



## Pupil premium strategy statement

Summary information					
School	Coombe Boys' School				
Academic Year	2018/19	Total PP Budget	£180,000	Date of most recent PP review	Sept 2018
Total number of students	712	Total number of students eligible for PPG	153 (21%)	Date for next internal review of strategy	Nov 2018
Pupil Premium Target Group					

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
Number of students eligible for FSM/PPG	14 PPG (of 148 = 9%) 14 FSM	25 PPG (of 164 = 15%) 18 FSM	24 PPG (of 134 = 18%) 9FSM	37 PPG (of 137 = 27%) 12 FSM	29 PPG (of 129 = 22%) 8 FSM

### Impact of the 2017/18 grant funding on the outcomes 2018

Threshold	Disadvantaged Pupils	All Pupils	Non Disadvantaged Pupils	Gap (All/Non disadvantaged)
Progress 8	-0.67	0.22	0.56	0.89/1.23
Attainment 8	36.55	49.2	53.94	12.65/17.39
English & maths 4+	51	72	80	21/29
English & maths 5+	32	56	65	24/33
English 4+	54	76	85	22/31
English 5+	41	62	70	21/29
Maths 4+	62	78	84	16/22
Maths 5+	49	67	74	18/25
EBacc achieved	14	26	31	12/17

**Forecast impact of the 2018/19 grant funding on the outcomes 2019**

Threshold	Disadvantaged Pupils (32)	All Pupils (147)	Non Disadvantaged Pupils (115)	Gap (All/Non disadvantaged)
Progress 8	+0.19	+0.74	+0.93	0.57/0.76
Attainment 8	47.51	53.78	55.52	6.27/8.01
English & maths 4+	72%	78%	79%	6%/7%
English & maths 5+	53%	63%	65%	10%/12%
English 4+	84%	90%	92%	6%/8%
English 5+	59%	69%	72%	10%/13%
Maths 4+	72%	78%	79%	6%/7%
Maths 5+	66%	69%	70%	3%/4%
EBacc achieved	38%	43%	44%	5%/6%

Barriers to Future Attainment		
In-school Barriers (issues to be addressed by the school)		Desired outcome/Success Criteria
1.	Absence and persistent absence	Decrease in the number of disadvantaged persistent absentees to less than 10
2.	Literacy & knowledge of vocabulary	Improved reading age scores for all disadvantaged pupils to be age appropriate
3.	Vulnerable to exclusions and need for behaviour support	Decrease in fixed term and internal exclusions to less than 5 pupils and 10 days
External Barriers (issues which also require action outside school)		
4.	Vulnerability, social and emotional needs	Surveys show an improvement in self-esteem and wellbeing.
5.	Access to extra-curricular activities	All disadvantaged students meet the Coombe Commitment target
6.	Parental engagement with educational aspiration	100% attendance at parent information sessions and meetings

<b>Planned Expenditure</b>				
<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented? How will you measure the impact?</b>	<b>Staff Lead</b>	<b>When by?</b>
<b>1. To reduce absence and lateness of disadvantaged students in order to maximise the learning time of disadvantaged students so that they can make better than expected progress at school.</b>				
1.1 PSO, HOY & SLT to monitor attendance on weekly basis & maintain daily contact with parents	Attendance gap (disadvantaged/non-disadvantaged) needs to be reduced. Persistent absence linked to emotional wellbeing needs - affected students to receive targeted 1:1 and small group support in school from Wellbeing Team.	Attendance and punctuality monitored weekly by Attendance Officer and Education Welfare Officer, in collaboration with Heads of Year. PA monitored and impact of interventions measured half-termly at Laser meetings.	AHT	Ongoing
1.2 PSO, HOY, EWO & SLT to meet with parents as required, send out absence letters as required and EWO to conduct home visits when needed			AHT	Ongoing
1.3 SLT daily watch list			AHT	Ongoing
<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented? How will you measure the impact?</b>	<b>Staff Lead</b>	<b>When by?</b>
<b>2. To narrow the progress gap between disadvantaged and non-disadvantaged students so that disadvantaged students make positive progress across the curriculum by raising standards in Literacy across the school.</b>				
2.1 Whole school reading strategy to focus on extending love of reading and vocabulary	One of our whole school priorities, this continues the work started by last year's CLT to narrow the literacy gap. Teacher Development Trust review (2104): "to be effective in producing profound, lasting change, professional development interventions had to be prolonged. The most effective professional development lasted at least 2 terms - more usually a year (or longer)."	Implemented via English strategies, DEAR Time, Year 7 Book project.  Impact measured through student voice and English data across the school to demonstrate progress in reading and increased confidence in and love for reading.	HOD English	Ongoing

