
PUPIL PREMIUM: 2018-2019

Pupil Premium Funding: Introduction

Pupil premium is additional funding provided by the Department for Education (DfE) to support the education of the most socio-economically disadvantaged students. The funding is specifically targeted on those students who are entitled to free school meals (FSM) as well as those who are categorised as looked-after children (LAC) and Ever 6.

Key Principles

- All staff aim to ensure that there is no achievement gap between Pupil Premium and non-Pupil Premium pupils at Isleworth & Syon School.
- Achievement of all students including those from disadvantaged backgrounds is best fostered in a school with an ethos of high expectations, where high-quality teaching and learning lies at the core.
- The curriculum is designed and regularly reviewed to ensure that it meets the needs of all learners.
- Teaching and learning in the classroom is the main focus for raising attainment. Student learning will be supported by additional targeted interventions both within small groups and one-to-one. This supports and complements classroom provision.
- Students from disadvantaged backgrounds benefit greatly from wide enrichment opportunities within and outside the school, so as to develop the cultural and social skills needed to support transition to the next stage of education, training or employment.
- Pupil premium funding is best spent in an integrated way to ensure that entitled students receive an umbrella of support enabling them to achieve their potential. Where possible, expenditure is reviewed by year group.

2017-2018 Report (Budget £263,670)

This money was used in a number of ways to support both the progress and attainment of young people, examples of which are listed below.

CURRICULUM PROVISION

- The Accelerated Reader programme was rolled-out to Years 7-8.
- Nurture groups were developed for Year 7; these supported transition to Year 8.
- Year 9 foundation learning provision continued in English. This programme was supported by PiXL resources called the PiXLEDGE.
- The author-visitor programme was developed to promote literacy and, in particular, inspire reading for pleasure.
- Tutor class reading programmes were developed.
- A programme promoting meta-cognition/revision/study skills was introduced for Years 7-13.
- Literacy projects were developed in history and geography.
- All school events and trips were supported; in particular, those where the student experience was integral to the effective delivery of the curriculum.

ATTENDANCE & PUNCTUALITY

- A new trigger system was introduced for Pupil Premium students who attendance falls below 96%.
- Additional face-to-face interventions were initiated in order to encourage higher attendance.

TARGET INTERVENTIONS (LITERACY AND NUMERACY)

- One-to-one and small group tuition for mathematics and English were developed.
- Key Stages 4-5 holiday revision programmes were developed.
- An after-school homework club was embedded.

ASPIRATIONS, CAREERS, GUIDANCE AND SUPPORT

- Targeted support was provided for college applications.
- Targeted support for careers support was both prioritised and provided.
- University and college visits were supported thus widening participation.
- Appropriate work experience placements for all pupil premium students were prioritised.
- A Year 10 tutorial programme was introduced.

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- Independent personal guidance and support on examination results days.

ENRICHMENT BEYOND THE CURRICULUM (CLUBS AND TRIPS)

- Transformational enrichment programmes beyond the curriculum (Clubs/Trips/DoE schemes) were strengthened.

Impact

In 2018 pupil premium funding had a positive impact on our Y11 students' progress when compared to boys nationally. The value-added score for Progress 8 (measuring progress from KS2-4 in the best eight subjects) for disadvantaged learners was a 0.22 with zero being the national average for boys and girls; the national average for all boys was -0.30 indicating that disadvantaged students at Isleworth and Syon gained, on average, half a GCSE grade higher than other boys across the country in all subjects. We would expect the national average for disadvantaged boys to be lower than the all-boys figure of -0.30 and, hence, display an even greater gap. There remains a progress gap between non-PP and PP students within the school.

The attainment of Y11 disadvantaged learners (43.58) was slightly lower than the national average for all boys (44.8) but an increase on 2017 by 1.9. The school non-PP attainment was 46.03. This indicates a gap, both, within school as well as against the same national cohort (but not the national disadvantaged cohort).

In 2018-2019 the school continues to strive to close these gaps with £271k of funding for disadvantaged students.

The Main Barriers to Educational Achievement for Disadvantaged Students

The main barriers to educational achievement for disadvantaged pupils include:

- literacy - accessing the curriculum
- attendance and punctuality

Plans to Address These Barriers In 2018-2019 (Budget £271,000)

Plans include the development and embedding of practices from 2015-2016 as well as some additional initiatives.

