

Pupil premium strategy statement

School overview

Metric	Data
School name	The Misbourne
Pupils in school	1019
Proportion of disadvantaged pupils	9%
Pupil premium allocation 2019/20	£94,110
Academic year or years covered by statement	2019/20 -2021/22
Publish date	November 2019
Review date	September 2020
Statement authorised by	Ms J Meloni, Headteacher
Pupil premium lead	Mr M Worth, Assistant Headteacher
Governor lead	Angela Coneron

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.24 (Not Disadvantaged: +0.44)
Ebacc entry	9% (Not Disadvantaged: 24%)
Attainment 8	39.3 (Not Disadvantaged: 51.78)
Percentage of Grade 5+ in English and maths	32% (Not Disadvantaged: 55%)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Overall positive Progress 8 score for disadvantaged students	Sept 22
Attainment 8	Achieve national average for attainment for all pupils	Sept 22
Percentage of Grade 5+ in English and Maths	Gap narrowed to less than 10% from other students	Sept 22
Other	Demonstrate annual improvements in attendance towards 96%	Sept 22
Ebacc entry	27%	Sept 22

Teaching priorities for current academic year

Measure	Activity	Actions
Priority 1	Ensuring consistent high-quality teaching and developing more robust assessment mechanisms to more clearly understand students' progress	<ol style="list-style-type: none"> 1. Embedding The Misbourne Pedagogy and Core Routines 2. Review and implement new Teaching, Learning, Assessment and Homework Policy to improve typicality of practice across the school. 3. Performance management focus on progress of disadvantaged students for curriculum leaders in English, Maths and Science. 4. Creating more collaborative opportunities for departmental colleagues, including prioritising moderation and student progress conversations relating to students in receipt of pupil premium.
Priority 2	Raising the profile of disadvantaged students in all classrooms across all subjects so that staff are implementing appropriate support and challenge to improve progress and attainment.	<ol style="list-style-type: none"> 1. Changes to SIMS to ensure all disadvantaged students are visible in class registers 2. Establishing a 'Disadvantaged Students Provision Map' to highlight individual areas of focus and suggested personalised strategies as well as improving sharing of practice between colleagues. 3. Establishing a Raising Standards Group comprising of Heads of English, Maths and Science, Head of Year 11 and Assistant Head: Raising Standards Lead to ensure a coordinated approach to disadvantaged students in KS4. 4. Implement mixed ability grouping in Year 10 A-side trilogy science to promote inclusive and aspirational culture. 5. Attendance of Assistant Headteacher Raising Standards at 'Making a Difference for Disadvantaged Pupils' 3 day training course at Sandringham Research School to inform strategy, actions and staff training.
Priority 3	Recruitment, retention and professional development in EBacc subjects (Science, MFL, Humanities and Computer Science)	<ol style="list-style-type: none"> 1. Prioritise recruitment in Science for September 2020 2. Engagement with STEM Learning: Science Learning Partnerships to develop local networks and implement high quality professional development for Science team. 3. Building opportunities to learn from and collaborate with local and national strategies (e.g. national research on pedagogy and practice, EEF strategies (successful schools) PiXL and links with local research schools) to focus on addressing our subject specific key lines of enquiry (such as closing the gender gap, progress of disadvantaged students, progress of Higher Prior Attainers). Targeting bespoke staff and team professional learning opportunities to support with these key areas. 4. Engaging with support from Pixl and the network of over 3000 schools nationally to develop strategies and access resources to support improving achievement.
Priority 4	Improving literacy and numeracy provision	<ol style="list-style-type: none"> 1. Embed Accelerated Reader programme in Years 7-9 so that reading intervention is more focused on improving reading ability (speed, comprehension and fluency) of identified students and more effective use of progress data from Renaissance is made to inform Wave 1 class intervention in English lessons.

	particularly in Years 7-9	
Barriers to learning these priorities address	Recruitment and retention of key staff Awareness of individual needs and areas of focus by teaching staff and enhancing their professional skills to increase impact in classroom. Building high expectations for all students	
Projected spending	£33,842	

