



Testbourne Community School

Pupil Premium School Development Plan 2019-2021

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 learners 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.*



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1. Testbourne Community School Pupil Premium Statement 2019-2021 summary information					
School	Testbourne Community School				
Academic Year	2020-2021	Total PP budget	£105,760	Date of most recent PP Review	Oct 2020
Total number of pupils	924	Number of pupils eligible for PP	119	Date for next internal review of this strategy	Jan 2021

2. Current attainment			
2019 results*	Pupils eligible for PP (our school) (24 pupils)	Pupils not eligible for PP (our school) (135 pupils)	Pupils not eligible for PP (national average)
% 4+ in English and Maths	41.7%	81.5%	72%
% 5+ in English and Maths	29.2%	58.5%	50%
Progress 8 score average	-0.544	0.09	0.13
Attainment 8 score average	40.71	54.72	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 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		



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4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved overall quality first teaching, drawing on responsive teaching 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.

*No data available for 2020 due to cancellation of GCSE exams during COVID-19 pandemic

Key to RAG rating.

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



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	Services	Ever 6	LEA Care	Post LAC
7	5	12	0	1
8	6	25	1	1
9	1	21	1	1
10	7	17	0	1
11	4	16	1	2

n.b 4 Post LAC students are also Ever 6.



PP Obj	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	Progress and evaluation evidence at Oct 2020	RAG
A & B	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 2019	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	CPD cost £1500 Effective Teaching Drop Strengths; climate, directing learning Development; questioning 27/9 – INSET – 21/10 – Effective Teaching 18/11 – SEND – ADHD 9/12 - Curriculum 20/1 – INSET	CPD focused on Effective Teaching & extraneous cognitive load delivered. Programme interrupted due to school closure in March 2020. Focus for CPD in 2020-2021 is Questioning, removal of extraneous cognitive load, boys strategy (unconscious bias) and blended learning	Yellow
A & B	1a,b, c and d		Selective use and embedding of PIXL strategies for feedback, including Pixl Apps, Smith Proformas so students receive highly effective feedback and question level analysis	Sept 2019	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	Pixl cost 570 Smith proformas used post mocks Horsforth Quadrants used post mocks Build Up resources on website & used in PSHCE Maths, English and MFL conferences.	PIXL strategies embedded including Smith Proformas, Apps and Raising Standards process	Green



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A & B	1a,b, c and d	<p>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.</p> <p>All departments to have strategies identified in action plans to reduce PP gap</p> <p>Use of 'seating plan' software MINT Class</p>	Sept 2019	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.	<p>All staff are successfully using MINT Class</p> <p>Quality of work seen in work samples shows no difference between PPG and non-PPG students.</p> <p>Lesson observations show misconceptions are planned for, detected and addressed.</p>	<p>RSL meeting minutes show focused support in class and pastoral context for Y11.</p> <p>Dept meeting minutes & curriculum meeting minutes show discussion re PP work quality. Actions followed up.</p>	<p>MintClass in use. PPG & SEND students identified.</p> <p>Focus for 2020/2021 is monitoring the quality of written work in books, in-line with effective teaching policy not to 'mark' books in traditional sense</p>
A & B	1j & 1k	<p>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.</p>	Sept 2019	GGR	EEF toolkit shows completing homework improves outcomes for secondary school children.	<p>Checks for PP IT access complete Monitoring of homework setting software.</p> <p>Discussion with students.</p>	<p>Any student can access Teams either at home or school. Info sent to parents at start of the year with strategies if no IT access.</p> <p>Library, tutor time support for those without internet access. Year leaders to do a updated check.</p> <p>IT support provided for individuals.</p> <p>Currently doing survey with students. Parental working party met in Sept and Nov. Next meeting in March will finalise and present represent.</p>	<p>Use of Teams to set homework embedded & use of Teams developed significantly during school closure period. Use of Teams to deliver live 'interactions' (lessons) and setting of assignments.</p> <p>Focus for 2020/2021 is to further develop blended learning approach, to ensure any students self-isolating are not disadvantaged and in anticipation of potential school closures</p>
	3f	<p>Ensuring PP students have access</p>	Sept 2019	ESU	Continuation of a previously successful strategy for	<p>PP students all enter employment, education or training.</p>	<p>Fast Tomato renewed</p>	<p>Disruption to careers programme due to school closure in</p>



