



Lister Community School
St Mary's Rd, Plaistow, London, E13 9AE

Mr Anthony Wilson, Headteacher
T: 020 8471 3311 / F: 020 8472 1027
www.lister.newham.sch.uk

Pupil Premium Strategy Statement

1. Summary information					
School	Lister Community School				
Academic Year	2016/17	Total PP budget	£753,275.00	Date of most recent PP Review	20.04.16
Total number of pupils	1342	Number of pupils eligible for PP	776	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Progress 8 score average	0.50	0.12
Attainment 8 score average	51.98	52.72
% achieving grade C or above in both English and maths	61%	70%
% achieving grade C or above in EBacc	34%	29%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.

B.	Middle and Lower ability pupils who are eligible for PP are making less progress than <i>other</i> middle and lower attaining pupils. This prevents sustained high achievement through KS4.	
C.	Lack of independent work outside lesson is inhibiting the progress made by the pupils.	
D.	Progress made by High ability pupils is less compared to Middle and Lower ability pupils under the Progress 8 measure.	
E.	Progress made by SEN pupils is less compared to progress made by <i>other</i> pupils.	
F.	Pupil premium cohort have far more behaviour for learning issues when compared to <i>other</i> pupils.	
External barriers		
G.		
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using accelerated reader assessments and English written assessments.
B.	Middle and Lower ability pupils who are eligible for PP are making less progress than <i>other</i> middle and lower attaining pupils. This prevents sustained high achievement through KS4.	Pupils eligible for PP identified as middle and lower attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as middle and lower attaining, across the Lower school, so that 85% or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and senior team.
C.	Lack of independent work outside lesson is inhibiting the progress made by the pupils.	Pupils eligible for PP have been identified to attend a 14 week programme in KS4. The programme is aimed to equip them with skills and techniques to work independently outside curriculum time. This will be closely monitored by their Head of House.
D.	Progress made by High ability pupils is less compared to Middle and Lower ability pupils under the Progress 8 measure.	To embed two out of the four of the strands from F.A.C.E. Autonomy - Encourage all students to develop the skills to work independently and take pride in the quality and presentation of their learning. Challenge - Plan lesson which stretch and support students to achieve excellence. Through the appraisal process, the school will be monitoring the impact of these strands and evaluate at crucial points through the year. This will be also tracked and monitored in pupil performance through the year with both sets of mock exams as milestones.
E.	Progress made by SEN pupils is less compared to progress made by <i>other</i> pupils.	Increased focus on SEN cohort. It is a focus area on the school's SEF and SIP and the Faculty Improvement plan. Faculties to work within teams to utilise and act on the information available in house, i.e. IEPs, Provision map and the relevant areas of the Teaching and Learning handbook. They will also work on devising strategies in order to support and improve student progress, i.e. seating

		plans, differentiation of planning and resources, work with the SENCO for training on specific needs, etc
F.	Pupil premium cohort have far more behaviour for learning issues when compared to <i>other</i> pupils.	Monitor the behaviour for learning of the pupil premium cohort and intervene early and decisively to ensure that school's high expectation around their conduct is exemplary. Use the support mechanism within the school, i.e. tutor and house monitoring, Panel meetings, SSC and collaboration work with family and external agencies.

5. Planned expenditure

Academic year

2016/17

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. 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 ?
PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets	<p>Appointment of HLTAs in English, Maths and Science to support lower-attaining students and develop materials for students with additional needs, including EAL, and to cover all known absences, to ensure students have 100% of lessons taught by Lister staff</p> <p>Development of EAL Immersion course and appointment of HLTA for EAL to intervene with students whose primary need is EAL, in order to allow them to access the curriculum</p> <p>Development of additional English and Maths group in Year 11 to support learning in smaller groups</p>	<p>Wasted Talent report</p> <p>To improve early intervention for students in all years in the core subjects</p> <p>To ensure that behaviour for learning is excellent for all students</p> <p>To allow more focused learning in smaller groups for students in the approach to GCSE</p>	<p>Lower school baccalaureate has been introduced this year. There is an improved focus on Year 7 and 8 with similar tracking to the Upper school.</p> <p>Wave 1 intervention will be triggered after the first data point which will be mostly around in-class intervention.</p> <p>High expectations and consistency in implementing the core values. Introduction of Red Card detention system will eliminate most of the behaviour for learning issues.</p>	<p>Heads of English, Maths and Science</p> <p>Head of EAL</p>	April and July 2017

