

SUMMARY INFORMATION					
School	Poltair School				
Academic Year	2019-20	Total PP Budget	£268,945	Date of most recent PP review	Sep 2019
Total Number of Pupils	723	Number of Pupils Eligible for PP	287 (39%)	Date of interim review of this strategy	April 2020

POLTAIR SCHOOL ATTAINMENT	2017	2018	2019
Poltair % pp achieving 4+ Eng & maths	29%	39%	30%
Poltair % non-pp achieving 4+ Eng & maths	57%	59%	56%
DIFFERENCE	-28%	-20%	-26%
Progress 8 score for pp	-0.35	-0.5	-0.88
Progress 8 score for non-pp	+0.29	+0.09	+0.14
DIFFERENCE	-0.64	-0.41	-1.02
Attainment 8 score for pp	33.69	35.38	28.41
Attainment 8 score for non-pp	47.5	46.35	44.12
DIFFERENCE	-13.81	-10.97	-15.75

BARRIERS TO FUTURE ATTAINMENT FOR PUPILS ELIGIBLE FOR PUPIL PREMIUM 2019-20	
A	Low levels of literacy and low reading ages. KS2 entry data as well as well as internal work sampling demonstrate this to be a barrier
B	Outcomes in English and Maths
C	Parental engagement of Pupil Premium students is usually lower than for non-PP, for example attendance at parents evening
D	Attendance –the gap between disadvantaged and non-disadvantaged Attendance including Persistent Absence
E	Exclusion rates are higher for Pupil Premium students, with an ambition to lower the rates of exclusions overall
F	Lack of cultural capital and a barrier to experiences that will enhance pupil premium student’s life chances

INTENDED OUTCOMES		SUCCESS CRITERIA
A	Increase vocabulary and literacy levels for students eligible for Pupil Premium. Ambition to improve literacy levels across all year groups and abilities	Introduction of vocabulary and literacy whole school themes with focus on improving strategies. Evaluation of the effectiveness within new Teaching and Learning Review system Introduction of 1-1 Catch Up Literacy programmes for students with lowest literacy levels. Evaluation of the impact on reading ages of identified students
B	Progress for Pupil Premium students is in line with other students at Poltair School	The gap between Pupil Premium and non-Pupil Premium decreases in all subjects and students make progress at Poltair regardless of background
C	Increased engagement of PP Parents. Explore further opportunities for engagement	Parents of PP students engage with the school positively. Attendance for PP students increases at Academic Review evenings
D	Increase attendance rates for PP students	A decreasing gap between PP and non-PP students for 2019-20 compared with 2018-19
E	Reduce the exclusion rates of PP students	Utilising a new behaviour policy to ensure that students have the appropriate support to make correct choices with an aim to reduce FTE amongst PP students
F	To improve the experiences of Pupil Premium students who have opportunities to explore different cultural experiences	Students to have a range of opportunities both of a subject and extracurricular nature. Links to be forged with universities, further education establishments. Enrichment activities to be offered to all students in summer 2020.

Main Aims 2019-20

- Increase vocabulary levels for PP students
- Raise the profile of Quality Teaching for all as a key method for closing the gap and prioritise classroom practise
- Increase engagement with parents of PP students
- Reduce the gaps for Pupil Premium students in terms of outcomes, attendance, Persistent Absence and Exclusion Rates
- Improve cultural and life experiences for PP students

YEAR	Number of PP students	Total Number of Students
7	57 (41.3%)	138
8	57 (38.51%)	146
9	67 (42.95%)	154
10	53 (33.13%)	155
11	53 (41.09%)	127

