

## Yateley School - Pupil premium strategy statement – 2018-19

Link to Education Endowment Foundation Toolkit – Teaching & Learning toolkit to show most impact of various interventions and strategies

(<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>).

1. Summary information					
School	Yateley School				
Academic Year	2018-19	Total PP budget	£126,330	Date of most recent PP Review	Nov-18
Total number of pupils	960 16.11.18	Number of pupils eligible for PP	138 (127 – 16.11.18)	Date for next internal review of this strategy	Jan -19
	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
Total number of PP pupils (16.11.18)	22	20	35	22	28
Expected Outcomes of PP in 2019	< 5% gap	< 5% gap	< 5% gap	P8 gap < 0.10	P8 gap < 0.10
2. PP Pupil Prior attainment (2017-18 Year 11 Cohort)					
	<b>Low</b>	<b>Middle</b>	<b>Upper</b>		
Cohort	5.2%	45.3%	46.1%		
APS	3.56	4.59	5.34		
Progress 8 – 2018* (all -0.69)	-0.50	-0.55	-0.79		
2a. PP Pupil predictions (2018-19 Year 11 Cohort)					
	<b>Low</b>	<b>Middle</b>	<b>Upper</b>		
Cohort	4	14	8		
Average A8 Grade	26.41	41.80	56.17		
Progress 8 – 2018* (all -0.12)	0.03	0.07	-0.32		
3. Current attainment (2017-18 GCSE Results Year 11 Cohort)					
	Yateley School pupils eligible for PP (PP GAP to Non-PP)		Yateley School pupils not eligible for PP		
% PP students with English and Maths strong pass (Grade 5+)	5 / 28		102 / 216		
% PP students with English and Maths standard pass (Grade 4+)	13 / 28		159 / 216		

% PP students with English Bacculaureate strong pass (Grade 5+)		1 / 4 entered	37 / 71		
% PP students with English Bacculaureate standard pass (Grade 4+)		2 / 4 entered	18 / 71		
<b>Progress 8 score average</b>		-0.69	-0.06		
<b>Attainment 8 score average</b>		3.65	4.81		
<b>4. Barriers to future attainment (for pupils eligible for PP)</b>					
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )					
<b>A.</b>	Low levels of involvement in school life, low levels of engagement.				
<b>B.</b>	Separating disadvantaged from service children and tailoring to their differing needs accordingly.				
<b>C.</b>	All staff not focused on PP students and therefore not ensuring their teaching is having a positive impact on their progress.				
<b>D.</b>	Increasing the work and support of transition from KS2 to KS3				
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )					
<b>A.</b>	2017-18 FSM attendance was poor, with 13.33% of sessions missed compared to national of 8.50% (2016-17). 2017-18 PP attendance had 9.11% sessions missed. FSM attendance gap for session missed (FSM to non-FSM) for 2017-18 was too high at -8.49%. PP attendance gap was -4.46%.				
<b>B.</b>	2017-18 FSM persistent absence was 26.32% which was closer to national of 26.20% (2016-17) however this can still improve. 2017-19 PP persistent absence percentage was 18.06%. FSM persistent absence gap was also too high -17.44%. PP persistent absence gap was -9.65%.				
<b>5. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria			
<b>A.</b>	Significant reduction in FSM and PP persistent absence and improved overall attendance.	Students will reduce the gap (session's missed and persistent absence for PP and FSM) and will at least match that of national or even better it.			
<b>B.</b>	Continuing to narrow the Progress 8 gap in 2019 GCSE results.	Disadvantaged students will narrow the gap to their non PP peers and will perform above the national average			
<b>6. Planned expenditure</b>					
<b>Academic year</b>	<b>2018-19</b>				
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.					
<b>i. Quality of teaching for all</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>

Students to reach target grades in their GCSEs	Additional targeted sessions after school (P7) across GCSE subjects in y11	More time allowed to complete controlled assessments where attendance has been poor and consolidate knowledge.	Led by the Head of English & AHT for Student Progress	Department Heads, AHT Student Progress	September 2019
Students to reach target grades in their GCSEs	Easter revision sessions	Additional revision sessions to help with understanding of the subject material	Led by the Head of English & AHT for Student Progress	Department Heads, AHT Student Progress	September 2019
Students meeting English target grades across KS3 and KS4 within 10% tolerance of non-PP	Clearer feedback in English which students act on	Students are clear on what they need to improve and how to do it. Sutton Trust.	Led by the Head of English	Head of English	September 2019
Students to reach target grades in their Science GCSEs	Small study groups in y11 (removing some students from lessons)	More targeted interventions (Sutton Trust toolkit)	Led by Head of Science	Head of Science	September 2019
Improve reading ability of students	TBC	Currently assessing literacy options to identify an approach.	Led by SENCo	SEnCo	Christmas 2018
Access the KS3 curriculum and reach target grades (year 7)	Small group with additional support. Additional literacy and numeracy support provided as well. (access group)	With many students coming into main stream schools with academic gaps, additional needs and PP allocation, increasing their confidence in English, Maths and Science often leads to increased confidence and success in other areas. Sutton Trust evidence as well.	Led by SENCo	SEnCo	September 2019
Improved numeracy	PP students mentored by sixth formers	Using students who have previously overcome difficulties to support and inspire younger students.	Led by Heads of Maths	Led by Head of Maths	September 2019

