



## Pupil Premium Strategy Statement: Sandbach School

1. Summary information					
<b>School</b>	Sandbach School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£118,745	<b>Date of most recent PP Review</b>	Sept 2019
<b>Total number of pupils</b>	1,062	<b>Number of pupils eligible for PP</b>	127	<b>Date for next internal review of this strategy</b>	Sept 2020

2. Current attainment: 2017/18		
Cohort size 196. PP cohort 25	<i>Pupils eligible for PP</i>	<i>School</i>
<b>English and Maths Grade 4+</b>	60%	72%
<b>English and Maths Grade 5+</b>	36%	53.57
<b>P8 English</b>	-0.51	-0.31
<b>P8 Maths</b>	-0.17	0.51
<b>Progress 8 score average (from 2018/19)</b>	-0.48	-0.06
<b>Attainment 8 score (from 2018/19)</b>	40.78	49.48

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	PP students achieving a 4+ in English and Maths is significantly lower than NPP
<b>B.</b>	PP students achieving a 5+ in English and Maths is lower than NPP

<b>C.</b>	PP students achieving 9-7 in English and Maths is significantly lower than NPP
<b>D.</b>	Progress of PP in English and Maths is lower than NPP (this is particularly significant in English)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Engagement in extra-curricular activities is lower than NPP (Year 7 settling in report 31% of PP students awarded 3 or 4 / NPP 8%).
<b>F.</b>	Behaviour, resilience and aspiration of PP students (Room 5 used by 44 boys in half term 1. PP 15 boys /PP. In particular Year 7: 6 PP / 2NPP; Year 8: 5PP/ 3NPP)
<b>G.</b>	Pupil Premium students have lower attendance at the end of half term 1 than non PP. PP 91.26 NPP 95.45. Biggest differences occur in Year 7 (PP 91.48 / NPP 95.10 & Year 9 (PP 85.98 /NPP 96.47)

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increase in numbers of PP students achieving 4+ in English and Maths.	Pupil Premium students achieve in line with all students nationally.
<b>B.</b>	Increase in number of PP students achieving a 5+ English and Maths	Pupil Premium students achieve in line with all students nationally.
<b>C.</b>	Increase in number of PP students achieving grades 9 – 7 in English and Maths	Pupil Premium students achieve in line with all students nationally.
<b>D.</b>	Improved progress of PP students in English and Maths	Pupil Premium student progress is in line with all students nationally.
<b>E.</b>	Improved engagement of PP students (embedded especially in the foundation years)	Pupil Premium students engage in extracurricular activities in line with non-PP.
<b>F.</b>	Improved behaviour, resilience and aspirations of PP students	Pupil Premium students internal / external exclusion data is no higher than non-PP. PP students receive additional experiences to raise aspirations and engagement.
<b>G.</b>	Increased attendance rates for pupils eligible for PP.	PP / NPP attendance gap reduced to 2%.

5. Planned expenditure					
Academic year		2019/20			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, B, C, D, F	Quality First Teaching; focus on differentiation; effective use of LIMS / SSCs; SISRA and flight path data. Effective use of SWANS and responses to SWANS. PP first strategy – seating, marking, feedback, intervention etc.	Raised engagement and attainment in all subject areas; personalised learning; effective use of in class teacher, CL and LIM actions/ strategies. Evidenced on T & L logs – specific references made to PP students (class teacher and CL level).	CPD sessions to ensure that key school foci and tracking of students are being met; work scrutiny and moderation within departments and work scrutiny with PP focus from SLT.  Learning walks, lesson observations and work scrutinies to ensure 'good' lessons are challenging students appropriately.  Evidence of teacher actions/reflections on T & L logs.	SB	On-going
A, B, C, D	Focused monitoring of PP students at assessment points (class teacher, CL, LIM, SLT).	Progress of PP students in English and Maths is lower than progress of NPP; number of PP students achieving 9-7 in E/M is lower than non pp. Increased focus on data (from teacher to CL) and actions taken as a result recorded on T & L logs.	Year 10 & 11 - PP students tracked in E/M. Considered first for intervention. CLs raise PP in meetings and make tracking of progress visible and high on the agenda in department meetings. SMT line manager discusses PP student progress at fortnightly meeting with CL.  After each Review: CL E/M meetings to identify students who need targeting in either subject.	JBC / MJS	After each Review
<b>Total budgeted cost</b>					£40000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A., B, C, D. F	<p>In Year 7, carefully consideration of students who are not secondary school ready. Transition information and early Year 7 data used to provide students with individual pathway (Courtyard) to support making progress, improving social skills and behaviour.</p> <p>Bespoke curriculum for key groups; college placements, work experience, the Lodge, the Courtyard (school inclusion centres)</p> <p>“Reading Buddies” and “Sum Buddies” enable students to develop 1/1 support and develop key literacy and numeracy skills in Year 7.</p> <p>Improved literacy / reading skills for PP students in Year 7. Use of AR scheme in Years 7 &amp; 8 (tested during Y6 transition days)</p>	<p>Early intervention and the raising of aspiration to encourage the closure of this achievement gap.</p> <p>Full curriculum does not meet needs of all pupils</p> <p>Intervention begins earlier in the curriculum to reduce gaps and address literacy and numeracy.</p> <p>PP pupils in Year 7 make rapid progress in reading. By the end of the year, all PP pupils at least meet access to the curriculum reading age of 9.6 years.</p>	<p>Additional curriculum support monitored during learning walks / observations/ work scrutiny. Zone meetings with SLT.</p> <p>Reading improvements monitored using test data from AR scheme and tracked throughout the year.</p>	SCD /LK	Fortnightly/ Half Termly

