

# Park View School- Pupil Premium Strategy 2018-20



## SUMMARY INFORMATION

Date of most recent pupil premium review:	7th January 2019	Date of next pupil premium review:	30th September 2020
Total number of pupils:	1467	Total pupil premium budget:	£339,353.74
Number of pupils eligible for pupil premium:	314	Amount of pupil premium received per child:	£935

## STRATEGY STATEMENT

Park View's Pupil Premium Strategy was comparatively more successful after 2018-19 outcomes have been analysed. As well as an improvement in overall outcomes, the attainment and progress gap has been reduced in almost all measures. This evidence can be found by looking at school performance information for this timeframe. In summary the overview of the strategy so far is below: Include a brief overview of your pupil premium strategy so far:

- What has worked well- attainment and progress gaps have been reduced from the previous years where gaps had widened. In addition, attendance for the disadvantaged was improved alongside the attendance of previously persistent absentees. After analysis of 2018-19, many of the strategies, having been a longer term approach to the PP spend, have been retained and are indicated in the first column of the planned expenditure document below.
- What hasn't worked well- our approach to some strategies proved to be difficult to analyse. Whilst academic outcomes are only one measure, we felt some of the strategies such as the use of external providers to work with small groups, mentoring of disadvantaged boys and our approach to improving homework proved hard to demonstrate lasting impact in key areas of student development so these have been discontinued for 2019-20.
- Our core approaches are the continued investment in improving practice in each and every classroom. This has had considerable input via whole school expenditure that we expect to have impact at the end of 2020 and beyond. This approach includes a wholesale investment in quality assurance and research led practice to benefit all teachers and their students. We continue to invest in good quality staff who can lead improved practice and have an impact in their area. Sometimes, areas such as absenteeism and deeply rooted and we will continue to attempt to break down barriers to allow all students to access good quality learning experiences.
- The overall aims of our pupil premium strategy are:
  - To reduce the attainment & gap between the school's disadvantaged pupils and others nationally.
  - To raise the in-school attainment and progress of both disadvantaged and non-disadvantaged students.

2018-19 KEY STAGE 4 ATTAINMENT				
Performance Measure	Pupils eligible for PP		Pupils not eligible for PP	
	School	National	School	National
% achieving 9-4 English	61.2%	62.9%*	85.2%	82.2%*
% achieving 9-4 Maths	51%	54.3%*	77.9%	76.9%*
% achieving at least 2 x 9-4 Science	51.1%	47.9%*	75.7%	70.6%*
Progress 8 score average	-0.46( -0.54 ASP)	-0.35*	-0.08	0.15* / 0.13 ASP
Attainment 8 score average	38.45 (Sisra 43.07) ( ASP = 36.98)	42.45*	52.27(Sisra 53.19)	50.15 ASP
Ebacc (Average Points Score)	3.26 ( 3.11 ASP)	3.23*	4.66	4.37* ( 4.42 ASP)

\* source is Sisra Collaboration data drawn from 1400 school and over 225,000 students. This will be updated when DfE data is published in Spring 2020  
ASP = Analysing School Performance ( DfE)

BARRIERS TO FUTURE ATTAINMENT	
A	Some Pupil Premium students are not able to access consistently high quality teaching across all Ebacc subjects.
B	Some Pupil Premium students are not as prepared to learn as they should be and demonstrate low levels of resilience, initiative and aspiration.
C	Some Pupil Premium students have additional learning needs that prevent them from accessing and making the most of their lessons.
D	Some Pupil Premium students have low levels of attendance and are persistently absent from school

