

Pupil Premium Strategy Statement: 2019-2020

1. Summary information								
School		Pinner High School						
Academic Year		2019-2020	Total PP budget		£89,420	Date of most recent PP Review		Dec 2019
Total number of pupils		715	Number of pupils eligible for PP		112 (15.6%)	Date for next Internal Review		Dec 2020
PP Year 7	19 (10.6%)	PP Year 8	18 (10.0%)	PP Year 9	37 (21.0%)	PP Year 10	38 (21.2%)	

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected progress in KS2 Maths	Year 7: 53% Year 8: 94% Year 9: 62% Year 10: 68%	Year 7: 86% Year 8: 84% Year 9: 68% Year 10: 65%
% achieving expected progress in KS2 English	Year 7: 74 % Year 8: 67% Year 9: 59% Year 10: 53%	Year 7: 80% Year 8: 82% Year 9: 61% Year 10: 70%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Students who are Pupil Premium are less likely to have met expected levels in KS2 English and Maths in comparison to their Non-PP peers. In Year 8 and Year 10 English is a particular gap and in Year 7 Maths is a particular gap.
B.	Students who are Pupil Premium are more likely to have Special Educational Needs and have English as an Additional Language.
C.	Pupil Premium students are less likely to engage in extra-curricular opportunities which impacts on these students achieving a rounded educational experience
D.	Pupil Premium students have barriers at home that impact on their emotional resilience and readiness to learn. PP students have a higher number of behaviour points and fixed term exclusions on average across all year groups.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for pupils eligible for PP are below the attendance for all other children (2.3%). This reduces their time in school and causes them to fall behind. They have a 11% higher rate of persistent absence (below 90%) than their non-PP peers. This gap has increased on previous years
F.	PP students are less likely to have access to additional learning resources outside of school which impacts on their attainment at KS4

4. Outcomes		
	<i>Desired Outcomes</i>	<i>Impact Measures</i>
A.	Attainment gap in English and Maths is closed between PP and Non-PP students	<ul style="list-style-type: none"> Progress measures in English and Maths levels at end of Year 7 Improved reading age seen on ART testing for PP students
B.	Attainment gap between those who do not have additional barriers and those who are PP/SEN or PP/EAL and is closed.	<ul style="list-style-type: none"> Progress measures across all subjects shows narrowing of gaps for PP students.
C.	There will be no discernible difference between the uptake of extra-curricular activities for PP and Non-PP students.	<ul style="list-style-type: none"> Monitoring of extra-curricular events will show equal engagement of PP and non-PP students for both free and costed events. PP students will complete a range of extra-curricular clubs and will complete the Head's Challenge to the same award level as their non—PP peers.
D.	Students will have effective support systems in place to help their readiness to learn.	<ul style="list-style-type: none"> Teachers will have a deeper understanding of the barriers that impact on the students' emotional resilience and readiness to learn Pastoral Monitoring will show improved readiness to learn for students with emotional issues The gap between PP and Non-PP for exclusions and negative behaviour points will close.
E.	There will be no discernible difference the attendance rate of PP and Non-PP students and there will be a decrease in the number of PP students who are persistent absentees.	<ul style="list-style-type: none"> Increase in attendance for PP students shown in termly attendance figures. Weekly attendance figures will show an increase in the attendance of PP students who are on the persistent absentee list
F.	PP students will have access to additional learning resources that they are able to use outside of school so that there is no gap between progress measures in GCSE subjects for PP and Non-PP	<ul style="list-style-type: none"> No gap between progress measures in GCSE subjects for PP and Non-PP as students have access to high quality study resources

5. Planned expenditure

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
Teachers will have a deeper understanding of the barriers that impact on the students' emotional resilience and readiness to learn	Staff training and awareness raising focusing on highlighting the potential barriers to PP students and strategies that they can take to support PP in the classroom.	Importance of raising awareness amongst all staff so that support for PP students is planned into lessons/schemes of learning on a daily basis.	<ul style="list-style-type: none"> Follow up and review of training using staff surveys Learning walks to monitor the progress and engagement of PP students in lessons. Book Look to focus on PP progress 	JSM/EHI
Attainment gap in English and Maths is closed between PP and Non-PP students	School has purchased Access Reading Test to further explore literacy difficulties facing PP kids	More forensic approach to targeting literacy strengths/weaknesses (vocabulary, inference, understanding, analysis)	<ul style="list-style-type: none"> Staff training on how to use the Access reading test. All staff issued with ART scores and profiles for PP students to help support targeted differentiation strategies in lesson. 	JSM/BHO
Attainment gap between those who do not have additional barriers and those who are PP/SEN or PP/EAL and is closed.	Specific staff training on high quality teaching strategies for students with additional needs will be implemented as part of schools CPD programme. <ul style="list-style-type: none"> Active Differentiation Positive Behaviour for Learning EAL 	PP Students spend most of their learning time in mainstream lessons therefore will have the most impact from targeted differentiation of day to day teaching.	<ul style="list-style-type: none"> Learning Walks and ongoing monitoring of active approaches to teaching and differentiation Data analysis will track progress measures for PP/SEN and PP/EAL compared to those without additional barriers. 	JSM/MDH/HLO/MDA
Students will have effective support systems in place to help their emotional resilience and readiness to learn	<ul style="list-style-type: none"> Training for all staff to focus on supporting students to build resilience and willingness to engage in learning 	Whole school approach to develop teachers approach to supporting vulnerable PP students and improve behaviour for learning amongst certain PP students	<ul style="list-style-type: none"> Well-being of students monitored by pastoral team. Monitoring of Behaviour points to track progress of PP students. Monitoring rate of Fixed Term Exclusions for PP students. 	EPA/Heads of Year

