

Pupil premium strategy statement: Driffield School and Sixth Form 2018-19

1. Summary information					
Academic Year	2018-19	Total PP budget	£219 725	Date of most recent PP Review	June 2018
Total number of pupils (Y7 – 11)	1128	Number of pupils eligible for PP	272	Date for next internal review of this strategy	August 2019

2. Current attainment			
	Pupils eligible for PP		Improvement on last year
	2016-17	2017-18	
% achieving 9-4 in both English and Maths	38%	43%	↑ 5%
Progress 8 score average	-0.63	-0.46	↑ 0.17
Attainment 8 score average	34.7	37.9	(Not comparable)
% achieving standard pass in the Ebacc	7	7	0
Progress 8 English	-0.84	-0.62	↑ 0.22
Progress 8 Maths	-0.43	-0.17	↑ 0.26
Progress 8 Ebacc slots	-0.37	-0.16	↑ 0.21
Progress 8 Open slots	-0.88	-0.84	0.04

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor literacy skills)	
A.	Key knowledge and skills necessary for examination success (poor outcomes over time)
B.	Literacy skills
C.	Behaviours for learning (including independent learning and loss of education through fixed term exclusions)
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Attendance

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved progress made by disadvantaged students so that it is improving towards that of other students nationally who have similar starting points.	<ul style="list-style-type: none"> • Progress 8 for disadvantaged students is at least average • Disadvantaged gap is reduced by 10% for Basics 4+ and 5+Basics 4+ = 55% and 5+ = 35% (10% above national for the group) • By the end of KS4, there is clear evidence that increased proportions of disadvantaged are achieving well (specifically in English, PE and Geography)
B.	Improved literacy skills for disadvantaged students. Improved English outcomes for disadvantaged students so that English results are improving towards national.	<ul style="list-style-type: none"> • The gap between disadvantaged student progress and others closes further in school and nationally • English P8 or disadvantaged students is at least average
C.	Reduced number of fixed term exclusions for disadvantaged students by embedding Positive Discipline and targeted pastoral support	<ul style="list-style-type: none"> • To further reduce the number of disadvantaged students receiving a fixed term exclusion • Effective pastoral support in place to ensure students are supported to be successful within the classroom and receive less behaviour sanctions. • Ensure disadvantaged students are no more likely to receive a behaviour sanction than others.
D.	Improved disadvantaged attendance to at least 94.5% and reduce the rate of Disadvantaged PA by 4%	<ul style="list-style-type: none"> • Improve disadvantaged attendance to at least 94.5% • Reduce disadvantaged PA by 4%

5. Planned expenditure					
Academic year		2018/19			
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?
Disadvantaged students make good or better progress as a result of excellent classroom practices and effectively targeted Wave 1 interventions.	<ul style="list-style-type: none"> • Quality First Teaching approach to classroom practices: • Clear Teaching and Learning Expectations shared with all teaching staff and leaders. • Increased staff awareness of disadvantaged students <ul style="list-style-type: none"> ○ Class Profiles ○ Mint Class ○ Disadvantaged pupil portraits (PP Champion) • Disadvantaged First strategy • High levels of challenge in all lessons, with teacher directed scaffolded learning opportunities available for all students. • Wave 1 interventions are targeted through effected assessment and targeted in class support. 	<ul style="list-style-type: none"> • Quality of teaching is consistently highlighted in research as making the most significant impact to progress of disadvantaged students (EEF) • Inconsistencies in effective classroom practices disadvantage PP students more than others. • Inconsistencies in classroom practices relating to levels of challenge and effective targeting of in class interventions may not ensure that all students, including disadvantaged students, achieve appropriate levels of challenge and support. • Knowledge and understanding of the individual needs of disadvantaged students is vital to ensuring that they make good progress within curriculum areas. 	<ul style="list-style-type: none"> • Focused MQTL activity will evaluate the effectiveness of classroom practices with a specific focus on clear Teaching and Learning Expectations and the learning opportunities and progress of disadvantaged students. 	JMU	<ul style="list-style-type: none"> • Class Profiles and Mint Class launch Sept 2018 – ongoing monitoring through MQTL • Teaching and Learning Expectations – ongoing monitoring through Generic and Subject Leader MQTL within KPI Cycles. Areas for development within subject areas and individuals’ practices identified and addressed through T&L workshops/bespoke T&D plans and coaching cycles.