<p>PP identified as middle and lower attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as middle and lower attaining, across the Lower school, so that 85% or above are on track for 4 levels of progress by the end of KS4</p>	<p>With the introduction of the Lower school baccalaureate, which has greater emphasis on rigour and challenge within the curriculum, the students are expected to be 'GCSE ready' by the end of Year 8 in terms of their skill set and knowledge base</p>	<p>KS3 wasted years report</p> <p>Historical experience with students when they begin KS4 and the amount of effort required to get the cohort to achieve as well as they have over the last few years</p> <p>Feedback from parents, students and teachers</p>	<p>Lower school lead in every department has spent time to review their PoS and embedded the core skills and knowledge required for the students to succeed under the new GCSE</p> <p>Regular monitoring, tracking and intervening where underachievement is identified</p> <p>Built into staff appraisal</p> <p>Collaborative work with Sarah Bonnell and Rokeby Schools</p>	<p>DHT and AHT – Lower school</p>	<p>After every data collection cycle</p>
<p>Plan lessons which stretch and support students to achieve excellence. Through the appraisal process, the school will be monitoring the impact of these strands and evaluate at crucial points through the year. This will be also tracked and monitored in pupil performance through the year with both sets of mock exams as milestones</p>	<p>Feedback through appraisal and learning walk feedback, especially through Language Development working group</p> <p>Data drop for all students 4 x yearly</p>	<p>Progress made by higher ability pupils is less compared to the middle and lower ability.</p> <p>Research suggests that by building challenge and aiming for excellence in lessons will drive standards and raise expectations.</p>	<p>Introduction of coaching triad to help colleagues to learn from each other and build their planning and strategies to improve student performance around recent research</p> <p>Setting ambitious and challenging targets to raise student expectation</p> <p>Regular analysis of this group after every data collection point</p>	<p>DHT and AHT - Learning and Teaching</p> <p>DHT and AHT - Assessment</p>	<p>Through appraisal process and the feedback from the coaching triads</p> <p>After every data collection cycle</p>

<p>Faculties to work within teams to utilise and act on the information available in house, i.e. IEPs, Provision map and the relevant areas of the Teaching and Learning handbook. They will also work on devising strategies in order to support and improve student progress</p>	<p>Toolkits will be run through the year to support new colleagues and existing colleagues on specific needs</p> <p>SEN underachievement is a whole school focus. There will be a standing item on the faculty agenda to track and monitor the group. Faculties will be encouraged to work collaboratively to devise effective strategies and support mechanism to boost the progress</p>	<p>Feedback from staff</p> <p>Sutton Trust report on effective intervention</p> <p>SEF</p> <p>Progress 8 analysis</p>	<p>Feedback from staff and student voice</p> <p>Focus on the achievement of this group and tracked by all stakeholders involved</p> <p>Seeking expertise of the SENCO and the colleagues from the Inclusion faculty to help prepare resources and develop strategies</p> <p>Tracking and monitoring of this group after every data collection point. Class teachers and the Academic board will have a crucial role to play to improve pupil progress</p>	<p>T and L team</p> <p>HOFs/HoHs</p>	<p>Ongoing</p> <p>After every data collection cycle</p>
Total budgeted cost					£572551.00

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 ?
PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets	121 and small group provision of Read Write Inc 'Fresh Start' for struggling Y7 pupils. HLTA for Literacy appointed for this intervention A new LS data tracking and assessment system	We want to ensure that data is accurate and meaningful so we know when intervention needs to take place from Year 7.	Key responsibility holders will be expected to track and monitor their progress. The librarian runs the reading age test 5 times a year to monitor the progress. Improved proficiency in reading will then be tracked to measure the impact across all their subjects	SENCO	April and July 2017
PP identified as middle and lower attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as middle and lower attaining, across the Lower school, so that 85% or above are on track for 4 levels of progress by the end of KS4	Access project Accompanied College visits Workshops with external providers WOW week	Access Project working with 40 students in Years 10 and 11, raising aspirations and having a positive impact on attainment in tutored subjects We want to ensure that all students are adequately prepared for life after Lister. This is the fundamental aim of WOW Week, an intensive 5 day programme of FE, HE & Employment-related education activities.	World of Work Week is regularly reviewed by the CEIAG team, as well as by SLT. Students are also asked for their insight in order to personalise the programme.	AHT - CEIAG, Marketing & Extended Services	After every data collection cycle

