



St Ives School

**Using Pupil Premium Funding Successfully to
Raise Achievement and Aspiration.**

2018-2019

Every Child, Inspiring Learning, Every Day

Introduction

Pupil Premium funding is used to provide additional support for students to remove barriers to learning. The additional funding is targeted at students from low income families eligible for free school meals at any time in the last 6 years, children in care, adopted children and children of services personnel. The school is responsible for deciding how the funding is spent and for monitoring and evaluating the impact of the funding.

School Vision and Values

St. Ives School aims to ensure that all young people reach their full potential and aspire to be the best they can be. We believe that every student has something special to offer and it is important to us that student's talents are nurtured and encouraged. To be the best you can requires confidence, self-belief and self-esteem and requires us to relate positively to others. We believe that our school community must do all we can to remove barriers to learning and we use the Pupil Premium funding to support these aims.

There are 540 students on roll (September 2018). Of these, 125 are eligible for pupil premium funding. In 2017-2018 St Ives School received around £150,000 in 2018-19 the funding is expected to be £120 000
The DofE gives schools the responsibility for using the Pupil Premium, as we see fit, based upon our understanding of our students' needs, as stated:

"It is for schools to decide how the Pupil Premium, allocated to schools per FSM student, is spent since they are best placed to assess what additional provision should be made for the individual students within their responsibility."

We are accountable for the use of this additional funding and for monitoring its impact on student progress, attendance and behaviour.

Priority Areas to improve educational achievement by students eligible for Pupil Premium funding at St Ives School

1. Improving attendance of students eligible for Pupil Premium funding – Attendance of disadvantaged students is below that of their peers. The gap is closing but further improvement is required.
2. Improving behaviour of students eligible for Pupil Premium funding – When compared with their peers, a higher percentage of behaviour points and Fixed Term Exclusions are given to students eligible for Pupil Premium funding.
3. Improving progress and achievement of the most able students who are eligible for Pupil Premium funding – The progress and achievement of the most able students eligible for Pupil Premium funding is not yet in line with that of their peers.

The following targets for 2018-2019 have been set based on the current priority improvement areas:

1. *To improve attendance of students eligible for pupil premium funding so that the gap between the attendance of students eligible for Pupil Premium funding and that of their peers is no more than 1.5%:*
(Attendance of 95% or above has been shown to greatly increase a student's chances of achieving their aspirations and goals within school)
2. *To improve behaviour of students eligible for pupil premium funding so that Fixed Term Exclusions are below the national average of 8.6%:*
(Focused students who are motivated and have a desire to achieve, greatly improve their educational outcomes and are able students to seek support and guidance with confidence)
3. *To improve progress and achievement of students eligible for pupil premium funding particularly that of most able students:*
(Most able Pupil Premium students to achieve outcomes in line with their peers)

In addition to these targets, the pupil premium funding is used to:

- Promote high levels of basic skills: in literacy and numeracy.
- Provide high quality pastoral, social and emotional support for students.
- Provide a curriculum which engages students in learning, promotes success for all and provides a springboard for future education and employment.
- Raise the aspirations of students to succeed in education and life and go on to further education and employment.

In planning how to spend the funding, governors have used a set of principles:

1. The funding is solely for spending on students eligible for pupil premium.
2. It is focussed on supporting eligible students to reach the highest levels of achievement.
3. The impact of spending is rigorously evaluated to ensure value for money.
4. Improvement in the quality of education for pupil premium students is an integral part of whole school improvement planning.
5. Development of staff skills to ensure the highest quality teaching and support every-day is given high priority, including the provision of high quality staff training.
6. The role of parents in supporting progress, behaviour and attendance of students, in partnership with staff, is seen as crucial to student success.

Using the Pupil Premium funding at St. Ives School

Target 2018-2019 – The gap in progress and attainment between students eligible for Pupil Premium funding and their peers to be no more than 10% (National average in 2015/16 was 28 %) and Average Progress 8 Gap to be no more than 0.3 (National average in 2016 was 0.48 gap).

This is a milestone target to achieving our goal - To ensure all disadvantaged pupils (and those recognised eligible for Pupil Premium funding) make equivalent progress to their peers.

There is a stable trend in the number of students eligible for Pupil Premium funding at St Ives School. In 2016 27.8% of the cohort were eligible for Pupil Premium funding. In 2018 approximately 125 of students attending the school are entitled to Pupil Premium funding. There are differences in the percentage of students eligible for Pupil Premium funding in different year groups within the school, as the table below shows;

Year group (2018-19)	7	8	9	10	11
% Students eligible for Pupil Premium funding	26%	35%	21%	24%	17%

	Pupils eligible for PP (national average 2018)	Pupils not eligible for PP (national average 2018)
% achieving 5 Standard Passes (9-4) incl. EM (2016-17 only)	55% (42%)	70% (67%)
% achieving 5 Strong Passes (9-5) incl. EM (2016-17 only)	38%	55%
Progress 8 score average (2016-17 Results)	0.00 (-0.39)	0.04 (0.11)
% achieving 5 Standard Passes (9-4) incl. EM (2017-18 only)	48% (42%)	67% (67%)
% achieving 5 Strong Passes (9-5) incl. EM (2017-18 only)	19% (23%)	50% (46%)
Progress 8 score average (2017-18 Results)	-0.40 (-0.39)	0.35 (0.11)

<u>Value Added</u>	<u>2015</u>		<u>2016</u>		<u>2017</u>		<u>2018</u>	
	Number of students	Progress 8						
Students eligible for Pupil Premium funding	27	-0.46	38	-0.12	30	0.0	31	-0.4
Other students	94	0.33	110	0.45	90	0.04	98	0.35

(Source- Raise Online 2015, 2016 and 2017 data)

The gap in achievement between students eligible for Pupil Premium funding and their peers is closing (as shown in the above data). To further close the gap, the School has employed staff with specific responsibility to improve the attendance, achievement and aspirations of students eligible for Pupil Premium funding in all year groups.