## 2019-20 Planned Expenditure for addressing barriers to learning

<b>BARRIER TO LEARNING:</b>						
<b>A- SOME STUDENTS ARE NOT ACCESSING CONSISTENTLY HIGH QUALITY TEACHING ACROSS THE SCHOOL</b>						
<b>Contd from 2017-18?</b>	<b>Action</b>	<b>Expected Impact</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How we will make sure it's implemented well</b>	<b>Staff Lead</b>	<b>Budgeted Cost</b>
No	Whole School CPD on converting sound policy into excellent practice with a focus on curriculum development, feedback, metacognition and a knowledge based approaches as well as effective MRE	To improve levels of consistency and impact of quality first teaching in each and every classroom	<ul style="list-style-type: none"> <li>• NFER Report on "Supporting the attainment of disadvantaged pupils: articulating success and good practice"</li> <li>• EEF Teaching and Learning Toolkit (Feedback +8 mths, Metacognition +7 mths)</li> </ul>	<p>The Raising Standards Team (a core group of 5 SLT members) will ensure the following occurs across key academic Faculty areas:</p> <ul style="list-style-type: none"> <li>• Weekly meetings to analyse progress</li> <li>• Learning Walks</li> <li>• Lesson Observations</li> <li>• Student Voice</li> <li>• Work scrutiny</li> <li>• Learning reviews</li> <li>• Performance Management meetings</li> </ul>	Claire Heslop and Jon Jarvis	£3000
Yes	The addition of an extra Maths teacher to support the progress of pupil premium students and allow the introduction of a fifth set across both school populations in each year group. This teacher also deployed as small group teacher/one-to-one.	Further build on narrowing the gap in the progress of PP students vs Non-PP students from 2018-19	<ul style="list-style-type: none"> <li>• NFER Report on "Supporting the attainment of disadvantaged pupils: articulating success and good practice"</li> <li>• EEF Teaching and Learning Toolkit (Reducing Class Size +3 mths, One to one +5 mths, +4 mths)</li> </ul>	<p>The Raising Standards Team (a core group of 5 SLT members) will ensure the following occurs across key academic Faculty areas:</p> <ul style="list-style-type: none"> <li>• Weekly meetings to analyse progress</li> <li>• Learning Walks</li> <li>• Lesson Observations</li> <li>• Student Voice</li> <li>• Work scrutiny</li> <li>• Learning reviews</li> <li>• Performance Management meetings</li> </ul>	Claire Heslop and Mark Anderson	£10,016

No	The addition of an extra English teacher to support the progress of pupil premium students and allow the introduction of a fifth set across both school populations in each year group.	Further build on narrowing the gap in the progress of PP students vs Non-PP students from 2018-19	<ul style="list-style-type: none"> <li>● NFER Report on “Supporting the attainment of disadvantaged pupils: articulating success and good practice”</li> <li>● EEF Teaching and Learning Toolkit (Reducing Class Size +3 mths)</li> </ul>	The Raising Standards Team (a core group of 5 SLT members) will ensure the following occurs across key academic Faculty areas: <ul style="list-style-type: none"> <li>● Weekly meetings to analyse progress</li> <li>● Learning Walks</li> <li>● Lesson Observations</li> <li>● Student Voice</li> <li>● Work scrutiny</li> <li>● Learning reviews</li> <li>● Performance Management meetings</li> </ul>	Claire Heslop and Adam Groark	£32,314
No	The addition of an extra Science teacher to support the progress of pupil premium students and allow the introduction of a fifth set across both school populations in each year group.	Further build on narrowing the gap in the progress of PP students vs Non-PP students from 2018-19	<ul style="list-style-type: none"> <li>● NFER Report on “Supporting the attainment of disadvantaged pupils: articulating success and good practice”</li> <li>● EEF Teaching and Learning Toolkit (Reducing Class Size +3 mths)</li> </ul>	The Raising Standards Team (a core group of 5 SLT members) will ensure the following occurs across key academic Faculty areas: <ul style="list-style-type: none"> <li>● Weekly meetings to analyse progress</li> <li>● Learning Walks</li> <li>● Lesson Observations</li> <li>● Student Voice</li> <li>● Work scrutiny</li> <li>● Learning reviews</li> <li>● Performance Management meetings</li> </ul>	Claire Heslop and Helen Fawcett	£32,314
Yes	To continue investment in our Literacy and Oracy Co-ordinator to help students become better and more confident communicators.	Reduce the gap between PP and Non-PP students across all P8 subjects by improving literacy levels and reading ages	<ul style="list-style-type: none"> <li>● NFER Report on “Supporting the attainment of disadvantaged pupils: articulating success and good practice”</li> <li>● EEF Teaching and Learning Toolkit (Reading Comprehension +6 mths, Oral Language interventions + 5 mths)</li> </ul>	The Raising Standards Team (a core group of 5 SLT members) will ensure the following occurs across key academic Faculty areas: <ul style="list-style-type: none"> <li>● Weekly meetings to analyse progress</li> <li>● Learning Walks</li> <li>● Lesson Observations</li> <li>● Student Voice</li> <li>● Work scrutiny</li> </ul>	Claire Heslop and Jon Jarvis	£2,686

