

3 Year Pupil Premium Strategic Plan

SUMMARY INFORMATION			
Pupil Premium Strategy Plan	Midhurst Rother College 2019-2022		
CURRENT PUPIL INFORMATION			
Total number of pupils:	1148	Total pupil premium budget:	£144,00
Number of pupils eligible for pupil premium:	154	Amount of pupil premium received per child:	£935

COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	78	51%
Girls	76	49%
SEN support	53	34%
EHC plan	3	5%
EAL	1	0.6%
High ability	4	3%
Middle ability	62	40%
Low ability	48	31%
No band*	40	36%

* Please note due to Covid 19 pandemic no KS2 SAT tests were taken. At time of writing no ability banding available for Year 7 PP students

Assessment data

CURRENT ATTAINMENT (SECONDARY SCHOOLS) 2019 - 2020						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years (PP)		
		School average	National average	2016-17	2017-18	2019 - 20
Progress 8 score average	-0.17	+0.21	0.13	+0.05	+0.02	+0.02
Attainment 8 score average	37.33	47.85	50.1	46.94	42.57	47.85

OTHER DATA

Look at:	Strengths	Weaknesses												
<p>Attendance data: PP 02.09.19 to 17.07.20</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Attendance 2019/2020</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>93.0%</td> </tr> <tr> <td>8</td> <td>89.6%</td> </tr> <tr> <td>9</td> <td>87.7%</td> </tr> <tr> <td>10</td> <td>84.6.9%</td> </tr> <tr> <td>11 To May Half Term</td> <td>91.7%</td> </tr> </tbody> </table>	Year Group	Attendance 2019/2020	7	93.0%	8	89.6%	9	87.7%	10	84.6.9%	11 To May Half Term	91.7%	<ul style="list-style-type: none"> A robust first day contact system is in place The attendance team has been strengthened in response to a dip in PP attendance 	<ul style="list-style-type: none"> PP students are not attending as highly as they should with little parental support
Year Group	Attendance 2019/2020													
7	93.0%													
8	89.6%													
9	87.7%													
10	84.6.9%													
11 To May Half Term	91.7%													
<p>Behaviour data:</p> <ul style="list-style-type: none"> TBC 	<ul style="list-style-type: none"> We are flexible in our adaptations for these students due to their AEN mainly. 	<ul style="list-style-type: none"> Staff awareness (might reduce some warnings such as equipment and no homework) Also, department responsibility for picking up repeat offenders 												
<p>Safeguarding referrals:</p> <ul style="list-style-type: none"> TBC From recent issues some of the most serious we are dealing with do relate to PP students and the conditions/environments they live in a home, and no doubt this impact on mental health ultimately as well 	<ul style="list-style-type: none"> Treated seriously, it is not determined or defined by any other flags 	<ul style="list-style-type: none"> Can't identify a gender breakdown easily Unmeasurable or scalable due to individual cases 												

LONG-TERM PLAN (3 YEAR TIMESCALE):

1. Embed a culture of high expectation, where all members of the school community believe that disadvantaged students can achieve at all Key Stages
2. Improve the attendance of disadvantaged students, reducing persistent absenteeism
3. Improve the quality of education for all students, particularly those who are disadvantaged, focusing on identifying and meeting their needs through rigorous assessment for learning, literacy and numeracy strategies, and targeted interventions
4. Build resilience and positive engagement within education for students and parents
5. Ensure that the CEIAG programme is effective for disadvantaged students so that they are ambitious when making choices about the next stages of their lives

Objectives

Actions Needed (2019-20: Y1; 2020-21: Y2; 2021-2022: Y3)

