

# Sandringham School

St. Albans

Scrutiny of disadvantaged students

# Performance 2016/17

## Progress 8 score [?](#)

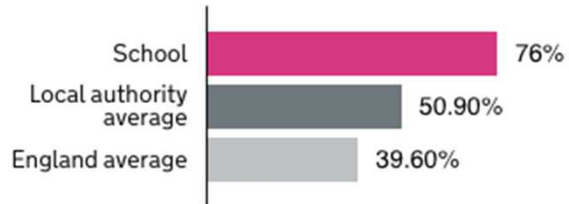
**Well above average + 0.85**

[More score details](#) [?](#)

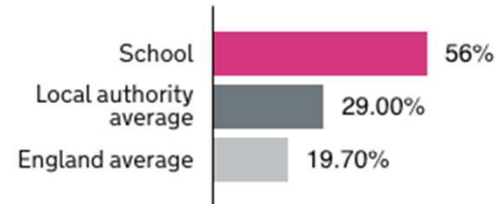
## Attainment 8 score [?](#)



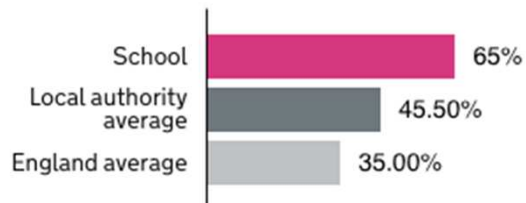
## Grade 5 or above in English & maths GCSEs [?](#)



## Achieving EBacc at grade 5/C or above [?](#)



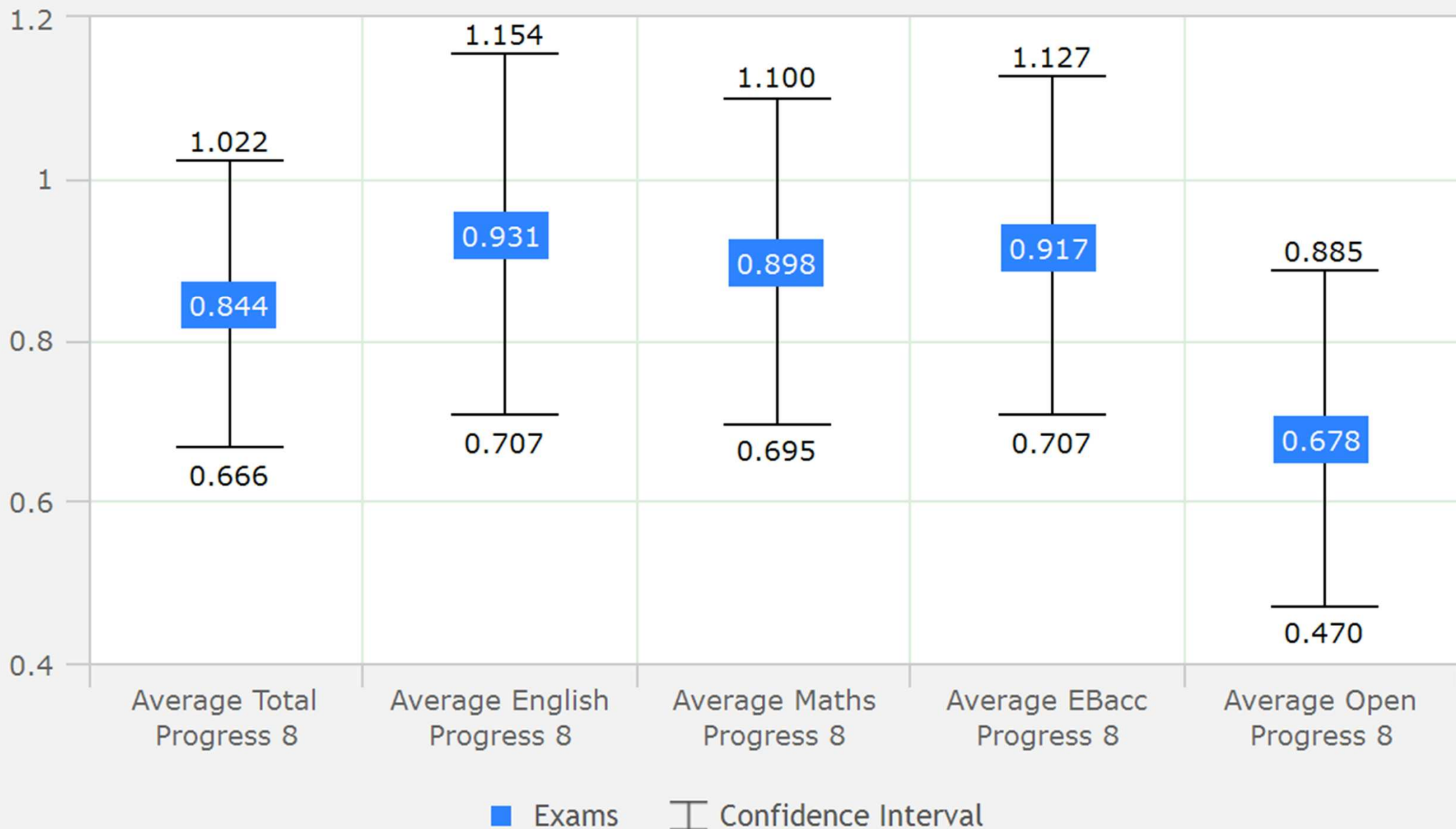
## Entering EBacc [?](#)



