



# Pupil Premium Strategy Statement: Sir John Cass School

1. Summary information					
<b>School</b>	Sir John Cass and Redcoat School				
<b>Academic Year</b>	2017/18	Total estimated PP budget for academic year 2017/18 (Sept 2017 – August 2018)	£577,830	<b>Date of most recent PP Review</b>	August 2017
<b>Total number of pupils</b>	1009	<b>Number of eligible PP pupils this represents</b>	618 (61%)	<b>Date for next internal review of this strategy</b>	Jan 2018

2. Current attainment			
	<i>Pupils eligible for PP (at SJCR)</i>	<i>All pupils at Sir John Cass</i>	<i>Pupils not eligible for PP (national averages 2016)</i>
<b>English Progress 8 Score (Disadvantaged Pupils)</b>	<b>-0.03</b>	<b>0.17</b>	N/A
<b>Mathematics Progress 8 Score</b>	<b>0.24</b>	<b>0.39</b>	N/A
<b>Progress 8 Score</b>	<b>0.11</b>	<b>0.28</b>	0.12
<b>Attainment 8 Score</b>	<b>47.36</b>	<b>49.84</b>	52

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	High percentage (85%) of PP pupils have English as an additional language
<b>B.</b>	PP pupils make less progress in English than non-PP pupils
<b>C.</b>	The attendance and participation of PP Students to enrichment activities / wider extra-curricular experiences
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Average attendance of PP pupils 95.15% (overall attendance was 95.82%) PP pupils make up 49.35% of the PA students

Disadvantaged pupils lack of access to appropriate facilities and extra – curricular activities

#### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils eligible for PP in Year 7 to make at least expected progress in English, Maths and Science	90% of Students eligible for PP in Year 7 to make expected progress to meet their end of year predictions.
<b>B.</b>	To close the gap in achievement outcomes at GCSE in English, Maths and Science for students eligible for PP	Students eligible for PP in Year 11 to achieve Maths, English and Science GCSEs in line with non PP students
<b>C.</b>	Improved attitude to learning from the identified students.	A reduction in the number of logged concerns. 100% attendance at extension classes.
<b>D.</b>	All PP pupils participate in enrichment and extracurricular activities	Each PP pupil takes up minimum of one extra-curricular activity

#### 5. Planned expenditure

**Academic year**

**2017/18**

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. Learning in the curriculum

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 ?	Date
A. Pupils eligible for PP in Year 7 to make at least expected progress in English, Maths and Science	Employ and use new TAs to provide literacy and numeracy intervention to support sustained improvement in year 7 Smaller teaching groups in English (and Maths and Science)	Data shows that low attaining disadvantaged pupils do less well in English	<ul style="list-style-type: none"> <li>Progress review at each tracking period</li> <li>Regular monitoring of achievement in LM meetings,</li> <li>Clear entry and exit data on reading ages for every student in KS3.</li> <li>CATS test for year 7 and 8 students</li> <li>Student Voice</li> </ul>	EG/HO Ds English / Maths/ Science/ SENCo	First tracking period for year 7	