1. Embed a culture of high expectation, where all members of the school community believe that disadvantaged students can achieve at all Key Stages	<ul style="list-style-type: none"> a) Engage Leaders and Governors in the Pupil Premium strategy, sharing responsibility as well as information (Y1-3) b) Update staff regularly on the Pupil Premium strategy to maintain the focus on vulnerable students (Y1-3) c) High expectations reinforced through lessons and public forums such as assembly, information evenings etc. (Y1-3) d) Raise awareness of individual PP students/year group cohorts with staff in key meetings in order to discuss strategies for progress (Y1-3) e) Embed working knowledge of individual students/year group cohorts, using case studies to demonstrate progress and impact (Y2-3) f) Develop transition (between schools, Key Stages and years) for disadvantaged students to support early intervention (Y2-3)
2. Improve the attendance of disadvantaged students, reducing persistent absenteeism	<ul style="list-style-type: none"> a) Home contact made daily for absentees (Y1-3) b) Regular contact from mentors to build stronger relationships (Y1-3) c) Regular contact from tutors to build stronger relationships (Y2-3)
3. Improve the quality of education for all students, particularly those who are disadvantaged, focusing on identifying and meeting their needs through rigorous assessment for learning, literacy and numeracy strategies, and targeted interventions	<ul style="list-style-type: none"> a) Improve the quality of teaching and learning through the four non-negotiables and Rosenshine's principles of Instruction (Y1-3) b) Further review the curriculum to ensure that provision meets the needs of individuals – boosting disadvantaged students as necessary to raise achievement (Y1) c) PP timetables and contexts to be created/updated and used as part of the quality assurance process regarding the Quality of Education (Y1-3) d) Share information about students' levels of literacy in a meaningful way, leading to appropriate classroom interventions (Y1-2) e) Targeted PP students to attend core booster sessions to address gaps literacy and numeracy (Y1-3) f) Embed tutor time support programme to ensure disadvantaged students have access to peer support with literacy, numeracy and scientific skills (Y2-3) g) Create and extend opportunities to address learning attributes, literacy and numeracy across the curriculum (Y2-3) h) Students have access to tools needed for remote learning (Y3)
4. Build resilience and positive engagement within education for students and parents	<ul style="list-style-type: none"> a) Review current mentoring programme, ensuring Sixth Form inclusion in process going forward (Y1) b) Develop and review the impact of House mentoring (Y1-2) c) Introduce tutor mentoring for Year 7-10 PP students (Y2-3) d) Embed resilience strategy through attributes programme (Y1-2) e) Target PP parents for attendance towards all information and progress evenings (Y1-3) f) Increase INSET study opportunities for all (Y2-3)
5. Ensure that the CEIAG programme is effective for disadvantaged students so that they are ambitious when making choices about the next stages of their lives	<ul style="list-style-type: none"> a) Early careers meetings in place for PP students in Years 10-13 (Y1-2) b) Give PP students priority with events such as Activities Week, University visits, STEM etc. to widen experience (Y1-2) c) Extend careers meetings for Year 7-9 PP students providing taster sessions and raising initial awareness and aspirations (Y2-3) d) Offer university residential experience to include PP students (Y2-3) e) Embed full careers programme to include aspirational opportunities regarding further education, apprenticeships and the world of work for disadvantaged students

1. Embed a culture of high expectation, where all members of the school community believe that disadvantaged students can achieve at all Key Stages					
Actions/Steps	Date by	Outcomes	Date by	Lead	Other staff
a) Engage Leaders and Governors in the Pupil Premium strategy, sharing responsibility as well as information (Y1-3)		Leaders and Governors will take responsibility for relevant strands of the Pupil Premium strategy, understanding how Pupil Premium grant is being used to raise achievement and will challenge leaders to ensure its effectiveness		LWL	SLT, AB members, LBG
b) Update staff regularly on the Pupil Premium strategy to maintain the focus on vulnerable students (Y1-3)		Staff know the barriers to disadvantaged students' achievement and how the Pupil Premium strategy		LWL	SHI

		addresses them			
c)	High expectations reinforced through lessons and public forums such as assembly, information evenings etc. (Y1-3)	Students are more engaged in learning, leading to greater progress and impact		SED	All
d)	Raise awareness of individual PP students/year group cohorts with staff in key meetings in order to discuss strategies for progress (Y1-3)	Staff know students as individuals/cohorts, understanding the possible barriers they may face in education and provide strategies to overcome this (Evidenced in lessons and through teaching files)		LWL	SHI
e)	Embed working knowledge of individual students/year group cohorts, using case studies to demonstrate progress and impact (Y2-3)	Case studies are generated which capture working solutions to different types of issues regarding disadvantage		SHI	LWL
f)	Develop transition (between schools, Key Stages and years) for disadvantaged students to support early intervention (Y2-3)	Information about students will be used to support intervention on transition. Achievement data will show that students make continued progress throughout the school		CDI	PL

2. Improve the attendance of disadvantaged students, reducing persistent absenteeism

Actions/Steps	Date by	Outcomes	Date by	Lead	Other staff
a) Home contact made daily for absentees (Y1-3)		Absentee rate reduces giving individuals more time to access the curriculum. Attendance improves		PLL	Attendance team
b) Regular contact from mentors to build stronger relationships (Y1-3)		Year 11 mentors make contact regarding academic progress and reinforce the importance of daily education. Attendance improves		SHI	Mentors
c) Regular contact from tutors to build stronger relationships (Y2-3)		All tutors make contact regarding personal and academic progress each half term. Attendance improves		PLL	Tutors

3. Improve the quality of education for all students, particularly those who are disadvantaged, focusing on identifying and meeting their needs through rigorous assessment for learning, literacy and numeracy strategies, and targeted interventions

