

NORTH CESTRIAN SCHOOL

ANNUAL PUPIL PREMIUM PLAN AND EXPENDITURE AND **IMPACT REVIEW 2017-2018** (review added in October 2018)

The five key themes of intervention are Extra-curricular Provision, Assertive Mentoring, Behaviour For Learning, Learning Styles and Differentiation (as delivered by Quality First Teaching) and Parental Involvement.

2017-2018 PP BUDGET	£89,592.50
PP NO. ON ROLL	86
% OF WHOLE SCHOOL ROLL	19.2%
TOTAL NO. ON ROLL	448

Overall Data Review

	North Cestrian PP Pupils	National Average Non PP Pupils
% achieving GCSE E/M 2018 – Year 11		
Progress 8 Score – all		
Attainment 8 Score – all		

Key Intervention Theme:	Extra-curricular provision					
Priority Intervention:	Summer School					
Rationale:	The summer school will target progress in numeracy and literacy (avoiding regression over the summer). Evidence from The Sutton Trust suggests that pupils who attend a summer school make approximately two additional months' progress, compared to similar pupils who do not. Greater impacts (as much as four additional months' progress) can be achieved when summer schools are intensive, well-resourced, and involve small group tuition by trained and experienced teachers. At our school we already have evidence of intensive subject-specific revision workshops significantly boosting progress. Main success criteria will be that base line tests in English and Maths at least stay at in line with official KS2 scores.					
Action	When	Whom	Planned Cost	Evidenced actual cost	Success Criteria	Success Evidence
One week of Summer Transition School with PP from feeder primary schools in penultimate week of August (week of GCSE results). 1. liaise with primary schools 2. organise with parents 3. organise timetable from staff.	3. Mar 16 1. Apr 16 2. June 16	EKI	£5000 on resources, transport, entry fees and staff remuneration at £400pw (in line with local summer school at Loretto)		1. Successful delivery 2. Take up opportunity by 75%+ over Y6 PP pupils. 3. Inclusion of KS3 PP students currently behind target	
Homework Club and Targeted Extra-curricular	In year	PRa	£554 on PP support at Homework club £554 on PP support at Cookery Club		1.	

Key Intervention Theme:	Assertive Mentoring					
Priority Intervention:	Stretch, Challenge and Raising Aspiration Programme (SCRAP)					
Rationale:	Progress will be closely monitored and they will be mentored to ensure they make progress in line with other pupils who have similar abilities. PP pupils will all be involved in enrichment activities and encouraged to have high aspirations for attainment and higher education. It is more likely such pupils need extra support to overcome barriers to social mobility and such barriers should be challenged and overcome. The use of Extended School Time (Extra-curricular) clubs will further enhance SCRAP and also give PP pupils the opportunity to participate in activities they would not normally choose to nor get the opportunity to. Evidence from The Sutton Trust suggests that pupils who receive mentoring make approximately one additional months' progress, compared to similar pupils who do not. The enrichment programme at this school has already proved successful in these regards and is seen					

as a target SCRAP for PP pupils. **Main success criteria will be that data captures show rapid and sustained progress.**

Action	When	Whom	Planned Cost	Evidenced actual cost	Success Criteria	Success Evidence
PP Committee to do a termly book scrutiny of PP pupils	1 st week of a half term	Coordinator	1. C£200 on funding equipment for PP pupils 2. C£100 on rewards for PP pupils enabling good or better book scrutinies		1. PP pupils books are good or better in terms of the book scrutiny standards and in particular show differentiation and use of the Sophisticated Opportunities in the SOW 2. Feedback to staff at Staff Meetings	
Assertive Mentoring (AM) to be prioritised as early as possible at the beginning of the academic year and following a data capture for the PP pupils commensurately with pupils behind target.	As per the Pastoral Calendar	Form Tutors and Coordinator	NA		1. Committee sees that PP pupils have had AM meetings with SMART targets. 2. Subsequent progress.	
More Able University Trip dovetailed with Y9-11 PP pupils	Nov 17	Coordinator	1. C£100s to fund places on the trip.		1. Pupil and Parent Voice evaluation of aspiration and interest	
Careers Interviews and CV writing workshops and priority for high calibre work experience	June 17	Coordinator and Careers Coordinator	1. C£500 on resources/booki ng costs for Connexions and use of Parent Support to		1. Pupil and parent Voice evaluation of the satisfaction. Evidence in Passports of	

			support the Action		Achievement	
Funding PP Pupil participation in the Duke of Edinburgh Scheme	Sep 16	YST + Coordinator	1. C£1000 on equipment and trips costs		1. Uptake from PP to be in line proportionately with the uptake from the Non PP	
Funding trips	In year	Coordinator	1. C£2000 on trip costs		1. Adequate take-up in consideration of all reasonably removable barriers have been removed	
Funding of the Pupil Data Lead (proportionate) to aid tracking		MBe	2. Wait for proportion		Detailed and readily available analysis	
Learning Resources	In year	PRa	1. C£1000		1. Well-being and accessing curriculum	

Key Intervention Theme:	Behaviour For Learning					
Priority Intervention:	Attendance Interventions					
Rationale:	Additional Pastoral mentor support including additional attendance monitoring and intervention and behaviour support. Concerns regarding attendance are referred to parents (further link to the intervention plan is that The Sutton Trust states that Parental Involvement adds 3 months to progress). Pupils eligible for pupil premium may be referred to the EWO where additional intervention will be put in place. Missing just 17 days in one year (90%) can cause a drop of a full grade at GCSE. Only about one in four students with attendance less than 90% achieve 5 A*-C GCSEs. There is a strong correlation between progress and attendance in evidence at the school. Main success criteria will be that data captures show rapid and sustained progress.					
Action	When	Whom	Planned Cost	Evidenced actual cost	Success Criteria	Success Evidence
Bus Pass Funding and Metro	Sep 17	Coordinator	C£1000		1. Increased	