				<ul style="list-style-type: none"> <li>• Learning reviews</li> <li>• Performance Management meetings</li> </ul>		
No	The introduction of a whole school homework programme (Show My Homework) to ensure consistent and effective roll out of homework across the school as well as the ability to evaluate homework set.	Improve the statistics for non-completion of homework and for sanctions set in this area. Ensure that quality homework is set to improve the attainment of all PP students.	<ul style="list-style-type: none"> <li>• NFER Report on “Supporting the attainment of disadvantaged pupils: articulating success and good practice”</li> <li>• EEF Teaching and Learning Toolkit (Homework +5 mths)</li> </ul>	The Raising Standards Team (a core group of 5 SLT members) will ensure the following occurs across key academic Faculty areas: <ul style="list-style-type: none"> <li>• Weekly meetings to analyse progress</li> <li>• Learning Walks</li> <li>• Lesson Observations</li> <li>• Student Voice</li> <li>• Work scrutiny</li> <li>• Learning reviews</li> <li>• Performance Management meetings</li> </ul>	Jon Jarvis	£2,705
Yes	The continued investment in the SIMS Parent App to ensure that communication with home is effective and timely and allow parents/carers to better support their child/ren.	To conduct student and parent voice that evidences improved communication and support from home.	<ul style="list-style-type: none"> <li>• NFER Report on “Supporting the attainment of disadvantaged pupils: articulating success and good practice”</li> <li>• EEF Teaching and Learning Toolkit (Parental engagement +3 mths)</li> </ul>		Alison Moore and Pam Hall	£1,540
Yes	To support the development of cultural capital in students by providing discounted music lessons for PP students to allow them to feel that their aspirations are supported.	To improve outcomes for all PP students accessing music services in all their P8 subjects by increasing their cultural capital and sense of belonging to the school.	<ul style="list-style-type: none"> <li>• NFER Report on “Supporting the attainment of disadvantaged pupils: articulating success and good practice”</li> <li>• EEF Teaching and Learning Toolkit (Arts Participation +2 mths)</li> </ul>		Claire Heslop and Mark Griffiths	£1,062
Yes	The continued support of foreign language visits for	To improve outcomes for all PP students accessing	<ul style="list-style-type: none"> <li>• NFER Report on “Supporting the attainment</li> </ul>		Jon Jarvis and MFL	£5,040

	PP students- investing in student cultural capital to help enrich the curriculum.	foreign language visits in their MFL subject/s by increasing their cultural capital and sense of belonging to the school.	of disadvantaged pupils: articulating success and good practice” <ul style="list-style-type: none"> <li>• EEF Teaching and Learning Toolkit (Arts Participation +2 mths)</li> </ul>		Subject Leaders	
Yes	Reading Coaches are to be deployed to cover specific support work of those with weak literacy skills via one-to-one or small group learning	Literacy intervention to improve reading ages of all PP students involved and enable them to more readily access the curriculum to improve their chances of progress being made.	<ul style="list-style-type: none"> <li>• NFER Report on “Supporting the attainment of disadvantaged pupils: articulating success and good practice”</li> <li>• EEF Teaching and Learning Toolkit (Reading Comprehension +6 mths, Small Group Interventions +4 mths, One to one tuition +5 mths)</li> </ul>	The Raising Standards Team (a core group of 5 SLT members) will ensure the following occurs across key academic Faculty areas: <ul style="list-style-type: none"> <li>• Weekly meetings to analyse progress</li> <li>• Learning Walks</li> <li>• Lesson Observations</li> <li>• Student Voice</li> <li>• Work scrutiny</li> <li>• Learning reviews</li> <li>• Performance Management meetings</li> </ul>	Claire Heslop	£40,592
No	To support the rapid improvement in Maths we have invested in enhanced support from successful leaders in Science to help build quality teaching and learning in this area.	Maths outcomes to improve for all and the gap between PP and Non-PP performance to be reduced due to accelerated progress of PP students.	<ul style="list-style-type: none"> <li>• NFER Report on “Supporting the attainment of disadvantaged pupils: articulating success and good practice”</li> </ul>	The Raising Standards Team (a core group of 5 SLT members) will ensure the following occurs across key academic Faculty areas: <ul style="list-style-type: none"> <li>• Weekly meetings to analyse progress</li> <li>• Learning Walks</li> <li>• Lesson Observations</li> <li>• Student Voice</li> <li>• Work scrutiny</li> <li>• Learning reviews</li> <li>• Performance Management meetings</li> </ul>	Claire Heslop and Helen Fawcett	£2,062
<b>Total budgeted cost:</b>						<b>£133,331</b>