Consistent teaching and assessment processes for all from years 7-11 in Mathematics	Standardised Learning objectives, reflection, marking and SoW from year 7-11 improves student confidence and eases transition from one year/teacher to the next.	Consistency and routines in place across department/year groups to ensure high standards in Maths classrooms.	Checks on all aspects of what is expected by learning walks, visiting classrooms on a regular basis, book checks and feedback from students. HoD Maths	Head of Key Stages, Head of Maths	September 2019
<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>
Improve engagement of students and help with GCSE resources	Each student across all year groups in KS3 and KS4 has £100 personalised spend per academic year which they can choose how they spend it, e.g. trips, uniform etc.	To encourage engagement in school activities (mainly in KS3). To help with GCSE resources such as cooking ingredient costs, materials costs, revision materials reducing the stress of purchasing these items. Personalised spend came as a result of parental feedback.	Monitored by the Pupil Premium team. Tutors asked to encourage students to use the money to improve engagement etc. Spreadsheets of allocated spend have been sent to the tutors concerned every half term.	Pupil Premium Champion	September 2019 (£13000.00)
Students to have devices on a par with their peers for their academic work as per the schools BYOD policy.	Devices purchased for Pupil Premium students in y7 and for those joining the school in other years.	All students required in years 7-10 to have a BYOD to use in lessons. Ensuring that PP students have the same access to technology that their peers have.	Monitored by the Pupil Premium Champion and the BYOD member of staff.	Pupil Premium Champion	July 2019 (£12000)
Students in y11 to reach target GCSE grades	Small group exam skills/technique sessions with specialist teacher (6 week programme) for PP and SEN in Maths, English and Science	Text help read and write will not be used as it is has not been as helpful as hoped. Small group interventions with specialist teachers will continue as this has been found to improve results. Sutton Trust backs this.	Led by SENCo liaising with appropriate HOD	SENCo	September 2019

Students will make more than 2 levels of progress in Maths (Y7)	The chosen approach here is to train up and offer more small group, specialist Maths interventions.	More small group interventions will be able to run and therefore more students will benefit. Long term this will see them be able to manage much better when they reach KS4.	Led by SENCo liaising with Head of Maths	SENCo	September 2019
Ensure smooth transition from Y6 to Y7	We will be having the two additional days again this year. We will also be visiting the primary schools more often and observing lessons. We may introduce our feeder schools to Thrive, which is a program based on social skills to ensure all Year 6 students are secondary ready.	Last year students were more confident when transitioning from Year 6 to Year 7 and there were minimal issues regarding attendance and behaviour.	Led by SENCo and transition manager	SENCo	October 2019
Students to improve Maths progress in years 9-11	Small study groups in y10 & 11 with PP priority (removing some year 11 students from other lessons)	More targeted interventions (Sutton Trust toolkit)	Using specific intervention resources and PiXL information (year 11 only) to identify key topics for the group. Led by Head of Mathematics	Head of Key Stage 4 Maths	September 2019
Science students to reach their target grades	Provision of study aids, revision guides and past paper packs to KS3 and KS4	Students require easy to use revision materials. Y7 & Y8 will get revision guides. Y9-10 will get revision guides and study aids. Y11 will get revision guides, study aids and example paper packs.	Led by Head of Science	Head of Science	September 2019
Students to improve Maths progress in years 7&8	Small group interventions for PP students in years 7 & 8	Sutton Trust evidence for small group intervention (small groups)	Led by KS3 Maths coordinator, reviewed by Head of Key Stage 3 Mathematics and Pupil Premium champion.	Head of Key Stage 3 Maths, Pupil Premium Champion	September 2019