Monitoring and reviewing the strategy

Our work in relation to Pupil Premium is reviewed on a half termly basis to ensure it is having the intended impact in raising standards. We respond rapidly and make adjustments if particular strategies are not working as well as expected. The review and monitoring is carried out through parental and student forums/surveys, work sampling, data captures and lesson drop in observations.

Our Pupil Premium strategy is reviewed termly by governors and on an annual basis. The next review is January 2019. Adjustments are made to our improvement plan according to the impact of strategies on improving outcomes. We recognise the importance of evaluation and the need for this to be robust to ensure the approaches we are using are effective and represent excellent value for money. Our annual review involves staff, students, governors, parents and carers.

Current provision for students eligible for Pupil Premium funding (2018-2019)

1. Summary information					
School	St Ives School				
Academic Year	2018/19	Total PP budget (estimated)	£120000	Date of most recent PP Review	July 2018
Total number of pupils	540	Number of students eligible for PP	125	Date for next internal review of this strategy	January 2019

2. Current attainment		
	Students eligible for PP (national average 2018)	Students not eligible for PP (national average 2018)
% achieving 5 Standard Passes incl. EM (2017-18 only)	48% (42%)	67% (67%)
Progress 8 score average (2017-18)	-0.40 (-0.39)	0.35 (0.11)
Attainment 8 score average (2017-18)	39.1 (38.5)	50.9 (49.9)
3. Barriers to future attainment (for students eligible for PP)		
In-school barriers		

A.	Progress and achievement of the most able students who are eligible for Pupil Premium funding – The progress and achievement of the most able students eligible for Pupil Premium funding is not yet in line with that of their peers. Of particular focus are maths where progress is notably below that of their peers.	
B.	Post 16 training and employment – A minority of disadvantaged students are less secure in their planning for future education and careers which is linked to low aspirations.	
C.	Attendance and persistent absence of students eligible for Pupil Premium funding - This is not yet in line with that of their peers and although the gap is closing, it is not closing rapidly enough.	
D.	Behaviour of students eligible for pupil premium funding – When compared with their peers, students eligible for Pupil Premium funding receive a higher level of behaviour points and more Fixed Term Exclusions.	
E.	School leadership roles – Students eligible for Pupil Premium funding are not proportionally represented in school leadership positions nor in extra curricular opportunities.	
External barriers		
F.	Access to alternative provision including suitable Post-16 training and employment opportunities is limited.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	To ensure all disadvantaged students make similar progress in-line with their non-Pupil Premium peers so that progress at St. Ives School is significantly above national average.	Gap in achievement between students eligible for pupil premium and their peers to be less than 10%. Progress and attainment of students eligible for Pupil Premium funding to be in-line with non-disadvantaged peers nationally.
B.	All students eligible for Pupil Premium funding progress to appropriate Post-16 education or training.	0% NEET (Not in Education, Employment or Training). Disadvantaged students progress to appropriate post-16 education or training.
C.	Improve attendance of students eligible for Pupil Premium funding, and reduce persistent absence so that it is in line with their non-Pupil Premium peers and above national average.	Attendance >93% and PA figures <20% and in-line with national averages and that of non-disadvantaged peers.
D.	Improve behaviour of students eligible for Pupil Premium funding so that students receive comparable number of merits and behaviour points to their non- Pupil Premium peers	Behaviour incidents to be in line with that of Non PP students. Fixed Term Exclusions to be below national average.

E.	Disadvantaged students increasingly engage in leadership and extended educational opportunities.	Disadvantaged students are proportionally represented at all key school events and opportunities e.g. school awards and celebrations, school council etc.
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5. Planned expenditure				
Academic year		2018/19		
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.				
A. Quality of Teaching				
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>The highest quality teaching every day.</p> <p>All teaching meets the Ofsted criteria for 'Good'. An increasing proportion of teaching meets the criteria for 'Outstanding'.</p>	<ol style="list-style-type: none"> 1. Provide teachers with access to high quality training and local and national best practice. 2. Ensure all teaching is at least good. Priorities for improving teaching are: effective differentiation to provide support and challenge for all abilities, active engagement of students in learning, effective use of feedback and assessment. 	<p>Evidence of the quality of teaching and learning from learning walks and work sampling.</p>	<ol style="list-style-type: none"> 1. Evaluate the impact of CPD through staff feedback and lesson observations. 2. Monitor effectiveness of quality of provision for Pupil Premium students through regular and frequent learning walks, standardised by external, well qualified associates with Ofsted training. 3. Seven additional (2 year) Leadership posts to support staff and student learning 	<p>Assistant Headteacher responsible for CPD.</p> <p>Senior Deputy Headteacher responsible for quality assurance of Teaching and Learning.</p> <p>Deputy Headteacher responsible for student aspiration and engagement</p>

High quality one to one and small group teaching to ensure all students make rapid progress.	Morning and tutor time intervention classes in English, Maths and Science. Additional teacher allocation in Mathematics to reduce class sizes and deliver support to students eligible for Pupil Premium funding in all year groups.	One to one and small group teaching has been shown to be one of the most effective ways to improve student progress.	1. Monitor attendance in classes. 2. Monitor and evaluate progress of students in Mathematics 3. Monitor attendance and progress of students in Intervention programme.	Head of English, Maths and Science Faculties
Develop high quality literacy skills to remove barriers to education.	1. Embed Accelerated Reader (AR) for all students in Years 7 and 8. 2. One to one and small group teaching of literacy. 3. A lead professional for Dyslexia.	Good literacy skills underpin access to learning in all subjects. Developing a love of literature and reading is crucial to lifelong engagement in learning and future career success. A significant proportion of disadvantaged students have mild, moderate or severe dyslexia. Provide training and resources to meet their needs and embed practices implemented from the IDFS award.	1. Lesson drop ins and AR reading age and test completion data. 2. Student progress evaluated and quality assurance of literacy intervention. 3. Lesson drop ins monitoring progress of students with Dyslexia.	English HoF and DHoF SENDCo
Improve access to the full range of	1. Curriculum resources	Barriers to learning are removed by subsidising essential resources to	Monitor the impact of spending through staff and student feedback.	Deputy Headteacher

educational experiences.	2. Music tuition and instruments.	ensure students from low income families are not educationally disadvantaged.		
Total budgeted cost	£37,439.33			