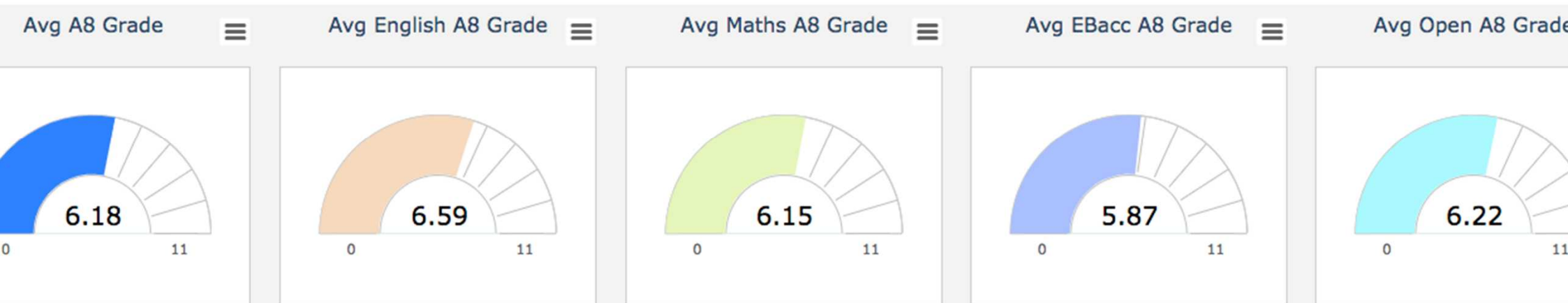
## Staying in education or entering employment [?](#)



