



St Edmund's Girls' School Salisbury

Pupil Premium Grant (PPG) Spending Plan for 2016-17

| Number of Students eligible for Pupil Premium Grant funding (PPG) | |
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| Total number of students on roll. | 878 |
| Total number of students eligible for PPG. | 211 |
| Number of students entitled to free school meals in the previous six years (Ever 6 FSM). | 124 |
| Number of students who are Looked After Children (LAC). | 3 |
| Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order. | 5 |
| Students recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence (Service Children). | 79 |

From 2016-17 the Pupil Premium Grant available was as follows:

| Disadvantaged students | Per pupil |
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| Students in Years 7-11 entitled to free school meals at any time in the previous six years (Ever 6 FSM). | £935 |
| Looked After Children (LAC). | £1,900 |
| Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order. | £1,900 |

| Service children | Per pupil |
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| Students recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence (Service Children). | £300 |

The total PPG for this year from 1st April to 31st March 2017 is: £149,140. This does not include the Catch Up Literacy and Numeracy funding which is described in a separate spending plan document.

| Planned Expenditure | | | | | |
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| Monitoring Overall Effectiveness | | | | | |
| Desired action | Chosen approach | What is the evidence/rationale for this approach? | How will you ensure that it is implemented well? | Staff Lead | Cost & RAG (May '17) |
| Senior staff have a thorough and up-to date knowledge of performance. | <u>All analyses</u> will include a comparison between the disadvantaged cohort and the non-disadvantaged. This will include the following: weekly attendance, parents evening attendance, rewards and sanctions, attainment and progress. | By monitoring the gaps in all areas, we can monitor the effectiveness of our teaching, learning and pastoral systems. | Pupil Premium Consultant Review. School Development Plan Review. | All senior staff | £1,000 Analyses include PPD as a cohort as standard. Consultant visits have been positive about the approach we are taking. |
| Teaching staff are aware of the disadvantaged learners in each class; plan for them accordingly and are aware of their current performance against targets. | All staff will have a seating plan with disadvantaged students clearly marked on. Their target levels and grades will be displayed. | Staff need to develop an understanding of the needs of each individual student. They need to know the students who require additional support (all disadvantaged learners). | Regular learning walks and the school's monitoring and evaluation cycle means that this is regularly tracked. | Mrs Bull and Mr Burley | £20,000 Seating plans display PPD information. QA visits have verified. More to be done on individual needs (being planned by PPD team) |

| Quality of Teaching, Learning and Assessment | | | | | |
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| Teachers and TAs have a good understanding of teaching, learning and assessment strategies which, according to research, and most effective. | A Teaching and Learning champion will be recruited to advocate for the disadvantaged cohort. They will provide CPD for staff, monitor assessments and conduct student interviews to gauge impact. | EEF research suggest that individual instruction has low impact and is expensive. It is more effective to work alongside existing teaching staff. | Line Management and reports to SLT. Student and parent voice. | Teaching and Learning Champion | £3,000 Staff training by PPD Lead Teacher and regular email newsletter has reinforced the EEF findings with teaching staff. |
| Students make good progress in English and Maths. | Two lead professionals will be recruited to ensure that English and Maths provision is in place to enable all disadvantaged learners to make expected progress. Students will have a good understanding of their learning needs and next steps in learning. Increase teaching staffing in English and Maths to create additional capacity for work with disadvantaged learners. | Many research sources such Dylan Willian's 'Embedded Formative Assessment' and the EEF Toolkit underline the importance of feedback and assessment. | Data drop and intervention analyses. Student and parent voice. Additional English and Maths teaching will be provided to enable Lead Professionals to support students in lessons and to advocate for them. | Lead Professional in English Lead Professional in Maths | £59,900 staffing (£6,000 lead professionals and £54,900 on staffing) Consultant Visits have focussed primarily on English and maths teaching for PPD students. Sustainable good practice is in place. Progress is not as strong in maths as it is in English. |
| Able students will make good progress and will have high aspirations. | Up to 8 students in Years 9 and 10 will be placed on the 'Brilliant Club' programme. | The Brilliant Club programme involves peer tutoring, mastery learning and feedback for the work that they complete with their PhD tutor. All approaches have a high impact according to the EEF Toolkit. | Impact evaluation from the Brilliant Club. | Teaching and Learning Champion | £1,200 We are awaiting the impact evaluation from the Brilliant Club. The scheme has been very well received and the students have all achieved high level passes (2.1+) in their university assignment. |