B. Progression to Post-16

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
High quality careers information, advice and educational enrichment.	1. Additional support to secure relevant and high quality work experience placements for target students. 2. Disadvantaged students given priority support from careers advisor. 3. Subsidised trips including those to local and national FE and HE providers.	Raise aspirations of disadvantaged students by providing a wide range of work related and further education experiences to promote engagement and future- thinking.	1. Additional support to secure relevant and high quality work experience placements for target students. 2. Disadvantaged students given priority support from careers advisor. 3. Subsidised trips including those to local and national FE and HE providers.	Senior House Leader. Heads of Faculty.
Improve access to the full range of educational experiences.	1. Subsidies for selected educational trips and visits with high educational value.	Barriers to learning are removed by subsidising essential resources to ensure students from low income families are not educationally disadvantaged.	Monitor the impact of spending through staff and student feedback.	Deputy Headteacher

Total budgeted cost	£11,125.50			
C. Attendance				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Effective and rigorous use of data to track student achievement, and attendance and inform intervention. 1. Improve attendance and reduced persistent absence. 2. Improve the progress of the most able	1. Attendance Lead to monitor attendance. 2. Data manager. 3. Achievement and Aspirations Lead. 4. External review of attendance.	Attendance below 95% has been linked to poor educational outcomes. Most able disadvantaged students do not yet make equivalent progress as their non-disadvantaged peers.	1. Senior House Leader to monitor attendance and early intervention with support of Assistant Headteacher and EWO. 2. Attendance manager provides clear, half termly reports on progress of disadvantaged students. 4. Achievement and Aspirations Deputy Headteacher to track data and progress of students in all year groups. 5. External review of attendance.	Deputy Headteacher. Attendance manager. Senior House Leader.
Promoting high attendance and engagement.	1. Additional prizes and incentives.	High attendance and engagement is significant in achieving rapid progress.	1. Additional prizes and incentives to reward students and promote engagement and high attendance.	Pastoral team
Improve communication to build strong and effective partnerships with parents.	Head of Upper/Lower School focusing on improving behaviour and attendance of students eligible for Pupil Premium funding focusing particularly on building	Securing the support of parents for education has been shown to have a significant positive impact on student progress,	1. Regular supervision meetings to support and embed Pastoral Leaders roles. 2. Monitor impact of Pastoral Leaders roles on attendance and parental engagement.	Deputy Headteacher Head of Upper and Lower School.

	positive partnerships with parents and carers.	aspirations, attendance and motivation.		
Total budget cost:	£43,965			
D. Behaviour				
High quality pastoral care provides effective emotional, social and behavioural support.	<ol style="list-style-type: none"> 1. Additional, individual specialist professional support. 2. Role of the Pastoral team and targeted mentoring. 	Disadvantaged students have lower attendance, higher incidents of exclusion and made less progress and lower attainment than their peers in 2016.	<ol style="list-style-type: none"> 1. Evaluate specialist professional support given to students to meet individual needs by monitoring the impact on student progress, attendance and behaviour using case studies. 2. Monitor and evaluate the effectiveness of the pastoral team using behaviour and attendance data. 	Senior House Leaders
<p>Effective and rigorous use of data to track student behaviour and inform intervention.</p> <ol style="list-style-type: none"> 1. Improve behaviour leading to reduction in behaviour points, increase in House Points and reduction in Fixed Term Exclusions. 2. Improve the progress of the most able. 	<ol style="list-style-type: none"> 1. Student support tracks behaviour patterns. 2. Data manager. 3. Achievement and Aspirations Lead. 4. External review of behaviour. 	<p>Poor behaviour impacts on educational progress and increases the risk of exclusion.</p> <p>Most able disadvantaged students do not yet make equivalent progress as their non-disadvantaged peers.</p>	<ol style="list-style-type: none"> 1. Senior House Leader to monitor behaviour and early intervention. 2. Student support provides clear, half termly reports on progress of disadvantaged students. 3. Student support tracks behaviour patterns and implements clear consistent sanctions. Where possible, exclusions are avoided. 4. Achievement and Aspirations Deputy Headteacher to track data and progress of students in all year groups supported by House Learning Leads. 5. External review of behaviour. 	Deputy Headteacher. Behaviour manager. Senior House Leader.
Curriculum Development.	<ol style="list-style-type: none"> 1. Development and resources for Harbour School 	Having the right curriculum will raise aspirations and promote	<ol style="list-style-type: none"> 1. Monitor and evaluate the impact of Harbour School on student behaviour and engagement. 	Deputy Headteacher. SENDCo

		good progress and attainment.		
Improve access to the full range of educational experiences.	1. PE kit, school uniform and stationary.	Barriers to learning are removed by subsidising essential resources to ensure students from low income families are not educationally disadvantaged.	Monitor the impact of spending through staff and student feedback.	Deputy Headteacher
Total budgeted cost	£27,890			
Total expenditure for 2018-19	120,419.83			

Evaluation of Provision for students eligible for Pupil Premium funding (2017-2018)

