

Pupil Premium Strategy Document for Financial Year 2016-2017

1. Summary information					
School	Old Swinford Hospital				
Academic Year	2015/16	Total PP budget	£6,545	Date of most recent PP Review	Sept 16
Total number of pupils	606	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Jan 17

2. Barriers to future attainment identified by the School (for pupils eligible for PP not including LAC/Services Children/Adopted)	
In-School barriers	
A.	Pastoral support. Students' confidence in themselves as learners and attitudes to school are sometimes negative, which can prevent them from making good progress.
B.	Raising attainment. High attaining pupils who are eligible for PP are making less progress than other high attaining pupils at key stage 4.
C.	Raising attainment. Improved Year 10 and 11 study skills and careers guidance required to raise attainment and aspirations.
D.	Raising attainment. One to one support programme required to support students with literacy and numeracy skills to improve access to learning across the curriculum.
External barriers	
A.	Pastoral support. A small number of students require additional paid support from external agencies, for example, the LA Educational Psychology Service.
B.	Cultural enrichment. Some students require financial support for school trips and events.
C.	Raising aspiration. Some students do not wish to engage with schooling and struggle to see its value or relevance to their lives.

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3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	GL PASS (Pupil Attitudes to Self & School) software to be used for all year groups and reported to parents. Pupils with low satisfaction with their school experience are monitored throughout the year and reassessed where necessary.	Improvement in attitude to learning % grades during the year. Greater satisfaction with school experience expressed via PASS.
B.	4Matrix software used to identify and monitor pupil progress across year groups.	Staff use progress data to put in place appropriate intervention strategies.
C.	Drive for Success Courses delivered for Year 10 and Year 11 to develop more active and independent study skills required for GCSE examinations. Development of resources for the annual Careers and Higher Education conference for Years 9 to 13 to help raise aspirations.	Students become better equipped to revise for public examinations and improve attainment. Students have the opportunity to discuss a wide range of career options, post-16 and university courses in order to make informed next step choices.
D.	Literacy and/or numeracy 121 intervention sessions provided by a qualified teacher.	Improved attainment and access to learning across the curriculum.
E.	Access for PP students in need of external counselling or Educational Psychology Service provided.	Students' positive feedback on the impact of these services. Improved attainment as students implement a range of psychological strategies.
F.	All students to have essentials school uniform and equipment. PP students also to have the ability to receive music lessons and go on all curriculum trips and some co-curricular trips.	All students to be allowed on school trips and some activities.
G.	Breadth of curriculum for PP students so that those who struggle to access the conventional curriculum may achieve outcomes relative to their needs.	Improvement in capacity to offer L2 alternative qualifications.

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4. Planned expenditure					
Academic year		2016/17			
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?
Improved progress for HAPs	To further develop data management strategies.	Staff awareness of PP students with high prior attainment not making expected progress will lead to timely intervention strategies.	Through Assessment Information Points throughout the year. Using 4Matrix and SIMS to monitor progress and intervention.	JLE HoY	SIDP progress check points throughout the year and at monthly monitoring of SIDP meetings. Standing agenda item at SL meetings.
Consistent approach to differentiation in the classroom	CPD opportunities and ongoing development of shared resources and strategies.	To provide evidence for Teaching Standard 5 (adapt teaching to the strengths and needs of all pupils) across all departments and improve differentiation in the classroom.	Learning walk feedback. Work scrutiny. Ongoing monitoring of pupil progress.	JKK	SIDP progress check points throughout the year and at monthly monitoring of SIDP meetings. Standing agenda item at SL meetings.
Improved Year 8 numeracy progress	External provider to deliver one day numeracy enrichment programme to Year 8.	Evidence suggest that an increased awareness of numeracy skills supports students in accessing the curriculum as a whole as well as developing life skills.	Student feedback from the numeracy training and the additional optional programme for parents.	MJW	SIDP progress check points throughout the year and at monthly monitoring of SIDP meetings.

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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	When will you review implementation?
Improved literacy and/or numeracy progress as required by PP students.	121 study	Previous one to one intervention with highly qualified staff has been extremely effective in improving basic literacy and/or numeracy skills to enable PP students to access the curriculum.	Feedback from students and LSAs. Through Assessment Information Points throughout the year. Using 4Matrix and SIMS to monitor progress and intervention.	SENCo	Termly to ensure correct pupils identified.
Improved psychological outcomes for those PP students with specific needs.	OSH to provide access to both a counsellor and Educational Psychologist.	Positive psychological outcomes for PP students lead to increased attendance and improved A2L.	The SEND department work closely with the other agencies to ensure PP pupils with high needs are able to access help when needed.	SENCo	Termly – and due for an annual review
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	When will you review implementation?
Improved pupil satisfaction to self and school	Monitoring of key students using GL PASS feedback shared with	We want our pupils to be able to succeed in life – not just school examinations.	HoY and Tutors to use GL PASS software and SIMS behaviour module to help monitor attitudes, provide	HoY	Termly

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	students, parents and teaching / support staff.	GL PASS feedback has been beneficial in highlighting students requiring additional pastoral support.	appropriate support and liaise with parents.		
Ensuring KS4 PP students get expert careers advice.	Dudley Connections Conference	Need identified by HoY to ensure that some students understand the range of alternative provision available to them.	Head of Careers and Director of 6 th Form to target students after the conference.	RF	Annually

5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
Raised awareness of the needs of PP students.	Raising staff awareness through CPD to support pupil premium students.	<i>Mixed impact:</i> Staff training provided for differentiation in Science, Head of Year monitoring of academic progress and anger management. This approach has met with some success in highlighting some of the difficulties PP students may face. P8 data shows that PP students did not make expected progress.	Staff were particularly positive about the 'Angry Arthur' training and believe it has affected their own behaviour for learning strategies. Other forms of CPD will be required that focus monitoring pupil progress.	

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ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
Positive psychological outcomes for students in need.	External agencies e.g. Dudley Psychological Services.	<i>High impact.</i> Positive psychological outcomes for PP students have led to increased attendance and improved A2L. One PP student in particular received extensive support without which he may not have been able to sit his GCSE examinations.	Highly effective support received and we will continue to work closely with these external providers where appropriate.	
Improved attainment across the curriculum	One to one tuition delivered by qualified teacher	<i>Mixed impact.</i> Whilst Progress 8 data was negative for those Year 11 participating pupils there was observed progress in student confidence and becoming increasingly able to access the curriculum independently across the year groups.	Number of students across the school benefiting from this one to one tuition is very small and therefore the impact is greatly affected by a wide range of factors. We will continue next year.	

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iii. Other approaches					
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)		
Improving pupils' attitudes to self & school to raise attainment.	Using GL PASS to report attitudes to parents, tutors and teaching staff.	<i>Mixed impact.</i> Whilst it was extremely illuminating to highlight those PP students with a less than satisfactory attitude to their school experience this wasn't always followed up and students weren't retested although it was a useful early indicator for targeted intervention.	GL PASS to be used again this year and we will continue to share this information with parents. PASS profiles to be revisited and students with low levels of satisfaction to be retested following intervention.		
Improving pupil progress	Using 4Matrix to monitor pupil progress.	<i>Mixed impact.</i> Whilst Progress 8 data was negative for those Year 11 participating pupils there was measurable progress in other year groups. Staff awareness of progress measures and pupil groups was significantly enhanced with staff requiring increasingly more sophisticated analysis to inform their teaching and learning strategies.	Ongoing training was required to ensure staff felt confident to use the progress data. We will continue to develop progress data next year.		
6. Additional detail					
During the year 2015/16 we have spent £14,572.80 to help deliver the above.					