<p>Pupils eligible for PP have been identified to attend a 14 week programme in KS4. The programme is aimed to equip them with skills and techniques to work independently outside curriculum time</p>	<p>Use of the Scholars and a HA coordinator for both Lower and Upper School programme to target and motivate pupils who are currently excelling in their academic achievement. This is to allow them to aim higher and facilitate their progression to higher education</p>	<p>To address the wasted talent issue, we know is more likely to affect PP students.</p> <p>Scholars programme</p> <p>House intervention</p>	<p>Intervention will be evaluated at the end of the programme by collecting evidence on pupil progress, skills gained and the self-esteem built by students from beginning to the end of the programme</p> <p>Pupils are trained to research and critique beyond the curriculum by participating in the Scholars programme. Some of the sessions that students have already attended are:</p> <ul style="list-style-type: none"> ● An introduction to Philosophy ● The Psychology of Evil ● The Fermi Paradox ● Mindfulness 	<p>HoH</p> <p>HA coordinator</p> <p>AHT - US and LS</p>	
<p>Plan lessons that stretch and support students to achieve excellence. Through the appraisal process, the school will be monitoring the impact of these strands and evaluate at crucial points through the year. This will be also tracked and monitored in pupil performance through the year with both sets of mock exams as milestones</p>	<p>Training and toolkits</p> <p>Appraisal</p> <p>Lesson observations</p> <p>Learning walks and book looks</p> <p>Scheme of work scrutiny</p> <p>Primary-secondary moderation meetings</p>	<p>Excellent intervention strategies in both Upper and Lower School following the data points: share data on PP and ensure that faculties plan for improvement</p> <p>Monitor and evaluate the impact of the intervention, where required, tweak and adjust to ensure that we are constantly reflecting on our practices</p>	<p>HoF will monitor this as part of the appraisal process including the lesson observation cycle. They will link the toolkits to teacher appraisal to ensure that staff are provided the opportunity to reflect, collaborate and work on their areas for development.</p> <p>LT in liaison with the Academic board will lead on the learning walks, book scrutiny.</p> <p>HoF to ensure that the SoW is constantly updated, refined and resourced to the changing demands in specification and the context of the school</p>	<p>HoF</p> <p>LT</p>	
<p>Faculties to work within teams to utilise and act on the information available in-house, i.e. IEPs, Provision map and the relevant areas of the Teaching and Learning handbook. They will also work on devising strategies in order to support and improve student progress</p>	<p>Training and toolkits for staff on inclusion: whole staff INSET and use of learning walks to check on how effective intervention is</p> <p>Development and sharing of pupil data, i.e. seating plans to ensure staff are aware of PP</p>	<p>To ensure that staff are aware of the key groups in their class and are monitoring these groups</p>	<p>The school has bought a software which will allow staff to populate their seating plan with the most recent assessment data</p> <p>It is a school expectation that every class teacher has a seating plan</p>	<p>HoF</p>	<p>Ongoing</p>

Monitor the behaviour for learning of the pupil premium cohort and intervene early and decisively to ensure that school's high expectation around their conduct is exemplary	SSC support groups Restorative practices BFL staff training	Support and intervention as needed to support learning autonomy and independent learning	Data collected from SIMS behaviour module suggests that we have fewer incidents this year compared to this time last year A range of toolkits have been delivered to ensure that staff not only understand the system to log the concern but are able to follow up with pupils who miss a detention Restorative practice is an expectation at all levels of detention	AHT - behaviour HoH/HoF	Ongoing
Monitor homework completion statistics with a view to providing an intervention to support students who are struggling with homework and are pp	Scrutiny of home learning setting and returns	EEF research lists secondary homework as one of the top strategies having high impact and low cost	Learning walks Book looks Analysis of completion rate from Smart homework	DHT	January, April and July 2017
Total budgeted cost					£73061.00

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
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

