

# Pupil premium strategy statement (secondary)

1. Summary information					
School	Brine Leas School				
Academic Year	15-16	Total PP budget	£178,558.72	Date of most recent PP Review	16.3.17
Total number of pupils		Number of pupils eligible for PP	131	Date for next internal review of this strategy	

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	26.3%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	54.1%/35.1%	75.8% / 73.4%
Progress 8 score average	-0.83	0.12
Attainment 8 score average	38.3	52

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	The home life and social care involvement for many of our PP students is effecting their motivation for education.
B.	Barriers to learning for individual students to be identified and supported quickly
C.	Look at study environment available to these students and the additional supports needed
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Poor attendance of PP students to be addressed

4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
A.	Improved links between home and school and students getting the correct motivational support	<ul style="list-style-type: none"> <li>Getting suitable external agencies involved as soon as possible</li> <li>Looking for opportunities to meet parents outside of the school environment</li> </ul>

		<ul style="list-style-type: none"> <li>• Improved results for LAC or those involved in social care.</li> </ul>
<b>B.</b>	Improve interventions and support for all disadvantaged students	<ul style="list-style-type: none"> <li>• 1:1 sessions with Progress tutors and PP Coordinator</li> <li>• Logged dialogue</li> <li>• Variety of interventions in place to overcome barriers</li> <li>• Improved results</li> </ul>
<b>C.</b>	Students are able to attend revision, homework club and other suitable opportunities.	<ul style="list-style-type: none"> <li>• More revision/clubs on the timetable</li> <li>• PP students attending</li> <li>• Transport supported</li> <li>• Rewards and support at these sessions</li> </ul>
<b>D.</b>	Improved attendance figures in all year groups for all disadvantaged students.	<ul style="list-style-type: none"> <li>• More rigour in monitoring, supporting and challenging attendance</li> <li>• More rewards for success</li> <li>• Improved attendance across the school aiming at 96% as a whole school.</li> </ul>

## 5. Planned expenditure

Academic year

16-17

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?
Resources	Provide students with all equipment needed to achieve and make progress.	It is a basic requirement of lessons and students should not be hindered for not being able to produce revision guides or a calculate etc...	<ul style="list-style-type: none"> <li>Requests will come from students, parents and teachers for equipment that they may require for their studies. All requests go through our Pupil Premium Coordinator who records the information and liaises with finance to ensure all resources are appropriate.</li> </ul>	PP Coordinator	January 2017
Homework Sessions	To provide students with as many opportunities as possible to study, complete homework or revise. This is open to all students, but mainly disadvantaged.	Pupil voice tells us that some of our disadvantaged students struggle with a suitable venue to work at home. This support is facilitated by either a teacher or TA so they can offer educational support that would not happen at home.	<ul style="list-style-type: none"> <li>A rota is created each year, organised and monitored by the PP Coordinator. This includes mornings, break, lunches and after school. Our belief is the more on offer the better so students have choice.</li> <li>The LEC is the most appropriate venue, but some subjects may choose to use their own spaces.</li> </ul>	PP Coordinator	January 2017

Literacy Subscription and accelerated reading	To improve results in all subject areas including English, reading needs to develop,	<p>Past success from developing students reading ages from primary education.</p> <p>Evidence of students not being able to access all subjects due to a lack of reading ability.</p>	<ul style="list-style-type: none"> <li>• This is used and led by the English department working alongside the library. Sessions are written into the curriculum and delivered at KS3.</li> <li>• The Day is a resource used in English so students can access magazines, newspaper articles and other English and media sources that they may not get at home.</li> </ul>	Head of English	January 2017
Numeracy Software	To support students across school in all year groups from catch up to home learning.	Looking for every opportunity to continue, develop and support learning.	<ul style="list-style-type: none"> <li>• A variety of packages run by the maths department that are designed to support Catch Up from KS2, Home Learning and revision for examinations.</li> <li>• The IT technicians will monitor student usage and set up passwords.</li> <li>• All maths staff promote and use the packages in their lessons.</li> </ul>	Head of Mathematics	January 2017
<b>Total budgeted cost</b>					Approx £50,000