**B: SOME PUPIL PREMIUM STUDENTS ARE NOT AS PREPARED TO LEARN AS THEY SHOULD BE AND DEMONSTRATE LOW LEVELS OF RESILIENCE, INITIATIVE AND ASPIRATION**

Contd from 2017-18?	Action	Expected Impact	What's the evidence and rationale for this choice?	How we will make sure it's implemented well	Staff lead	Budgeted cost
No	Investment in Outdoor Learning for PP students with targeted activities via PGL (Dalguise) and EEF project for Y8/9 students via Commonado Joe's	To students to have an increased sense of belonging, aspiration and LORIC to be improved and impact of this positivity to be shown in curriculum based subjects.	<ul style="list-style-type: none"> <li>• NFER Report on "Supporting the attainment of disadvantaged pupils: articulating success and good practice"</li> <li>• EEF Teaching and Learning Toolkit (Outdoor adventure learning +4 mths)</li> </ul>	<p>The Pastoral Leadership Team, led by 2 x DHT's meet regularly as a whole team and smaller Upper and Lower school teams to ensure:</p> <ul style="list-style-type: none"> <li>• Attendance is monitored and reviewed</li> <li>• Behaviour is monitored and reviewed</li> <li>• Attitude to learning is monitored and reviewed</li> <li>• Intervention is carried out effectively</li> </ul> <p>The team use enhanced SIMS tools to enable them easy and swift access to data.</p>	Alison Moore and Pam Hall	£2400
No	Enhanced work to be carried out to develop LORIC character development skills to support learning in the curriculum and out of school with the addition of seconded SLT role	NEET levels to reduce and progress onto positive post 16 pathways to improve including retention at Sixth Form. For organisations outside of Park View to recognise the work done inside school to develop transferable skills.	<ul style="list-style-type: none"> <li>• NFER Report on "Supporting the attainment of disadvantaged pupils: articulating success and good practice"</li> <li>• EEF Teaching and Learning Toolkit (Social and emotional learning +4 mths *best fit)</li> </ul>	<p>The Pastoral Leadership Team, led by 2 x DHT's meet regularly as a whole team and smaller Upper and Lower school teams to ensure:</p> <ul style="list-style-type: none"> <li>• Attendance is monitored and reviewed</li> <li>• Behaviour is monitored and reviewed</li> <li>• Attitude to learning is monitored and reviewed</li> <li>• Intervention is carried out effectively</li> </ul> <p>The team use enhanced SIMS tools to enable them easy and swift access to data.</p>	Lauren Price, Alison Moore and Pam Hall	£2,062

No	Guidance Managers to support PP students in terms of their support, guidance and care across all year groups	Guidance managers to be able to support students who are at risk more closely, to maintain close links with home and to monitor progress and attitudes thoroughly by providing a strong communication channel between school and home.	<ul style="list-style-type: none"> <li>• NFER Report on “Supporting the attainment of disadvantaged pupils: articulating success and good practice”</li> <li>• EEF Teaching and Learning Toolkit (Behaviour interventions +3 mths, Parental Engagement +3 mths)</li> </ul>	<p>The Pastoral Leadership Team, led by 2 x DHT’s meet regularly as a whole team and smaller Upper and Lower school teams to ensure:</p> <ul style="list-style-type: none"> <li>• Attendance is monitored and reviewed</li> <li>• Behaviour is monitored and reviewed</li> <li>• Attitude to learning is monitored and reviewed</li> <li>• Intervention is carried out effectively</li> </ul> <p>The team use enhanced SIMS tools to enable them easy and swift access to data.</p>	Alison Moore and Pam Hall	£43,485
No	Seconded Post created to support wider school initiative of getting more students involved in their super and extra curricular activities	The enhanced opportunities created by the coordination of the post to allow PP students to have an enriched experience of school to allow them to improve their attainment across subject areas.	<ul style="list-style-type: none"> <li>• NFER Report on “Supporting the attainment of disadvantaged pupils: articulating success and good practice”</li> <li>• EEF Teaching and Learning Toolkit (Extended School time +2 mths )</li> </ul>	<p>The Raising Standards Team (a core group of 5 SLT members) will ensure the following occurs across key academic Faculty areas:</p> <ul style="list-style-type: none"> <li>• Weekly meetings to analyse progress</li> <li>• Learning Walks</li> <li>• Lesson Observations</li> <li>• Student Voice</li> <li>• Work scrutiny</li> <li>• Learning reviews</li> <li>• Performance Management meetings</li> </ul>	Hannah Keighley and Claire Heslop	£2,062
Yes	Investment in practical Hair and Beauty course for students suited to the pathway and interested in following up the course at a higher level in future.	These students have been moved to this alternative pathway to allow them to make good progress and open up a potential career pathway in the future.	<ul style="list-style-type: none"> <li>• NFER Report on “Supporting the attainment of disadvantaged pupils: articulating success and good practice”</li> <li>• EEF Teaching and Learning Toolkit (Extended School</li> </ul>	<p>The Raising Standards Team (a core group of 5 SLT members) will ensure the following occurs across key academic Faculty areas:</p> <ul style="list-style-type: none"> <li>• Weekly meetings to analyse progress</li> <li>• Learning Walks</li> <li>• Lesson Observations</li> </ul>	Alison Moore	£6,732