6. Summary information					
School	St Ives School				
Academic Year	2017/18	Total PP budget	£150000	Date of most recent PP Review	Oct 2017
Total number of pupils	551	Number of students eligible for PP	140	Date for next internal review of this strategy	January 2018

7. Current attainment	
Students eligible for PP (national average 2016)	Students not eligible for PP (national average 2016)

% achieving 5 Standard Passes incl. EM (2016-17 only)	55% (36.8%)	70% (65.1%)
Progress 8 score average (2016-17)	0.00 (-0.38)	0.04 (0.10)
Attainment 8 score average (2016-17)	42.2 (41.1)	49.9 (53.3)
8. Barriers to future attainment (for students eligible for PP)		
In-school barriers		
F.	Attendance of students eligible for Pupil Premium funding - This is not yet in line with that of their peers and although the gap is closing, it is not closing rapidly enough.	
G.	Behaviour of students eligible for pupil premium funding – When compared with their peers, students eligible for Pupil Premium funding receive a higher level of behaviour points and more Fixed Term Exclusions.	
H.	Progress and achievement of the most able students who are eligible for Pupil Premium funding – The progress and achievement of the most able students eligible for Pupil Premium funding is not yet in line with that of their peers.	
External barriers		
D.	Access to alternative provision including suitable Post-16 training and employment opportunities is limited.	
9. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria

F.	Improve attendance of students eligible for Pupil Premium funding, and reduce persistent absence so that it is in line with their non-Pupil Premium peers and above national average.	Attendance >93% and PA figures <20% to be above that of PP students nationally.
G.	Improve behaviour of students eligible for Pupil Premium funding so that students receive comparable number of merits and behaviour points to their non- Pupil Premium peers	Behaviour incidents to be in line with that of Non PP students. Fixed Term Exclusions to be below national average.
H.	To ensure all disadvantaged students (and those recognised as eligible for Pupil Premium funding) make at least similar progress to their non-Pupil Premium peers so that progress at St. Ives School is significantly above national average.	Gap in achievement between students eligible for pupil premium and their peers to be less than10%.
I.	Post-16 progression – All students eligible for Pupil Premium funding progress to appropriate Post-16 education or training.	0% NEET (Not in Education, Employment or Training) as of September 2018.

10.	11. Planned expenditure				
Academic year		2017/18			
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.	ii. Quality of Teaching				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evaluation and Actions
The highest quality	1. Provide teachers with	Evidence of the quality of	1.Evaluate the impact of CPD	Assistant Headteacher	1. Learning groups in place with specific focus on supporting the learning of disadvantaged students. Feedback positive

<p>teaching every day.</p> <p>All teaching meets the Ofsted criteria for 'Good'. An increasing proportion of teaching meets the criteria for 'Outstanding' .</p>	<p>access to high quality training and local and national best practice.</p> <p>2. Ensure all teaching is at least good. Priorities for improving teaching are: effective differentiation to provide support and challenge for all abilities, active engagement of students in learning, effective use of feedback and assessment.</p>	<p>teaching and learning from learning walks and work sampling.</p>	<p>through staff feedback and lesson observations.</p> <p>2. Monitor effectiveness of quality of provision for Pupil Premium students through regular and frequent learning walks, standardised by external, well qualified associates with Ofsted training.</p> <p>3. Seven additional (2 year) Leadership posts to support staff and student learning</p>	<p>responsible for CPD.</p> <p>Senior Deputy Headteacher responsible for quality assurance of Teaching and Learning.</p> <p>Deputy Headteacher responsible for student aspiration and engagement</p>	<p>with a focus on developing classroom strategies in each year group seen as a positive.</p> <p>2. Learning walks completed showing high proportion of Good or Outstanding practice. 13% of all lesson observations were judged as Outstanding, 84% as Good and 3% as Requiring Improvement. Lesson drop in and monitoring protocols to be reviewed to increase frequency and support of staff.</p> <p>3. Learning groups in place with specific focus on supporting the learning of disadvantaged students. One of the main areas was focussed on the question "What classroom strategies can improve the resilience of our disadvantaged students within the MABLE cohort? The results of this has been shared with staff.</p>
<p>Total budgeted cost</p>	<p>£19,711.08</p>				

iii.	iv. 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	
Improve communication to build strong and effective partnerships with parents.	Head of Upper/Lower School focusing on improving behaviour and attendance of students eligible for Pupil Premium funding focusing particularly on building positive partnerships with parents and carers.	Securing the support of parents for education has been shown to have a significant positive impact on student progress, aspirations, attendance and motivation.	1. Regular supervision meetings to support and embed Pastoral Leaders roles. 2. Monitor impact of Pastoral Leaders roles on attendance, behaviour and parental engagement.	Deputy Headteacher Head of Upper and Lower School.	<ol style="list-style-type: none"> 1. Regular weekly meetings held to discuss student progress. 31% of the disadvantaged student cohort accessed mentoring and support during the academic year compared with 4% of non-disadvantaged students. 2. Behaviour of disadvantaged students showed a marked improvement with the number of Fixed Term Exclusions falling between autumn and spring term. Attendance remains static with PA 90% at 26% which is in line with last academic year. Attendance at parents' evenings shows approximately 50% of the parents of students who are disadvantaged attending compared with 70% of parents of non-disadvantaged students.
High quality one to one and small group teaching to	Morning and tutor time intervention classes in English, Maths and Science.	One to one and small group teaching has been shown to be	1. Monitor attendance in classes. 2. Monitor and evaluate	Head of English, Maths and Science Faculties	1. In Science students given access to tassomi online learning and revision guides. Breakfast intervention took place from October 2017-June 2018. Attendance at breakfast boosters was sporadic.