Increased awareness of every PP student in Mathematics	Year 11 PP progress board in Maths Office to raise visibility of key students. Progress spreadsheets identify all PP students from year 7-11 and teachers review progress on a regular basis with Head of Key Stages.	Keep PP high on the Maths agenda. Head of Key Stages focus on these groups when analysing progress throughout the year and prioritise these students for every intervention opportunity.	Led by Head of Key Stages in Mathematics	Head of Key Stages in Mathematics	September 2019
Improved numeracy in KS3	PP students mentored by sixth formers	This program was run for 18 students. Feedback from sixth formers was that the year 7s were very positive about the experience. There were some issues with attendance, so not all 18 students received the same amount of intervention.	Led by Head of KS3 Maths, starting earlier so that more students can be targeted.	Head of Key Stage 3 in Mathematics	September 2019

*Please see end of report for most up-to-date budget figures.*

**Total budgeted cost** **TBC**

### 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?
Stretch and challenge for PP students in years 7 & 8	The Brilliant Club programme	Encourage students to aspire to attend Russell group universities. Develop student ambitions for further and higher education.	Run by the Brilliant Club, supported by the Pupil Premium Champion	Pupil Premium Champion	July 2019
Team building and confidence boosting	Military Mentors Activity Day for challenging y9 Pupil Premium students + friends	Provide an opportunity for challenging students to work in teams and to build their confidence. Improved engagement and enjoyment that should hopefully	Run by the Military Mentors organisation (external provider) supported by the Pupil Premium team	Pupil Premium Champion	July 2019

		lead to improved attendance in later years.			
Networking between local secondary schools	PP champion chairs a local secondary school PP champion meeting	Sharing of best ideas and methods which have positive impact on PP between local secondary schools	Minutes from meetings and feedback to AHT and SLT at Yateley and then RAG regards what could have most impact and then put into action.	Pupil Premium Champion	July 2019
Improvement in PP student attendance figures and reduction in persistent absence for PP	Breakfast club run every morning (targeting poorly attending PP students to begin with)	Encourage students to attend school on time and provide them with food for the morning.	Run my Karen Moffett and overseen by PP Champion and HoH team. Lynne Goldwater (attendance support) will also support.	Karen Moffett	July 2019
Improvement in PP student attendance figures and reduction in persistent absence for PP	SLT assigned PP students below 90% while HoH have PP students between 90 and 96% attendance.	SLT and HoH to make daily phone calls to those PP students not in school each morning to get them in. List is reviewed every half term based on attendance data.	Discussion at SLT and HoH meetings to review the weekly attendance threshold report.	AHT Student Support	July 2019
Improvement in PP student attendance figures and reduction in persistent absence for PP	HoH run a weekly 'cookie club' for PP students that have improved attendance.	HoH to monitor the weekly attendance threshold report. Any PP students in their house that have a week of good attendance are invited to a Monday cookie club run by HoH.	Review at HoH meetings and review the weekly attendance threshold report.	AHT Student Support	July 2019
SLT learning walks with a focus on PP students (behind in progress)	AHT Student Support to focus weekly learning walks on PP students that are most behind in progress	Learning walks will focus on the PP students (behind in progress reviewed each term). Focus will be on their books, learning, lessons, etc.	Discussion at weekly SLT meeting and line management with Headteacher. Feedback to individual teachers.	AHT Student Support	July 2019
Improvement in PP student attendance figures and reduction in	Incentive scheme for those PP students that improve in attendance,	Half termly letters to be sent home to congratulate or warn parents depending on the PP student's attendance.	Monitoring the weekly and half termly attendance threshold report for improvement.	AHT Student Support	July 2019

persistent absence for PP	and warnings to those that don't				
Improvement in PP student attendance figures and reduction in persistent absence for PP, improvement in progress	Possible staff or sixth form student mentoring for PP students (lowest for attendance and progress)	Regular staff/Sixth Form mentoring of PP students that have poor attendance and progress	Monitor half termly and via weekly attendance reports and termly data drops.	AHT Student Support and PP Champion	July 2019
Improvement in student progress, wellbeing and attendance	Staff to have a performance management target focus on PP students (attendance and progress)	All staff to have a performance target and measure which in some way will focus on the disadvantaged (whether that be progress, T&L or attendance)	Monitor the PM objectives of all staff at Dec 2018 by Headteacher and then normal PM cycle in the year of 2018-19	AHT Teaching and Learning	July 2019
Improved transition from KS2 to KS3	Working more closely with local primaries on improved transition (curriculum and pastoral)	Using the PiXL resources, school HUB model ('Stepping up') and work of other school to build transition working relationship with local primaries.	Improvement in transition and knowledge of the PP students for when they start in Sep 2019	Lynne Goldwater (Transition Manager), Sarah Park (HUB Leader), AHT Student Support	July 2019
Improvement in student progress, wellbeing and attendance	Sharing best practise and use of PP budget from other local secondary schools	Using the termly MM panel and CIG pastoral networking group for SLT from all local secondary's to share ideas and what works to improve PP attendance and progress	Improvement in PP attendance and progress, minutes from the MM panel and pastoral meetings.	AHT Student Support	July 2019

