



Pupil Premium Evaluation 2017-2018

Plan produced September 2017

	Pupil Premium
No. of eligible pupils	231
Total funding received	£199,845

Aim: To identify the potential barriers faced by Pupil Premium students at Sir Thomas Boteler Church of England High School and the key actions to be taken to diminish them. Our priority is to ensure the following objectives are met:

- 1. Attendance:** to ensure the attendance of Pupil Premium students does not fall below the national average and levels of PA remain below national levels.
- 2. Engagement:** to improve curriculum engagement and academic achievement for eligible students via the construction of engaging curriculum pathway choices and entitlement to a wide range of extracurricular opportunities. This includes increasing parental engagement with school in order to maintain a supportive home-school partnership along with increased levels of feedback to students and families to accelerate improvements.
- 3. Intervention:** Ensure that eligible students are provided for in a way in which they can achieve at least expected progress when compared to their peers in Maths, English and other subjects as they go through their time at the school.
- 4. Transition:** Ensuring the students eligible for Pupil Premium make a successful transition from Year 6 to Year 7 to bring attainment in line with expected levels of progress and later make a successful transition to post-16 destinations with reduction in the number of NEET PP students.

1. Attendance	
Key Actions	Review of Impact
<ul style="list-style-type: none"> • Redefined job roles for pastoral team. AHOY to support attendance officer • Rewards – recognition of “Good” and “Outstanding” attendance • Parental engagement – Known PA cases. Proactive towards students at risk of PA • Removal of barriers – support with uniform • Home visits increased • Reduced level of exclusion • Boteler Support Base (BSB) and wellbeing worker for additional support • Work with outside agencies 	<p>2016/2017 HT6 PP Attendance 91.3%</p> <p>2017/2018 HT6 PP Attendance 91.9%</p>
2. Engagement	
Key Actions	Review of Impact
<ul style="list-style-type: none"> • To ensure the curriculum is fit for purpose to meet the needs of the learners and that we have the expertise to deliver to ensure best value • A Year 11 roadmap established for each term with a key assembly delivered each week. Assemblies focus on aspirations, achievement, success, exam performance and revision techniques and wellbeing. • The Boteler Elite Programme to have bespoke opportunities for disadvantaged high flyers established 	<ul style="list-style-type: none"> • Students in Year 10 are now following a curriculum that allows students to secure good outcomes that allow continued study post-16. • Significantly less Year 10 students wanting to change options after starting KS4 courses compared to 2016-2017

3. Transition																																												
Key Actions		Review of Impact																																										
<ul style="list-style-type: none"> Attend all feeder Primary Parent's evenings Year 6 summer school (see summer school overview) See Primary Transition Full Programme. Ensure that our transition programmes is meeting the needs of primary school and learners <p>Correct CEIAG and bespoke packages established for all Year groups to maximise potential and to motivate.</p>		<p>Year 6 Summer school July/August 2018: HT1 attendance 97.6% HT2 attendance 97.5% HT3 attendance 97.4% Nat avg for Non PP students 94.6%</p> <ul style="list-style-type: none"> Year 11 2018 Post 16 September offer – 99.1% 																																										
4. Intervention																																												
Key Actions		Review of Impact																																										
<ul style="list-style-type: none"> Revamp of RAP meetings ensuring that middle leaders are held to account and that best practice is disseminated. Disadvantaged underperforming HAP students identified from Year 10 WA4 data. Staff directed these are high priority students. The progress these students are making discussed in LM meetings. The Mock 1 performance in English and Maths for these students was presented to middle leaders to maintain awareness/focus. 24/26 students met with SLT over a two week period to identify barriers to learning. Barriers shared with staff to increase awareness and provide support. Revision programme for Maths and English delivered before school (8:45am-9:05am) 		<table border="1"> <thead> <tr> <th>2018</th> <th>All students (110)</th> <th>Disadvantaged (40)</th> <th>Other (70)</th> <th>Nat Other</th> </tr> </thead> <tbody> <tr> <td>Grade 5+ EM</td> <td>41%</td> <td>23%</td> <td>51.4%</td> <td>49%</td> </tr> <tr> <td>Grade 4+ EM</td> <td>54%</td> <td>40%</td> <td>61.4%</td> <td>71.3%</td> </tr> <tr> <td>P8</td> <td>-0.24</td> <td>-0.95</td> <td>0.158</td> <td>0.125</td> </tr> <tr> <td></td> <th>Disadvantaged 2017</th> <th>Disadvantaged 2018</th> <td colspan="2"></td> </tr> <tr> <td>Grade 5+ EM</td> <td>24%</td> <td>23%</td> <td colspan="2"></td> </tr> <tr> <td>Grade 4+ EM</td> <td>36%</td> <td>40%</td> <td colspan="2"></td> </tr> <tr> <td>P8</td> <td>-1.336</td> <td>-0.95</td> <td colspan="2"></td> </tr> </tbody> </table>			2018	All students (110)	Disadvantaged (40)	Other (70)	Nat Other	Grade 5+ EM	41%	23%	51.4%	49%	Grade 4+ EM	54%	40%	61.4%	71.3%	P8	-0.24	-0.95	0.158	0.125		Disadvantaged 2017	Disadvantaged 2018			Grade 5+ EM	24%	23%			Grade 4+ EM	36%	40%			P8	-1.336	-0.95		
2018	All students (110)	Disadvantaged (40)	Other (70)	Nat Other																																								
Grade 5+ EM	41%	23%	51.4%	49%																																								
Grade 4+ EM	54%	40%	61.4%	71.3%																																								
P8	-0.24	-0.95	0.158	0.125																																								
	Disadvantaged 2017	Disadvantaged 2018																																										
Grade 5+ EM	24%	23%																																										
Grade 4+ EM	36%	40%																																										
P8	-1.336	-0.95																																										

<p>and after school.</p> <ul style="list-style-type: none">• After school X band—Wed English, Thu Maths• After school Y band—Wed Maths, Thu English• Attendance officer contacts underachieving concern students as a priority. 87% of students have a stronger attendance (or maintained 100%) than at the end of Year 10.• Supervised study Hall established for HAP disadvantaged students each Monday 3pm-4:30pm. Attendance = 81%• A cohort of 9 students for English and 9 students for Maths identified to receive 1:3 tuition (small group tutoring has high impact for medium cost EEF toolkit).• Focus on specific teaching and learning techniques to engage different pupil groups and share best practice. Techniques triangulated with outcomes to identify where the best practice is having impact on identified students	
--	--

Plan reviewed 15th September 2018

Total Spend: £204,701