Closing the Vocabulary gap	<ul style="list-style-type: none"> • SSIF project – Use of PP champion to lead on literacy activities during tutor time – word of the week • PP champion to design and deliver literacy mentoring programme • Staff training in vocabulary instruction • KS3 curriculum evaluation to include a focus on vocabulary 	<ul style="list-style-type: none"> • Vocabulary interventions can have an impact on progress of +5 months based on research evidence from the EEF. • Summer 2018 Exam Results highlight this is an area of focus (disadvantaged P8 in English – 0.65) • Book scrutinies – limited use of tier 2 vocabulary 	<ul style="list-style-type: none"> • Meetings with Literacy PP champion • Subject Leaders to monitor in book scrutinies • Training Subject Leaders in vocabulary instruction through Subject Leader meetings • Vocabulary focus in curriculum development time 	VLO	
Improve progress at KS4	<ul style="list-style-type: none"> • Raising Standards Team to track the progress of disadvantaged, intervening as necessary • Disadvantaged focus on all DDPs and ATBRs • Ensure the work of the Pupil Premium Champions is high profile and having impact • Disadvantaged students to have priority at all interventions • Introduce provision map for interventions 	<ul style="list-style-type: none"> • Summer 2018 Exam Results (overall disadvantaged P8 –0.45) 	<ul style="list-style-type: none"> • Monitor the progress of the disadvantaged students at each data collection • Share whole school disadvantaged data with Subject Leaders and SLT • Ensure the work of the Pupil Premium Champions is high profile and having impact through meetings • Analyse Year 11 mock results and evaluate interventions for disadvantaged • Ensure Subject Leaders have disadvantaged focus on DDP & ATBRs and are tracking the progress of these students • Ensure progress of disadvantaged students is standing agenda item on all curriculum team meetings – SLT to monitor through CTM minutes and attend SL meetings where possible • Track attendance to interventions 	VLO	<ul style="list-style-type: none"> • Data collections • Summer results 2019
Total budgeted cost					£54,200

ii. Targeted support					
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?
Effective mentoring programme in place for underachieving students	<ul style="list-style-type: none"> • Raising Standards Team to launch new mentoring programme focussing on underperforming disadvantaged students • Using mentoring programme to promote independent learning and revision 	<ul style="list-style-type: none"> • Attendance to intervention sessions has been low. Mentors need to build relationships with disadvantaged students • Students who underperformed in Summer 2018 weren't revising independently • Effective mentoring is highlighted by the EEF as improving progress. 	<ul style="list-style-type: none"> • Mentor groups to focus on disadvantaged students with a negative P8 score and maths/English data • Use of data collections to evaluate the progress of these students • Monitoring of Pupil Premium Tiers 	VLO/ DDA	<ul style="list-style-type: none"> • Jan 2019 – end of the first cycle
<p>Disadvantaged students in all subject areas have access to high levels of effective classroom practices which lead to good or better progress.</p> <p>Where significant gaps in the progress of disadvantaged students and that of the rest of the cohort are identified within specific subjects, swift interventions are made to improve classroom practices.</p>	<ul style="list-style-type: none"> • Focused SLE support in identified subject areas focusing on Quality First Teaching and assessment leading to effective Wave 1 and 2 interventions: <ul style="list-style-type: none"> ○ PE – 4 Days (confirmed) ○ D&T – 3 days (confirmed) ○ MFL – Supported through Trust SIL 	<ul style="list-style-type: none"> • Quality of teaching is consistently highlighted in research as making the most significant impact to progress of all students and a disproportionate impact disadvantaged students (EEF) • Inconsistencies in effective classroom practices within these subject areas have disadvantaged PP students more than others. • Inconsistencies in classroom practices in these subject areas relating to levels of challenge and effective targeting of in class interventions have not ensured that all students, including disadvantaged students, achieved appropriate levels of challenge and support. 	<ul style="list-style-type: none"> • Within identified subject areas Raising Achievement Plans have identified specific actions in order to raise attainment in Year 11 students with a specific focus on improving the outcomes of disadvantaged students. These are quality assured and monitored closely by the subject link and Head of School. • Impact of SLE support is monitored through the RAP and Subject Leaders within the ATBR. 	SLT Links JMU (PE and D&T) VLO (MFL)	<ul style="list-style-type: none"> • RAP QA of initial plan an in-year review by SLT Link and Head of School • SLE support and impact on disadvantaged students to be reviewed as part of ATBR.

<p>Increased number of students making expected progress in Maths and English at KS3</p> <p>Improved reading age of students with reading age below 10.</p>	<ul style="list-style-type: none"> • Specific SEND interventions for students for who entered the school with a scaled score below 90 or verbal or quantitative CATS score below 90 and Y8 and 9 students. • Literacy and Numeracy catch up intervention for students who entered the school with a scaled score between 90-95 or have not made expected progress during KS3 	<ul style="list-style-type: none"> • Students with low prior attainment or low literacy and numeracy skills require additional specialist support to catch up and enable effective access to the full curriculum. • For a specific group of Y9 students, withdrawal from MFL has allowed sufficient time within the curriculum model to focus on literacy and numeracy catch up. 	<ul style="list-style-type: none"> • All students engaging in intervention activities will have a baseline assessment at the start of the intervention and exit assessments • Students accessing interventions will be tracked through the SIMS provision mapping tool and progress data collated through the whole school data drops will be analysed alongside interventions specific assessment. 	<p>FWA/CHO/R MD</p>	<ul style="list-style-type: none"> • Entry and exit assessments • Data collections
Total budgeted cost					£67,285