Consistently producing outstanding lessons to boost pupil progress and the student experience alongside reducing the gap between PP and non-PP	Appointment of outstanding practitioners from the Teach first and the School direct cohort	Our gap between PP and non-PP is significantly narrowed. In some measures, PP have outperformed non-PP The school will like to keep working with colleagues to ensure that the percentage of outstanding lessons are on upward trajectory	We have been fortunate to attract a high calibre cohort of TeachFirst participants, however the necessity to closely monitor their progress has also been highlighted. Use of the School Direct programme has allowed us to develop staff identified in-house as having the potential to become outstanding practitioners.	£531059.00
Embedding the SMSC, PSHE and CEIAG provision for all pupils with a specific focus on PP pupils	Super Learning Days & Careers Advice	The SLD programme has allowed us to develop students awareness of SMSC, PSHE & CEIAG related issues in a non-classroom setting. Both PP and non-PP students have been exposed to, and encouraged to think deeply, on a number of issues related to their own aspirations and ambitions. The school has developed a cohesive and progressive CEIAG offer for its students, from Y7 through to Y11, in conjunction with the East London Business Alliance, 15 Billion EBP and other agencies. We have also built strong links with the Barclays LifeSkills programme. These developments have ensured that all students are provided with appropriate and timely IAG. This has helped us to maintain our NEET number at well below the Newham average.	The SLD programme has evolved considerably since its inception, becoming much more personalised to student's individual developmental needs. With the appointment of a PSHE Co-ordinator from September 2016 our aim is to tailor this programme further still in order to ensure that all students, and PP students in particular, are well supported. The CEIAG programme is continually developing, and we will that the provision is now on par with the best in the country. Future plans include the training of staff, ensuring that they are appropriately qualified, and the pursuit of the Investors in Careers Award.	£29323.00
ii. 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
1-to-1 support for pupils' in KS4 with specific focus on English, maths and languages	Academic coaches	There was a significant impact on the outcomes of pupils who were mentored by the Academic coaches.	The school has decided to create the role of HLTA to provide specialist support to the core subjects. Most of the academic coaches have been trained and retained for the role	£75996.00

<p>To ensure that pupils in hard to reach families with poor attendance are supported along with young carers</p> <p>To assess and provide strategies to school for students whose learning needs or behaviour are creating barriers to learning</p>	<p>School home support</p> <p>Education Psychology service</p>	<p>The school home support visits pupils and establishes relationship with families to enable them to work closely with the school</p> <p>Facilitated trips for the young carers and developed the voice of the young carers in the school</p> <p>Reports received from the Ed Psych are used to access the high needs funding. Staff who worked directed with children with HNF felt supported through the reports populated by the EP</p>	<p>The school is satisfied with the progress made through these services and would continue to invest to support pupil and families</p>	<p>£42913.00</p>
<p>Pupils at risk of permanent exclusion are catered for with an appropriate alternative provision</p>	<p>Alternative Provision</p>	<p>The provision helped pupils to keep themselves motivated and in some cases come back to Lister rejuvenated after addressing the issues which led to their placement</p>	<p>The school will continue to use this provision and use it as an intervention for pupils' who can no longer be either supported or catered for in mainstream education</p>	<p>£4113.00</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>Aim Higher</p> <p>Enrichment + Extended services</p>	<p>Support a number of extra-curricular programmes and activities.</p>	<p>Students have had the opportunity to be mentored in core subjects by industry professionals (via The Access Project), attend University lectures and produce HE level assignments (via The Brilliant Club), as well as a huge range of additional opportunities and events.</p>	<p>Careful and stringent vetting of appropriate external partners, accompanied by careful matching of students and programmes has been key to success. We have also chosen not to renew partnerships deemed to be unproductive (eg. City Year).</p>	<p>£52974.00</p>
<p>Year 6 transition + ROA</p> <p>Student rewards</p>	<p>Year 6 Induction Week</p> <p>Year 11 Record of Achievement Evening</p> <p>Student Rewards</p>	<p>Year 6 Induction ensures that our students are better prepared for starting full-time at the school. Students are introduced to school staff and systems to facilitate a smoother transition from Primary to Secondary.</p> <p>Year 11 ROA Evening and the Student Rewards programme allows us to recognise the achievements and efforts of all of our students, both PP and non-PP. Evidence shows the positive impact which can be achieved through incentivisation.</p>		<p>£15563.00</p>

Breakfast Club	Provision of a free breakfast for all students	<p>EEF Research has highlighted the positive impact on attainment which results from students having consumed a good breakfast.</p> <p>Approximately 100 students took advantage of this offer on a daily basis.</p>	Breakfast Club continues to be a part of the school's core offer to its students, however its finances are now more closely monitored in an attempt to curtail excessive costs (Eg. supplier has been changed).	£14618.00
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