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			to quality careers and future destination advice.			ensuring all PP students.	All students receive careers interviews.	PP students getting priority careers interview 98.1% students in 2019 were in Education, Training or Employment.	March 2020. Focus for 2020-2021 is to ensure that 'virtual' careers guidance remains fit for purpose
A & B	1i, 1j, 1l, 2f, 2g, 3g, 3h, 3i	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>	Sept 2019	<p>ESU/ GGR/ JMA</p> <p>JMA</p> <p>JMA</p> <p>JMA</p> <p>DHL / RLE</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>	<p>Sept CLs – Accountability, sharing what worked last year, analysis of GCSE results</p> <p>Oct CLs -Sharing best practice, effective teaching. Horsforth quadrants used as part of mock analysis.</p> <p>ELK programme participation has been good so far. Focus group arranged for Year 11 PP students for holistic understanding of their experience, barriers and ways forward (Jan 31st).</p> <p>Year 11 -whole cohort WTM in English (Nov/Dec) and in March for targeted Maths groups.</p> <p>Prizegiving planning for 2020 has begun with a drive for increased representation of all vulnerable groups</p> <p>Year 11 0.8 PP gap currently. RSL meeting focus on this.</p>	<p>Monthly Curriculum Leader meetings are productive, effective and driving positive change across the school. New members including a Lead Practitioner and Director of STEM, further strengthen this team.</p> <p>Focus for 2020-2021 continues to be closing of achievement gaps.</p> <p>Prize Giving 2020 cancelled due to COVID. Explore virtual options for 2020-2021</p>
C	1e, 1g(i), (ii), 2b, 2c, 2e	High levels of literacy and numeracy for PPG students in	Literacy & Numeracy coordinators to devise action plans for areas of responsibility –	Sept 2019	ESU / SLE/ CRE	DfE Sept 2018 guidance on literacy and numeracy catch	<p>Plans discussed in LMM</p> <p>Reading ages recorded at start of</p>	<p>ARTi tests completed for Y7 and 8</p> <p>No gap in Year 7 data overall. There was no gap in difference</p>	Transition process for 2020 was virtual due to school closure.



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		<p>year 7</p> <p>line managed by DHT. Pixl Unlock explored. 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 –</p> <p>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>ESU / SLE / CRE</p> <p>CRO / SMA</p> <p>ESU / EBA</p> <p>SENC O</p> <p>SLE</p>	<p>up suggests that strategies implemented by teachers have the greatest impact.</p> <p>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.</p> <p>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>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.</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>Reading ages improve for buddy and mentee</p> <p>LMM minutes with Librarian/ SLT link.</p> <p>Support given from external agencies.</p> <p>Outcomes for PP students. IEPs/ SEND profile target and reviews.</p>	<p>from their targets between PP and non PP. There was a minimal gap in the % of students on or below track indicating no significant gap. Individuals will remain a priority focus for tutors and teaching staff to identify barriers to learning.</p> <p>Literacy co-ordinator left at Christmas. This has been picked up by Jocelyn Edward Boyce (Head of Computing/ Business).</p> <p>More coherent literacy plan is now being formulated.</p> <p>PP library group being set up this term.</p> <p>Ongoing</p> <p>Numeracy ninja taking place. Scores to be fed back during LMM.</p>	<p>Tutorial Literacy & Numeracy programmes embedded and new Literacy Coordinator appointed.</p> <p>See Catch up intervention plans for specific focus for 2020-2021</p>
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			<p>Learning Coaches to provide support and be advocates for their virtual tutor groups.</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 learning, including collaborative work between AHT, HODs and two feeder primary schools & staff CPD.</p>		LJE / GGR	<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>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>	<p>Liaison with Primary school network meeting on 14th January.</p> <p>LLPR student voice feedback in Jan – area for development</p>	
D	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</p>	Sept 2019	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.	<ul style="list-style-type: none"> See Pastoral Dashboard 	<p><u>Whole school attendance</u> PPG – 92.71% Non PPG – 96.04%</p> <p><u>Girls v Boys</u> Girls PPG (non) – 94.89% (96.11%)</p>



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			with PPG parents to improve understanding of the importance of good attendance. Rewarding 100% attendance Attendance officer to work with HOY/Parents to improve PP attendance ELSA support provided to vulnerable students Inclusion provision to reduce exclusions for PP students & improve engagement with learning						Boys PPG (non)– 90.77% (95.98%)	
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Projected Pupil Premium Spending 2020-2021