iii. Other approaches					
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?
Reduce fixed term exclusions for disadvantaged students	<ul style="list-style-type: none"> • Implementation of a new Behaviour for learning Policy - Positive Discipline • Restructure of pastoral system from House Tutors to Heads of Year • Pastoral Mentoring to better establish barriers to positive behaviour for learning • Development of a graduated response to behaviour intervention, these include HOY led interventions, Nurture group, ELSA, SMASH, Alternative provisions • Use of internal exclusion 	<ul style="list-style-type: none"> • Behaviour interventions can have +3 months progress based on moderate costs (EEF). Current data shows higher proportions of disadvantaged students are excluded. • Students need to fully understand the consequences for all behaviours to ensure they can make positive choices • To ensure the effective monitoring of behaviour interventions within year groups. • Students need to build positive relationships and trust with a key member of staff in school to enable effective support to be identified and to act as advocate for the student. • Once a barrier to learning is identified, appropriate interventions are required to enable students to engage fully in learning. • Where possible, internal exclusion is used in preference to external exclusion to ensure learning can continue in a suitable environment 	<ul style="list-style-type: none"> • Programme of staff and student training. Parent awareness raising • Weekly item in staff briefing • Review of policy and procedures in term 1. • Weekly tracking of reward and sanction data. • End of KPI report. • Consultation period with staff and parents • Regular monitoring of behaviour data. • Regular review of mentor cohorts against PD data • Pastoral team to use PD data to review students against the threshold of intervention on a weekly basis. SDQ/Star assessments for specific interventions • Regular review of exclusion data 	<p>TFI/DDA</p> <p>DDA</p> <p>VLO/DDA</p> <p>DDA/TFI</p> <p>DDA</p>	<ul style="list-style-type: none"> • Analysis at the end of every KPI cycle.
Raise attendance of disadvantaged students	<ul style="list-style-type: none"> • Disadvantaged students all have an ambitious attendance target. All year groups set a disadvantaged student attendance target. 	<ul style="list-style-type: none"> • All students should know what their own attendance and what good attendance looks like 	<ul style="list-style-type: none"> • In planners on a weekly basis. Checked by SLT drop ins. 	MEV/TFI	<ul style="list-style-type: none"> • Weekly attendance report • Full analysis at the end of every KPI period

	<ul style="list-style-type: none"> • Attendance Officer to focus on Disadvantaged First: <ul style="list-style-type: none"> ○ Engage parents ○ First Day calling even if reason given ○ Home Visit if absent for 3 days ○ Attendance plans developed as soon as disadvantaged student attendance becomes a concern ○ Additional attendance rewards for disadvantaged students ○ Attendance data shared daily ○ Weekly attendance meeting with Head of Year, disadvantaged students have priority • Teaching staff asked to ensure absent disadvantaged students do not miss any work. This is one of the Top Ten Tips. 	<ul style="list-style-type: none"> • Improve engagement by building positive relationships with parents and students. • One person to have oversight to ensure consistency. • To ensure disadvantaged have opportunities to catch up on missed work 	<ul style="list-style-type: none"> • Weekly attendance analysis and actions • KPI analyses • Review of attendance plans • Book scrutiny and book sees 	<p>DDA</p> <p>Pastoral team</p>	
Total budgeted cost					£101,120

6. Review of expenditure				
Previous Academic Year 2017-18		£275,820		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost £25,910
<p>Improve progress of disadvantaged students through improving the quality of first teaching, effective and effective assessment Disadvantaged P8 =0</p> <p>Effective Transition Y6 into Y7</p>	<ul style="list-style-type: none"> Disadvantaged First strategy shared with all staff Whole school training of differentiation Pupil Premium Pen Portraits Mint Class – easy access to student data and vulnerability for all staff Introduction of new marking and feedback policy <ul style="list-style-type: none"> Strengthen links through Primary Partnership. Establish working group of PP champions with primary partners to establish programme of events to engage pupils Y4upwards. Reading assessment to identify students who will benefit from reading intervention Spring SMASH programme to prioritise Y7 students struggling to access mainstream school. Use of LRC for homework club Enrichment opportunities to provide sporting opportunities (swimming lessons) 	<ul style="list-style-type: none"> Improvement in P8 score from 2017 and in line with national data <ul style="list-style-type: none"> Y7 students settled well, improving attendance and good behaviour. Attendance for Y7 PP 93.7% 1.5% fixed term exclusion – very low Improved communication with Junior schools – links made with all schools as part of transition Star assessments carried out with students taking part in SMASH 	<p>Initial launch of Mint class, pupil profiles and differentiation training occurred. However, due to significant staffing changes within the school in 2017-18 the daily focus of the school shifted. This continues to be a key area for improvement and the Raising Standards team will focus on these areas. Mint class is to be re-launched along with a package of training designed to identify and embed quality first teaching.</p> <p>This is an area to we are keen to build further upon. Specific PP transition events to be planned for students from Y4 to Y6. Calls made to all parents of PP students to support the appointment making process at parent’s evenings and other events proved successful in encouraging greater participation. A more effective method of tracking attendance to be devised for 18-19.</p>	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost £116,583

