



Pupil Premium Review Form 2 – Annex 2

Self-evaluation template – Pupil Premium Strategy Statement

SECONDARY

[Insert school name] School's Pupil Premium Profile [Insert school year]

Headteacher:	Mr D Bell
PPR:	2017-18
Date:	20 June 2018

Pupil Premium Strategy Statement: The Joseph Whitaker School 2017-18

1. Summary information					
School	The Joseph Whitaker School				
Academic Year	2017-18	Total PP budget	£236,555	Date of most recent PP Review – Formal June 2017 LBE	June 18
Total number of pupils	1245	Number of pupils eligible for PP	275 (22%)	Date for next internal review of this strategy	October 18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Key Stage 2 APS (cohort 46)	4.34 (4.68)	
Attainment 8	38.24 (46.47)	46 / 49
Progress 8	-0.1 (0.18)	0.0 / 0.1
9-7 English and Mathematics	0% (5%)	TBC
9-5 English and Mathematics	26% (38%)	42% / 49%
9-4 English and Mathematics	30% (58%)	63% / 71%
Progress 8 English	-0.6 (-0.1)	0.0 / 0.1
Progress 8 Mathematics	0.00 (-0.1)	0.0 / 0.1
Progress 8 EBacc elements	-0.1 (0.3)	0.0 / 0.1
Progress 8 Open elements	0.2 (0.4)	0.0 / 0.1
Progress 8 High	0.25 (0.21)	0.0
Progress 8 Middle	-0.28 (0.20)	0.0

Progress 8 Low	0.27 (0.10)	0.0
Entering the EBacc	13% (24.9%)	38%
Attaining 9-5 in the EBacc	3% (10.9%)	21%
Attendance	93.17% (95.8%)	94.8%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Literacy
B.	Low aspiration and expectations
C.	Articulation of knowledge and understanding of boys

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Attainment on entry
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4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve progress of middle ability boys in English	0.00 Progress in English
B.	Improve attainment in the Basics - all	Increase Basics measure from 38% to >45%
C.	Improve attainment of low and middle ability on entry in science	Low >10% Middle >55%
D.	Improve attainment on entry	Maths outcomes are in line with national averages in partner primary

5. Planned expenditure

Academic year	2017-19
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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?
QFT in all subject areas	Embed target driven learning and high quality feedback in all areas	EEF Toolkit suggests greatest amount of progress if feedback is effective. (+8 months) Feedback should be challenging.	QA via work scrutiny, learning walks and formal lesson observations Staff Appraisal objective	MCR/CAY/SLT HOD	See QA calendar
	Improved questioning for all and targeted questioning for DP. See SIP 2.2	EEF Toolkit suggests Oral language interventions such as targeted questioning to support reading comprehension is effective (+5 months)	Whole school training QA via work scrutiny, learning walks and formal lesson observations	MCR/CAY/SLT HOD	See QA calendar
Improved progress and attainment in E & M	Additional groups in English and Maths	Reducing class sizes adds 3+ months EEF Toolkit Progress in English -0.6 boys	Robust grouping strategy using positive discrimination in respect of DP students esp middle ability boys	SLT HOF	Data collection points
Improve oracy of boys	Oral language interventions – specific focus for staff Development of questioning skills of staff	EEF Toolkit suggests +5 months progress if successfully embedded	Link to Staff Appraisal 2017-18 CPD and SIP focus 2017-18	LBE / GBR SLT	Termly

Improve boys literacy	Curriculum change for Y7 and Y8 students below age related expectations on entry. No MFL.	-0.6 English progress. Historically 30-35 students on entry at 4c and 3a/3b – none took MFL in KS4. Correlation between this group and poor English progress	Led by member of SLT using Hackney Literacy Project as delivery model. CPD for staff teaching, groups of 7/8, data monitored half-termly	FHA / SDI	Half-termly
Ensure high expectations and aspiration	SIP T & L 2018-19 2.2 Raising boys achievement and focus upon metacognition	All strategies have been researched and are included in 2.2 and 2.5 for staff development and as requirements in each lesson	Work scrutiny Learning walks Both focussing upon DP students – see Schoollp	CAY / MCR / RSO	Twice per year
Total budgeted cost					
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?
Improved attainment in Basics	One to one tuition	2016 DP = 43% National = 43% School gap - 27% +5 months in EEF toolkit for one to one	Regular monitoring and review	MBO / DBR VHA	At each data point Assess students at start and end of each block of tuition
Improved attendance	Dedicated Attendance Officer	DP attendance remains below other pupils	Students Services to prioritise DP attendance. Phone calls and email/text messages on day one of absence.	MBO / GBR	Weekly
Increased attendance at Study Support and OSHL	Additional bus for transport on 3 rd evening a week.	Student and parental voice request from Y11 programme evaluation	Y11 blue plans ensure that targeted students attend the study support sessions. PE track OSHL numbers.	DBE / VHA	Annually
Total budgeted cost					
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?
High profile for DP across the school	SLT Pupil Premium Lead	National recognition of this role as effective in raising profile and expectations in school	Ex Maths AST / SENCO to lead	LBE	Annually
Raise aspiration and expectations	Appointment of Academic Mentors in each year group	House system focussing on barriers to progress Academic mentors to act on underachievement	KS3 and KS4 teams led by members of SLT	CAY / VHA	Termly data collections for KS3 Half-termly for Y11