Five Strands – Desired Outcomes

Vocabulary	Quality teaching for all	Targeted support	Other approaches	Cultural Capital
<p>To increase the depth and breadth of vocabulary knowledge for all pupils increasing opportunities to teach pupils (of all year groups) vocabulary through a consistent 'Poltair Essentials' approach to lessons</p> <p>Increase strategies to develop the use of language in common contexts</p> <p>All students can access a knowledge rich and vocabulary rich curriculum</p>	<p>Teaching promotes the progress of all pupils regardless of barriers. Progress for English and Maths is in line with that of non-PP pupils</p> <p>Teaching & Learning Review activities demonstrate that PP students complete work to the same high standards of other students and that this is reinforced by professionals</p> <p>Ensure that the curriculum meets the needs of learners at Poltair ensuring that students follow a broad and balanced curriculum</p> <p>Students are tracked in terms of progress through the establishment of an assessment cycle that identifies underperforming students</p> <p>Develop an effective way to ensure all students complete high-quality homework tasks and are held to account</p> <p>All teachers plan to meet the needs of PP learners within their classes</p>	<p>To improve literacy and numeracy within year 7 and 8 through structured interventions</p> <p>To improve behaviour and attitudes for disadvantaged pupils through a different behaviour policy and with a range of targeted interventions</p> <p>To continue to develop a school wide Mental Health plan that supports our most vulnerable learners</p>	<p>PP students to have access to the things we consider essential for their learning and development eg uniform, equipment, school trips, music lessons, technology, books etc</p> <p>Staff within all roles at Poltair to have regular access and understanding of why we must positively compensate for disadvantage</p> <p>To ensure PP parents are engaged in their child's education</p> <p>Improve attendance rates amongst PP students</p>	<p>All students to have a pathway to success in the future</p> <p>For Pupil Premium students to have high aspirations, regardless of their family educational background</p> <p>KS3 students to have links with / visited a university campus prior to options</p> <p>All students to have high quality careers advice throughout their time at Poltair, through enrichment and other activities</p>

VOCABULARY Desired Outcomes	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
To increase the depth and breadth of vocabulary knowledge for all pupils increasing opportunities to teach pupils (of all year groups) vocabulary through a consistent 'Poltair Essentials' approach to lessons	Standardised approach to vocabulary across Poltair School, 'Poltair Essentials' with a focus on embedding key words within starters and main activities. Key words will be identified within curriculum areas and allocated to lesson materials. All subjects will agree of age expected key subject related words that are embedded and coordinated through all lesson resources	There is evidence from teaching and learning activities of a language deficit, of key words and understanding of subject related and examination style questions Where vocabulary strategies within departments are strong, outcomes improve.	Vocab lead to coordinate with CTLs to ensure that subject specific language is considered within subject areas	RTR / CTLs	May 2020
Increase strategies to develop the use of language in common contexts	All years to have a regular emphasis on the discussion of idioms, how and why they are used with a focus on key words and vocabulary	This is where students have regular access to literacy reinforcement. Where this takes place and students are given the skills to overcome this barrier progress can be demonstrated. Literacy talk and presentations within tutor times	Tutors implement the programme. Framework to be established for this to be linked to homework. Vocab lead to coordinate	RTR/YTLs	July 2020
All students can access a knowledge rich and vocabulary rich curriculum	Develop assessment plans which identify age expected knowledge and skills requirements and ensure these are published. Knowledge organisers used for all year groups.	Subjects will set out the knowledge and skills required by students and will utilise knowledge organisers to ensure that students have rigorous access to assessment vocabulary and ensure this is reinforced	Curriculum Team Leaders will provide assessment plans and knowledge organisers and share these with students	RTR/ CTLs	July 2020
Targeted Spend: £12,000					

QUALITY OF TEACHING Desired outcomes	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Teaching promotes the progress of all pupils regardless of barriers. Progress for English and Maths is in line with that of non-PP pupils	The establishment of a consistent approach to teaching and learning for all staff, Poltair Essentials. Teachers provide a structured sequence of lessons that consider the needs of all learners following a three-episode approach: Knowledge retrieval starter, instruction and modelled practice and independent practice and feedback	Where quality first teaching is strong evidence suggests that the gap narrows. The Educational Endowment Foundation (EEF) suggests that mastery learning (+ 5 months), feedback (+8), metacognition (+7) and collaborative learning (+5), if effective can promote progress. Where there is a school wide consistent approach to pupil premium teaching and learning evidence suggests the gap narrows between pupil premium and non-pupil premium pupils.	SLT and CTLs will need to ensure teaching and learning is designed carefully at Poltair to ensure that progress for disadvantaged students is good and structures are in place to ensure that quality first teaching is at the forefront of considerations.	SWA/All	July 2020
Teaching & Learning Review activities demonstrate that PP students complete work to the same high standards of other students and that this is reinforced by professionals	Lesson planning focused on differentiation to meet the needs of all learners from different contexts including developing of literacy skills and “cultural capital” through effective planning and contextualization of the learning in the classroom. Reviews of teaching and learning consistently demonstrates effective assessment of students’ knowledge, skills and understanding, particularly for pupil premium students.	Responsive and reflective teaching ensures that students’ understandings and misunderstandings continuously inform our teaching so that teachers can appropriately support and stretch all students. This should raise confidence and expectations within lessons, promoting the progress of all students. Strong feedback can add 8 months to students progress according to the EEF and where students know the purpose of learning as well as their strengths and areas for development students make progress. Where students’ individual needs are catered for and structured support put in place progress is better.	Performance Development is focused on progress. Teaching and Learning reviewed and monitored by the SLT curriculum team and CTLs	SWA/ AI	July 2020