*Please see end of report for most up-to-date budget figures.*

**Total budgeted cost** **TBC**

## 7. Review of expenditure

Previous Academic Year

2017-18

### 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
Students to reach target grades in their GCSEs	Additional targeted sessions after school (P7) across GCSE subjects in y11	Progress 8 score for disadvantaged pupils – English (-0.772) Progress 8 score for disadvantaged pupils – Maths (-0.428) Progress 8 score for disadvantaged pupils - English	Continue to run P7 sessions targeting students based on y10 exam results and testing in y11.	
Students to reach target grades in their GCSEs	Easter revision sessions	Baccalaureate slots (-0.82) Breakdown of P8. Maths employed a vast number of strategies to support disadvantaged and it was a department focus all year. English did poorly at P8 (-0.79), but then disadvantaged fell further 0.4 behind. Ebacc disadvantaged performance (-0.25 for all) was a further 0.57 behind. The school is currently working on strategies we are employing to address this.  Progress 8 score for disadvantaged pupils - Open slots (-0.597) This shows that the students have improved progress over the broader curriculum, however we must still focus on the core progress buckets.	Continue with approach.	
Students to reach target grades in their Science GCSEs	Small study groups in y11 (removing some students from lessons)	About 10 PP students were given interventions via small study groups when Science lessons were running.	This will be continued. It works well because run through lesson time when they would have a Science lesson.	

Students meeting English target grades across KS3 and KS4 within 10% tolerance of non-PP	Quality of teaching reviewed in English department meetings	PP students were within 10% of non-PP students in achieving 4+ in English. The students who had an attendance of 95%+ achieved well but we need to review the support provided to students with attendance below 96%. Pupil voice reveals that students know what they need to improve and there books show clear progress. We need more exam practice for students to be able to perform in these conditions.	Our interventions with students with 96+% are effective. We will continue with these. For students with attendance issues we will be encouraging the use of SENECA Learning which is a web based programme and developing a closer relationship with home to support the continued use. We are also looking to launch an online tutor programme with PP students.	0
Clearer feedback in English which students act on	Focus on feedback and marking in the English Department	Students were clear on what they needed to improve at that point in time.	Feedback was acted on at the time however it was found that students did not necessarily consistently apply this. Going forward incorporating how to consistently apply going forward.	0
Improve reading ability of students	Whole school literacy support	Lexia has proven to be a useful tool for the students who have the weakest literacy skills.	Unfortunately Lexia is meant to be used for approximately 15 mins every day and is quite repetitive. Therefore, it has been difficult to implement this consistently and we will not be renewing the licence once it runs out.	1,450.00
Access the KS3 curriculum and reach target grades (year 7)	Small group with additional support. Additional literacy and numeracy support provided as well. (access group)	Students who have been able to learn in this smaller group environment have benefitted from small group and one to one instruction in English, Maths and Science. In the majority they have been able to build their confidence and skills in each of these areas.	It is important to keep the group small, no more than 16 and it is important to communicate effectively with all the Heads of Department to ensure everyone is happy with the mixture of abilities of students in the class	£ 23,400.00
Improved literacy and numeracy	PP students mentored by sixth formers	This did not take place as there problems recruiting sixth formers.	This will not be used in the future.	0

Consistent teaching and assessment processes for all from years 7-11 in Mathematics	Standardised Learning objectives, reflection, marking and SoW from year 7-11 improves student confidence and eases transition from one year/teacher to the next.	This is in place for y7-11, everything has a consistent look and feel, monitoring is consistent. Teachers are more aware of students' progress and can provide more feedback to parents about strengths and weaknesses.	This approach is going to continue. To be added for the new higher Maths SoW.	0
Regular analysis of progress and intervention put in place	Every term students are assessed and results analysed. Intervention put in place where identified throughout the year.	Data sheets were used to highlight the PP students who were falling below expected progress. Discussions between HoD and teachers took place frequently about necessary strategies to improve student progress, considering the most effective seating, ways to maximise the motivation of the students and how to reward them for improvement	To be continued.	0

