heads of English &amp; Maths freed up from tutor groups to enable intervention during tutorial time</p>
<p>Improved quality of boys written work and behaviour</p>	<p>Behaviour for learning system reviewed and re-introduced.</p> <p>Behaviour watch introduced to monitor and inform tutors, teachers, HoH and PSAs.</p> <p>Improved inclusion provision to reduce removal from lessons.</p>	<p>Use of Behaviourwatch embedded providing for better communication amongst staff and clarity of follow up. Tutors, Heads of House and Senior Leaders are able to track behaviour and intervene early to prevent escalation.</p> <p>Visitors comment on positive behaviour</p> <p>New Behaviour policy developed in summer term</p> <p>Pastoral restructure took place in summer term – Heads of Year appointed, Inclusion Manager and ELSA Assistant appointed.</p>	<p>Continue to develop use of Behaviourwatch to focus on positive recognition as well as poor behaviour.</p> <p>Further embed new Behaviour Policy and Recognition Policy</p> <p>Restructure took longer to implement than originally planned so too early to evaluate</p>

<b>iii. Other approaches</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)
Improved attendance	<p>Clear warning letters sent to parents</p> <p>Attendance reward assemblies</p>	<p>PP Attendance 2017-2018 was 92.34% as compared with non-premium at 95.27%</p> <p>19% decrease in unauthorised absence compared to previous year.</p>	Pastoral and attendance strategy was effective to close gap between disadvantaged and non-disadvantaged – continue strategy next academic year
Improved progress for HPA PP students	<p>Internet access, ICT equipment and software</p> <p>Peripatetic music lessons</p> <p>Careers Advice and work experience</p>	<p>ICT restructure to facilitate greater access to technology in school – library extended hours to accommodate. Use of online platforms such as MyMaths and PIXL Apps have improved engagement. Individual successes in Computer Science GCSE</p> <p>Individual successes in Music results.</p> <p>PP students received first round of careers interviews to enable preparation for college, 6<sup>th</sup> form and apprenticeship applications.</p> <p>FSM students received financial assistance for work experience to enable access to world of work.</p> <p>Very small number of NEETS (&lt;1%)</p>	<p>Continue to provide access to ICT within school and explore options for increased access during exam period. Further promote online learning platforms and apps</p> <p>Limited impact for high cost. Discontinue for 2018-2019</p> <p>Continue to prioritise PP students for interviews. All year 10 students to complete WEX</p>

## **7. Additional detail**

### **Summary of expenditure 2017-2018 (all costs proportional to size of PPG cohort)**

**Curriculum Support £27,000**

**Pastoral Support £35,000**

**Academic Support £22,000**

**Enrichment experiences £3500**

**KS2/3 Transition £3000**

**Student voice £200**

**Staff Development £15000**

**Behaviour watch £500**

**Assessment & feedback stickers, forms & additional photocopying £1300**

**Attendance rewards £600**

**PIXL Membership £300**

**SISRA Performance & Analytics subscription £400**

**Show my Homework subscription £400**

**Mintclass seating plan software - £250**

**Revision & intervention software: Sam Learning, My Maths, Mathswatch - £1500**