A, B, C, D, E, F	<p>Regular meetings with key students (Year 7 and 8 with SSC, Year 9 with LIM) to ensure that boys are prepared, ready to learn and have weekly priorities identified. (Students identified from settling in report and Review data).</p> <p>Year 7 &amp; 8 PP students increased aspirations and engagement following a programme of visits to a variety of different employers: Manchester City, Manchester Airport, Sonofi to broaden horizons and future career aspirations.</p>	<p>Pupils are taught good habits in the early Foundation and Curriculum stages of their education. Year 9 PP students are supported with their organisational skills and prioritising of homework.</p> <p>Year 7 &amp; 8 PP students increase aspirations and expand their ideas about possible career choices open to them. Engagement in extra curricular activities help to inspire students and build positive learning environments in lessons.</p>	<p>Review data to include analysis of homework, A2L and commendations to monitor barriers to learning and engagement. Daily A2L figures monitored by LIM/SSC to ensure any issues are addressed early.</p>		
A, B, C, D, E	<p>Year 11 Easter School /May half term revision and Period 6 targeted intervention.</p> <p>1/1 Mentoring sessions for PP students who are underachieving following each review.</p> <p>Individual meetings with member of SLT following each Review for all students.</p>	<p>Rational based on previous cohort procedures and benefits to some students. Grouping and targeting of PP students to be reviewed and include greater stretch and challenge rather than achieving a basic pass. PP underperforming / disengaged students to be targeted.</p> <p>Discussions ongoing with Year 11 LIM about Easter School Revision – too early? Focus change to May??</p>	<p>Review grades monitored for progress. Review 3 grade improvement compared to actual result.</p>		
A, B, C, D, E	<p>Year 9 – 11 Science PP licences to access My GCSE Science and Tassomai. PP mentoring plan by science specialists.</p>	<p>A new proposal to support students this year. The programs produce monitoring, progress and diagnostic reports for each student and enable close tracking of students.</p>	<p>Detailed plans in place. Tracking closely by project leader from science. Impact tracked closely at each Review over the next year.</p>	SC/ DS	£1568 (licences) + staff mentoring

<b>Total budgeted cost</b>					£40,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
G.	<p>SSCs track, support and intervene with students' attendance.</p> <p>Breakfast club / nurture group run by SSC in Year 7/8. PREP club run by LIM in Year 9.</p> <p>Increased engagement with parents so that there is a good understanding of the link between attendance and progress and achievement.</p> <p>Targeted support and increased incentives will be used to encourage good attendance</p> <p>Attendance figures for PP compared to NPP published every 2 weeks and intervention taken.</p>	<p>Pupil premium pupils' attendance is lower than non-pupil premium students. Materials (food tech, kit, uniform, etc) purchased for students to help support attendance across all subjects.</p>	<p>Early intervention with parents and students when student attendance begins to slip or arrive late.</p> <p>Tutors, attendance manager, LIM/SSC to assertively monitor students who fall below expectations with regard to attendance and punctuality. Focus on attendance is clear across the school at all levels.</p>	PB	Daily, Weekly, Termly
<b>Total budgeted cost</b>					£35,000

6. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
<p>Progress of PP match that of NPP.</p> <p>English PP students of higher ability need to make significant improvements in their progress.</p> <p>Pupil Premium students have improved attendance</p>	<p>Range of whole school and bespoke CPD activities. Focus on differentiation and extension activities to engage and challenge all.</p> <p>Whole school literacy focus across all subjects relaunched.</p> <p>Enhanced use of monitoring and review of progress data to develop bespoke support for individual students and support classroom teachers in targeted support.</p> <p>Curriculum Support – music tuition, sporting extra curricular programme, educational trips, work experience.</p>	<p>PP progress 8 narrowed compared to 2017 2018 data. It is worth noting that whole school P8 improved (-0.06) and significantly better than P8 for boys Nationally (-0.27).</p> <p>The school encourages engagement in extracurricular activities promoting a positive attitude in students to their school life, music tuition is an excellent example of this in action. The school offers support to allow Pupil Premium students to participate in curriculum based trips that have an educational value and are integral to the academic course.</p>	<p>Continue to raise awareness with staff of P8 and with key students worked well. In class action has started to be embedded and is having a positive impact. Strategies that were implemented will continue to be embedded and tweaked where necessary. Whole school training has created opportunities for staff to share ideas but also professional dialogues are becoming more focused and robust. In order to maintain the rigour it is important to have the key groups named as part of the PMR process.</p> <p>Further work on stretch and challenge, setting and monitoring of PP student needs revisiting and embedding.</p> <p>A relaunched focus on literacy (especially in the early years) should impact on future results.</p> <p>The focus on engagement and aspirational career paths in the foundation years should also produce improvements in achievement in later years.</p> <p>This support will continue as engagement in extracurricular activities supports the development and engagement of the student.</p>	

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	
Increased progress of PP students.	Targeted interventions with specialist teaching  Targeted small group and individual mentoring before and after school.	Targeted interventions were successful at some levels (up to grade 4) but were not successful at stretching the progress of students to the higher grades of 7-9.	Focus needs to be moved to stretching and challenging students into achieving the higher grades. More targeted interventions focusing of 7-9 skills in small groups needs to become a focus for intervention groups following each review.	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	
Raise the aspirations of pupil premium students and therefore improve their engagement with their own learning.	Detailed and focused careers strategy, which includes industry and higher education partners.	Wide range of whole year, small group and individual strategies began over the year. This was in its infancy but will be developed in the next academic year.	The Year 7 & 8 students will visit a range of employers this year in a bid to raise aspirations further. Year 10 students will all engage in Work Experience this year. The Careers manager has been worked to increase career aspirations and the exposure that students get to careers advice and guidance.	