			time +2 mths, Small group tuition +4 mths)	<ul style="list-style-type: none"> <li>• Student Voice</li> <li>• Work scrutiny</li> <li>• Learning reviews</li> <li>• Performance Management meetings</li> </ul>		
<b>Total budgeted cost:</b>						<b>£56,741</b>
<b>C: SOME PUPIL PREMIUM STUDENTS HAVE ADDITIONAL LEARNING NEEDS THAT PREVENT THEM FROM ACCESSING AND MAKING THE MOST OF THEIR LESSONS</b>						
<b>Contd from 2017-18?</b>	<b>Action</b>	<b>Expected Impact</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How we will make sure it's implemented well</b>	<b>Staff lead</b>	<b>Budgeted cost</b>
No	HLTA Transition and Lower School Support Worker to support those PP students with wider SEN needs across the Lower School	Students with additional needs are supported in their time at Lower School to allow them and others to access the curriculum with the maximum amount of support in place to do so.	<ul style="list-style-type: none"> <li>• NFER Report on "Supporting the attainment of disadvantaged pupils: articulating success and good practice"</li> <li>• EEF Teaching and Learning Toolkit (Behaviour interventions +3 mths, one-to-one +5 mths, Small Gp tuition +4 mths)</li> </ul>	<p>The Pastoral Leadership Team, led by 2 x DHT's meet regularly as a whole team and smaller Upper and Lower school teams to ensure:</p> <ul style="list-style-type: none"> <li>• Attendance is monitored and reviewed</li> <li>• Behaviour is monitored and reviewed</li> <li>• Attitude to learning is monitored and reviewed</li> <li>• Intervention is carried out effectively</li> </ul> <p>The team use enhanced SIMS tools to enable them easy and swift access to data.</p>	Pam Hall	£25,548
Yes	Assistant Learning Co-ordinators are in place to work specifically with a core group of PP students in a year group to help support improved behaviour and attitude	Progress and attitude to learning of these key students to improve over time.	<ul style="list-style-type: none"> <li>• NFER Report on "Supporting the attainment of disadvantaged pupils: articulating success and good practice"</li> <li>• EEF Teaching and Learning Toolkit (Behaviour</li> </ul>	<p>The Pastoral Leadership Team, led by 2 x DHT's meet regularly as a whole team and smaller Upper and Lower school teams to ensure:</p> <ul style="list-style-type: none"> <li>• Attendance is monitored and reviewed</li> </ul>	Alison Moore, Pam Hall and LC's	£14,471