*Please see end of report for most up-to-date budget figures.*

## 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
Students in y11 to reach target GCSE grades	Small group exam skills/technique sessions with specialist teacher (6 week programme) for PP and SEN.	With the text read and write software the impact was limited as students were reluctant to use it. However, with targeted small group intervention support in English and Science with specialist teachers there was an increased confidence in the exams and the students targeted met their TGs in the majority of cases.	Text help read and write will not be reinstated as it is has not been as helpful as hoped. Small group interventions with specialist teachers will continue.	
Science students to reach their target GCSE grades	Small group intervention for those students who attain grades 2 levels or more	Still required in actions ahead.	Doing this again.	

	below their target grades in the y11 mocks			
Science students to reach their target GCSE grades	Access for PP students to Tassomai (being investigated)	This was not used last year.	Free resources available have improved significantly therefore this will not be investigated going forward.	£0
Science students to reach their target grades	Provision of study aids, revision guides and past paper packs	Still required in actions ahead.	Revision materials will be provided to KS3 as well as KS4 in the next year. Y7 & Y8 will get revision guides. Y9-10 will get revision guides and study aids. Y11 will get revision guides, study aids and example paper packs.	
Students to improve Maths progress in years 7&8	Small group interventions for PP students in years 7 & 8	At the end of the year no students who took part in these groups was significantly below their target grade. 40% were above their target grade compared with 34% for non-disadvantaged students.	To be continued.	
Students to improve Maths progress in years 9-11	Small study groups in y10 & 11 with PP priority (removing some year 11 students from other lessons)	14/30 PP Y11 not passing @ Dec mock. A Summer intervention (small groups for 4 weeks) was run, 14 PP students were part of these groups and 3/14 (21%) made 1 grade or more progress, 8/14 (57%) passed the GCSE. In all the small group interventions 11/17 (65%) passed and 9/17 (53%) made 1 grade or more progress.	This did impact results so will be continued in the next year.	Summer intervention £2000
Improved numeracy in KS3	PP students mentored by sixth formers	This program was run for 18 students. Feedback from sixth formers was that the year 7s were very positive about the experience. There were some issues with attendance, so not all 18 students received the same amount of intervention. 33% of these students got "A" on their report (34% of non-disadvantaged did this)	This is continuing, the scheme will be starting earlier in the year to ensure more students can be mentored.	0

Improve engagement of students and help with Maths GCSE resources	Each student across all year groups in KS3 and KS4 has £100 personalised spend per academic year. Maths equipment will be provided to all PP students who require it.	This was implemented. All Year 11 students got revision guides and past papers. Equipment bought and kept by Maths teachers for use in lessons/tests.	To be continued. Revision guides well received by students and parents. Also provided to students in intervention groups to consolidate the extra support given.	
Increased awareness of every PP student in Mathematics	Year 11 PP progress board in Maths Office to raise visibility of key students. Progress spreadsheets identify all PP students from year 7-11 and teachers review progress on a regular basis with Head of Key Stages.	Increased awareness of every PP student in Mathematics. Progress spreadsheets identify all PP students from year 7-11 and teachers review progress on a regular basis with Head of Key Stages. Reports are produced every exam cycle	New year 11 board to be done soon. All to be continued.	0
Improve engagement of students and help with GCSE resources	Each student across all year groups in KS3 and KS4 has £100 personalised spend per academic year which they can choose how they spend it, e.g. trips, uniform etc.	£4918 was spent on a number of different options, such as revision materials, GCSE materials, trips, uniform and travel. Graphics reported that all disadvantaged students met or exceeded targets with a positive subject progress index of 1.39, Art reported that PP students were more successful than non PP.	Not all the money allocated is spent however this money has helped some families with uniform, materials and money towards trips. Continuing with this approach.	£4918

Students to have devices on a par with their peers for their academic work as per the schools BYOD policy.	Devices purchased for Pupil Premium students in y7 and for those joining the school in other years.	Devices were purchased for y7 PP students and any students joining the school in other years.	This ensures PP students are the same as their peers, this will be continued.	£8750
Students to meet their target grades in English	English progress from the previous year reviewed in September and barriers to learning identified.	Students can perform at target grade within lessons as evidenced by exercise books however performance in exam does not necessarily follow.	Performance in exam does not necessarily follow therefore other strategies being investigated (skill up).	0
Students will make more than 2 levels of progress in Maths (Y7)	Two programmes run, Success@Arithmetic and Catch up numeracy for small groups	Students were tested before and after this intervention. All students' scores increased as a result of this intervention, by an average of 38%. It is not possible to measure the longer-term impact of this specific intervention as there are many other factors that can affect progress. These students have not reached the end of KS3 and so these target grades are not yet available.	Rather than providing support of LSAs in lessons it has much more impact if we are able to offer small group interventions. Therefore we have been able to train another two LSAs in these specialist Maths interventions to help fill the gap.	£995
Ensure smooth transition from Y6 to Y7	Two extra days of visits for identified PP and SEN students	The success criteria was met in this instance. There were two additional visit days implemented for vulnerable children, some allocated PP and others with additional needs. This supported these students in a smooth transition and we have faced only minimal issues, much more in line with the non PP and non-SEND student cohort.	We will broaden this next year to include additional visits to the feeder schools and our hope is to sit in on some the Year 6 lessons in order to get to know these students even better.	