Raise expectations and aspirations	Further attempts at increased parental engagement	Parents Evening data shows large gap in attendance according to area, primary school and socio—economic status	KS3 and KS4 academic leads to evaluate data and put strategy in place. Year 6/7 transition Academic Mentor to be added to the team with specific time to identify parents in Y6 to build relationships.	GPE / CAY / VHA	Data collection and M & E of every Parents Evening
Raise aspiration and expectations	Scholars programme School Challenge Club	Ofsted report 'The Most Able' identified this programme as highly effective	National programme Internal programme is led by SLT and Academic Mentors	GBR / GWH	Annually. External report from Scholars Programme available
Improved attendance	Dedicated Attendance Officer	2016-17 data Term 2; DP = 93% All = 95.7 FSM = 91%	Students Services to prioritise DP attendance. Phone calls and email/text messages on day one of absence. Identifying barriers for DP students e.g. homework, equipment, timekeeping and provide practical support	MBA/ GBR	Weekly
Improve numeracy and maths outcomes	KS3 mastery curriculum in Maths	+5 months in EEF toolkit Attainment of DP boys in maths an issue	SLT line management Focus for QA and work scrutiny	LBE / HHA	Termly
Develop greater communication with feeder primary schools re maths	Shared lesson observations, CPD from maths specialists	Gap exists on entry. APS historically for DP 2/3 of a level below non DP.	Focus on primary schools that are below national standards for KS2 data.	LBE	Annually
Develop greater resilience and confidence in DP	Subsidised places for DP on D of E a well-recognised award	EEF toolkit indicates + 4 months for outdoor education	Tracking of DP taking up D of E. Specifically targeting some students. Information on website	LBE / CPH	Termly
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated 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)	Cost
QFT in all subject areas	Embed target driven learning and high quality feedback in all areas	P8 DP 2016 = 0.2 National = -0.32 National Other =0.13 A8 DP 2016 = 44.95 National Other = 49 Humanities (TDL fully embedded) DP A-C 60% National Other 64% DP National 44%	DP linked to staff appraisal is positive Need greater focus on presentation and SPAG in relation to DP TDL is embedded with green pen reflection in 80% of subjects	
Improved progress and attainment in E & M	Additional groups in English and Maths	DP A-C in English 51% National 58% DP A-C Maths 53% National 49%	Grouping structure to be reviewed in KS3 moving into KS4 1 x English group was an issue / maths staffing problematic	£60000
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated 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)	Cost
Improved basics	One to One	DP A-C in English 51% National 58% DP A-C Maths 53% National 49% English 0.06 Maths 0.14	Need far greater focus on impact throughout the programmes. Maths typically 50% success rate A-C BUT ATL plays a part in the provision	£40,000
Improved tracking of DP students	Academic Mentors	DP prioritised for Session 6 and academic support. Y11 AM very focussed upon all barriers to learning including attendance, punctuality, ATL is the main focus	Far more effective than previously. Most able DP targeted for Challenge and Brilliant Club in KS3 Need to develop most able programme in KS4	£13,500
Attendance at Study Support	Provision of late bus on 2 evenings per week	Increased numbers of students attending study support, OSHL, etc.	Additional evening required and rationalisation of meetings to enable increased attendance at study support and OSHL.	7500
iii. Other approaches				

Desired outcome	Chosen action / approach	Estimated 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)	Cost
Further develop focus on DP	Appoint PP Champion on SLT	Robust programme linked to national good practice.	Other roles impacted upon provision. From April 2017 additional capacity is available.	33066
Improve literacy and numeracy levels	Nurture Group in KS3	Levels of literacy and numeracy improved. 8 students moved into mainstream classes in Y9 and Y10	Successful programme to be maintained	17536
Improve levels of literacy	Literacy Intervention	Reading levels increased Small group tuition EEF +4 months	Successful programme to be maintained	18504
Improve attendance	Attendance Officer	2015-16 attendance 93% for DP Key individuals need additional support	Admin support is required in order for MBA to work with the families constructively Admin support employed for 2016-17	9000

