

Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	The Downs School				
Academic Year	2016/17	Total PP budget	£99,310	Date of most recent PP Review	September 2016
Total number of pupils	1202	Number of pupils eligible for PP	92	Date for next internal review of this strategy	September 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015-16 only)	35	79
% achieving 3 LOP in English / Maths	95 / 35	96 / 75
% achieving A*-C in English / Maths (2015-16 only)	40	79
Progress 8 score average	-0.11	+0.39
Attainment 8 score average	4.4	5.9

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
A.	The ability profile of pupil premium students is significantly lower than that of all students, measured both on prior attainment and CAT data (all students have an average mean CAT of 107.7 and APS of 29.9; PP students have an average mean CAT of 99.2 and 27.7). The lower ability profile is indicative of lower levels of engagement with learning at primary school and typically less well-developed literacy skills.
B.	Pupil premium students are less able to engage with the opportunities provided in school. This is partly due to the rural location of the school, which means that some pupil premium students are not able to remain after school to take part in extra-curricular school activities and revision sessions, as their parents often do

	not have the means to collect them from school. It is partly due to the inability of some parents to pay for educational trips and extra-curricular activities. It is also partly due to the reluctance of some pupil premium students to engage with school support.
C.	Some pupil premium students are conscious of their less affluent backgrounds when compared to many of the other students in the school, which can have a negative impact on their perception of themselves both as learners and as members of the school community.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	The attendance of PP students is lower than that of all students (for 1516, 93% compared with 95.9% for all students)

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil premium students will make the same progress as other students in the school	<ul style="list-style-type: none"> • Y11 P8 score for PP students will be within 0.25 of that of all students • The gap between the percentage of students attaining A*-C in English and Maths will be 25% or less • Progress reports for students in Y7-10 will show that the achievement of PP students is comparable to that of all students
B.	Pupil premium students will be more engaged with their learning	<ul style="list-style-type: none"> • The gap between the attendance of PP and all students will reduce to 1% or less • Focus group data will show that PP students view school at least as positively as all students

1617 Pupil Premium Action Plan

Specific Actions	What will we do? (Strategy)	By when	Responsible Lead staff?	Success Criteria /impact	Monitoring strategies	Actual impact	Resources Cost
Entry strategies will be constructed for the key groups (PP, SEN) from year 7 onwards	<ul style="list-style-type: none"> Mathematics and Science will develop action plan to address progress of groups at KS3 and KS4, which will be addressed through the raising standards meeting 	July 2017	PWi	Progress of students in underperforming subjects improves at KS3 and KS4	Review of progress data	<ul style="list-style-type: none"> Progress of protected groups in KS3 is comparable to that of all students when measured at 3 LOPs; gaps still evident at 4 LOPs (T3 1617 PR data) P8 of Y11 PP students is -0.72 (T3 1617 PR data) 	<ul style="list-style-type: none"> Teaching time - smaller class sizes across the school to target specific groups of students - £22,000 Targeted one-to-one and very small group tutoring in English and mathematics - £12,000
Continue to identify, track and intervene with key groups	<ul style="list-style-type: none"> Raising standards meeting to focus on developing strategies for addressing subject-wide progress and sharing good practice Conduct pupil pursuits to explore the experience of PP students in the classroom, focused 	July 2017	PWi	Progress of students in underperforming subjects improves at KS3 and KS4	Review of progress data	<ul style="list-style-type: none"> PWi will coordinate the mentoring of all underperforming Y11 PP students 	<ul style="list-style-type: none"> Pupil Premium Progress Manager role - £14,000 Deputy Headteacher role - £8,000 Membership of PiXL - £6,000

	<p>on the students being intensively mentored</p> <ul style="list-style-type: none"> Identify students who are both SEN and PP, to prioritise for mentoring 						
Build upon and expand current parental engagement initiatives focused on key groups	<ul style="list-style-type: none"> Tutor mentoring to focus on developing C+S plans for underachieving PP/SEN students PPPM will intensively mentor approximately 25 underperforming students, including developing C+S plans and attendance plans PWi will conduct half termly attendance reviews with HOYs, in which PP attendance will be reviewed PPPM will complete termly 'participation audits,' identifying students who are not participating in extra-curricular activities and supporting them PPPM will complete termly PP focus groups, to identify issues the students are experiencing and compare perceptions with students across the whole school 	July 2017	PWi	PP/SEN attendance improves	Review of attendance data	<ul style="list-style-type: none"> PP attendance is 91.6%, compared to 95.3% for all students (T3 1617) 	<ul style="list-style-type: none"> Low income families receive all day trips and events and also student purchases (eg revision guides, sketch pads print credits) free of charge and are subsidised for residential trips - £12,000 Information, advice and guidance for careers – to improve eventual outcomes for pupil premium students - £3,000 Student Support Workers – supporting parents and students with difficulties, often related to personal or family problems - £17,000 The “Brilliant Club” to encourage students from non-university families to apply to university – £2,000 Emotional Health Academy - £5,600 Counselling service to support inclusion – £2,000 Art Room – students working on therapeutic Art projects at Oxford Spires Academy and then here at school from Autumn 2014 - £500

Develop monitoring of pupil premium provision impact	<ul style="list-style-type: none"> • Ensure more rigorous provision self-evaluation, leading to improvements in the delivery of existing provisions • Develop strategy to ensure individual student allocated funding is spent more effectively, through improved parental consultation • Develop pupil premium focus group to get student perspectives on impact of pupil premium support • PPPM to develop new provisions to meet the needs of the students, including after school tutoring, especially in Maths and Science 	July 2017	PWi	Quality of pupil premium provisions improve	Provision self-evaluation documents Evaluation of pupil premium focus group	•	<ul style="list-style-type: none"> • Late library sessions after school twice a week (to tie in with the late bus – see below) offering students without resources at home access to IT, other library facilities and staff for guidance – £2,500 • Late buses – we are in a very rural area and we provide late buses two nights per week for students staying for after school activities. This supports inclusion of Pupil Premium students who get free tickets for these buses - £2,000
Implement strands of existing Pupil Premium Strategy	<ul style="list-style-type: none"> • The Downs School Ethos • Effective teaching and learning • Effective progress monitoring • Effective individual support • Targeted provisions 						