	Ensure the accelerated reading programme is targeted specifically at PP pupils	GCSE results showed that PP pupils did less well in English/literacy based subjects.	<ul style="list-style-type: none"> <li>All pupils tested at start of programme and re-tested to assess progress</li> </ul>	HOD English / MD	Termly	3 <sup>rd</sup> Jan 2018 16 <sup>th</sup> Apr
	Track HA PP pupils through setting process to ensure all are placed in appropriate higher sets	Curriculum analysis shows that too many HA pupils placed in lower sets which do not provide sufficient challenge	<ul style="list-style-type: none"> <li>HODs Science/Maths,/English review half-termly with SLT line-manager</li> </ul>	HODs/BES/PJO	Half-termly as groups are set / reviewed	30 <sup>th</sup> Oct 3 <sup>rd</sup> Jan 2018 16 <sup>th</sup> Apr 4 <sup>th</sup> June
Improved attitude to learning / motivation	Provide funding for Music Tuition for all those pupils eligible for Free School Meals	Direct funding ensures pupils from disadvantaged backgrounds get access to tuition that is normally unaffordable	<ul style="list-style-type: none"> <li>Data collection points indicating progress of students.</li> <li>Attendance and uptake of enrichment opportunities by PP is higher than non PP</li> </ul>	HOD Music	Mid-year review of uptake and retention	Feb 2018
	Provide opportunities for PP students to develop self-confidence and resilience through opportunities at the Cass residential centre	PP students have less developed opportunities to develop these skills out of London and in a residential setting	<ul style="list-style-type: none"> <li>Use the enrichment co-ordinator in school, working with Year 7 team in first instance to publicise and organise a trip. Extend this through the Years so it becomes an entitlement for all KS3 students</li> </ul>	Enrichment Coord.	Termly	3 <sup>rd</sup> Jan 18 16 <sup>th</sup> Apr
B.Close the gap in achievement outcomes at GCSE in English, Maths and Science for pupils eligible for PP	Deploy all Academic Tutors to support in English, Mathematics and Science	Direct funding ensures that PP students do not face barriers to their learning	<ul style="list-style-type: none"> <li>Progress review at each tracking period</li> <li>Progress monitored at half termly RAP meetings.</li> </ul>	EG/HOD English, Maths & Science	Half-termly RAP meetings Review at SLT meetings	30 <sup>th</sup> Oct 3 <sup>rd</sup> Jan 2018 16 <sup>th</sup> Apr 4 <sup>th</sup> June
	Ensure intervention is targeted at PP (in class, withdrawal of groups and during extension sessions)	Funding allows for smaller withdrawal groups and targeted, bespoke intervention	<ul style="list-style-type: none"> <li>KS4 exam data at the end of the academic year.</li> <li>Progress monitored at half termly RAP meetings.</li> </ul>	EG/HODs	Half-termly RAP meetings Review at SLT meetings	30 <sup>th</sup> Oct 3 <sup>rd</sup> Jan 2018 16 <sup>th</sup> Apr 4 <sup>th</sup> June
	Ensure that all Saturday and holiday classes specifically target PP pupils for intervention	Funding enables specific support to PP pupils and then benefit of additional tuition	<ul style="list-style-type: none"> <li>Attendance data</li> <li>Progress monitored at half termly RAP meetings.</li> </ul>	EG	Half-termly Following each holiday session	30 <sup>th</sup> Oct 3 <sup>rd</sup> Jan 2018 16 <sup>th</sup> Apr 4 <sup>th</sup> June

ii. Social, emotional and behavioural aspects of learning						
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 ?	Date
C - Improved engagement / attitude to learning from PP pupils	Implement a Year 6-7 transition summer programme.	Pupils will have a one day induction into school life with core subjects setting a summer project. Tours of the school should acclimatise pupils to size. Pupils with poor attendance from primary will	HOY yr7 and SLT in charge of transition submit plans by spring term Induction team training to ensure structured approached to the day	MABE/NJO	Year 7 Settling in report	
	Ensure that Homework Club is staffed by TAs for KS3	Direct funding for club targeting pupils with need. PP students directly invited to attend clubs. 95% of PP should have attended one club in the academic year.	<ul style="list-style-type: none"> <li>• SENCo / HOY 7 provide plan</li> <li>• Attendance reports from all clubs.</li> <li>• Improved progress &amp; attainment</li> <li>• Breakfast club should see an improvement in attendance and punctuality in the morning.</li> </ul>	GP/MA BE/NJO	Settling in report Year 7 soft data collection	
	Introduce a Breakfast club at KS3					
	Launch of new behaviour policy	PP pupils over-represented in LSU referrals	Tracking of referrals to LSU	IC	Dec 2017	Dec 17
	Use of Behaviour Support Assistants to target PP pupils	Preventative approach to working with PP pupils who may become disaffected	HOYs provide SLT line-manager with list of pupils and review progress (half-termly)	HOY/SLT	Half-termly	30 <sup>th</sup> Oct 3 <sup>rd</sup> Jan 2018 16 <sup>th</sup> Apr 4 <sup>th</sup> June
	Review use of LSU with greater focus on academic progress and emotional/social	Pupils need to be reintegrated following programme of support in LSU (rigorous academic programme <b>and</b> opportunities to address reasons referred)	Clear policy in place for referral to LSU which details experience of pupil from referral to reintegration	IC	Dec 2017	Dec 17
iii. Other approaches						
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 ?	Date
C. Improved engagement / attitude to learning	Ensure there is a wide range of extra-curricular trips and activities	Direct help to students to give access to enrichment; trips with particular focus on Theatre and museum venues.	Trips mapped throughout the year linked closely to the curriculum, Enrichment Coordinator / HOY to	HOY, SMA	Termly	3 <sup>rd</sup> Jan 18 16 <sup>th</sup> Apr