Actions/Steps	Date by	Outcomes	Date by	Lead	Other staff
a) Improve the quality of teaching and learning through the four non-negotiables and Rosenshine's principles of Instruction (Y1-3)		Teaching and learning CPD will focus on strategies shown to have a positive impact on disadvantaged students. Staff will know what the barriers to disadvantaged students' achievement are and how high quality first teaching addresses them. Staff will use key strategies to raise the achievement of		LOW	Teaching staff

		disadvantaged students			
b)	Further review the curriculum to ensure that provision meets the needs of individuals – boosting disadvantaged students as necessary to raise achievement (Y1)		A challenging curriculum is in place for all to thrive, leading to stronger outcomes		SJ Teaching staff
c)	PP timetables and contexts to be created/updated and used as part of the quality assurance process regarding the Quality of Education (Y1-3)		Lesson visits, work scrutiny, assessment data shows no gap between PP and non-PP students. Where this is the case, students are targeted for catch-up boosters		LWL SLT, AB members
d)	Share information about students' levels of literacy in a meaningful way, leading to appropriate classroom interventions (Y1-2)		Student literacy skills will be shared on SIMS and the data explained to staff so that they can use information to plan classroom interventions		AMJ Teaching staff
e)	Targeted PP students to attend core booster sessions to address gaps literacy and numeracy (Y1-3)		Students attend extra support sessions in core subjects		LWL Progress meeting teams
f)	Embed tutor time support programme to ensure disadvantaged students have access to peer support with literacy, numeracy and scientific skills (Y2-3)		Students, including the disadvantaged, attend support groups in core subjects to aid and impact upon progress and receive a learning attributes programme through tutor sessions		SHI Tutors
g)	Create and extend opportunities to address learning attributes, literacy and numeracy across the curriculum (Y2-3)		Learning attributes, the quality of communication and technical accuracy, problem solving, and number skills are addressed in all subjects		AMJ, PBR Teaching staff
h)	Ensure that PP students have relevant technology needed for remote/ independent learning. To include Chromebooks and internet access.		Students have the tools to learn remotely and remove barriers to student independent progress. PP students are not disadvantaged by remote learning		RBN CDA, LWL
i)	Staff are aware of barriers to independent/ remote learning and plan accordingly		Students receive work that is tailored to their specific context. Students are not disadvantaged by remote learning and progress in line with non PP students		SHI LWL, PLS

4. Build resilience and positive engagement within education for students and parents

Actions/Steps	Date by	Outcomes	Date by	Lead	Other staff
a) Review current mentoring programme, ensuring Sixth Form inclusion in process going forward (Y1)		Year 11-13 PP students receive high quality mentoring that impacts positively on outcomes, progress and learning habits. Mentors have clear processes to		SHI, RBN	

		which they are accountable			
b) Develop and review the impact of House mentoring (Y1-2)		Underachieving PP students have regular support and are monitored through their Houses with regards to outcomes. Stronger bonds are forged between student, college and home. House mentoring becomes more streamlined and impactful, ensuring that PP students are at the heart of support		PT	House Leaders
c) Introduce tutor mentoring for Year 7-10 PP students (Y2-3)		All tutors have daily contact with PP students mentoring them for attendance matters, personal issues and for academic progress		PLL	Tutors
d) Embed resilience strategy through attributes programme (Y1-2)		Students have higher resilience to setbacks and failure, leading to first attempts in learning ethos and stickability		SHI	Tutors, Teaching staff
e) Target PP parents for attendance towards all information and progress evenings (Y1-3)		Higher engagement from PP households resulting in better quality learning dialogues		SHI	LWL, PLs
f) Increase INSET study opportunities for all (Y2-3)		PP students from all year groups attend INSET day booster sessions to ensure that learning is constant		LWL	SHI, PLs

5. Ensure that the CEIAG programme is effective for disadvantaged students so that they are ambitious when making choices about the next stages of their lives					
Actions/Steps	Date by	Outcomes	Date by	Lead	Other staff
a) Early careers meetings in place for PP students in Years 10-13 (Y1-2)		All PP students in Year 10-13 receive careers support and guidance		RBN	LWL
b) Give PP students priority with events such as Activities Week, University visits, STEM etc.to widen experience (Y1-2)		Disadvantaged studies partake in activities that generate cultural capital and may be beyond the normal remit of family funding		LWL	PLL, staff
c) Extend careers meetings for Year 7-9 PP students providing taster sessions and raising initial awareness and aspirations (Y2-3)		All PP students in Year 7-9 attend a careers event with some receiving 1-to-1 guidance		RBN	LWI
d) Offer university residential experience to include PP students (Y2-3)		Disadvantaged student aspirations are raised for steps beyond further education and apprenticeships		SHI	RBN
e) Embed full careers programme to include aspirational opportunities regarding further education, apprenticeships and the world of work for disadvantaged students		All PP students can access planned opportunities and information about their aspirational next steps		RBN	