

## PUPIL PREMIUM STRATEGY 2017-18

Pupil premium funding allocated to Shelley College in 2017/18 = £120,550.00

### Main barriers to educational achievement that the disadvantaged children face at Shelley:

- Gaps in literacy and numeracy
- Poor attendance contributing to lower than expect academic progress
- Social and emotional needs

Category / Research reference	Allocated Spend	How we will spend the pupil premium funding.  (Actions)	Rationale	How we will measure impact.  (Success criteria)
<b>EEF – Mastery Learning</b> <b>EEF– Giving quality feedback</b> <b>EEF - Homework</b> <b>Target group – All disadvantaged students</b>	65,000	Increase the number of teachers in Mathematics and English and ensure that we deliver consistently outstanding learning and teaching. Where appropriate, we will allocate disadvantaged students to higher ability groups than usual for their prior attainment data, to help overcome historical underperformance. Maintain a highly effective quality assurance programme that identifies underperformance and robustly tackles it.	Previous strategies for helping pupil premium (PP) students make stronger progress have been most successful when we focus on high quality teaching in the classroom.	Improved progress for disadvantaged students will result in a positive Progress 8 score, with the gap reduced when compared to 'other' students.
<b>EEF – Social and emotional learning</b> <b>EEF – Meta-cognition and self-regulation</b> <b>Target group – disadvantaged boys</b>	1,000	Deliver an effective assertive mentoring support programme. The programme will include planned homework sessions after school, to give disadvantaged students access to a teacher, who will provide similar levels of support to a knowledgeable parent.	This will help those at risk of falling behind to catch up quickly. The homework sessions may help pupils gain the same advantages as those whose parents have studied at level 3 or above.	Improvements in progress for each student in a number of areas including: attendance, academic progress, and behaviour.
<b>Target group – All disadvantaged</b>	2,000	Maximise attendance and commitment to learning	Significant improvements in the performance of pupil premium students in 2015-16 started with a rapid improvement in their attendance.	Narrowing the gap for disadvantaged students' attendance and that for all Shelley students.

<b>EEF – Social and emotional learning</b>  <b>Target group –</b> Disadvantaged students in need of social and emotional support	46,000	Deliver a programme that supports students with their learning, socially and emotionally to modify their behaviour.	This will support PP students who have multiple needs and need more intensive support to make progress.	Improvements in progress for each student in a number of areas including: attendance, academic progress, and behaviour. Students secure post-16 education, employment or training that will allow them to achieve their aspirations.
<b>EEF</b> <b>Target group –</b> All disadvantaged	8,000	Supporting families to provide opportunities outside the curriculum or to prevent hardship.	We want to encourage high aspirations amongst PP students, who will be given support to develop a broad range of interests.	Financial difficulties do not prevent students accessing the curriculum or being involved in activities and experiences outside the classroom including trips, residential visits etc

#### **Education Endowment Foundation founded by the education charity the Sutton Trust**

The EEF is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children from all backgrounds can fulfil their potential and make the most of their talents. The EEF uses to help schools spend money more effectively to improve the teaching and learning of children from low-income families. <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit#>

#### **Key terms:**

<b>Key term:</b>	<b>Description:</b>
Progress 8 score	This is used to measure progress from key stage two (year 6) to key stage 4 (year 11). Expected progress for all students is 0.