<p>Y11 disadvantaged students to make expected progress in English and Maths</p>	<ul style="list-style-type: none"> • Y10 into Y11 tiered action plan • Compulsory intervention in maths and English at lunchtime and tutor time • After school booster lessons in maths and English • Saturday school prior to exams for Maths and English • Use of daily lunchtime maths Hub • Pastoral mentoring • Lesson by lesson tracking of ATL 	<ul style="list-style-type: none"> • Students made better progress in maths and English in 2018 compared to 2017. • Attendance at KS4 English interventions was low and therefore the impact was low. • Y10 maths interventions demonstrated greatest impact – focussing on key questions identified as an issue in y10 mocks. • Attendance in Y11 maths interventions was also a concern – however the maths Hub was well used during lunchtimes. 	<p>The newly formed Raising Standards team are tasked with analysing why attendance at interventions was low and develop strategies to improve this for 2018-19</p> <p>Although the use of revision guides was valued by students and parents, it is felt that students require more support to enable them to use them more effectively. This will be a focus of the English team in 18-19.</p>	
<p>Improve engagement of Y11boys in English</p>	<ul style="list-style-type: none"> • Quote club • Boys Grammar Club 	<ul style="list-style-type: none"> • Attendance at Grammar Club was variable – and although those who attended demonstrated progress, it was low impact. 	<p>The model is to be revised in 2018-19. This intervention will be delivered by the English team. In 2017-18 it was run by senior staff male role models – changes to staffing during this school year meant some groups did not have consistent support. In the new model, students will complete a set piece of independently and receive feedback/ improvement time with supervision.</p>	
<p>Improved rate of progress for KS3 disadvantaged students</p>	<ul style="list-style-type: none"> • Maths and English intervention provided by maths and English specialist teachers (13 week programme) • Specialist programmes of support for vulnerable students from SEND team • Access to Nurture group • Supported lunchtime homework provision • Additional phone calls to encourage attendance at parents meetings/evenings • Access to the curriculum, e.g. access to resources and experiences (trips/visits and music lessons) 	<ul style="list-style-type: none"> • KS3 literacy interventions demonstrated a clear impact, as assessments carried out by the English team demonstrated that students made progress in the area that they focused upon. • A detailed analysis of the KS3 numeracy interventions demonstrates that pupils made progress in the areas covered (Y7 number topics for KS2 catch up, Y8 core number topics and Y9 specific groups for low achieving boys and core number topics) 	<p>The KS3 intervention will run again in 17- 18 and with consistent staffing is likely to be even more effective.</p> <p>The KS3 numeracy interventions will run again in 18-19, with a sharper identification of target groups.</p>	

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:.	Lessons learned	Cost £133,377
<p>Diminish gap between attendance of disadvantaged pupils and others. Whole school target 96%.</p> <p>Reduce number of exclusions for disadvantaged students</p>	<ul style="list-style-type: none"> • Attendance Officer and Attendance Data Assistant priority disadvantaged students • Maximising Attendance Strategy shared with all stakeholders. • Appointment of Inclusion House Tutor • Targeted interventions at KS3 (Y8 priority) • SMASH • ELSA • Nurture Group • Access to LA step out Provision (Hub) • Bespoke ALP for KS4 • Careers Support for KS4 	<ul style="list-style-type: none"> • Disadvantaged student attendance 93.4%. Improved by 1.1% from 2016-17 and 1.2% above National. • Disadvantaged PA 4% better compared with National. • The 29 Y11 disadvantaged students with an attendance above 95% gained an ave P8 score +0.05. • Percentage of disadvantaged students excluded from school reduced by 5% compared to last academic year is better than the national comparison by 3%. 	<p>Students with an attendance less than 95% gained an average P8 score below 0. Attendance continues to be a priority of disadvantaged students</p> <p>Disadvantaged students still more likely to be excluded than others. Approximately the same number of disadvantaged students excluded in 17-18 as the year before, although the overall number of exclusions was less. Supporting disadvantaged students in school to ensure barriers to learning are removed and preventing exclusion remains a school priority Whole School Behaviour Policy reviewed and new policy and procedures to be implemented in 18-19</p>	