

Pupil Premium School Development Plan

Vision for All Students

Students act with integrity; achieve excellence together; enjoy and value their education; feel and demonstrate respect for themselves and others and become highly skilled learners prepared for a successful future.

Overarching Aim

To continue to increase student progress and to ensure that all groups of learner's experience excellence in teaching across all subjects.

Whole School Objectives

Quality of Provision

1. **Continue to develop teaching to ensure that students can make appropriate progress across all subjects:** *develop teachers' depth of subject and pedagogical knowledge; make teaching more responsive; develop transition arrangements; ensure that all students, especially boys, make exceptional progress.*

Behaviour and attitudes to learning

2. **Improve the quality of pastoral support to ensure a greater focus on learning and progress:** *remove the barriers to learning; develop learning behaviours and attitudes; recognise, celebrate and promote excellence; develop intrinsic motivation; develop an inclusive school where SEND and Pastoral teams work in close collaboration for the benefit of our students.*

Leadership and Management

3. **Develop the school as an institute of learning and maintain a relentless focus on developing pedagogical practice to improve outcomes:** *promote a learning culture for all members of the organisation; provide quality development opportunities for staff; remove barriers to staff development and improving pedagogical practice; continue to develop a school that people want to work in; continue to develop and strengthen the effectiveness of leaders in the school; develop a curriculum structure and taught curricula in each subject area that facilitate the achievement of high quality provision.*

Pupil Premium Development Plan

1. Testbourne Community School Pupil Premium Statement 2019-2020 summary information

School	Testbourne Community School				
Academic Year	2019-2020	Total PP budget	£101,200	Date of most recent PP Review	Sept 2019
Total number of pupils	890	Number of pupils eligible for PP	135	Date for next internal review of this strategy	June 2020

2. Current attainment

2019 results	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% 4+ in English and Maths	27.8%	TBC
% 5+ in English and Maths	29.2%	50
Progress 8 score average	-0.54	-0.45
Attainment 8 score average	37.72	50.15

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.	Quality of boys written work
B.	Outcomes for boys in English and also Maths for girls
C.	Lower levels of literacy and numeracy on entry (14/33 PPG students below scaled score of 100 – 12 below in Reading, 9 below in Maths)

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

D.	Lower attendance rates compared to non PPG
-----------	--

4. Desired outcomes *(desired outcomes and how they will be measured)*

		Success criteria
A.	Improved overall quality first teaching, drawing on responsive teaching, effective curriculum and strategies that best support all students	Lesson monitoring and book looks will indicate high aspirations and challenge for all, regardless of cohort. Quality of written work will be of equally high standard between PPG and non PPG students. Progress reviews will show little or no variation between pupil premium and non-pupil premium students

B.	Reduced gaps in achievement and progress, particularly in English and Maths	Reduced gaps between pupil premium and non-pupil premium achievement and progress in English and Maths, and by gender. Evidenced from termly progress reviews and examination outcomes
C.	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.
D.	Improved attendance of PP students	Reduction in gap between attendance rates of PPG and other students.

Key to RAG rating.

	Not scheduled to start
	Behind schedule
	In progress and on schedule
	Achieved and embedded

	Services	Ever 6	LEA Care	Post LAC
7	6	26	1	1
8	2	24	1	1
9	7	22	1	0
10	2	24	1	2
11	4	17	1	1

PP out come.	SDP Obj	Strategy	Actions to be taken	Start date	Staff lead	Evidence for this approach	Expected Progress indicators	Progress and evaluation evidence at Nov 2019	RAG
1 & 2	1a,b, c and d	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	Sept 19	GGR	Sharing best practice from the new leadership team who have proven experience of improving T&L and outcomes with these pedagogical strategies. Quality first teaching makes the biggest impact on the outcomes of disadvantaged pupils (NFER)	CPD sessions planned and delivered CL Meeting minutes/department minutes reflect discussion on pedagogical approaches Lesson observations, BFG, work samples demonstrate quality first teaching and successful implementation of new pedagogical approaches		
1 & 2	1a,b, c and d		Selective use and embedding of PIXL strategies for feedback, including Pixl Apps, Smith Pro formas so students receive highly effective feedback and question level analysis	Oct 19	JMA	EEF Toolkit suggests that effective feedback and metacognition have the highest impact on students' learning and progress.	Staff discussion and evaluation during LMM and Department meetings Internal and external outcomes data Positive student feedback Use of Pixl apps increases		
1 & 2	1a,b, c and d		PPG students remain a priority focus group for all teachers. PP made a priority in responsive teaching strategies i.e. exit tickets, questioning. PP students identified on seating plans. All departments to have strategies identified in action plans to reduce PP gap – Use of 'seating plan' software MINT Class	Sept 19	GGR	Continuation of previously successful strategy i.e. Identify PPG students on seating plans and prioritizing the monitoring of PPG work has been advocated at local DHT meetings.	All staff are successfully using MINT class Quality of work seen in work samples shows no difference between PPG and non PPG students. Lesson observations show misconceptions are planned for, detected and addressed.		
1 & 2	1J		New homework sharing platform, Teams will facilitate greater collaboration and communication between school and home. Checks to ensure that PPG students have access to internet.	Sept 19	GGR	EEF toolkit shows completing homework improves outcomes for secondary school children.	Checks for PP IT access complete Monitoring of homework setting software. Discussion with students.		
			Ensuring PP students have access to quality careers and future destination advice.	Sept 19	JMA/ HK	Continuation of a previously successful strategy for ensuring all PP students.	PP students all enter employment, education or training. All students receive careers interviews.		