*Please see end of report for most up-to-date budget figures.*

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria?</b> Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Stretch and challenge for PP students in years 7 & 8	The Brilliant Club programme	This did not take place because the organisation were unable to accommodate us this year.	The school is on the list for KS3 in the summer of 2019 therefore this will be continued.	£2000
Team building and confidence boosting	Military Mentors Activity Day for challenging y9 Pupil Premium students + friends	6 PP students were part of the group who took part in this day. It provided opportunities for team and confidence building.	It was difficult this year to get the challenging students to come on the course this year. A different approach to persuading students will need to be discovered. This will be continued.	£700
Networking between local secondary schools	PP champion chairs a local secondary school PP champion meeting	Pupil Premium panel meetings led, arranged a visit from a PP champion who had won awards, visits to local schools to see what they are doing.	This is important to ensure that we are trying out different ways of reducing the gap between advantaged and disadvantaged students. To be continued.	-
Improvement in PP attendance and reduction in persistent absence	Incentive scheme for students that show an increase of attendance on a week-by-week basis (incentives possibly given half termly).	This has a positive impact which student being rewarded chocolate for improved attendance, however our attendance figures for FSM and PP were still too low (FSM 86.67%, PP 90.89%, FSM PA 26.32%, PP PA 18.06%). FSM GAP = -8.49%, FSM PA GAP = -17.44% PP GAP = -4.46%, PP PA GAP = -9.65%	We will continue this, however we will not send half termly letters home as warning and congratulations to PP students around attendance. We are also going to introduce the HoH cookie incentive for a week of good attendance for PP students.	£1000
Improvement in PP student progress, wellbeing and attendance	Mentoring for the most low in attendance & progress disadvantaged students by staff (teacher, senior or admin)	This did not really get implemented effectively due to lack of time to train staff as mentors.	We would still like to look at this but instead look at using Sixth Form students as the mentors.	

Improvement in student progress, wellbeing and attendance	Tutor and teacher performance management targets related to disadvantaged attendance & progress	All staff had a PM focus on PP and improving attendance or progress. This was great to highlight areas of concern and the PP student data dashboards also helped HoD focus their teams.	This will continue this year for all staff to have a PM focus on PP students.	
Improvement in student progress, wellbeing and attendance	Visiting and working with other successful schools in relation to their improvement of disadvantaged attendance and progress (use of the funding to best impact)	Through visits to Court Moor and also via the CIG Pastoral Networking meeting, we have been able to implement new ideas to support PP students already into 2018-19 (SLT attendance mentoring, HoH cookie weekly club, etc).	We are going to continue to monitor and look at what other schools do using PP funding to support attendance and progress. This will also be a regular item on CIG Pastoral agendas, MM Panel agendas, and in the school all department and house agendas.	
Improved transition from Y6 to Y7	House team and transition lead to work more closely with primaries around PP students looking at their progress and attendance	We had an improved transition package for this year and Mrs Lynne Goldwater in her new post as transitions manager is able to plan more for transition work. The AHT Student Support also met with Year 6 PP students and parents that had poor attendance in Year 6 to set the expectations of secondary school.	We will continue to develop the transition work around pastoral and curriculum as lead by Lynne Goldwater. AHT will continue with the Year 6 PP attendance meetings in the Summer term.	
Improved progress for PP	Review of the allocation of PP budget	This was reviewed at SLT level and we decide to split via percentages for 2019-20 (please see the budget breakdown at the end of the report).	We will continue to effectiveness of the budget at SLT and how middle managers and HoD use it. With impact.	