QUALITY OF TEACHING Desired outcomes	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Ensure that the curriculum meets the needs of learners at Poltair ensuring that students follow a broad and balanced curriculum	Considering the changing educational landscape continually review the suitability of the curriculum for students at Poltair in respect of local and national considerations to ensure that students have opportunities that prepare them effectively for post 16 provision.	Ofsted requires that leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital in life	Process of considering the curriculum including the provision that enables students to move into post 16 education successfully	CWH	Feb 2020
Students are tracked in terms of progress through the establishment of an assessment cycle that identifies underperforming students	Students at Poltair are assessed on their knowledge, skills and understanding within an assessment cycle and student progress is tracked according to Ready to Learn data and progress. Use of new package (SISRA) to inform planning	Throughout 2018-19 there has been a move towards a new system where data is used more effectively at a class and individual level. All teachers will continue to be required to understand the nature of their classes and plan appropriately for the disadvantaged students within classes	Analysis of data by SLT and CTLs and teachers to identify key issues and plan on a regular basis for underperformance	RTR / JKE	July 2020
Develop an effective way to ensure all students complete high-quality homework tasks and are held to account	Review of homework and the effectiveness of systems, such as class charts and of practice, including the assiduous nature of homework completion. Move towards the "handing in" feature of class charts. Subjects to review the structure and types of homework set	Where delivered well homework can be of value in terms of preparation for assessments and assisting learning. Homework to focus on what is considered most valuable, ie improving cultural capital through core knowledge reading and learning academic vocabulary note the benefit of homework where feedback immediate such as in Maths	Use of class charts setting and hand in features. Reviews of teaching and learning to include the types of homework and effectiveness of homework at building cultural capital	SWA	Apr 2020
All teachers plan to meet the needs of PP learners within their classes	All teachers have the requirement to plan for PP students within their lessons including a focus on and strategies for groups of disadvantaged students	Teachers will plan for PP students with their classes and linked to the whole school PpP process. Teachers to be aware of strategies that work for disadvantaged students	This will be monitored through the school's Assessment cycle	All	Oct 2019
Targeted Spend: £42,000					

TARGETED SUPPORT Desired outcomes	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
To improve literacy and numeracy within year 7 and 8 through structured interventions	Individualised support for a small cohort of students in year 7 and 8. Use of KS2 Data and CAT tests on entry to identify key groups of targeted students. Research from EEF Literacy Improvement Document to inform practice including Catch Up Literacy and Numeracy programmes	Clearly defined small group targeted intervention according to the research carried out by EEF can have a positive impact.	Data used to examine the success of numeracy and literacy interventions and analysed through the PfP processes and after the first data captures for year 7 and 8.	RTR/ CTL Eng / Maths	Feb 2020
To improve behaviour and attitudes for disadvantaged pupils through a different behaviour policy a reduction in exclusion rates and with a range of targeted interventions	To improve the school's behaviour policy to ensure that behaviour for learning is good. To continue to improve upon the capacity of the student services centre (SSC) and related professionals to ensure that students are supported, particularly by Year Team managers, to broker, support and deliver key targeted interventions that lead to better engagement and progress	Effective behaviour interventions can have a positive impact on ensuring that students are supported to make the correct choices. A revised behaviour policy has been introduced in November 2019. Effective use of alternative provision can also have a positive impact	Revised behaviour policy to be evaluated. Alternative provision and its related effectiveness for Poltair students to be assessed during 2019-20	JTR	July 2020
To continue to develop a school wide Mental Health plan that supports our most vulnerable learners	A school wide strategy across the student services team to ensure that counselling and targeted support is available for our most vulnerable students	Students are supported by the school to make informed choices and to develop strategies which help them both within school and outside.	Provision to be reviewed frequently in order to target resources effectively	GOW	July 2020
Targeted Spend: £94,000					