PP out come.	SDP Obj	Strategy	Actions to be taken	Start date	Staff lead	Evidence for this approach	Expected Progress indicators	Progress and evaluation evidence at Nov 2019	RAG
1& 2	1i,1k, 3g, 2f	Reduced gaps in achievement and progress, particularly in English and Maths	<p>Development of middle leadership team and sharing of best practice in monthly Curriculum Leader meetings, & development through SSIF programme</p> <p>Raising Standards meeting cycle to ensure PPG students achieve 5+ EM & positive P8 score.</p> <p>Thorough exams analysis process</p> <p>Walking Talking Mocks/ Whole cohort exam technique sessions</p> <p>ELK revision & intervention sessions in all subjects</p> <p>Culture of recognition being built through house points, assemblies and Prize Giving Ceremony</p>	<p>Sept 19</p> <p>Nov 19</p> <p>Sept 19</p> <p>Nov 19</p> <p>Jan 20</p> <p>Sept 19</p>	<p>GGR/JMA</p> <p>JMA</p> <p>JB/JMA</p> <p>JMA</p> <p>JMA</p> <p>DHL/JMA /RL</p>	<p>Pixl have shown focused meetings between SLT and HODs improve results for all.</p> <p>Clear guidance from exam boards and feedback on last year's papers to inform teaching.</p> <p>Pixl strategy has proven track record of improving outcomes</p> <p>Ensuring all PP students get access to the best quality teaching for exam preparation.</p> <p>ELK programme in 2017-2018 was well-received and led to strong outcomes.</p>	<p>CL meeting minutes reflect discussions of sharing best practice</p> <p>RSL meeting minutes show students are receiving support needed and it is having impact</p> <p>Improvement of grades in internal and external data.</p> <p>Exams analysis meeting minutes show specific areas of weakness are to be addressed</p> <p>PPG students receive same proportion of recognition points/awards as other students</p>		

3	1e, 1g	High levels of literacy and numeracy for PPG students in year 7	<p>Literacy & Numeracy coordinators to devise action plans for areas of responsibility – line managed by AHT. Pixl Unlock explored.</p> <p>Tutorial Programme implemented to ensure weekly focus on literacy, numeracy and silent reading.</p> <p>‘Guided reading’ programme 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>Literacy and numeracy intervention groups during morning tutorial sessions – Head of Maths & English removed from form tutor responsibilities to facilitate this</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>Learning Coaches to provide support and be advocates for their virtual tutor groups.</p>	<p>Nov 19</p> <p>Sept 19</p> <p>Jan 20</p> <p>Nov 19</p> <p>Dec 19</p> <p>Sept 19</p> <p>Sept 19</p>	<p>JMA/BHA /SLA</p> <p>BHA/SLE</p> <p>BHA</p> <p>CRO/SMA</p> <p>BHA</p> <p>EBA</p> <p>KTR</p>	<p>DfE Sept 2018 guidance on literacy and numeracy catch up suggests that strategies implemented by teachers have the greatest impact. EEF toolkit recognises reading comprehension has big impact on outcomes (+ 6 months)</p> <p>Evidence from the Michaela School suggests that ‘Guided reading’ has a positive impact on reading ages and confidence in reading</p> <p>EEF toolkit and DfE guidance identifies reading and numeracy programmes as effective in supporting those who haven’t reached the expected standard. Targeted academic support with the best teachers</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>Ensure all SEND PP students are able to access the curriculum.</p>	<p>Plans discussed in LMM</p> <p>Reading ages recorded at start of year & review at the end for Years 7 and 8.</p> <p>Guided reading programme planned and launched.</p> <p>CPD on guided reading delivered.</p> <p>Observations of guided reading taking place. 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>Reading ages improve for buddy and mentee</p> <p>LMM minutes with Librarian/ SLT link. Support given from external agencies.</p> <p>Outcomes for PP students. IEPs/ SEND profile target and reviews.</p>	
---	--------	---	--	--	---	--	---	--

PP out come.	SDP Obj	Strategy	Actions to be taken	Start date	Staff lead	Evidence for this approach	Expected Progress indicators	Progress and evaluation evidence at Nov 2019	RAG
			<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 learning, including collaborative work between AHT, HODs and two feeder primary schools & staff CPD.</p>	<p>Sept 19</p> <p>Sept 19</p>	<p>SLE</p> <p>GGR/DHL /KTR</p>	<p>Test Valley Pupil Premium group meetings identified numeracy ninja as an effective scheme for improving progress.</p> <p>89.7% PPG students made good progress across the year in 2018-19.</p> <p>EEF Pupil Premium Guidance (2018) guidance on suggests transition from primary and initial period of secondary school is the best time for literacy & numeracy intervention.</p>	<p>Numeracy ninja scores show improvements across the year.3 x 10 week cycles.</p> <p>Monitoring of Year 7 lessons to ensure challenging content through observations, BFG.</p> <p>Student survey.</p>		
4	2j	Improved attendance of PP students	<p>Production of attendance dashboards by attendance officer to flag up weekly issues with PPG attendance.</p> <p>Truancy calls, regular contact with PPG parents to improve understanding of the importance of good attendance.</p> <p>Rewarding 100% attendance</p> <p>Attendance officer to work with HOY/Parents to improve PP attendance</p> <p>ELSA support provided to vulnerable students</p> <p>Inclusion provision to reduce exclusions for PP students & improve engagement with learning</p>	Sept 19	DHL	Attendance has a clear impact on outcomes (DfE 2016)	Attendance for PP students is over 95% (currently 93% at Oct) and the gap between PPG and non PPG is reduced.		

Planned Expenditure:

PUPIL PREMIUM SPENDING