***Please see end of report for most up-to-date budget figures.***

## 2017-18 Year 11 Pupil Premium (PP) Spend Comments/Impact

### Positive

- Year 11 results:
  - 6 disadvantaged achieved positive P8
  - 13/28 grade 4+ achieved E+M with 3+ others
  - 5/28 grade 5+ achieved E+M with 3+ others
  - 1/28 grades 7+ achieved E+M with 3+ others
  - Gap in Maths narrowed by 0.12 P8
  - Gap in English narrowed by 0.39 P8
- Attendance for the Year 11 Period 7 support for PP was good (for those that had good school attendance).
- Use of GCSEPod was high for all students, especially PP students.
- Providing student equipment removed the barrier from some students and impact on progress.
- PP Students questioned found that the Elevate Education outside agency supported them with exam preparation.
- PP students that accessed the School Counsellor have all said that it helped improve their self-esteem, confident and stress concerns. These were the three main areas for counselling support in Year 11.
- 4 students (2 Year 7 and 2 Year 10) were accessing Alternative Provision (Linden & Foundry). 2 were due to medical reasons and the other 2 due to behaviour. Without this support these students would not have performed as they did.
- PP champion chairs a local PP network meeting with other secondary schools. Used for sharing of ideas and methods with best impact.
- Chocolate bar incentive to improve PP student attendance worked, but not for all PP students.
- PP student data dashboards for all departments and teachers providing detailed information on PP students have been praised by all staff and used for supporting PP students.
- PP is an agenda item as a main focus in all line management meetings (progress, behaviour and attendance)
- 44 PP students (out of 159 = 28%) met the behaviour threshold of 1 to 7 in the year, with only 10 (our of 150 = 6%) meeting threshold 4 to 7 (HoH or SLT level).
- FSM persistent absence was 26.32% compared to national of 26.20%.

### Disappointments

- Year 11 results:
  - P8 remains at -0.69 (unvalidated) for disadvantaged
  - Gap is 0.57 between non-disadvantaged and disadvantaged
  - All 4 buckets had negative P8 scores (but gap closed in E+M)
- Clear that poor attendance for some students impacted on not attending interventions and mentoring, and therefore the majority of the low progress in total were this group.
- PP attendance gap to non-PP students was -4.46%. The FSM gap was -8.49%. FSM attendance was 86.67% compared to national of 91.5%.
- PP persistent absence gap to non PP students was -9.65%. The FSM gap was -17.44%.

## Lessons Learnt

- Attendance is still a key aspect for PP students. We need to look at other methods and resources for ensuring that the Persistent Absentee figure for PP students is greatly reduced and closes the GAP on Persistent Absentee and normal attendance figures for non-PP students.
- There is a lot of pastoral support for students in the school which is accessed by a lot of students, but need to be able to evidence and show the impact on academic progress and not just well-being.
- Use the EEF toolkit in greater detail to ensure that measures put in place for PP students at Yateley are having the most impact.
- Still need to ensure that all staff are focused on PP students regarding progress, attendance and behaviour in all lessons.
- Staff HUB working group created in the school with a PP focus (allowing staff from all areas of the school to help support PP students).

### 2017-18 Year 11 Pupil Premium (PP) Destination Data

Please be advised that this data is taken from our current Y12 intake; Intended Destination Survey carried out in the Spring Term of Y11; and also any outcomes that we have been notified of post GCSE results.

	Overall percentage going to a sustained education or employment/training destination	Further education college or other FE provider	School Sixth Form
<b>Yateley PP Students</b>	85.29%	47.06%	38.24%

	All Students (251)		PP Students (34)	
Education - Yateley	111	44.22%	13	38.24%
Education – Other Provider	122	48.61%	15	44.12%
Apprenticeship / Training	2	0.80%	1	2.94%
Employment	0	0%	0	0%
Unknown	15	5.98%	5	14.71%
Other	1	0.40%	0	0%

Further analysis of the types of courses on which PP students enrolled at Yateley School:

	PP students continuing at Yateley 6 <sup>th</sup> Form
A levels (Level 3)	9

Vocational (Level 3)	0
Vocational (Level 2)	4
Vocational (Level 1)	0
Football academy	0
Employment	0
NEET	0

**PP Budget Figures & Allocation**

**PP Budget Figures & Allocation**

Allocation Year	Num Student	Funding
<b>2016-17</b>	<b>155.00</b>	<b>£ 135,780.00</b>
<b>2017-18</b>	<b>166.00</b>	<b>£ 137,780.00</b>
<b>2018-19 (projected)</b>	<b>138.00</b>	<b>£ 126,330.00</b>