## Progress 8



nt 8

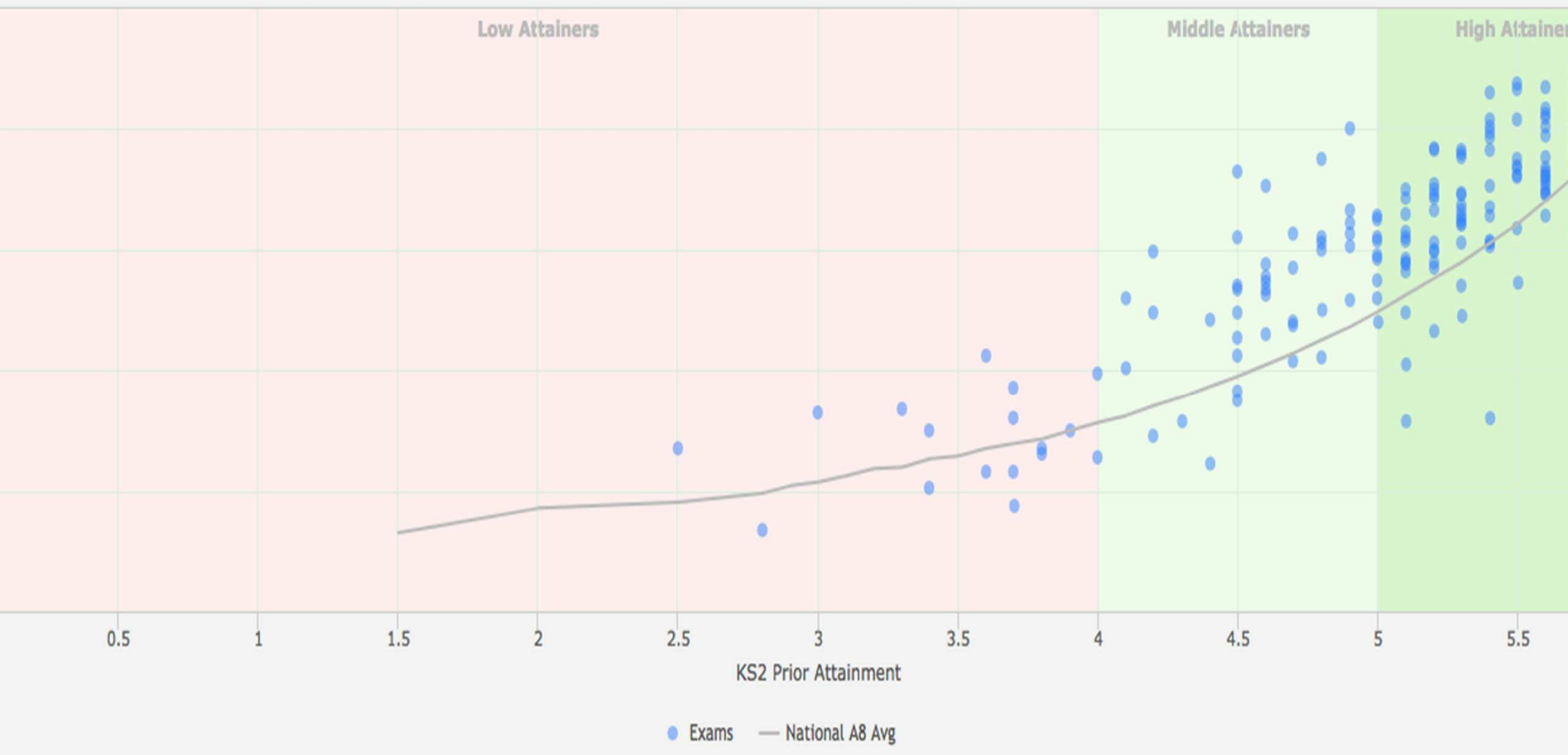


# KS2 vs KS2 Prior Attainment

Overall ▾

## A8 Overall v KS2 Prior Attainment

How to



# Profile of year group 2016/17

	Non-disadvantaged	Disadvantaged
Number of students	179	15
KS2 APS on entry	5.2	4.4

# Performance of disadvantaged and non-disadvantaged students at KS4 2016/17

## Sandringham

Indicator	Disadvantaged	Non-disadvantaged	Gap	National outcomes non disadvantaged
% Grade 4+ in English & Maths	77.8%	85.5%	-7.7%	70%
% Grade 5+ in English & Maths	61.1%	76.0%	-14.9%	
Attainment 8 score	60.1	61.9	1.8	52
Progress 8 score	0.73	0.86	0.13	0.12

How do you achieve outstanding results for all?



Expectations

**to future attainment (for pupils eligible for PP including high ability)**

**School barriers** (*issues to be addressed in school, such as poor literacy skills*)

Organisation, preparedness and behaviour for learning – a number of disadvantaged students have a lack of organisational and self-management skills

Prior attainment including numeracy and literacy – a significant number of students enter with lower numeracy and literacy skills than their peers

Aspirations and motivation – for some disadvantaged students there are issues surrounding long-term aspirations

Well-being - for some disadvantaged students there are issues surrounding mental health and well-being that can cause them to fall behind their peers

Resources for learning – a significant minority lack access at home to the resources which facilitate outstanding progress

**Home barriers** (*issues which also require action outside school, such as low attendance rates*)

Attendance rates for students eligible for PP are below the school target for all children and the attendance figure for all students. This reduces their school hours and causes them to fall behind on average.