| Quality of Teaching, Learning and Assessment (continued) | | | | | |
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| Students in Year 11 will narrow the attainment gap in Maths. | One intensive Maths week will be provided for 18 students. There will be four professionals involved during all sessions to provide bespoke, individualised feedback. | The PET-Xi team specialise in peer tutoring, advocacy, metacognition and feedback which are high-impact approaches. | Impact evaluation after the PET-Xi assessments. | Mr Adams and PET-Xi | £10,000 the PET-Xi programme shows a significant improvement in confidence and outcomes for the PPD cohort. Predictions suggest that the group will perform slightly better than last year's cohort. |
| KS4 students will have access to bespoke curriculum resources which they can use at home. | Each curriculum area will be able to purchase resources which they feel will enhance learning outside of the classroom. | Staff feedback from last year's Google Survey was extremely positive. We will continue to support this approach. | Staff feedback | Mrs White | £5,000 |
| Students at risk of disengagement or exclusion will receive bespoke alternative education. | At regular safeguarding meetings students 'at risk' are discussed and alternative provision will be arranged if necessary. Provision may include: one to one teaching, off-site education and transport costs. | Students receiving alternative curriculum support last year achieved better results as a result. | Analysis of GCSE results | Mr Burley and Mrs White | £7,500 |

| Personal Development, Behaviour and Well-being | | | | | |
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| Any student who requires mental health support can access services in school. | Students can be referred of self-refer to our qualified psycho-dynamic counsellor or our Lay Chaplain. Anti-bullying Ambassadors will be recruited and professionally trained to support students disengaged as a result of bullying. | Research from NHS Digital (2016) suggests that young women are the highest risk group for mental health difficulties. These difficulties affect learning and outcomes. | Anonymised student voice responses and questionnaires. | Mrs White and Mrs Rideout | £20,000 Anti-bullying ambassadors are fully trained and have been involved in 5 assemblies. Mindfulness delivered to KS4. Student voice evaluations have been positive. |
| Students will be able to access enrichment activities, educational trips and visits and Duke of Edinburgh Award provision. | All disadvantaged learners can access subsidies on request. | Teacher and student voice for such activities was very compelling last year and has a positive effect on self-esteem and confidence. | Analysis from Enrichment Coordinator and Trips Coordinator. | Mrs White | £8,500 |
| All students wear the correct uniform. | We will provide on request an allowance for essential uniform. | Feedback from last year's students was very positive. Students don't feel 'different' in school and don't feel that there is a stigma about disadvantage (according to LA Consultant). | Student and parent voice. QA observation of uniform. | Mrs White | £1,000 There has been a significant improvement in the consistency of uniform this year, which is in part due to this spend. |
| Students will be able to access subsidised peripatetic Music lessons. | We will provide on request an allowance for Music tuition. | Staff feedback has been positive. Students benefit from developing new talents in an extra-curricular context. | Student, staff and parent voice. | Mrs White | £3,000 |
| Attendance is above the national average for the disadvantaged cohort. | We will continue to build on the successes of last year. The creation of the Attendance Manager role and strategic actions across the school will drive up attendance for this particular group. | The DfE has made clear the link between good attendance and good academic outcomes. If attendance rises so will progress for the disadvantaged cohort. | Line Management. Weekly data analysis. School Development Plan priority. | Mrs Dudgeon and Mrs White | £8,000 We are very close to matching the national figure for PPD attendance. It has improved significantly over the past three years. |
| Total budgeted cost | | | | | £149,100 |