Targeted academic support for current academic year

Measure	Activity	Actions
Priority 1	Literacy and numeracy interventions for low attaining disadvantaged pupils in Years 7-9	<ol style="list-style-type: none"> 1. Developing professional development opportunities for appropriate teaching and support staff to improve our provision for targeted students in literacy and numeracy. E.g. training a BPVS3 assessor to measure vocabulary and liaise with AHT Raising Standards to determine effective intervention 2. Implement Lexia reading intervention for key students identified as Not Secondary School Ready (NSSR) or where significant concerns emerge in Year 7. 3. Improve provision for students who are below their chronological reading age through targeted Reading Buddies programme with Year 12 students. 4. Employing additional specialist capacity in Maths from January 2020 to target numeracy intervention to students who are working below expectations in Year 7. 5. Develop bespoke strategy to improve the literacy ability of students who are NSSR upon admission to Year 7 in September 2020.
Priority 2	Implement targeted interventions for underachieving students and those who can be challenged to exceed expectations	<ol style="list-style-type: none"> 1. Effective monitoring of student progress at data harvests to inform intervention priorities, implementation of interventions and robust monitoring of progress and next steps. 2. Priority appointments at Parents' Evening to ensure families are well informed of students' strengths and areas for development 3. Exam period 'prep' sessions timed close to final exams, including use of MyTutor sessions to provide 1:1 intensive support for selected students in the lead-up to exams. 4. Registration 'catch-up' interventions in Maths 5. More targeted use of academic and pastoral mentoring with students who will benefit from 1-1 and small group support for planned intervention with clear success criteria. 6. Attendance interventions for PAPs and students whose attendance falls between 90 – 95%

Priority 3	Ensuring students have appropriate resources for success	<ol style="list-style-type: none"> 1. Provision of a fully resourced exam pencil case to all disadvantaged Year 11 students in May 2020. 2. Provision of revision guides to disadvantaged students as required. 3. Year 11 Exam Breakfast during examination period for disadvantaged students (including opportunity to talk through any last-minute concerns with key staff). 4. Financial support with attendance to school visits and access to other support as required.
Barriers to learning these priorities address	<p>Difficulties in accessing the curriculum due to lower levels of literacy</p> <p>Falling behind due to lower than average attendance</p> <p>Developing key staff to develop their capacity to deliver high quality pastoral and academic interventions</p>	
Projected spending	£34,191	

Wider strategies for current academic year

Measure	Activity	Actions
Priority 1	Improve attendance of disadvantaged students	<ul style="list-style-type: none"> - Appointment of a dedicated Attendance Officer from January 2020 - First day call backs for all disadvantaged students - Close monitoring of students whose attendance falls between 90%-95% and appropriate interventions - Rigorous monitoring of reasons for absence and chasing evidence to support absences (e.g. appointment cards, doctors' letters) where appropriate. - Create capacity for home visits as appropriate - Closer liaison with county attendance team to address persistently absent pupils.

Priority 2	Improve communication and engagement with families of disadvantaged students	<ol style="list-style-type: none"> 1. Year 7 & 8 reporting reviews by telephone with form tutors and other key staff post data harvest 2. Making the Grade Evenings to improve parental understanding of the school curriculum and how best to support students. (Yr 9, 11 and 12) 3. Coffee mornings with AHT Raising Standards and pastoral staff to improve engagement with school and to address concerns and create an opportunity to share ideas.
Priority 3	Build aspirations amongst disadvantaged students, ensuring they have a clear understanding of all of the pathways available to them and opportunities to develop cultural capital through enrichment activities.	<ol style="list-style-type: none"> 1. Engagement with Brilliant Club for selected disadvantaged high prior attainers and those who have demonstrated excellent academic potential 2. Additional careers advisor support for Year 10 and Year 11 students. 3. Engagement by curriculum areas with Rotary Society of Great Missenden to build relationships that will facilitate participation in Rotary Competitions in Autumn 2020 to further develop students' cultural capital. 4. Clear tracking of student participation in enrichment and extracurricular activities
Barriers to learning these priorities address	Attitude to engagement with school and participation in extracurricular events	
Projected spending	£23,683	

Monitoring and implementation

This section will be populated as challenges are identified

Area	Challenge	Mitigating action
Teaching	Recruitment in Science	Registration with agency providing access to high calibre overseas candidates Recruitment rounds in November and February. Carefully tailored advertising. Engagement with local teacher training provider. Successful appointments made for September 2020.
Targeted support	Impact of staff absence on intervention provision	Restructuring of Student Services timetable to prioritise intervention aspects of mentors' roles. Use of Senior Leadership Team and Heads of Years to support with internal exclusion capacity so intervention is not impacted negatively.
Wider strategies		

Abbreviations

AR – Accelerated Reader

CLs – Curriculum Leaders

HOY – Heads of Year

MWO – Mr M Worth, Assistant Headteacher, Raising Standards Lead

PAPs – Persistently Absent Pupils

PP – Pupil Premium

STEM – Science, Technology, Engineering and Maths

TLAH – Teaching, Learning, Assessment & Homework