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2.2 Subject specific vocabulary clear and available in lessons and for home learning.	Vocabulary audit to identify areas for development. Aim to close the vocabulary gap between “word poor” and “word rich” students.	Vocabulary audit to identify areas for development and impact measures.	SLT	Ongoing
2.3 Accelerated Reader scheme to improve reading age scores for identified pupils	Reading comprehension strategies have a moderate impact (+5 months EEF). Assessment of impact will be made using the Accelerated Reader reading test.	Termly reading age testing for weaker readers to show progress and narrow gap between reading ages and chronological ages.	AHT	Ongoing
2.4 KS4 focus on revision skills - Elevate Programme	In student voice summer 18 students identified they lack confidence in making notes for revision, and in studying.	Student Voice shows improved confidence in these areas termly, and mock results show expected progress.	DHT	Ongoing
2.5 Extend and Challenge groups to support literacy needs in eligible students.	English staff have identified literacy weaknesses, and allocated students accordingly to Extend and Challenge intervention groups for this year.	Impact of intervention groups to be measured termly via data collections and group testing.	DHT	Ongoing
2.6 Support for PP students with SEND	Staff training needed to improve strategies for differentiation, scaffolding etc, supporting working memory to meet the needs of all pupils	Improved progress and forecast grades for SEND students. Staff feel more confident in meeting the needs of SEND students in their groups.	TNN	Ongoing
<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented? How will you measure the impact?</b>	<b>Staff Lead</b>	<b>When by?</b>
<b>3. To reduce internal and external exclusions for disadvantaged students so that disadvantaged students’ learning time in school is maximised, their emotional wellbeing protected, and they have equal access to a wide choice of further education opportunities.</b>				
3.1 Student Support Manager (NBE) offers early intervention support (based on risk indicators and disadvantage factors planned at Laser meetings) with NBE, CAE, CLASSroom support,.	Early identification of need/ risk of exclusion reduces need to exclusion and improves outcomes. Interventions delivered via small group work, 1:1 interventions and Extend and Challenge groups.	PARS and exclusions data used to measure impact at half-termly Laser meetings	TNN	Ongoing

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3.2 Pastoral Support Officer (CAE) offers early intervention support (based on risk indicators and disadvantage factors planned at Laser meetings)	Early identification of need/ risk of exclusion reduces need to exclusion and improves outcomes. Interventions delivered via small group work, 1:1 interventions and Extend and Challenge groups.	Behaviour Watch and exclusions data used to measure impact at half-termly Laser meetings	JMO/JMN	Ongoing
3.3 TNN refers for early intervention support (based on risk indicators and disadvantage factors planned at Laser meetings) via external agencies (EISS Inclusion Service, EP, MOOT, Youth Service and via SPA)	Early identification of need/ risk of exclusion reduces need to exclusion and improves outcomes.	Behaviour Watch and exclusions data used to measure impact at half-termly Laser meetings	TNN	Ongoing
3.4 Use of alternatives to internal exclusions (eg lunchtime detentions, parent meetings etc) to reduce time out of lessons for vulnerable students.	Early identification of need/ risk of exclusion reduces need to exclusion and improves outcomes.	Behaviour Watch and exclusions data used to measure impact at half-termly Laser meetings	JMO/JMN	Ongoing
<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented? How will you measure the impact?</b>	<b>Staff Lead</b>	<b>When by?</b>
<b>4. To close the progress gap between students at risk of vulnerability, social and emotional needs, and their peers.</b>				
4.1 Swift identification of needs and support put in place	Immediate support to ensure no escalation and to support as earlier intervention.	Behaviour Watch and progress / student voice data used to measure impact at half-termly Laser meetings	TNN/ JMO/ JMN	October half-term
4.2 Individual support plans prepared by SENCo or PSO/ SSM in liaison with LT and shared with parents. Monitored by SENCo/PSO/ SSM and class teachers/TAs via solution circles.	Plan which provides specific support for identified needs and shared with all school professionals and parents to ensure holistic support. Student Voice data and parent meetings to inform these plans.	Behaviour Watch and progress / student voice data used to measure impact at half-termly Laser meetings. Teachers are more confident in meeting needs of vulnerable students in class/ tutor time.	TNN	December 2018
4.3 Professionals meetings and liaison with external agencies as necessary	Specialist trained help if needed to address specific needs e.g. EISS (Education Inclusion Support Service)	Behaviour Watch and progress / student voice data used to measure impact at half-termly Laser meetings.	TNN	Ongoing

		Teachers are more confident in meeting needs of vulnerable students in class/ tutor time.		
<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented? How will you measure the impact?</b>	<b>Staff Lead</b>	<b>When by?</b>
<b>5. To increase the participation rates of disadvantaged students in extra-curricular activities and trips in line with non disadvantaged peers so that disadvantaged students gain the cultural experiences which enable them to make better than expected progress at school.</b>				
5.1 Learning Beyond the Classroom Coordinator ensures increased extra-curricular provision at school and proactively recruits and engages disadvantaged pupils	The schools extra-curricular offer reviewed to make sure it gives disadvantaged pupils opportunities to experience new and challenging activities	Attendance registers to clubs and trips to be analysed half-termly. TNN and DRS to monitor opportunities fortnightly. Trips accessibility monitored at weekly "Dates Meeting".	TNN	Ongoing
5.2 Liaison with parents on student's participation at extra-curricular activities outside school and share information available for holiday activities, for example.	Ensure that parents are aware of what is available and children are able to participate in additional activities.		TNN	Ongoing
5.3 Ensure equal participation in any curriculum trips through the "Coombe Commitment"	Students with an entitlement to PPG will receive financial support towards curriculum based visits		TNN	Ongoing
<b>6. To increase parental engagement with educational aspiration, so that disadvantaged students are able to make better than expected progress at school.</b>				
6.1 Personal invitation to parents to all consultation evenings, information events and workshops and adult mentor allocated	Encourage hard to reach to parents to attend and engage in their son's education. 1:1 meeting with SDR from CAT, identifying needs and following up with support.	Impact measured through attendance registers to parent meetings and workshops, half-termly laser meetings and parent voice.	TNN	Ongoing
6.2 Share student's successes with parents through rewards and newsletter articles/ social media	Prioritise rewards for disadvantaged children and appropriate parental communication e.g postcards	Impact measured through student and parent voice.	TNN	Ongoing
6.3 Monitor parental engagement for most vulnerable pupils	Proactive development of relationships and celebration of successes to develop aspiration. Strategies for "hard to reach" families shared with all staff.	Impact measured through attendance registers to parent meetings and workshops, half-termly laser meetings and parent voice.	TNN	Ongoing