<p>ensure all students make rapid progress.</p>	<p>Additional teacher allocation in Mathematics to reduce class sizes and deliver support to students eligible for Pupil Premium funding in all year groups.</p>	<p>one of the most effective ways to improve student progress.</p>	<p>progress of students in Mathematics 3. Monitor attendance and progress of students in Intervention programme.</p>		<p>2. 54.8% of disadvantaged students achieved a grade 4 or higher in Mathematics compared with national figures of 53.3%. The percentage of students that achieved 9-5 in mathematics was 32.3% which is line with national averages. 3. Those students that attended intervention sessions (breakfast, after school and Saturday boosters) progressed well and showed significant progress compared to those that did not attend. Attendance figures ranged from 40-60% of the disadvantaged cohort across the three core subjects.</p>
<p>Develop high quality literacy skills to remove barriers to education.</p>	<p>1. Embed Accelerated Reader (AR) for all students in Years 7 and 8. 2. One to one and small group teaching of literacy. 3. A lead professional for Dyslexia.</p>	<p>Good literacy skills underpin access to learning in all subjects. Developing a love of literature and reading is crucial to lifelong engagement in learning and future career success. A significant proportion of disadvantaged students have mild, moderate or severe</p>	<p>1. Lesson drop ins and AR reading age and test completion data. 2. Student progress evaluated and quality assurance of literacy intervention. 3. Lesson drop ins monitoring progress of students with Dyslexia.</p>	<p>English HoF and DHoF SENDCo</p>	<p>1. AR data indicates that 72% of Year 7 disadvantaged students showed a reading age improvement of 10 months or more with 52% improving their reading age by at least 1 year. In year 8, 24% of disadvantaged students improved their reading age by at least 10 months building on the good work of AR in the previous year. 2. Literacy intervention delivered through the Harbour to all year groups. Additional English support lessons timetabled for Years 9, 10 and 11. Consideration needed to ensure specialist teaching provision is in place for all lessons. 3. Dyslexia champion carried out specific 1:1 intervention with targeted students.</p>

		dyslexia. Provide training and resources to meet their needs and embed practices implemented from the IDFS award.			
High quality pastoral care provides effective emotional, social and behavioural support.	1. Additional, individual specialist professional support. 2. Role of the Pastoral team and targeted mentoring.	Disadvantaged students have lower attendance, higher incidents of exclusion and made less progress and lower attainment than their peers in 2016.	1. Evaluate specialist professional support given to students to meet individual needs by monitoring the impact on student progress, attendance and behaviour using case studies. 2. Monitor and evaluate the effectiveness of the pastoral team using behaviour and	Senior House Leaders	<p>1. Three Pegasus programmes took place, two for students in Year 10 and one for students in year 8. All Year 10 students (28) except two completed the course and received a KTFL training award in developing self-confidence and self-esteem. Of 13 Year 8 students who followed the Pegasus programme 8 showed a marked improvement in school attendance and all displayed an improvement in confidence and 10 showed an improvement in academic achievement.</p> <p>12 Year 9 students undertook an Articulatory course which is designed to improve self-confidence and public speaking skills. All passed and highly commended by the lead facilitator.</p> <p>2. Regular weekly meetings held to discuss student progress. 31% of the disadvantaged student cohort accessed mentoring and support during the academic year compared with 4% of non-disadvantaged students.</p> <p>Behaviour of disadvantaged students showed a marked improvement with the number of Fixed Term Exclusions falling between autumn and spring term.</p> <p>Attendance remains static with PA 90% at 26% which is in line with last academic year.</p>

			attendance data.		
Total budgeted cost	£91,466.56				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
Effective and rigorous use of data to track student achievement, behaviour and attendance and inform intervention. 1. Improve attendance and reduced persistent absence. 2. Improve behaviour leading to reduction in behaviour points, increase in House Points	1. Attendance Lead to monitor attendance. 2. Data manager. 3. Exclusion manager tracks behaviour patterns. 4. Achievement and Aspirations Lead. 5. External review of attendance.	Attendance below 95% has been linked to poor educational outcomes. Poor behaviour impacts on educational progress and increases the risk of exclusion. Most able disadvantaged students do not yet make equivalent progress as their non-disadvantaged peers.	1. Senior House Leader to monitor attendance and early intervention. 2. Data manager provides clear, half termly reports on progress of disadvantaged students. 3. Exclusion manager tracks behaviour patterns and implements clear consistent sanctions.	Deputy Headteacher. Attendance Officer. Senior House Leader.	<p>1. Attendance remains static with PA 90% at 26% which is in line with last academic year. Fortnightly visits from EWO supported the Schools attendance.</p> <p>2. Timely data prepared and shared, tutors and pastoral team updated weekly.</p> <p>3. Data prepared and tracked weekly. Overall Fixed Term Exclusions dropped from 10.4% in 2016-17 to 7.8% in 2017-18 below national average of 8.6%.</p> <p>4. Audit of key areas of the school carried out, shared with senior and middle leaders. Early intervention and alternative provision in place to support specific students.</p> <p>5. Ofsted inspection carried out January 2017 showed Leadership to be Outstanding, and comments that the school was doing all it could to try and improve attendance. Link governor visit May 2018.</p>

and reduction in Fixed Term Exclusions. 3. Improve the progress of the most able			Where possible, exclusions are avoided. 4. Achievement and Aspirations Deputy Headteacher to track data and progress of students in all year groups. 5. External review of attendance.		
High quality careers information, advice and educational enrichment.	1. Additional support to secure relevant and high quality work experience placements for target students. 2. Disadvantaged students given priority support from careers advisor. 3. Subsidised trips including those to local and	Raise aspirations of disadvantaged students by providing a wide range of work related and further education experiences to promote engagement and future-thinking.	1. Additional support to secure relevant and high quality work experience placements for target students. 2. Disadvantaged students given priority support	Senior House Leader. Heads of Faculty.	1. All students supported to secure work placement. 2. Careers South West provided additional careers and college support meetings for year 11 students. School based careers advisor prioritised meetings with disadvantaged students. College application support provided. 3. NSSW activities and excursions organised and priority places given to disadvantaged students.