from the identified students.			track PP students and their access to trips			
	Implement new rewards system linked to academic attainment	In order to positively affirm learning in the classroom and behaviour for learning we will co time to develop the breadth of rewards at Sir John Cass School More rewards for different students recognising all of their achievements.	Link SLT to attend year group rewards assemblies. Assemblies to include all subjects and attitude to learning within the effort awards for Year 10 Behaviour data analysis.	SLT, HOY	Termly	3 <sup>rd</sup> Jan 18 16 <sup>th</sup> Apr
	Refocus on the merit process for reward and praise for targeted groups. Special focus on attendance rewards.	Pupil voice has consistently shown pupils feel they need to be rewarded for good effort. Pupils report they rarely receive rewards.	Achievement assemblies attended by SLT and governors	JJS, AHT, DHT, HOY	Termly	3 <sup>rd</sup> Jan 18 16 <sup>th</sup> Apr
	Focus all extension, Half term and Easter revision classes on the needs of PP students	Direct intervention and revision targeted at PP pupils	Monitoring of PP pupils through RAP meetings. Data collections should show continuous improvement	EG	Each RAP meeting	
	Ensure the Careers programme is focussed on the needs of disaffected PP students.	Improved aspirations for all pupils / promotion of further and higher educational opportunities plus workplace opportunities	Monitoring to show all PP pupils take up a work experience placement and attend careers events e.g. Head to Head	MFU/SB C	Evaluate after annual work experience plus key events	
D- Parental feedback and attendance at data meetings / parents' evenings.	Collect feedback from parents through Parental questionnaires and surveys at every parents' meeting	Questionnaires and parents survey conducted and every parents evening. These are analysed and	Monitoring by AHT and through SLT meetings.	NJO	Each parental meeting / review days	17 <sup>th</sup> Oct 13 <sup>th</sup> Dec 24 <sup>th</sup> Jan 1 <sup>st</sup> Mar 14 <sup>th</sup> Mar 25 <sup>th</sup> Apr 23 <sup>rd</sup> May 7 <sup>th</sup> Jun 27 <sup>th</sup> Jun

## 6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

<b>Pupil Premium income (estimated)</b>	
<b>£577,830</b>	
<b>(September 2017 – August 2018)</b>	
<b>Category</b>	<b>Budget allocation (£)</b>
Staffing costs for Curriculum Analysis	£66,495
Booster classes/ Revision Programmes/ Saturday and holiday classes	£50,000
Academic Tutors	£209,157
Accelerated Reading programme	£3,457
Learning Support Assistants	£179,820
Behaviour Support Assistants	£51,979
Learning Support Unit	£60,682
Attendance & Welfare	£35,536
Careers Guidance/ Work Experience	£29,811
School Counsellor	£15,824
Tower Hamlets Arts and Music Education Service (THAMES)	£11,193
Tower Hamlets Youth Sport Foundation	£8,361
<b>Total</b>	<b>£722,316</b>
Overspend	£144,486