7. Additional detail

For further information and national comparison please visit

<https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/the-joseph-whitaker-school-ng21-0ag/>

KEY STAGE 4 Historical Performance Indicators	Within School Gap					Difference to national other				
	2013*	2014	2015	2016	2017*	2013	2014	2015	2016	2017*
Average KS2 Core APS per student (Starting point)		-3.21 (24.21)) 4C	-3.18 (24.19)) 4C	-3.69 (24.93)) 4C	-2.69 (26.12)) 4C+					
Basics (A-C English and Maths) Grade 4/C		-32.2 (33.3)	-24.3 (47.6)	-39.2 (41.1)	-38.6 (29.4)		-24.7 (58)	-10.4 (58)	-21	
5+ A*-C including English and Mathematics	-27 (51)	-28.9 (31)	-26.1 (45)	-41.9 (35.7)	-37.3 (29.4)	-16 (67)	-31 (62)	-18 (63)	NA	
Average points score English	-5.5 (38.1)	-8.3 (32.8)	-4.59 (36.6)	-6.71 (38.11))	-2.82 (7.37)	-2.4 (40.5)	-7.6 (40.4)	-4 (40.6)	NA	
Average points score Mathematics	-5.9 (36)	-7.2 (31)	-7.52 (33.7)	-6.69 (35.75))	-1.85 (6.98)	-4.9 (40.4)	-7.4 (40.1)	-6.9 (40.6)	NA	
Percentage achieving expected progress in English	-19	-21 (56.4)	-19.3 (61)	-20 (72)	-0.58	-6	-21 (75)	-13 (74%)	+0.1	
Percentage achieving expected progress in Mathematics	-13	-17 (50)	-18.8 (55)	-27.3 (53)	-0.09	-17	-21 (71)	-17 (72)	+0.1	
English A*-C Grade 4 / C	-24	-28 (47.6)	-30.8 (50)	-39 (48.2)	-29.7 (51%)	-11	-25 (73)	-24 (74)	-1.4	
Mathematics A*-C Grade 4 / C	-17	-24 (40)	-16 (62)	-33.9 (52)	-27.6 (45.1 %)	-9	-31 (74)	-12 (74)	-1.9	
Capped APS	-32.4	-60.1	-52.2 (290)	-64.67 (293)	-58 (275)	-21 (350.9)	-67 (324.8)	-36.6 (326.6)	NA	

**KS3 Assessment End of Year Assessment 2017
EBAAC Subjects**

Above Target in EBACC	Year 7		Year 8		Year 9	
All Students	19.1	%	16.5	%	13.7	%
DP	19.6	%	12.3	%	12.5	%
Non-DP	19.0	%	17.9	%	14.2	%
Boys	15.6	%	12.4	%	10.8	%
Girls	22.7	%	20.6	%	16.6	%

Working Below Target in EBACC	Year 7		Year 8		Year 9	
All Students	2.5	%	5.9	%	3.4	%
DP	4.8	%	9.2	%	4.7	%
Non-DP	1.8	%	4.9	%	2.9	%
Boys	3.5	%	8.2	%	5.2	%
Girls	1.5	%	3.7	%	1.6	%

Working On Target in EBACC	Year 7		Year 8		Year 9	
All Students	50.1	%	46.5	%	48.7	%
DP	43.0	%	38.8	%	44.2	%
Non-DP	52.4	%	48.9	%	50.3	%
Boys	48.7	%	42.0	%	45.4	%
Girls	51.4	%	50.9	%	51.8	%

English On or above target	Year 7	Year 8	Year 9
All Students	75.7%	82.5%	73.2%
DP	66.7%	76.4%	71%
Non-DP	78.8%	84.5%	74.1%
Boys	69.6%	78.2%	68.5%
Girls	82%	86.7%	77.9%

Working Towards Target in EBACC	Year 7		Year 8		Year 9	
All Students	28.3	%	31.1	%	34.2	%
DP	32.6	%	39.7	%	38.7	%
Non-DP	26.9	%	28.4	%	32.6	%
Boys	32.2	%	37.3	%	38.6	%
Girls	24.4	%	24.9	%	30.0	%

Maths On or above target	Year 7	Year 8	Year 9
All Students	66.5%	52.5%	54.7%
DP	66.7%	45.3%	47.5%
Non-DP	66.4%	54.8%	57.4%
Boys	62.7%	47.3%	46.4%
Girls	70.3%	57.8%	62.8%