	national FE and HE providers.		from careers advisor. 3. Subsidised trips including those to local and national FE and HE providers.		
Improve access to the full range of educational experiences.	<p>1. Subsidies for selected educational trips and visits with high educational value.</p> <p>2. Curriculum resources</p> <p>3. Music tuition and instruments.</p> <p>4. PE kit and school uniform.</p>	Barriers to learning are removed by subsidising essential resources to ensure students from low income families are not educationally disadvantaged .	Monitor the impact of spending through staff and student feedback.	Deputy Headteacher	<p>1. Faculty bid process in place to ensure disadvantaged students were able to access all educational trips and visits.</p> <p>2. Faculty bid process in place to ensure disadvantaged students were able to access all aspects of the curriculum.</p> <p>3. 17 students given music tuition (12% of disadvantaged student cohort)</p> <p>4. Uniform and PE kit supplied on request.</p>
Promoting high attendance and engagement.	1. Additional prizes and incentives.	High attendance and engagement is significant in achieving rapid progress.	Additional prizes and incentives to reward students and promote engagement	Pastoral team	1. Weekly, half termly and termly awards and incentives in place.

			and high attendance.		
Curriculum Development	<p>1. Teaching and resources for Practical Geography.</p> <p>2. Development and resources for Harbour School</p>	Having the right curriculum will raise aspirations and promote good progress and attainment.	<p>1. Monitor quality and impact of Practical Geography through lesson observations and student progress.</p> <p>2. Monitor and evaluate the impact of Harbour School on student behaviour and engagement.</p>	Deputy Headteacher. Head of Humanities Faculty SENDCo	<p>1. All students successfully completed the course and received a GCSE qualification.</p> <p>2. All students in Harbour School gained at least 6 GCSE qualifications. Harbour School review in place and ongoing.</p>
Total budgeted cost	62,766,46				
Total expenditure for 2017-18	169,761.25				

Expenditure and Evaluation of Pupil Premium funding 2016-2017

1. Summary information					
School	St Ives School				
Academic Year	2016/17	Total PP budget	£160000	Date of most recent PP Review	June 2017
Total number of pupils	566	Number of students eligible for PP	158	Date for next internal review of this strategy	January 2018

2. Current attainment		
	Students eligible for PP (national average)	Students not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16)	54.1% (36.8%)	75.7% (65.1%)
Progress 8 score average (2015-16)	-0.12 (-0.38)	0.45 (0.10)
Attainment 8 score average (2015-16)	45.3 (41.1)	55.2 (53.3)

3. Barriers to future attainment (for students eligible for PP)		
In-school barriers		
A.	Attendance of students eligible for Pupil Premium funding - This is not yet in line with that of their peers and although the gap is closing, it is not closing rapidly enough.	
B.	Behaviour of students eligible for pupil premium funding – When compared with their peers, students eligible for Pupil Premium funding receive a higher level of behaviour points and more Fixed Term Exclusions.	
C.	Progress and achievement of the most able students who are eligible for Pupil Premium funding – The progress and achievement of the most able students eligible for Pupil Premium funding is not yet in line with that of their peers.	
External barriers		
D.	Access to alternative provision including suitable Post-16 training and employment opportunities is limited.	
4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	Improve attendance of students eligible for Pupil Premium funding, and reduce persistent absence so that it is in line with their non-Pupil Premium peers and above national average.	Attendance >93% and PA figures <20% to be above that of PP students nationally.
B.	Improve behaviour of students eligible for Pupil Premium funding so that students receive comparable number of merits and behaviour points to their non- Pupil Premium peers	Behaviour incidents to be in line with that of Non PP students. Fixed Term Exclusions to be below national average.
C.	To ensure all disadvantaged students (and those recognised as eligible for Pupil Premium funding) make at least similar progress to their non-Pupil Premium peers so that progress at St. Ives School is significantly above national average.	Gap in achievement between students eligible for pupil premium and their peers to be less than10%.
D.	Post-16 progression – All students eligible for Pupil Premium funding progress to appropriate Post-16 education or training.	0% NEET (Not in Education, Employment or Training) as of September 2017.

5. 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.					
v. Quality of Teaching					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evaluation of Actions
<p>The highest quality teaching every day.</p> <p>All teaching meets the Ofsted criteria for 'Good'. An increasing proportion of teaching meets the criteria for 'Outstanding'.</p>	<p>1. Provide teachers with access to high quality training and local and national best practice.</p> <p>2. Ensure all teaching is at least good. Priorities for improving teaching are: effective differentiation to provide support and challenge for</p>	<p>Evidence of the quality of teaching and learning from learning walks and work sampling.</p>	<p>1. Evaluate the impact of CPD through staff feedback and lesson observations.</p> <p>2. Monitor effectiveness of quality of provision for Pupil Premium students through regular and frequent learning</p>	<p>Assistant Headteacher responsible for CPD.</p> <p>Senior Deputy Headteacher responsible for quality assurance of Teaching</p>	<p>1. Supporting Disadvantaged Pupils to make Rapid Progress document shared with staff (March 2017) to enable whole school key foci to be shared and implemented. Evidence from staff survey showed that 76% felt confident in when asked about the School's Disadvantaged Pupils strategies. (13% were unsure, 9% were not confident, 2% N/A)</p> <p>2. Learning walks completed showing high proportion of Good and Outstanding practice. 13% of all lesson observations were judged as Outstanding, 84% as Good and 3% as Requiring Improvement.</p>