PP Coordinator	A lot of the actions need someone who will link all these interventions together and build strong positive relationships with the students.	<p>We are doing more for disadvantaged students than ever before since taking on this member of staff.</p> <p>Student feedback is positive about having someone who will listen to them and support them.</p>	<ul style="list-style-type: none"> <li>• PP Coordinator will work closely with the SENDCO and Assistant Headteacher Student Support to discuss interventions. Monitor success and set targets.</li> <li>• They will have regular 1:1's with the students keeping a record of their discussions.</li> </ul> <p>They will organise interventions around the identified barriers to learning and monitor spending of PP fund.</p>	Assistant Headteacher Student Support	January 2017
Attendance officer	To improve attendance of all students but with focus on disadvantaged	Evidence from other establishments that have dramatically improved their attendance shows that one person taking a lead and control of attendance across the school is a key successful factor.	<ul style="list-style-type: none"> <li>• To monitor attendance and lates of students and build a strong dialogue and communication with home of disadvantaged students.</li> <li>• Produce regular data on this group of students for teachers and progress managers to use to target support</li> <li>• Create a variety of rewards for those students with good or improving attendance as a motivation.</li> <li>• Create a clear and rigorous system for challenging parents when attendance drops. Working with the EWO to make</li> </ul>	Assistant Headteacher Student Support	January 2017
<b>Total budgeted cost</b>					Approx £50,000
<b>iii. Other approaches</b>					

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?
Year 6 transition	To work with partner Primary schools on disadvantaged students and educational needs	<ul style="list-style-type: none"> <li>• We recognise that work with PP students' needs to start as early as possible.</li> <li>• To continue some of the good work happening at KS2.</li> <li>• To identify barriers to learning at the earliest point,</li> </ul>	<ul style="list-style-type: none"> <li>• Regular meetings with partner primary schools and our Visyon Family Support Worker</li> <li>• Pastoral admin staff to attend meetings and record</li> <li>• Information shared with key staff across the school.</li> </ul>	SENDCO	January 2017
Motivational Placements and courses	To offer a range of learning opportunities outside of the classroom designed to motivate students towards education and future careers.	We have identified via student voice that some students cannot cope with the structure and routines of mainstream lessons. This is an opportunity to prepare students for life outside of school.	<ul style="list-style-type: none"> <li>• We have a careers coordinator in school who works with a company called Safer Opportunities. They provide weekly work experience for students in a variety of employers.</li> <li>• Our Student Support lead also organises a variety of projects with the fire service and Army as motivational courses.</li> </ul>	Careers Coordinator	January 2017
Uniform	To support students to maintain the high standards of the school in all aspects including uniform	The school drives for high standards throughout all aspects of school and some PP students can find themselves being challenged for not having the right uniform and equipment. This is unfair if they cannot afford and we support them.	<ul style="list-style-type: none"> <li>• The PP coordinator monitors any request for support with uniform from students, teachers and parents.</li> <li>• The office then order and supply the correct uniform.</li> </ul>	PP Coordinator	January 2017

Transport	Again, to aid students to get the basic education we sometimes support students transport to provision or to school. This is a short-term measure.	The rationale is that students with poor attendance they produce low levels of progress.	<ul style="list-style-type: none"> <li>● Through the finance department these taxi's, trains or buses are monitored.</li> <li>● Authority is given by Assistant Headteacher Student Support.</li> <li>● Pastoral admin staff organise the transport</li> <li>● A lot of the transport can be discussed in support meetings with external agencies.</li> </ul>	Assistant Headteacher Student Support	January 2017
Trips	To support students to attend extra-curricular opportunities after school and overnight.	The rationale is to give some students life experiences that can affect them for their lives. This will help with happiness, ambition and future careers.	<ul style="list-style-type: none"> <li>● We look to allow one residential opportunity per year and can support the trip with 50-70% of the cost depending on other spending.</li> <li>● Trip leaders and parents will request this support and we highlight the opportunity in letters going out.</li> <li>● PP Coordinator will monitor these opportunities.</li> <li>● Open dialogue with parents is expected.</li> </ul>	Assistant Headteacher Student Support	January 2017
Music Tuition	To give students opportunities and experiences.	To learn to play an instrument takes dedication, discipline and focus. Something that can be transferred to all school work.	<ul style="list-style-type: none"> <li>● This is monitored through the finance team and music department.</li> <li>● Peripatetic staff deliver the tuition.</li> </ul>	Head of Music	January 2017

Counselling	A lot of students need emotional support with the challenges of life. We offer this support to our PP students in a similar way.	Mental health and emotional well-being is a national issue and discussion in the country and one we take very seriously in Brine Leas School.	<ul style="list-style-type: none"> <li>● Student Support Coordinator organises a variety of counselling and mentoring in school.</li> <li>● This is delivered in hour sessions during the day and in free time.</li> <li>● PP students can access this.</li> </ul>		January 2017
<b>Total budgeted cost</b>					Approx £50,000

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.