Funding					attendance	
Staffroom PP notice board knitting together the strategy	Sep 16	Coordinator	£100 display space and materials		1. Knowledge of staff and embedding into the culture	
Meetings at home with parents	As required	Coordinator	£50 on mileage		1. Increased attendance	
Trafford SLAs -EWO 10% -Behaviour and attendance 10% -PP eligibility report 100% - Free school meals report 100%	As required	PRa	£1500		1. Increased attendance	
Rewards programme	In year	Comm	£500 on proportional funding of the school reward system for PP pupils and reward trip		1. Increased attendance	
Funding of the Student manager/Learning Mentor/Coordinator		PRa	3.£10,000		Proportion of role on PP pupils	
Uniform	In Year	PRa	1. £100		1. Increased wellbeing	
PP Breakfasts	In year	PRa	2. £1000		2. Increased well-being, attendance and punctuality	

Key Intervention Theme:	Teaching and Learning: Learning Styles and Differentiation (through Quality First Teaching)
Priority Intervention:	Literacy (Oral Language, Phonics, Reading Comprehension), Numeracy Support
Rationale:	Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Evidence from The Sutton Trust suggests that pupils who receive Oral language intervention make approximately five additional months' progress, compared to similar pupils who do not. Evidence from The Sutton Trust states that qualified teachers tend to get better results when delivering phonics interventions

with pupils making approximately four additional months' progress. On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. Such support is essential to exam results. **Main success criteria will be that data captures show rapid and sustained progress.**

Action	When	Whom	Planned Cost	Evidenced actual cost	Success Criteria	Success Evidence
Targeted reading aloud during DEAR time. Leading to Book reviews on Frog and in school newsletter. A discussion of books, an extension of pupils, spoken vocabulary and a familiarity with responding to structured questioning that develops comprehension.	Pastoral Calendar	Form Tutors	1. Cf100 on appropriate book tokens (part of reward system)		1. Successful participation in DEAR. 2. Evidence on FROG and newsletter 3. English Grades 4. Reading culture in the school and book swapping	
Successful form time presentations by PP pupils (as part of the SMSC sessions)	Pastoral Calendar	Form Tutors, Comm, Peer support	1. As part of the rewards or Extending School Time (which provides preparation session)		1. Successful participation in presentations 2. Enhanced confidence and leadership	
Creative Writing Club	Weekly	JWa	1. Cf250 on resources		1. Attendance to the club 2. Evidence of development in creative writing	
Phonics Support as part of Extending School Time	Half termly	HHo + ABi	1. Cf250 on enhanced resources		1. Improved quality of reading aloud 2. Increased spelling age	
Parents as Reading Coaches	Dec 17	MBe	1. £100 on	No cost.	1. 75%	

			resources	Not delivered.	attendance of PP parents with their pupils	
Numeracy support that is targeted to the specific needs of the child will be alongside Maths lessons and will aim to develop the basic mathematical knowledge and relating it to the curriculum in Maths lessons. (as part of the Extending School Time) Use of AGSB staff to support	Monthly	Aja	1. Cf250 on resources		1. Attendance to the sessions 2. Enhanced progress in Maths	
	Monthly	LBe	c£1,350			
Revision Guides	In Year	Pra	1. Cf1250 on resources		1. Evidence of use and improved Grade outcome	
PP INSET	In Year	LBe	2. 2000 on resources and experts		2. Evidence of implementation and impact	

Key Intervention Theme:	Parental Involvement
Priority Intervention:	Involvement of parents in their child's education
Rationale:	<p>Parents who take on a supportive role in their children's learning make a difference in improving achievement and behaviour. The active involvement of parents can help promote a learning community in which children and young people can engage positively with staff and their peers. Staff can benefit from developing positive partnerships with parents by involving them in all decisions affecting their children's education and learning. Engaging with parents gives them the chance to understand the role that they play in their children's learning and development and fosters parental involvement.</p> <p>The Sutton Trust says that Parental Involvement adds 3 months. Parental involvement to improve their children's attainment is effective. NCS already has strong evidence that parental involvement enhances progress through regular pastoral – parent meetings and subject delivering workshops for parents on exam technique and revision. Parents cited workshops in 2017 as one of the main reasons behind the 94.1 A*-C in Geography GCSE. Main success criteria will be that data captures show rapid and sustained progress.</p>

Action	When	Whom	Planned Cost	Evidenced actual cost	Success Criteria	Success Evidence
Parents reading with their child	Dec 17	Parents	NA		1. Evidence in Pupil Planner 2. 5 minutes per day, 4 per week	
PP check on the quality of conversations with parents via the Pupil Planner and evidence of a call log to PP parents	Oct 16 on	Form Tutors, Coordinator	NA		1. Successful engagement 2. Evidence in HW Diary and Call Log	
Attendance with child to Parent Evenings	AS per calendar	Coordinator	£250 supporting the mini bus collection service (petrol and staff wages)		1. 96%+ attendance at Parent Evenings 2. 100% evidence of effective follow up for those who could not attend	

Overall Review (including statement of value for money, success, modification for next year)

Total Planned Cost	
Total Evidenced Cost	
Review of Intervention 1 - Extra-curricular Provision	
Review of Intervention 2 – Assertive Mentoring	
Review of Intervention 3 – Behaviour for Learning	
Review of Intervention 4 – Teaching and Learning	
Review of Intervention 5 – Parental	

Involvement	
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