OTHER APPROACHES Desired outcomes	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
PP students to have access to the things we consider essential for their learning and development eg uniform, equipment, school trips, music lessons, technology, books etc	Identify needs and address them proactively on an individual basis for y7 and y8 students. Subsidise trips and equipment Pastoral staff ensure that parents know they can request to have support in financing these essentials.	Pupils who are PP are by their very definition disadvantaged, potentially financially, sometimes for just a short period of time and sometimes persistently over several years. By ensuring that they the same opportunities as non-PP students, we hope to close the gap in their educational outcomes.	This fund will be monitored and reported on a regular basis by the SLT link responsible for PP funding.	RTR	Termly
Staff within all roles at Poltair to have regular access and understanding of why we must positively compensate for disadvantage	Raise the profile of the challenges that face Pupil Premium students, including at briefings and staff meetings to ensure that challenges are understood by all stakeholders and not based on assumptions	It is important to understand the challenges faced by disadvantaged students and ensuring that the Pupil Premium policy is regularly reviewed in terms of what works well, but also where significant challenges remain	This will be reviewed on a termly basis and adaptations to the PP strategy report will be considered	RTR	Dec 2019 Apr 2020 July 2020
To ensure PP parents are engaged in their child's education	Tutors to be proactive on building positive relationships with PP students utilising weekly communication directed time. Parents of hard to reach students contacted and personally invited to key school events such as Academic Review evenings	Some parents might themselves have a negative view of education and it is important for us to build positive relationships with parents/carers so that we can help their children effectively. If parents get personalised reminders and encouragement to attend, we are hoping we will see results in their engagement and attendance	Monitoring of attendance of parents at Academic Review evenings. YTL's coordination of contact with hard to reach parents. Support mechanisms in place to support parents.	YTLs	July 2020
Improve attendance rates amongst PP students	Educational Engagement Officer employed to follow up quickly on any absences. Communication and follow up of rewards from tutors for good attendance. Use of school systems and structures.	Addressing attendance is a key factor on narrowing the gap. Where PP attendance improves, out comes inevitably rise	Attendance monitored by YTL's and at SLT	YTL's /SLT	Dec 2019
Targeted Spend: £94,000					

CULTURAL CAPITAL Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
All students to have a pathway to success in the future	Identification of alternative provision for students that may give them access to vocational education at KS4	Analysing individual student's suite of subjects, as well as knowledge of ability, increasing the chances of high success in remaining subjects they follow and offer alternative opportunities	Looking at the progress of students, motivation, engagement and curriculum options	RTR / JKE / CWH	Feb 2020
For Pupil Premium students to have high aspirations, regardless of their family educational background	A range of data will be used to ensure that students are offered opportunities, activities and visits as well as guest speakers to ensure that all students get to develop their "cultural capital"	Evidence from the EEF shows how students often lack Cultural Capital – the social assets that promote social mobility. Students will more likely get good grades if they read at home, or through visiting museums, galleries and outings with family or schools	Spreadsheet collated of activities that can be deemed, "cultural capital" activities. All Year 7 students to have taken part in a "cultural" activity	RTR	July 2020
KS3 students to have links with / visited a university campus prior to options	Links to be made with Plymouth University and Falmouth University for a potential visit to enable students to view courses on offer and the "student experience"	Having the right awareness early within secondary education is crucial in terms of framing thoughts in readiness for subject choices as well as identifying areas that may now be closed to students	Follow up work with students following university visit.	SWA/RT R	Mar 2020
All students to have high quality careers advice throughout their time at Poltair, through enrichment and other activities	Prioritise careers advice for students from year 7	Careers advice from year 10 may well be too late and more concerned with work experience placements. Having the right careers education is key to ensuring young people know all the options open to them. This will help develop motivation and improve behaviour if a clear goal is established	Student feedback	SWA	Mar 2020
Targeted Spend: £22,000					