



# Disadvantaged Pupils Strategy Statement



1. Summary Information					
School	Gumley House				
Academic Year	2017-18	Total DP budget	£132,352	Date of Most recent DP review	
Total number of pupils	920	Number of pupils eligible for DP	197	Date for next internal review of this strategy	

2. Current Attainment					
	GCSE Results 2017	Current Year 11 Spring monitoring 2	Results GCSE	Pupils eligible for DP at Gumley	Pupils not eligible for DP (national average)
Progress 8 score average	-0.13	+0.15	+0.17		
Attainment 8 score average	47.0	48.18			

3. Barriers to future attainment (for pupils eligible for DP including high ability)	
In-School barriers (issues to be addressed in school, such as poor literacy skills)	
A.	Behaviour for learning ( Non completion of homework, organisation for learning)
B.	Attainment gap in KS3 curriculum Core (Eng/Maths)
C.	
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Attendance and Punctuality
E.	

4. Outcomes	
Desired outcomes and how they will be measured	Success Criteria
A.	Reduction in the number of incidents of non-completion of homework and lack of equipment for school
B.	Year 7 and 8 nurture groups identified and intervention closes gap in attainment
C.	
D.	DP attendance figures are within about 1-2% of the non-disadvantaged cohort closing to zero

5. Planned Expenditure					
Academic Year					
To demonstrate how they we using the Pupil Premium to improve the classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
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?
All staff made aware of the disadvantaged toolkit support to develop more consistent approaches in class intervention.	Toolkit developed from research from EEF on T&L strategies with evidence of improving attainment and progress	EEF research on most effective strategies. Effective practice is to combine professional knowledge with robust evidence about approaches which are known to be effective	LM meetings/ discussion and Dept outlines of interventions used.	AGR/HODS	Summer 2018
<b>Total Budgeted Cost</b>					Resources £500 All PP Staffing £43,000

ii. Targeted support					
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?
Transition teaching post created. Target underachievement for DP students in Year 7 and 8 Primary focus Core subjects	Core subjects to select DP students that require additional teaching in small nurture groups	Small intervention using DTP model from Pixel	Using monitoring cycle data and working with TLR holders in Maths and English groups will be identified and intervention delivered by transition post holder.	AGR/FRU/RPE/CFU/KGR	July 2018 end of Year monitoring and assessments of DP receiving intervention
Year 11 DP's not making LOP in Maths and English ensure LOP are made by these DP's	Using the monitoring cycle data and meetings with Core TLR holders small group intervention will be deployed.	Small groups with PLC gaps identified used to create booster sessions for DP in Year 11.	DP intervention groups tested post intervention and questionnaires completed by DP	AGR/JCH/NTA	Post intervention with LV evaluation and test post intervention and GCSE results.
Provide access to all curriculum resources such as materials for learning text books, cooking ingredients art materials	Ensure all DP have access to curriculum resources to ensure gap does not grow outside of the classroom and support with home learning.	It is clear from historic data that DP cohort	Departments to order all curriculum resources for the DP cohort	HODS/AGR	Questionnaires from the cohort
<b>Total Budgeted Cost</b>					Resources £11,280 Staffing £44,196

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?
Trial of Yes futures programme for DP	Mentoring industry days and community days to raise aspirations confidence and resilience	Used by other local girls school successfully. Evidence provide by them for its success	Plan mentoring sessions for DP students. Liaise with Yes futures to attend launch and monitor programme	AGR/LRO	July 2018
Provide access to cultural and educational enriching visits that DP would not have had the opportunity to participate in. EG trips to China	DP cohort to be allowed access to	Access to external trips which ensure a full school student participation	Funds requested from the Pupil Premium budget on a case by case basis	AGR/CWH	As and when required
Pastoral Support provided for DP cohort through PIP referrals to pastoral team	DP cohort encountering pastoral social emotional needs are supported through school pastoral team	Referral based	Pastoral team focus on each year group in PIP meetings on cohort needing support	CWH/LHA	As and when referrals made
<b>Total Budgeted Cost</b>					Futures £9,800 Staffing £8,500 Trips £11,280 Pastoral PIP £11,505