Area	Allocation Detail	2016-17	2017-18	2018-19		Notes for 2018-19
				Percentage	Cost	
PP Champion	Hardship Fund (£100.00 per pupil personalised spend)	£ 15,500.00	£ 16,550.00	12.5%	£ 15,791.25	147 x £100 (£14,700)
	Contingency (2016-17 was intervention teaching English Maths)	£ 3,000.00	£ 2,500.00	0.0%	£ -	
	BYOD Devices	£ 17,600.00	£ 12,000.00	7.0%	£ 8,843.10	20 x Year 6 PP + 3 (23), £350 per BYOD = £1050 cost
	Brilliant Club	£ 2,000.00	£ 2,000.00	2.2%	£ 2,779.26	£2500 cost
	Military Mentors	£ 653.07	£ 1,000.00	0.9%	£ 1,136.97	£1000 cost
	Summer School	£ -	£ -	1.3%	£ 1,642.29	£1500 cost
	PP Champion extra available spend	£ -	£ -	15.0%	£ 18,949.50	For the PP champion to have as additional spend for individual PP needs and group interventions. This would also include off site provision like Rowhill and Outreach work

<b>Staffing</b>	Pupil Premium Champion (x 2 TLR)	£ 3,919.73	£ 5,513.00	40.0%	£ 50,532.00	<i>General staffing. This would include time for SLT monitoring PP PA attendance students and HoH for the 90 to 96%.</i>
	School Counsellor x 2 (50%)	£ 9,750.00	£ 8,577.50			
	Science Additional Targeted Support (Mrs Harris)	£ -	£ 1,587.84			
	English Additional Targeted Support (Mrs Park)	£ -	£ 1,587.84			
	Assistant Head (10%) PP progress tracking, staff training	£ 7,224.00	£ 4,916.60			
	Heads of House x 4 (5%) PP tracking progress, attendance, behaviour, rewards	£ -	£ 7,379.65			
	Advanced Skills Teacher x 2 (10% of both)	£ 14,206.00	£ 7,859.30			
	SENCO (10%)	£ -	£ 1,970.10			
	Easter revision sessions GCSE	£ -	£ 1,265.31			
	Period 7	£ -	£ 1,106.64			
	Skillsforce	£ -	£ 1,250.00			
	All staff training on PP	£ -	£ 5,160.48			
	Assistant Head (10%) PP attendance tracking, behaviour, PP champion line management, strategy plan, working with other schools around disadvantaged attendance	£ -	£ 5,651.30			
	Attendance Officer (10%) PP tracking	£ -	£ 1,119.80			
Staff mentoring of PP for low attendance and progress	£ -	£ 1,106.64				

<b>SEND</b>	Access Group (based on Maths, Eng, Sci extra LSA and smaller class, not SEN teacher as previous year). 2 students are PP (£11,700 each)	£ 25,674.42	£ 23,400.00	1.1%	£ 1,389.63	
	Catch-up Numeracy Training (LS) - 3 staff members	£ -	£ 995.00			
	Lexia Reading Programme	£ 1,450.00	£ 1,450.00			
	Text Help Read & Write	£ -	£ 180.00			
	Text Help Read & Write Site license	£ -	£ 360.00			
	ELSA Support (50%)	£ -	£ 7,746.00			
	Transition support	£ 1,200.00	£ 1,200.00			

Department Resources/Bud	Literacy Plus (replaced Study Plus)	£ -	£ 10,000.00	20.0%	£ 25,266.00	<i>This is money which has been cut up and given to departments to spend, which they must evidence in supporting the progress of PP students.</i>
	GCSEPod	£ -	£ 11,000.00			
	Attendance PP incentive scheme	£ -	£ 1,000.00			
	HIAS Attendance disadvantaged support	£ -	£ 400.00			

Past Allocation (2106-17 not in 2017-18)	Study Plus (C/D groups)	£ 2,452.91	£ -	0.0%	£ -	
	Study Plus (Below C groups)	£ 10,269.77	£ -	0.0%	£ -	
	Learning Mentors	£ 3,241.79	£ -	0.0%	£ -	
	Pupil Premium Mentors	£ 6,927.31	£ -	0.0%	£ -	
	External courses (L2 proportion)	£ 3,133.00	£ -	0.0%	£ -	
	External courses (L1 proportion)	£ 2,778.00	£ -	0.0%	£ -	
	Personalised/Reduced Timetables	£ -	£ -	0.0%	£ -	
	Rowhill & Alternative Provision	£ -	£ -	0.0%	£ -	
	Work Placement Fund	£ 2,800.00	£ -	0.0%	£ -	
	Music Hardship Fund	£ 1,000.00	£ -	0.0%	£ -	
	IAM Learning Programme	£ 1,000.00	£ -	0.0%	£ -	

<b>TOTAL ALLOCATION</b>	<b>£ 135,780.00</b>	<b>£ 147,833.00</b>	<b>100.0%</b>	<b>£ 126,330.00</b>
<b>REMAINING PP BUDGET</b>	<b>£ -</b>	<b>£ -</b>	<b>0.0%</b>	<b>£ -</b>