



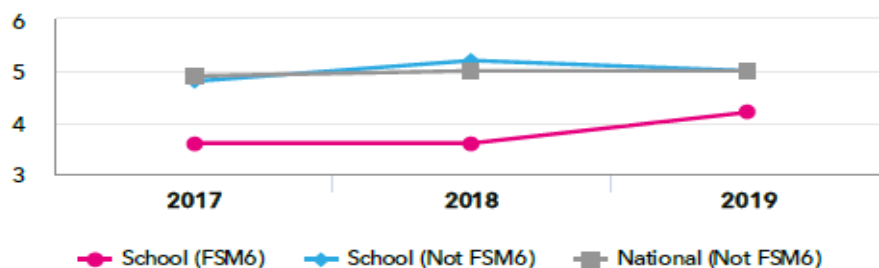
Pupil premium strategy statement (secondary)

1. Summary information					
School	Esher High Church of England School				
Academic Year	2019/20	Total PP budget	£185K	Date of most recent PP Review	December 2019
Total number of pupils	1156	Number of pupils eligible for PP	199	Date for next internal review of this strategy	September 2020

2. Current academic attainment and progress (based on 2018/19 GCSE results)

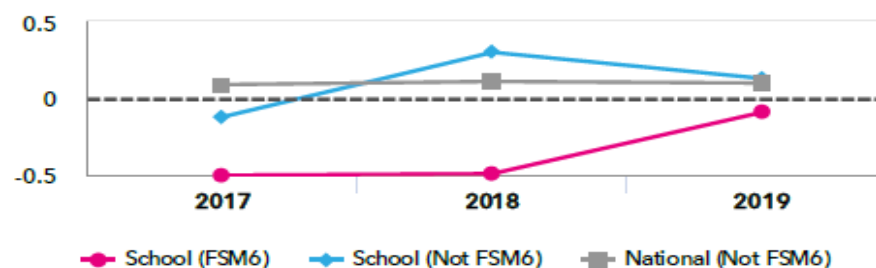
KS4 attainment for disadvantaged pupils 2019

Attainment 8 (Overall)



KS4 progress for disadvantaged pupils 2019

Progress 8 (Overall)



Pupils		Attainment			Progress				
		FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap		
Summary	All Pupils	39	148	4.2	5	-0.8	-0.09	0.13	-0.22
Gender	Male	18	79	4.1	4.7	-0.6	-0.28	-0.23	-0.05
	Female	21	69	4.3	5.4	-1.1	0.09	0.52	-0.43

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Students unable to independently identify their next steps / reflect on learning processes (BCO)
B.	Students have poor literacy skills across KS3/KS4 (LBS)
C.	Students with poor aspirations / not seeing themselves as able to achieve as well as their non-PP peers (SLT)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are 92.15% - below the school target for all children of 96% (SJY)
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	
	Success criteria
A.	Students able to demonstrate resilience to their learning in class and at home.
	Teachers know their students well and cater for their needs e.g. PP students placed at front / near positive role model(s).
	Teachers have built up a range of personalised approaches, so they have positive relationships which each PP child they teach / tutor.
	Teachers have a range of in-class approaches that enable students to reflect on their learning process and unpick the steps to success (INSET).
	Each department and teacher has a planned revision strategy and set of approaches for their students at KS3 and KS4 (all staff use this approach and it is posted on SMHW). INSET
B.	Increase literacy levels of students at KS3 through morning reading group or referral to 1:1 or small group literacy interventions.
	Increase students' vocabulary through use of ERIC, LANA and use of key words across all subject areas.
	Accelerated Reader test results. Entry and exit data for Interventions
	Monitoring of KS3 in class ERIC (LBS/MPR) Monitoring of KS3 and KS4 morning ERIC and spell tests (LBS/MPR).
	Each department and teachers have a planned key words strategy for each topic they teach (this is communicated at the start of the topic via PLC/Knowledge organiser). This is also included in revision materials.
C.	Increase attendance rates for pupils eligible for PP in line with the target for all children of 96%.
	Attendance for disadvantaged is 96% or better.
D.	All staff actively seek to promote PP students in all aspects of school life.
	Teachers and Tutors know their PP students e.g. interests / quirks.
	HOYs seek ways to celebrate the achievement of their PP students e.g. sports

	<p>All staff actively seek to reward PP students in all aspects of school life.</p>	<p>SLT and other Middle Leaders seek out PP students to take up key roles within the school e.g. Sports roles, Senate, Tour Guides, Reading Coaches and so on.</p> <p>– to ensure student tour letter to parents in place to celebrate success (Community point to be added).</p> <p>All staff to add on Achievement Points (3 per lesson). All staff to send department based reward postcards home for one off excellence or following summative assessments. Regular referrals for excellence to SLT link line managers, so EHS postcards can be sent home.</p>
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5. Planned expenditure

Academic year **£185K**

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. Quality of teaching for all (A).