			<p>interventions +3 mths, one-to-one +5 mths, Small Gp tuition +4 mths)</p>	<ul style="list-style-type: none"> <li>● Behaviour is monitored and reviewed</li> <li>● Attitude to learning is monitored and reviewed</li> <li>● Intervention is carried out effectively</li> </ul> <p>The team use enhanced SIMS tools to enable them easy and swift access to data.</p>		
Yes	Upper School Student Support Worker to support PP students who are most in need of intervention and inclusive work to re-engage	Students with additional needs are supported in their time at Upper School to allow them and others to access the curriculum with the maximum amount of support in place to do so.	<ul style="list-style-type: none"> <li>● NFER Report on "Supporting the attainment of disadvantaged pupils: articulating success and good practice"</li> <li>● EEF Teaching and Learning Toolkit (Behaviour interventions +3 mths, one-to-one +5 mths, Small Gp tuition +4 mths)</li> </ul>	<p>The Pastoral Leadership Team, led by 2 x DHT's meet regularly as a whole team and smaller Upper and Lower school teams to ensure:</p> <ul style="list-style-type: none"> <li>● Attendance is monitored and reviewed</li> <li>● Behaviour is monitored and reviewed</li> <li>● Attitude to learning is monitored and reviewed</li> <li>● Intervention is carried out effectively</li> </ul> <p>The team use enhanced SIMS tools to enable them easy and swift access to data.</p>	Alison Moore	£15,734
Yes	Lower School SSC and associated worker to support PP students who are most in need of intervention and inclusive work to re-engage	Students with additional needs are supported in their time at Lower School to allow them and others to access the curriculum with the maximum amount of support in place to do so.	<ul style="list-style-type: none"> <li>● NFER Report on "Supporting the attainment of disadvantaged pupils: articulating success and good practice"</li> <li>● EEF Teaching and Learning Toolkit (Behaviour interventions +3 mths, one-to-one +5 mths, Small Gp tuition +4 mths)</li> </ul>	<p>The Pastoral Leadership Team, led by 2 x DHT's meet regularly as a whole team and smaller Upper and Lower school teams to ensure:</p> <ul style="list-style-type: none"> <li>● Attendance is monitored and reviewed</li> <li>● Behaviour is monitored and reviewed</li> <li>● Attitude to learning is monitored and reviewed</li> </ul>	Pam Hall	£15,307

				<ul style="list-style-type: none"> <li>Intervention is carried out effectively</li> </ul> <p>The team use enhanced SIMS tools to enable them easy and swift access to data.</p>		
<b>Total budgeted cost:</b>						<b>£71,060</b>
<b>D: SOME PUPIL PREMIUM STUDENTS HAVE LOW LEVELS OF ATTENDANCE AND ARE PERSISTENTLY ABSENT FROM SCHOOL WITH WIDER DEPRIVATION FACTORS INVOLVED</b>						
<b>Contd from 2017-18?</b>	<b>Action</b>	<b>Expected Impact</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How we will make sure it's implemented well</b>	<b>Staff lead</b>	<b>Budgeted cost</b>
Yes	Family Workers are employed to work with families to improve attendance and support families in need across both school sites	For attendance levels to improve amongst PP students and levels of persistent absenteeism to be reduced.	<ul style="list-style-type: none"> <li>NFER Report on "Supporting the attainment of disadvantaged pupils: articulating success and good practice"</li> <li>EEF Teaching and Learning Toolkit (Behaviour interventions +3 mths, Parental Engagement +3 mths)</li> </ul>	<p>The Pastoral Leadership Team, led by 2 x DHT's meet regularly as a whole team and smaller Upper and Lower school teams to ensure:</p> <ul style="list-style-type: none"> <li>Attendance is monitored and reviewed</li> <li>Behaviour is monitored and reviewed</li> <li>Attitude to learning is monitored and reviewed</li> <li>Intervention is carried out effectively</li> </ul> <p>The team use enhanced SIMS tools to enable them easy and swift access to data.</p>	Paul Scott, Jeanette Hutley, Pam Hall and Alison Moore	£55,226
Yes	Uniform supplement introduced to support deprived families with the cost of uniform and improving sense of belonging	Improved sense of belonging and an additional barrier to learning to be removed.	<ul style="list-style-type: none"> <li></li> </ul>		Alison Moore and Pam Hall	£2,500

Yes	Travel supplement to support deprived families with getting students to school to access learning.	Improved sense of belonging and an additional barrier to learning to be removed.	•		Alison Moore and Pam Hall	£6,000
NA	Ring-fenced contingency budget				Alison Moore and Pam Hall	£14,495.74
<b>Total budgeted cost:</b>						<b>£78,221.74</b>
<b>Overall budgeted cost:</b>						<b>£339,353.74</b>

#### ADDITIONAL INFORMATION

Sources of information used to compile this strategy:

- Analyse School Performance, Sisra Analytics, Power Bi and Capita SIMS
- Evidence from the education endowment foundation (EEF) [families of schools database](#)
- Results of staff and pupil consultations
- Analysis of attendance records
- Recent school Ofsted report
- Guidance from including SIP
- Case studies from other schools
- The Key for School Leaders

