

Pupil premium strategy statement

Summary information					
School	Coombe Boys' School				
Academic Year	2019/20	Total PP Budget	£159 000 (approx)	Date of most recent PP review	June 2019
Total number of students	761	Total number of students eligible for PPG	160 (21%)	Date for next internal review of strategy	Dec 2019
Pupil Premium Target Group					

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
Number of students eligible for FSM/PPG	16 PPG (of 177 = 9%) 16 FSM	30 PPG (of 146 = 21%) 16 FSM	50 PPG (of 164 = 30%) 19FSM	24 PPG (of 138 = 17%) 10 FSM	40 PPG (of 136 = 29%) 14 FSM

Impact of the 2018/19 grant funding on the outcomes 2019 (unvalidated)

Threshold	Disadvantaged Pupils	All Pupils	Non Disadvantaged Pupils	Gap (All/Non disadvantaged)
Progress 8	-0.35	0.13	0.27	0.48/0.62
Attainment 8	43.30	49.10	50.51	5.8/7.21
English & maths 4+	71	70	71	-1/0
English & maths 5+	46	51	53	5/7
English 4+	71	75	76	4/5
English 5+	57	63	65	6/8
Maths 4+	82	83	84	1/2
Maths 5+	50	58	59	6/7
EBacc achieved	18	32	35	14/17

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 fewer 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

ACTION PLAN 2019-20

Planned Expenditure				
Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented? How will you measure the impact?	Staff Lead	When by?
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.				
1.1 AO, HOY & LT 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 AO, 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 LT daily watch list			AHT	Ongoing

Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented? How will you measure the impact?	Staff Lead	When by?
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.				
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
2.2 Subject specific vocabulary clear and available in lessons and for home learning.	Vocabulary audit identified areas for development. Working Party to launch whole trust policy in November 2019. Aim to close the vocabulary gap between “word poor” and “word rich” students.	Vocabulary audit and Working Party to identify areas for development and impact measures.	SLT	Ongoing
2.3 Accelerated Reader scheme to improve reading age scores for identified students	Reading comprehension strategies have a moderate impact (+5 months EEF). Assessment of impact will be made using the Accelerated Reader reading test.	Identified Yr 7’s attend weekly peer reading with trained Yr 10/11’s. Termly reading age testing for weaker readers to show progress and narrow gap between reading ages and chronological ages.	AHT	Ongoing
2.4 Enhance independent learning and organisational skills in disadvantaged students	In student survey July 2019 students identified they lack confidence in making notes for revision, and in studying independently	Student survey shows improved confidence in these areas termly, and mock results show expected progress.	AHT	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

Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented? How will you measure the impact?	Staff Lead	When by?
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.				
3.1 Student Support Manager (NBE) offers early intervention support (based on risk indicators and disadvantage factors planned at Laser meetings). This support via 1:1 or small-group 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.	Behaviour Watch and exclusions data used to measure impact at half-termly Laser meetings	TNN	Ongoing
3.2 TNN refers for early intervention support (based on risk indicators and disadvantage factors planned at Laser meetings) via external agencies (EISS Inclusion Service, EP, Malden Oaks, MOOT, Anstee Bridge, 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
3.3 Continued 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	Ongoing
Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented? How will you measure the impact?	Staff Lead	When by?
4. To close the progress gap between students at risk of vulnerability, social and emotional needs, and their peers.				
4.1 Swift identification of needs and support 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	ongoing
4.2 Individual support plans prepared by SENCo SSM in liaison with LT and shared with parents. Monitored by SENCo/SSM	Plan which provides specific support for identified needs and shared with all school professionals and parents to ensure holistic support. Student Voice	Behaviour Watch and progress / student voice data used to measure impact at half-termly Laser meetings.	TNN	ongoing <i>Plans completed and shared by AHT's and SEND team</i>

and class teachers/TAs via solution circles.	data and parent meetings to inform these plans.	Teachers are more confident in meeting needs of vulnerable students in class/ tutor time.		
4.3 Professionals meetings and liaison with external agencies as necessary	Specialist trained help if needed to address specific needs e.g. EP, EISS (Education Inclusion Support Service)	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/JMO	Ongoing
Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented? How will you measure the impact?	Staff Lead	When by?
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.				
5.1 Middle Leaders ensure 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. to monitor opportunities at Laser meetings. Trips accessibility monitored at weekly "Dates Meeting".	JMO	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
6. To increase parental engagement with educational aspiration, so that disadvantaged students are able to make better than expected progress at school.				
6.1 Improved contact between the Form Tutor and disadvantaged families, especially the "hard to reach".	WSP to further develop the role of the Form Tutor in order to improve working relationships throughout the school.	Increased contact (especially positive) with disadvantaged families. Improved attendance to parents' evenings and general information evenings.	JMO	ongoing
6.2 Personal invitation to parents to all consultation evenings, information	Encourage hard to reach to parents to attend and engage in their son's education. 1:1 meeting with LT,	Impact measured through attendance registers to parent meetings and	TNN	Ongoing

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events and workshops and adult mentor allocated	identifying needs and following up with support.	workshops, half-termly laser meetings and parent voice.		
6.3 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