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase the Progress 8 figure for PP	Support Quality first teaching	Quality first teaching which support our PP students to do their best.	Additional staffing	BCO	Summer 2020
Increase the Progress 8 figure and student engagement.	<p>Provide training on Rosenshines principles of instruction.</p> <p>INSET Day launch (Oct 2019)</p> <p>T&L Development Group to provide a range of ideas based on their research group findings (Sep – Dec 2019)</p>	EEF Toolkit Grades Metacognition & Self-regulation as the top strategy for increasing students attainment.	<p>T&L lesson observations/HoD progress review monitoring.</p> <ul style="list-style-type: none"> - Use of INSET/Twilight time to give staff sufficient time to develop these strategies. - LEAP postcards and Market Place Dec 2019. - Agreed approach to be added to Handbook. - HoY involvement in promoting revision. - Feedback via T&L Reviews. 	<p>BCO/HoDs</p> <p>BCO/T&LDG</p> <p>All Staff</p> <p>BCO</p> <p>BCO/HoY</p> <p>BCO</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Oct-Dec</p> <p>Spring 2020</p> <p>Spring 2020</p> <p>Spring 2020</p>

<p>Increase student engagement in home learning.</p>	<p>Maintain use of ShowMyHomework to increase parental engagement in supporting students' independent learning.</p> <p>Increase parental engagement with students learning.</p> <p>Use Homework support in The Hub to increase submission rates.</p>	<p>Effective home learning can lead to students on average gaining five months' additional progress (EEF Teacher Toolkit).</p> <p>Some parents might not have a laptop/PC but they will have smart mobile to access the free SMHW App.</p> <p>Afterschool club provided</p>	<p>Review engagement by year group in each term. Write to students' parents accordingly, flag to tutors/HoY.</p> <p>Link monitoring into Student Wellbeing via SIMs.</p>	<p>BCO</p> <p>SMA</p>	<p>HoDs to monitor quality of home learning.</p> <p>BCO to QA across the school.</p>
<p>Increase literacy through reading and spellings for our PP students.</p>	<p>Increase literacy levels of students at KS3 through morning reading group or referral to 1:1 or small group literacy interventions.</p> <p>Increase students' vocabulary through use of ERIC, LANA and use of key words across all subject areas.</p>	<p>Students who have higher reading fluency and more diverse vocabularies are able to access the curriculum fully.</p>	<p>Accelerated Reader test results. Entry and exit data for Interventions</p> <p>Monitoring of KS3 in class ERIC (LBS/MPR).</p> <p>Monitoring of KS3 and KS4 morning ERIC and spell tests (LBS/MPR).</p> <p>Each department and teachers have a planned key words strategy for each topic they teach (this is communicated at the start of the topic via PLC/Knowledge organiser). This is also included in revision materials.</p>	<p>LBS/SMI</p>	<p>AR tests – termly.</p> <p>KS3 Challenge meetings.</p> <p>(Funded by literacy budget).</p>
Total budgeted cost					£35,500

NB: Costs is covered by Staff Training Budget.

ii. Targeted support (B)					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase the Progress 8 Figure in English, Mathematics & Science	Close the K, U & S gaps for underachieving students.	AM Master Classes Extraction from other subjects for small group boosters (1:3). Period 6 & 7 support. Revision materials	Achievement Board to identify (following data drops) which students are not progressing as expected. Additional staffing in English, Maths and Science to enable targeted support.	AKI/KJO/JHO/ JTR	Termly to review progress of disadvantaged students.
	1 to 1, 1 to 3 and small group tuition offered in English, Mathematics and Science (additional staff employed).			AKI/KJO/JHO/ TR	
	Targeted Revision	Mr Bruff intervention in English	Targeted revision	KJO	
	Transition Group	Catch up to their peers	Transition Group	LBS/LWI	
Increase the self-esteem of vulnerable students	Support via Inclusion Support Base	If students feel supported they will attend school.	Additional colleague appointed within ISB to focus on vulnerable boys / girls.	DOD	DOD to provide termly report on each student attached to ISB. Member of staff to report on intervention
	Member of staff ELSA trained and able to provide SEMH support to vulnerable students		Member of staff to complete ELSA training	NSE	
Total budgeted cost					£74,500