## Review of expenditure from 2018-19

PREVIOUS ACADEMIC YEAR			
Total amount: £287,676			
Quality of teaching for all			
Action	Intended outcome	Impact	Lessons learned
Use of support from PiXL and associated strategies to close the gap.	To improve outcomes for disadvantaged and all students from 2017-18	This criteria was met in most subjects including overall school performance. Details can be found via school performance information	This was hard to evaluate using statistical information. We will continue to be a PiXL school for support in all areas but not specific to Pupil Premium expenditure as a result.
A homework club was set up on each site and led by Assistant Learning Coordinators	Learning beyond the classroom can improve student outcomes. Students need a space and access to resources (time, space and equipment) in order homework to an acceptable standard. We will provide this at Park View.	Less impactful than expected in terms of attendance and sense of belonging. Hard to analyse for individual students although regular attendees reported appreciating the support.	Focus on homework will remain and the new AHT for teaching and learning will implement change in this area and quality first teaching.
Assistant Learning Coordinators appointed to mentor and support Disadvantaged students.	Assistant learning Coordinators will help to boost attendance to homework clubs, provide targeted enrichment activities and oversee the progress of students across all subject areas.	Statistically hard to verify impact. Undoubtedly the role of an ALC had impact with many students, some of whom went on to improve their academic outcomes.	Continue to understand the needs of individual pupil premium students to better address the support and championing they need to be successful.
Increased incentives for good attendance	To increase the spotlight on the importance of good attendance. Tutor groups to run competitions in order to promote the importance of good attendance in school.	Attendance was good for all students but more can be done to win the hearts and minds of pupil premium students and their families regarding the value of attendance.	Yes and continue to work hard on the extrinsic and intrinsic motivators for individuals via the use of ALC's and Guidance Managers in 2019-20.

An additional member of staff appointed to the Maths department.	To reduce class sizes and allow better support for students in order for impact in this key school area	Maths outcomes improved over the course of the year compared to 2017-18	
A proportion of Pupil Premium Champion salary	To champion the needs of disadvantaged, to co-ordinate activities and intervention and to monitor expenditure and impact.	The gap reduced overall and the SLT member of staff appointed as DHT to hopefully continue progress made	
<b>Expenditure:</b>			<b>£76,794.64</b>
<b>Targeted support</b>			
Action	Intended outcome	Impact	Lessons learned
To improve the outcomes of Disadvantaged Boys across the school.	To make connections with local business and employers in order to aim to boost aspirations for boys	Very little. Whilst undoubtedly, the students mentored improved aspects of their commitment to education, academic outcomes did not justify the input. However, these students have a good level of retention on level 3 programmes or employment or apprenticeships.	Mentoring is good to fulfil many barriers of disadvantage. The difficulty is implementing success in a wider form beyond the relationship of the mentor and mentee.
Appointment of two Reading Coaches	We wish to provide our students with extra support with reading. Guided reading in small groups or 1 to 1 is proven to help boost performance.	Literacy improved with the use of personnel, online software and coaching to the extent that this will continue to be developed in 2019-20. The main evidence indicator are the reading ages of students and their engagement in lessons.	This will be refined and developed for 2019-20 due to the success achieved.
Appointment of a staff member and co-ordinator to boost performance in basic skills including access for individuals and small groups for literacy based initiatives inc Twinkl	Provide 1 to 1 and small group tuition in Years 7 and 8 in order to boost basic skills in literacy. Students will also be supported on returning to lessons in order to scaffold support.		

Every student to conduct an NGRT reading test	NGRT reading tests enable you to locate specific areas in a student's reading ability. The data gained from these tests will enable us to target specific areas of weakness.		
Maths and English is taught to a group of 12 students through the Wilderness Programme where students are encouraged to engage Maths and Literacy in an outdoor setting.	Research from Wilderness School indicated that 'those children who participated in outdoor learning increased their attainment in English Reading (19%), writing (12%) and Maths (16%) more than those in a conventional a classroom'. (Wilderness School: A Controlled trail of the Impact of outdoor Education on Attainment Outcomes').	We continue to develop this initiative in 2019-20 as part of an EEF trail with Commando Joe's	We are working hard to try to monitor academic impact
Improve outcomes for Disadvantaged Students in Maths	Increased teaching team with 1 part time staff. Extra staffing will enable more effective targeting and teaching in small groups.	Outcomes for the disadvantaged improved in Maths due to this intervention. There is still work to be done in Maths on the whole but the last two years have brought encouraging improvement.	This will be retained with a greater analysis of what works best for each student e.g, students being removed from lessons for targeted support or support in the lesson from a Maths expert
Set up Hair and Beauty ( Level 2 VTCT qualification.	We delivered this to a small number of students last year and they achieved good outcomes for them. The students who were involved all said how it increased their engagement and enjoyment of school.	Outcomes proved to be the best outcomes out of all the qualifications these students entered indicating this course was a positive introduction.	This will be continued in 2019-20 as a result of the success it achieved in terms of academic outcomes and opening up of pathways for them.
<b>Expenditure:</b>			<b>£103,498.33</b>

