

The Spires College Pupil premium strategy statement



School overview

Metric	Data
Pupils in school	1130
Proportion of disadvantaged pupils	36%
Pupil premium allocation this academic year	£341,805
Academic year or years covered by statement	2020-23
Publish date	November 2020
Review date	October 2021
Statement authorised by	Alex Newton
Pupil premium lead	Paul Sutherland
Governor lead	Paul Pearson

Disadvantaged pupil performance overview for 2019*

*This is the latest published data

Progress 8	-0.20 (3 year average: -0.20; 9 th out of 50 similar schools)
Ebacc entry	18% (3 year average: 18%)
Attainment 8	34.78 (3 year average: 37.98)
Percentage of Grade 5+ in English and maths	15% (3 year average: 21%)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Remain in the top 20% for similar schools.	September 2021
Attainment 8	Achieve above the national average A8 for disadvantaged pupils.	September 2021
Percentage of Grade 5+ in English and maths	Achieve above the national average 5+ basics percentage for disadvantaged students (25%).	September 2021
Other	Ensure attendance for disadvantaged pupils continues to improve and is above the national average.	September 2021
Ebacc entry	Continue to increase the proportion of disadvantaged students entering the Ebacc, up to the national average.	September 2022

Teaching priorities for current academic year

Measure	Activity
Effective understanding and utilisation of cognitive science in the classroom.	<p>70 hours of ring fenced CPD founded on principles rooted in research-evidence. The whole college research and development focus is 'avoiding lethal mutations'. This includes exploring what cognitive science has to offer us as a profession, whilst thinking particularly about the informed choices we make regarding how we teach.</p> <p>The college CPD library has been expanded to include a deeper range of texts that form the basis of the whole college focus, as well as elements of the professional learning programmes staff can sign up to.</p>
Developing the curriculum and assessment.	<p>Curriculum has been a focus at the college for 2 years and continues to be so. Most departments have reconstructed their curricula, identifying the powerful knowledge and sequencing it in such a way as to optimise its usefulness.</p> <p>Summative assessment across the college, but especially at key stage 3 is a focus for 2019-20. High quality assessment supports the new curricula developed across the college and will be used effectively to identify the support required for students most at risk of underachievement.</p>
Barriers to learning these priorities address	Self-regulation; metacognition; accessing powerful knowledge and addressing the cultural capital gap, especially for high prior attaining students.
Projected spending	

Targeted academic support for current academic year

Measure	Activity
Literacy	Review the literacy policy across the college and implement strategies to improve students' ability to read and the proportion of students reading for pleasure.
Effective transition to the college for students joining in Key Stage 4	Ensure all students joining the college in Y10 or 11 have a discrete academic mentoring plan aimed at identifying and filling gaps in knowledge and preparing them to succeed in their exams.
Barriers to learning these priorities address	<p>AR identifies students who find reading a challenge but we need to further develop strategies to support these students and fill gaps in their experience.</p> <p>NFER research identifies movement of schools in KS4 as a high impact background factor to underperformance of disadvantaged students.</p>
Projected spending	£10,000

Wider strategies for current academic year

Measure	Activity
Implement new inclusion strategy	Construct an effective inclusion strategy that focuses on a three tiered approach to supporting students to stay in school and access the curriculum.
Attendance	Implement effective strategies to improve the attendance of disadvantaged students.
Barriers to learning these priorities address	Attendance, inclusion and behaviours that affect quality first teaching.
Projected spending	£30000

Review: last year's aims and outcomes

Aim	Outcome
Create clear systems and processes to secure improvements in attendance and persistent absence.	Attendance for FSM students is broadly in line with national average and persistent absence below national average.
Provide every opportunity for disadvantaged students to engage with curriculum enrichment.	<p>Increased proportion of PP students accessed curriculum enrichment.</p> <p>Increased participation in music events and courses across the college. 3 Y10 students achieving grade 7 and 8 qualifications through the scheme.</p>
Effective CPD programmes designed to improve teachers' understand of barriers faced by disadvantaged students and effective strategies to overcome these.	<p>Staff trialled a number evidence based strategies including pre-teaching and an increased focus on meta-cognition.</p> <p>The accelerated progress of selected students and groups suggest the strategies could be a success across the college.</p>