iii. Other approaches (C)					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase students aspirations and embed a 'can do' culture with our PP.	<p>All staff actively seek to promote PP students in all aspects of school life.</p> <p>All staff actively seek to reward PP students in all aspects of school life.</p> <p>Improving access to careers information to increase aspiration.</p>	Ensure that our students see themselves as being able to achieve.	<p>Tutors know their tutees well.</p> <p>Celebration culture across the school.</p> <p>Students invited to take up key roles e.g. guides, senior student leadership team.</p> <p>Careers advisor meets with PP students targeting opportunities to visit employers and higher education establishments, and the work with the RONI students.</p>	MBD	<p>Student Voice</p> <p>Parental Forum/Surveys</p> <p>Annual destinations survey</p>
Increase the attendance for Disadvantaged students to 95% or better.	EWO to work with attendance team to secure improved attendance for identified students.	If students don't attend they cannot make better progress.	<p>Form tutors to flag any attendance/pastoral issues for their disadvantaged students as soon as they are aware.</p> <p>HoY with SWBC to put in place actions to increase attendance.</p>	<p>FT/HoY</p> <p>SJY/SRO</p> <p>JGL/KSM/KPL</p>	<p>Half-termly (SJY data).</p> <p>PP attendance reviewed weekly.</p>

<p>Increase punctuality to school.</p>	<p>DHOY – to monitor weekly lates report and implement rewards/sanctions as needed.</p> <p>Late gate procedure refined to area by Student Services.</p>	<p>Persistent punctuality issues can be precursors to attendance issues.</p>	<p>Weekly lates report to identify issues (disadvantaged/SEN names to be sent to SWBC's).</p> <p>-Termly logs to be shared with HoY and Tutors for discussion with tutees.</p> <p>-Rewards systems focused on disadvantaged to be set up reduce lates.</p>	<p>HTY/KPL/JGL/KSM</p> <p>HoYs/SJY</p> <p>DBU/SJY</p>	<p>Look at termly report to see what progress we have made with student identified as concern.</p> <p>JGL/KSM/KPL</p>
<p>Decrease the persistent absenteeism figures for disadvantaged students.</p>	<p>- EWO procured for additional day to secure improved attendance for identified students.</p>	<p>If students don't attend they cannot make better progress.</p>	<p>Form tutors to flag any attendance/pastoral issues for their disadvantaged students as soon as they are aware.</p> <p>PP gets an automated call plus a personal phone call from SWBC.</p> <p>HoY with SWBC to put in place actions to increase attendance.</p>	<p>FT/HoY</p> <p>SJY/SRO</p> <p>JGL/KSM/KPL</p>	<p>Half-termly</p>
Total budgeted cost					£51,500

6. Every lesson, every day approaches (D - year on year).

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure disadvantaged students have the same basic day to day provision as their peers.	<p>Provide key resources that students might be missing e.g. equipment, guides and uniform.</p> <p>Support for More able via Brilliant Club</p> <p>Support students to learn an instrument in Music</p>	If students don't appear to have the same resources this can negatively impact their self-esteem.	Key contacts communicated via Staff Handbook.	<p>AKI/BCO</p> <p>Tutors to refer as needed.</p> <p>DOD</p> <p>BAL/BCO</p>	Annually
Ensure disadvantaged students have access to the same curriculum essential extracurricular trips and visits as their peers.	Fund identified trips and visits as needed (trip costs and lunches?).	Students need to access the same opportunities as their peers.	Communicated via front office/finance	AKI	Annually

Support students who want to attend additional lessons during period 6/support attendance to exams.	Fund late bus tickets as needed. Taxi	Students from disadvantaged homes are most likely not able to be collected and rely on public transport.	Key contacts communicated via Staff Handbook.	BCO	Annually
Fund daily breakfast for all FSM students and identified PP students in need.	Daily breakfast from Blue Diner between 8.20am-8.45am.	Students need to have a balanced diet and eat enough calories to be able to engage in school day in day out.		JWO/CSH	Annually
Total budgeted cost					£23,000