

# Parrs Wood

## Pupil Premium Plan 2016-17

### **Pastoral support**

**Objective: To support Pupil Premium Students to overcome any social, health or emotional barriers to accessing mainstream educational provision so that they can maximise their opportunity to learn and make progress in line with their non-Pupil Premium peers.**

<b>Action 1</b>	<b>Extend the provision and role of Pupil Support Managers</b>
Rationale	Sutton Trust: Moderate impact for moderate cost. Behaviour interventions seek to improve attainment by reducing challenging behaviour, including aggression, violence, bullying, substance abuse and general anti-social activities. Behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. (+4 months)

Timeline	Staffing	Monitoring/Evaluation	Cost
September - July	EXB; KAB; XLC; TAA; LAH	CLW; AMW; HOL – analysis of SIMS behaviour reports; attendance data	£60,000

<b>Action 2</b>	<b>To provide and staff a designated learning space for students struggling with a full timetable due to long term absence, injury, emotional issues or social skills (G12)</b>
Rationale	Sutton Trust: Moderate impact for low cost. Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (+ 4 months).

Timeline	Staffing	Monitoring/Evaluation	Cost
September – July though students access for varying periods of time dependent on obstacle to learning	KKM; FJH;	LBM; CLW; HOL – tracking of attainment and attendance.	£22,300

<b>Action 3</b>	<b>To provide a Family Liaison Officer to facilitate engagement with parents and support of families, including parenting classes</b>		
Rationale	Sutton Trust: Parental Involvement covers the active engagement of parents in supporting their children’s learning at school. This includes programmes focused on parents and their skills. Moderate impact for moderate cost (+3 months)		

Timeline	Staffing	Monitoring/Evaluation	Cost
September - July	JXM	CLW; LBM	£25,300

<b>Action 4</b>	<b>To provide and staff a designated learning space for a cohort of students struggling with a full timetable in mainstream classes and at risk of permanent exclusion(SYNERGY)</b>		
Rationale	Sutton Trust: Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.( +3 months)		

Timeline	Staffing	Monitoring/Evaluation	Cost
September - July	SAC; AMW;AM	CLW;AMW;DOL	£30,000

<b>Other interventions</b>	Peer mentors		
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<b>Financial support</b>	
<b>Objective: To ensure that no Pupil Premium Student's access, learning or progress is adversely affected by their financial capability to meet the cost of travel, uniform, stationery, study resources and extra-curricular enrichment opportunities.</b>	

<b>Action 1</b>	<b>To subsidise the costs of travel, uniform, study resources and enrichment opportunities</b>
Rationale	To remove financial barriers to accessing normal school life and opportunities thereby improving students self esteem, attendance and performance

Timeline	Staffing	Monitoring/Evaluation	Cost
September-July	Various	HOL;DOL	Travel Passes £800 Uniform support £1000 Study resources £3250 Shoes £950

<b>Action 2</b>	<b>To subsidise the costs of educational trips and visits</b>
Rationale	Sutton trust: E.g.Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. (+3 months)

Timeline	Staffing	Monitoring/Evaluation	Cost
September-July	Various	HOL;DOL;DOF	£6800

<b>Action 3</b>	<b>To plan and deliver a summer school to ease transition Y6-7 and to develop confidence and literacy/numeracy in Y7-8</b>
Rationale	Sutton trust: On average, evidence suggests that pupils who attend a summer school make approximately two additional months' progress, compared to similar pupils who do not. Greater impacts can be achieved when summer schools are intensive, well-

	resourced, and involve small group tuition by trained and experienced teachers (+2-4 months)
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Timeline	Staffing	Monitoring/Evaluation	Cost
2 weeks in July/August	CXW; 6 <sup>th</sup> form students		£25000 (funded?)

<b>Other interventions</b>	Breakfast club £5000
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<b>Raising aspiration</b>
<b>Objective: To ensure that Pupil Premium students are provided with curricular and enrichment opportunities that increase social/cultural capital, enhance confidence and self-esteem, and that learning, progression pathways and opportunities are broadened.</b>

Action 1	<b>To provide Connexions careers advisor for KS3 and 4</b>
Rationale	Improved IAG can have a direct impact on motivation and attainment

Timeline	Staffing	Monitoring/Evaluation	Cost
September-July	ALB; J Pattrick; CAW	MAM	£12000