	all abilities, active engagement of students in learning, effective use of feedback and assessment. 3. Use membership of PixL to provide examples of national best practice.		walks, standardised by external, well qualified associates with Ofsted training.	g and Learning.	
Total budgeted cost		£21 678.15			
vi. 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	Evaluation of Actions
Improve communication to build strong and effective partnerships with parents.	Additional Leadership responsibility for teacher focusing on improving provision for students eligible for Pupil Premium funding.	Securing the support of parents for education has been shown to have a significant positive impact on student progress, aspirations, attendance and motivation.	1. Regular supervision meetings to support and embed leadership role. 2. Monitor impact of leadership role on attendance, behaviour and	Deputy Headteacher	1. Reward programme for Years 8 and 9 focussed on improving attendance and attitude to learning. Data tracked and initial successes with attendance of disadvantaged students in Year 8 improving from 93.6% to 96.4% and Year 9 improving from 88% to 89.5% between Autumn and Spring term. 2. Percentage of parents of disadvantaged pupils who attended parents evening ranged from 38% to 67% compared with 69% to 78% for non-disadvantaged pupils parents Average percentage attendance of parents of disadvantaged students 2016-17 was 52% (2015-16 average was 48%). Average percentage attendance of parents of non-disadvantaged students 2016-17 was 67%. Making a 15% difference.

			parental engagement.		
High quality one to one and small group teaching to ensure all students make rapid progress.	Morning and tutor time intervention classes in English, Maths and Science. Additional teacher allocation in Mathematics to reduce class sizes and deliver support to students eligible for Pupil Premium funding in all year groups.	One to one and small group teaching has been shown to be one of the most effective ways to improve student progress.	1. Monitor attendance in classes. 2. Monitor and evaluate progress of students in Mathematics 3. Monitor attendance and progress of students in Intervention programme.	Head of English, Maths and Science Faculties	Morning intervention programme with Year 11 has led to 83% of Pupil Premium students on track to achieve grade 4 or above in English and Maths. In Science 77% of Year 11 Pupil Premium students predicted to make 3LoP. Attendance of student from Years 7-10 was sporadic with approximately 50% of invited students attending regular intervention sessions. Students achieving grade 4 or above in English: 76% (Non-Disadvantaged: 86%) Students achieving grade 4 or above in Maths: 64% (Non-Disadvantaged: 74%) Students making 3LoP in Science: 71% (Non-Disadvantaged: 65%)
Develop high quality literacy skills to remove barriers to education.	1. Embed Accelerated Reader (AR) for all students in Years 7 and 8. 2. One to one and small group teaching of literacy. 3. A lead professional for Dyslexia.	Good literacy skills underpin access to learning in all subjects. Developing a love of literature and reading is crucial to lifelong engagement in learning and future career success. A significant proportion of	1. Lesson drop ins and AR reading age and test completion data. 2. Student progress evaluated and quality assurance of literacy intervention. 3. Lesson drop ins monitoring progress of	English HoF and DHoF SENDCO	1. AR effectively deployed and used in Years 7 to 8 with selected Year 9 pupils engaged in the scheme. 79% of Year 7 Pupil Premium students improved their reading age by 10 months or more compared to 58% of Non-Pupil Premium students. 44% of Year 8 Pupil Premium students improved their reading age by 10 months or more compared to 39% of Non-Pupil Premium students. 2. Morning and after school intervention programme with Year 11 Pupil Premium students has led to 83% of students on track to achieve grade 4 or above. Attendance of student from Years 7-10 was sporadic with approximately 50% of invited students attending regular intervention sessions. 3. Dyslexia Friendly School status awarded.

		disadvantaged students have mild, moderate or severe dyslexia. Provide training and resources to meet their needs and embed practices implemented from the IDFS award.	students with Dyslexia.		
High quality pastoral care provides effective emotional, social and behavioural support.	<ol style="list-style-type: none"> 1. Additional, individual specialist professional support. 2. Academic mentoring by tutors. 3. Role of the House Leader and targeted mentoring. 	Disadvantaged students have lower attendance, higher incidents of exclusion and made less progress and lower attainment than their peers in 2015.	<ol style="list-style-type: none"> 1. Evaluate specialist professional support given to students to meet individual needs by monitoring the impact on student progress, attendance and behaviour using case studies. 2. Academic mentoring by tutors monitored and evaluated through tutor drop ins and tracking records. 	Senior House Leaders	<p>1. School has worked with:</p> <ul style="list-style-type: none"> • Penhalligon's Friends • School Counsellor • Early Hep Hub • BLOOM • Cornwall Young Carers • Salvation Army • TfL Training (Pegasus Programme) <p>In School mentoring and Thrive assessments have also been used regularly. This has ensured Fixed Term and Permanent Exclusions have stayed below national average.</p> <p>2. Academic Mentoring has been inconsistent with not all students receiving the required six mentor meetings throughout the year.</p>