ii. Targeted support				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Attainment gap in English continues to be closed between PP and Non-PP students	<ul style="list-style-type: none"> Targeted English Catch Up interventions including Read Write Inc., Guided Reading Projects, Targeting of Additional Resources 	<ul style="list-style-type: none"> Specific focused interventions will focus on the areas of students weakness that will have the most impact if addressed. 	<ul style="list-style-type: none"> Delivered using high quality resources Baseline testing and ongoing tracking Tracking of improvement in reading ages 	VPE/HLO/JSM
Attainment gap Maths is closed between PP and Non-PP students	<ul style="list-style-type: none"> Targeted maths interventions including Catch-Up Numeracy, Timetables Rockstars 	<ul style="list-style-type: none"> Specific focused interventions will focus on the areas of students weakness that will have the most impact if addressed 	<ul style="list-style-type: none"> Delivered using high quality resources Baseline testing and ongoing tracking 	VPE/HLO/HSB
Attainment gap between those who do not have additional barriers and those who are PP/SEN or PP/EAL and is closed.	<ul style="list-style-type: none"> EAL Support sessions put in place in place of subject lessons for those PP/EAL students who are at the early acquisition stage led by qualified CELTA teacher EAL option created for Year 9 students 	<ul style="list-style-type: none"> EAL/PP students need to develop their English skills to develop access to learning across the curriculum. Removing a subject will allow specific lesson time to focus on improving English in a focused group. 	<ul style="list-style-type: none"> Curriculum for EAL students designed by qualified CELTA teachers Students complete assessments at regular points to monitor progress Students' progress in other areas of the curriculum tracked to consider impact on their access to the curriculum. 	JSM/K\DA/MDA
Students will have effective support systems in place to help their emotional resilience and readiness to learn	<ul style="list-style-type: none"> Mentoring provision access through Jubilee Academy Outreach PP students given preferential slots for counselling sessions to enable them to deal with challenging circumstances at home Training for Learning Mentors to ensure support is effective 	<p>Preferential Places for PP students at the counsellor will ensure that they have space to deal with challenging home circumstances which impact on their readiness to learn.</p> <p>Preferential Places offered with Jubilee Mentor for PP students</p> <p>Increase in number of learning mentors to support those PP students with more challenging behaviours</p>	<ul style="list-style-type: none"> Well-being of students monitored by pastoral team. Monitoring of Behaviour points to track progress of PP students. Monitoring rate of Fixed Term Exclusions for PP students. 	EPA/Heads of Year

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
<p>There will be no discernible difference between the uptake of extra-curricular activities for PP and Non-PP students.</p>	<ul style="list-style-type: none"> Period 7 enrichment clubs and homework club enable all student especially PP students to have access to a range of opportunities outside the classroom and to have targeted teaching of research skills. PP students will get priority over clubs PP students funded for instrumental lessons. Support given to PP parents to help students access trips outside of normal curriculum provision. 	<ul style="list-style-type: none"> PP students often lack the cultural capital of non-PP students. Inclusion of P7 in the compulsory timetable will allow PP students to have the same range of experiences as their peers. PP students are not held back from pursuing a range of opportunities such as instrumental lessons/trips due to cost. 	<ul style="list-style-type: none"> Monitoring of the variety of extra-curricular clubs the students are taking. Monitoring of the quality of extra-curricular clubs Monitoring the access of PP students to a range of clubs to develop students' emotional resilience in taking part in activities outside their comfort zone. Tracking of the number of PP students taking music lessons. 	<p>HIS/JAN</p>
<p>There will be no discernible difference the attendance rate of PP and Non-PP students and there will be a decrease in the number of PP students who are persistent absentees.</p>	<ul style="list-style-type: none"> Development of Attendance Officer Role to enable more focused Monitoring of persistent absenteeism particularly of PP students SIMS InTouch system to ensure that PP parents have access to information via text about absence/attendance. 	<ul style="list-style-type: none"> Attendance rates for pupils eligible for PP are below the attendance for all other children (2.6%). This reduces their time in school and causes them to fall behind. They have an 11% higher rate of persistent absence (below 90%). Focused monitoring will ensure that PP students have support in overcoming the barriers that impact on attendance 	<ul style="list-style-type: none"> Weekly analysis of persistence absenteeism focusing on barriers for PP students and possible support needed. Monitoring of PP parents access to communication via SIMS InTouch 	<p>NTH/EPA/FSJ</p>
<p>No gap between progress measures in GCSE subjects for PP and Non-PP as students have access to high quality study resources</p>	<ul style="list-style-type: none"> PP book packs created for all subjects, beginning with Core Subjects in Term 1 and then moving into EBACC in Term 2 and Options in Term 3 	<ul style="list-style-type: none"> PP students have the same access to high quality, relevant study resources that aid them in study outside of school. 	<ul style="list-style-type: none"> Close liaison with department heads to ensure that relevant and high quality study resources are selected. Reviews with students on the impact of additional resources 	<p>JSM/HOD</p>