In some cases, the parents of students eligible for Pupil Premium do not attend school information events and PTCs which can have a detrimental effect

<b>es</b>	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
High levels of <b>organisation</b> and exemplary <b>behaviour</b> for learning	Students eligible for PP have no/minimal consequences for lack of organisation, lack of effort or lack of home learning completion. <i>To be monitored weekly by R&amp;C administrator, Tutors and PDs.</i>
Improved rates of <b>progress</b> across all key stages for students eligible for PP	Students eligible for PP to make as much progress as 'other' students. Students eligible for PP identified with low KS22/CATS scores to make as much progress as 'other' students with low KS22/CATS. <i>To be monitored by PDs and DoLS after each reporting cycle.</i>
High levels of motivation and <b>aspirations</b> for all PP students	Proportion of PP students with 'effort letters' after each reporting cycle Improved attainment in internal tracking and monitoring Progression rates to the Sandringham Sixth Form or <u>other</u> FE provider <i>To be monitored by PDs and DoLS after each reporting cycle.</i>
Support in place for students with mental health or <b>well-being</b> concerns	All students with well-being concerns are logged and appropriate support and provision is in place Improved attendance and well-being of students with concerns. <i>To be monitored by EDA, SLA and LG.</i>
All students eligible for PP have <b>resources</b> necessary for school including a tablet	Students eligible for PP have no/minimal consequences for lack of equipment EDA to monitor and liaise with <u>DoLSs</u> to review how best to target resources <i>To be monitored by EDA.</i>
<b>Attendance</b> improvement for all students eligible for PP	Students eligible for PP to have reached the school's attendance target. <i>To be monitored weekly by attendance administrator, Tutors and PDs and AIO.</i>
Improved attendance by <b>families</b> eligible for PP at all school events, particularly PTCs and information evenings in KS4.	100% attendance at all key parents and <u>families</u> events. <i>To be monitored by PDs and LG.</i>

What do we do with our PP funding?

Academic Year

2016/17

Quality of teaching for all

Planned outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Success	Learning and Teaching focus of <u>whole</u> school INSET is 'classroom climate'	<p>Outstanding PP outcomes incl. P8=0.73 and %4+EM=80%</p> <p>Proportion of 'mastering' lessons is high which is ensuring quality first teaching for all.</p> <p><b>HIGH</b></p>	<p>Maintain learning focuses each year. Continue to examine the impact of the high expectations in the classroom and in teaching practices.</p>	School Budget
Success	<p>Literacy and numeracy support in dedicated Key Skills classes</p> <p>Use of peripheral TAs and small group work including guided reading and Lexia</p>	<p>Outstanding English outcomes for PP students incl. P8=1.16 and %4+EM=93%</p> <p><b>HIGH</b></p>	<p>Strategy highly effective and evolved. SWAT tasks to be amended to have sustained impact.</p> <p>Further investment in numeracy provision</p> <p>SEND interventions to continue</p>	£40,000 (KS) £10,000 (TA)