Other approaches			
Action	Intended outcome	Impact	Lessons learned
Funds set aside to support students in joining a range of clubs and activities at Park View.	All Disadvantaged Students to be involved in a range of activities : play a musical instrument, sports team, chess club, reading group, war hammer, drama group etc.	Many activities set up but little time set aside for developing attitudes towards these clubs.	An investment in a secondment to lead on extra-curricular and super curriculum work will be set up as a direct remedy to problems encountered in the monitoring, review and evaluation of this work.
50% discount given on all enrichment opportunities	Research shows cultural capital creates options, choices and good options for schooling'. It is a central part of the schooling experience. ( Lewis, A Race in the Schoolyard, (2006)	Hard to ascertain the impact that cultural capital does for students in terms of impact. However, sense of belonging and engagement improved for many of the students involved and it was deemed an important aspect of progress made in these subjects.	This will be retained in MFL subjects due to the impact it was deemed to have amongst many across the school.
SIMS Parent/ Student App The app will give parents a clear dashboard and we can communicate with them in real-time	The effect of parents' engagement over a student's school career is equivalent to adding an extra two or three years to that student's education,' (First Steps: A New Approach for Schools, 2012).	Evidence from parents suggests that this has been a success after extensive research and collaboration with parents. It is still difficult to ascertain impact but parents felt more connected to the school and better informed.	This will be developed and rolled out in 2019-20 after the success it had in 2018-19 with a greater focus for ALC's and GM's to encourage the download and use for all PP students.
Family Liaison Officer to target the attendance of Disadvantaged students	A focussed approach to Disadvantaged students and their families is required.	Attendance and impact was positive for these roles, particularly with younger students where attendance was better than ever recorded.	Continued work will continue with all students classed as persistent absentees which is a statistic that is a cause for concern and in need of improvement.
Guidance Officer to see all Disadvantaged students in years 10 and 11 to find out what their aspirations are and the support they need including oversight of those that need counselling	We wish to improve the information students get regarding careers and to be fully supported in making applications and future choices. We would also like students to be aiming to reach their full potential.	Impact was negligible. Where many of our students moved on to level 3 qualifications and very few NEET, many of the interventions came from our strategy of SLT members working with Y11 more closely.	This role will be reviewed in terms of PP spend in the future as we identify the engagement of SLT and Y11 students to be a key part of our school ethos.



Garden 2 Table Club. Students will grow their own produce and make family meals. Parents will also be invited to cooking workshops	For our vulnerable students develop team working skills; improve their knowledge of healthy eating. We are aiming to develop their confidence and life skills	This project was a success in terms of engagement and improved attitude. It was probably the most successful intervention in terms of engagement and sense of belonging. Many outcomes in Food are expected to be positive as a result.	This project will continue as one that is of benefit outside of PP expenditure.
For 12 students to complete The Brilliant Club Programme with Newcastle University	80% of those who completed the course said they thought they would now be able to study at university	Evidence is hard to diagnose as the programme is not yet complete. Students report a positive experience that will hopefully be translated into academic success.	This project continues
For 15 Disadvantaged Girls to join the Girls Network Programme	Data from the Girls Network states out of those who completed programme 89% felt their confidence has improved; 100% felt their mentor has made the positive about the future.	Evidence is hard to diagnose as the programme is not yet complete. Students report a positive experience that will hopefully be translated into academic success.	This project continues
For pupil premium students to be mentored across all subjects in order that their progress is accelerated including external support from Learning Performance	To support our disadvantaged Students in every aspect of their school life. We aim to increase aspiration, manage expectations and ensure all students have access to resources.	Mentoring has impact in terms of sense of belonging and improving attitudes to learning which will hopefully translate into improved academic outcomes.	The use of ALC's to work closely with students and families will continue. We will try to ascertain the needs of individuals and who may be most responsive to this work having an impact.
Support for disadvantaged students who need support to purchase equipment, uniform and curriculum based resources.	To remove additional barriers to learning/school	This contingency is sometimes needed for families who experience extreme hardship and need financial support to overcome it in the short term.	
<b>Expenditure:</b>			<b>£121,087.73</b>
<b>Total expenditure:</b>			<b>£287,676</b>