CURRICULUM PROVISION

- Embed the Accelerated Reader programme across all Key Stage 3.
- Develop the Year 9 nurture group and the provision of Foundation Learning in English.
- Develop literacy and numeracy activities within form time.
- Develop meta-cognition/revision/study skills within mainstream teaching for Years 7-13.
- Develop the author-visitor programme to promote literacy.
- Continue to re-organise Key Stage 4 structures in English and mathematics in order to support level 9-7 attainment.
- Embed KS3 home-learning projects on the school website so as to develop a culture of 'closing the gap' across all curriculum areas.
- Develop genuine opportunities for work-related learning for all BTEC programmes
- Develop curriculum steps to build confidence and success in Key Stage 4 mathematics.
- Develop one-to-one music tuition for all in Year 7.

ATTENDANCE & PUNCTUALITY

- A trigger system will be developed for Pupil Premium students who attendance falls below 96%.
- Additional face-to-face interventions will be developed in order to encourage higher attendance.

PROFESSIONAL DEVELOPMENT

- Develop regular staff training on classroom strategies (wave1) to target disadvantaged pupils.
- Embed whole school strategies to improve high-quality verbal feedback and written marking to support student learning and promote rapid progress among disadvantaged pupils.
- Develop staff training on the forensic, effective use of live data to support planning and interventions at an individual student level.
- Develop training for intervention staff on the effectiveness of wave 2 and 3 input.
- All senior and middle leaders attend conferences with Partners in Excellence (PiXL) so as to embed basic, core pedagogical principles related to raising standards.
- Develop the role of the Attendance Officer to intervene, support and guide parents/carers whose children are below 96% attendance.
- Develop other leadership roles aimed at raising the profile of Pupil Premium and closing the gap
- Staff training via CELP; an established middle leader will continue to attend the CEIAG subject network

TARGET INTERVENTIONS (LITERACY, NUMERACY AND EBACC)

- Embed processes to support disadvantaged students in their external examinations (walk-throughs; warm-ups; access to ICT; calculators; equipment packs).
- Develop external agency/off-site provision to enable catch-up and increase pupil engagement.
- Pilot an intervention strengthening home-school links when the reading age of disaffected PP students fall below an effective level.

ASPIRATIONS, CAREERS, GUIDANCE AND SUPPORT

- Develop targeted support for college applications and work-related learning/work experience.
- Develop the careers programme and guidance for disadvantaged pupils in Years 9-14, in particular, potential NEETs. This includes organising more widening participation events such as university and college visits as well as employer engagement.
- Develop more CEAIG opportunities within assemblies.
- Develop the tutorial programmes within KS4.
- Pilot the Life Skills programme within Year 10 and KS5.

ENRICHMENT BEYOND THE CURRICULUM (CLUBS AND TRIPS)

- Target students from disadvantaged backgrounds to access a suite of opportunities to develop public speaking, presentation skills, and leadership skills.
- Develop systems to monitor, track and evaluate impact of enrichment opportunities.

PUNCTUALITY & ATTENDANCE

- Raise the trigger (95% to 96%) for students from disadvantaged backgrounds to receive targeted intervention.
- Introduce more layered interventions for Pupil Premium pupils compared to the whole school approach.

Plans to Measure Impact in 2018-2019

Self-evaluation is the lifeblood of the school. Self-evaluation or quality assurance will include termly impact reports for:

1. Continuing professional development (CPD) including initial teacher training (ITT)
2. Feedback and marking: work scrutiny of work by disadvantaged student across subjects
3. Teaching and learning (learning walks; lesson observations; use of MINTclass)
4. The library (Accelerated Reader)
5. Literacy: one-to-one data
6. Gifted and talented: student voice
7. Disadvantaged / pupil premium (impact based on expenditure streams)
8. Number of work experience "own finds".

Reference to disadvantaged pupils and Pupil Premium will be interwoven within as many of these reports as possible.

The Next Review of the Pupil Premium Strategy

The pupil premium strategy will be reviewed on a termly basis. Impact reports will be presented to curriculum governors in February 2019 and June 2019.

- Pupil Premium checklist