Targeted support

Outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Assessment and progress monitoring	Monitoring data of PPS in relation to <u>Non PPS</u> within the school <ul style="list-style-type: none"> <li>• attainment</li> <li>• effort</li> <li>• consequence</li> <li>• attendance</li> </ul>	Gap between PP/ <u>NON PP</u> narrowed to a P8 of 0.14 and students outperformed national statistics by a P8 of +0.61.  HIGH	Effective regular monitoring of student groups enables a maintained focus on their performance  Empowering <u>DoLs</u> to analyse data using SISRA provides ownership of progress to departments enabling them to close the gap further.	School budget included in P <u>Coord cost b</u>
Funding	Provision mapping of all PPS to ensure that funding is applied appropriately and fairly	Bespoke intervention ensuring fair application of funding and support. Enabled maintained and productive links with families.	Continue with effective strategy of PP Coordinator post.	£25,000 (PP) £9,000 (LG L)
Assessment	1-2-1 academic tutoring from adults and sixth formers as tutors	Students targeted for intervention performed well and progress measurable.  MEDIUM	Increased level of targeting would support wider students. Progress of the support should be measured more widely by teaching staff. Monitoring of appropriateness of teaching resources from <u>DoLs</u> should be enhanced.	£16,368
Assessment	Alternative provision - college	One student accessed this provision with limited effect.  LOW	Can help students engage but needs to be applied appropriately to ensure productivity and efficacy of the provision. Can be high cost if students do not engage fully.	£1,800
Assessment and progress monitoring	Social and academic mentoring from the pupil premium coordinator or other	Immense impact on individual students who accessed the support most. Students progressed academically and socially.  HIGH	Maintained for priority students  Foster close liaison between PD: Y11 with a focus on academic progress of PP students.	Included in P <u>Coord cost a</u>

Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Aspiration Resourcing	Extended learning days with opportunities such as visiting universities, colleges, museums, the theatre and other places. Music lessons and other.	Wide student body accessed opportunities that engaged them with programmes of study and provided chances for them to develop passions.  HIGH	Develops breadth in curriculum offer and is aspiration for all students – continue to ask PP students about their interests to provide them with further bespoke opportunities.	£2,032
Progress Aspiration	The Scholars Programme (led by The Brilliant Club)	Student engagement was fantastic with many commenting that they enjoyed the process and are encouraged to strive to attend top universities.  HIGH	Continue to ensure that the students identified are most appropriate.	£1920
Well being	Priority for school counselling service and behaviour support from VISTA/LINKS	PP students and families in receipt of this intervention are supported emotionally and behaviourally  HIGH	As school grows in size, need amongst the student body is growing. We should respond by increasing provision.	£5,000
Organisation and behaviour Well being Resourcing	Social and resource needs funding incl. BYOD	Students have access to learning and social resources and are fully prepared for making progress, not impeded.  HIGH	Some students can neglect the device given – increase a sense of ownership amongst these students.	£3,110
Organisation and behaviour Progress Aspiration Well being	Peer mentoring programme to support with social isolation/ organisational behaviour needs etc.	Students supported by their peers to improve, feel comfortable and progress academically, socially and emotionally.  MEDIUM	More peer mentors with increased specificity of training to enable them to support others better.	School budget
Families	Fast Forward parental engagement programme	High attendance and engagement from families allowing for practical advice. Teacher commitment and engagement.  HIGH	Need to follow up the programme with opportunities for families to further engage. Continue to go to families to remind of parental events.	£500



er approaches

Outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Attendance	Attendance for all students and key groups monitored regularly and relevant intervention put in place	Weekly reports from attendance coordinator enabled data to feed into mentoring and other systems such as rewards and consequences and the 'Golden Ticket'  <b>HIGH</b>	Ensure consistent follow up by LG/PDs with students and families.	£3,300
Engaging	Sanctuary Club at lunchtime. Homework Club. SLA support.	Attendance very good at both clubs. SLA contact with students and <u>families</u> high and maintained.  <b>MEDIUM</b>	Calmer atmosphere at lunchtimes providing isolated students with opportunities to socialise – continue.  Closely monitor students with high levels of H1/H2 with attendance at HC	Included at
Transition	All students have access to relevant careers information, advice and guidance.	Student destinations after KS4: 98% staying in education or employment Student destinations after KS5: 122 students going to university, 3 art foundation, 9 <u>apprenticeship</u> and 18 remaining students taking a gap year.  <b>HIGH</b>	Apprenticeship role has been invaluable from sixth form learning mentor and needs to continue.	£6312
Parental involvement	Family evenings – all years including KS4 'success' information evenings	High rates of attendance to events High levels of supportive parental engagement Students exhibit mature attitudes to study, supported at home  <b>HIGH</b>	Sign in sheets have helped to monitor engagement. Calls home to encourage attendance have been invaluable.	School Bud
			<b>Total</b>	<b>£124,342</b>

Questions?