<b>Action 2</b>	<b>To provide an NTG coordinator to work with selected cohorts and coordinate participation in the Gateways programmes</b>
Rationale	Sutton trust: Out-of-school interventions or extra-curricular activities, sometimes involving mentors. Approaches that seek to raise

	aspirations are very diverse and may aim to improve learners' self-esteem, self-efficacy or self-belief, or to develop motivation and engagement. The relationship between aspirations and attainment is complex and not fully understood. Very low or no impact for moderate cost based on very limited evidence.
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Timeline	Staffing	Monitoring/Evaluation	Cost
September-July	JXS	LBM	£15000

<b>Action 3</b>	<b>Participation in Gateways programme to enable university students to mentor KS4 students</b>
Rationale	Sutton trust: Mentoring in education aims to develop young people's strengths by pairing them with an older volunteer, sometimes from a similar background, who can act as a positive role model. It is often characterised as aiming to build confidence, or to develop resilience and character, rather than directly focusing on teaching or tutoring specific skills (+2 months).

Timeline	Staffing	Monitoring/Evaluation	Cost
October-April	JXS	JXS; LBM	£0

<b>Other interventions</b>	
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## Academic support

**Objective: To ensure that Pupil Premium students are actively supported academically through targeted in-class and withdrawal support to ensure that attainment and achievement gaps with their non-Pupil Premium peers are closed.**

<b>Action 1</b>	<b>To provide 1-2-1 tuition to targeted cohorts in Y7-11</b>
Rationale	Sutton trust: One to one tuition is where an individual pupil is removed from their class and given intensive tuition. Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching (+5 months)

Timeline	Staffing	Monitoring/Evaluation	Cost
September-July	A.Merino; M Harris	GJF;MSR;	£30000

<b>Action 2</b>	<b>To provide additional Maths and English support to Y7 and 11</b>
Rationale	Sutton trust: Use of targeted before and after school programmes, particularly to support disadvantaged or low attaining pupils.. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.(+2.5 months)

Timeline	Staffing	Monitoring/Evaluation	Cost
September-July	Maths and English staff	GJF; MW; MAM	£30000

<b>Action 3</b>	<b>To train sixth form students to provide a peer mentoring programme</b>
Rationale	Sutton trust: In cross-age tutoring, an older learner takes the tutoring role and is paired with a younger tutee or tutees. The

	evidence of impact is relatively high. The benefits are apparent for both tutor and tutee (particularly in cross-age tutoring), though the approach should be used to supplement or enhance normal teaching, rather than to replace it. A study of cross-age peer tutoring showed that the lowest attaining pairs actually made most progress, and that a two-year gap seemed to benefit both younger pupils and older pupils. (+6 months)
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Timeline	Staffing	Monitoring/Evaluation	Cost
September-July	CRB;JXS	CRB	£0

<b>Action 5</b>	<b>To plan and deliver a reading recovery/literacy programme in Y7</b>
Rationale	Sutton trust: Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points. (+5 months)

Timeline	Staffing	Monitoring/Evaluation	Cost
September-July	RER	EJR	£5000

<b>Action 6</b>	<b>To staff Y7 'transition' classes with teachers and LSAs</b>
Rationale	Sutton trust: It seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive. However, overall the evidence does not show particularly large or clear effects, until class size is reduced to under 20 or even below 15. The key issue appears to be whether the reduction is large enough to permit the teacher to change their teaching approach when working with a smaller class and whether, as a result, the pupils change their learning behaviours. When a change in teaching approach does accompany a class size reduction (which appears hard to achieve until classes are smaller than about 20) then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes. In some studies these benefits persist for a number of years (+3 months)

Timeline	Staffing	Monitoring/Evaluation	Cost
September-July	Subject staff; LSAs	RLS; HC; DOF;EJR	£65000

<b>Action 7</b>	<b>To extend the provision of LSAs</b>
Rationale	Sutton trust: Evidence suggests that TAs can have a positive impact on academic achievement. In the most positive examples, it is likely that support and training will have been provided for both teachers and TAs so that they understand how to work together effectively, There is also evidence that working with TAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress. Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit (+3-5 months)

Timeline	Staffing	Monitoring/Evaluation	Cost
September-July	LSAs	RLS; DG; LBM	£74,400

<b>Action 8</b>	<b>To provide intensive tuition for Y11 students at risk of failing English or Maths</b>
Rationale	Sutton Trust: This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explain this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.(+ 4 months)

Timeline	Staffing	Monitoring/Evaluation	Cost
November-June	Maths and English staff	GJF; MW; MAM;AJL	£30000

<b>Other interventions</b>	
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