Total budgeted cost	£93 120.22				
vii. 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	Evaluation of Actions
<p>Effective and rigorous use of data to track student achievement, behaviour and attendance and inform intervention .</p> <p>1. Improve attendance and reduced persistent absence.</p> <p>2. Improve behaviour leading to reduction in</p>	<p>1. Attendance Lead to monitor attendance.</p> <p>2. Data manager.</p> <p>3. Exclusion manager tracks behaviour patterns.</p> <p>4. Implement PiXL strategies.</p> <p>5. Achievement and Aspirations Lead.</p> <p>6. External review of attendance.</p>	<p>Attendance below 95% has been linked to poor educational outcomes. Poor behaviour impacts on educational progress and increases the risk of exclusion. Most able disadvantaged students do not yet make equivalent progress as their non-disadvantaged peers.</p>	<p>1. Senior House Leader to monitor attendance and early intervention.</p> <p>2. Data manager provides clear, half termly reports on progress of disadvantaged students.</p> <p>3. Exclusion manager tracks behaviour patterns and implements clear consistent sanctions. Where possible, exclusions are avoided.</p> <p>4. Implement PiXL strategies, use of personal checklists and</p>	<p>Deputy Headteacher. Attendance Officer. Senior House Leader.</p>	<p>1. Attendance of Pupil Premium students has risen from 91.5% to 92.2% between Autumn and Summer terms. National average for Disadvantaged students is: 92.8%. Attendance of Non Disadvantaged pupils is currently at 95.1%. Target of 1.5% gap currently 2.9%</p> <p>2/3. Current monitoring and tracking of attendance and behaviour in place with half termly and termly reports prepared. This allowed early intervention reducing PA figures from 27.1% (Autumn term) to 22.6% (Summer term).</p> <p>4. Walking talking mocks used in both Maths and English. Pre-public exams and revision material used in Core subjects. PiXL strategies were a key part of Year 11 exam preparation and revision. 2016-17 GCSE results show students achieving 9-4 in English and Maths was 61% (Non-disadvantaged 70%). Students achieving 9-5 in English and Maths was 42% (Non-disadvantaged 52%). In 2016 National figure for all students achieving A*-C in EM was 59%, Disadvantaged 43% Non-Disadvantaged 71%.</p> <p>5. Pupil Premium Audit completed and actions discussed with School Improvement Team. 2016-17 GCSE results show students achieving 5 Standard passes inc EM was 55% (Non-disadvantaged 70%). Students achieving 5 Strong passes inc EM was 38% (Non-disadvantaged 51%). In 2016 National figure for all students achieving 5+ A*-C inc EM was 54%.</p>

<p>behaviour points, increase in House Points and reduction in Fixed Term Exclusions. 3. Improve the progress of the most able</p>			<p>pre- public exams and analysis and through the consistent use of the PiXL process: diagnose, therapy, test. 5. Achievement and Aspirations Deputy Headteacher to track data and progress of students in all year groups. 6. External review of attendance Jan 2016</p>		<p>6. Attendance procedures and protocols reviewed by Ofsted and Lead EWO for Cornwall. Ofsted report Jan 2017 stated: – ‘Attendance is improving and is close to the national average. The school has worked hard to reduce the numbers of pupils who are persistently absent’.</p> <p>‘The funds are also used to ensure that pupils attend as well as they can and are supported through any difficult circumstances outside of school. As a result, disadvantaged pupils now make progress broadly in line with that of all pupils nationally’.</p>
<p>High quality careers information, advice and educational enrichment.</p>	<p>1. Additional support to secure relevant and high quality work experience placements for target students. 2. Disadvantaged students given priority support from careers advisor. 3. Subsidised trips including</p>	<p>Raise aspirations of disadvantaged students by providing a wide range of work related and further education experiences to promote engagement and future- thinking.</p>	<p>1. Additional support to secure relevant and high quality work experience placements for target students. 2. Disadvantaged students given priority support from careers advisor. 3. Subsidised trips including</p>	<p>Senior House Leader. Heads of Faculty.</p>	<p>1. All students given additional support to secure placements. Two have refused to engage due to social/emotional issues. Two students pending placements. Two students supported by SEN department. All other disadvantaged students have secured placements. (Percentage of disadvantaged students with work experience placements: 89.2%. Percentage of non-disadvantaged students with work experience placements: 94.7%).</p> <p>2. All disadvantaged students have had appointments with Careers Advisor.</p> <p>3. All trips and excursions that had an educational value were offered to disadvantaged students at a reduced price (on average half price). For more expensive residential trips (e.g. Foreign exchange) the school made a contribution towards the cost.</p>

	those to local and national FE and HE providers.		those to local and national FE and HE providers.		
Improve access to the full range of educational experiences.	<ol style="list-style-type: none"> 1. Subsidies for selected educational trips and visits with high educational value. 2. Curriculum resources 3. Music tuition and instruments. 4. PE kit and school uniform. 	Barriers to learning are removed by subsidising essential resources to ensure students from low income families are not educationally disadvantaged.	Monitor the impact of spending through staff and student feedback.	Deputy Headteacher.	<p>Through faculty bids and equipment purchases a total of £7360.45 has been spent in this area. This includes:</p> <ul style="list-style-type: none"> • Art and textiles resources for Years 7-11. • Revision guides for Year 11 in English, Maths, Science and Humanities. • School uniform for students in Years 7–11 • Breakfast provision for students in Years 7-11
Promoting high attendance and engagement.	1. Additional prizes and incentives.	High attendance and engagement is significant in achieving rapid progress.	3. Additional prizes and incentives to reward students and promote engagement and high attendance.	Heads of House	<p>1. A focus on reducing the persistent absence of disadvantaged pupils has seen PA 90% figures fall from 27.2% to 22.6% between Autumn and Spring term (National average for disadvantaged pupils is 21.6%)</p> <p>Last Year's Spring term disadvantaged students PA 90% figure was 28%</p>

Curriculum Development.	<ol style="list-style-type: none"> 1. Teaching and resources for Practical Geography. 2. Development and resources for alternative qualifications such as general studies. 	Having the right curriculum will raise aspirations and promote good progress and attainment.	Monitor quality and impact of Practical Geography through lesson observations and student progress.	Deputy Headteacher. Head of Humanities Faculty	<p>Additional support staff allocated to Year 9 and 10 practical Geography group. Year 11 breakfast intervention used to focus on exam techniques.</p> <p>2. Development of Harbour School to cater for students who have had difficulty accessing mainstream education.</p>
Total budgeted cost	£54 531.82				
Total expenditure for 2016-17	£169 330.19				

Key contacts

Lead Governor: Mrs. J. Cashmore (Chair of Governors)

The Headteacher: Mrs. J. Woodhouse

Deputy Headteacher: Mr. G. Armstrong