

Pupil Premium 2018/19 Improvement and expenditure plan

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Evaluated: Student Committee.

WHAT IS PUPIL PREMIUM?

Pupil Premium funding began in 2011. From April 2012, pupil premium funding was extended to include:

1. All children eligible for free school meals at any point in the past 6 years.
2. Children who have been looked after for 1 day or more.
3. Children who are adopted.
4. Children who leave care under a Special Guardianship Order or a Residence Order.

Ofsted inspections report on how schools' use of the funding affects the attainment of disadvantaged pupils.

They will hold us to account through performance tables, which include data on:

- The attainment of the pupils who attract the funding.
- The progress made by these pupils.
- The gap in attainment between disadvantaged pupils and their peers.

The government believes that the pupil premium, which is allocated to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that the funding to tackle disadvantage reaches the pupils who need it the most.

The aim of the money is to try and close the attainment gap. The school have autonomy over how they spend the money but they are required to ensure that it is spent on projects and interventions that support students from low-income households to achieve equally as well as their peers.

OUTLINE OF THE FUNDING WE RECEIVE.

Haydon School is due to receive a total of £235,620 for the financial year 2017/18. This is broken down in the following way:

- 289 students eligible for funding (Full, service, deprivation funding). This is 20% of the schools population.

We also receive will receive Pupil Premium funding for our Looked After children of up to £1900 to £2,200 each. The money has to be requested on a termly basis following discussions with the student's relevant borough.

WHY THIS IS THE KEY PRIORITY FOR THE SCHOOL.

Gaining more good GCSEs is life changing for our students. The challenge is working out how we can close the gap. We need to address what the barriers are to unlocking the potential of more disadvantaged and low attaining children to ensure that all achieve. Children with 5 good GCSEs are likely to:

- Earn about 10% more than similar people with lower qualifications.
- Increase their lifetime productivity at this level by £100,000 for men and £85,000 for women.
- Be in full time employment or training at 18. Being unemployed at 18 can lower wages by 12-15% by the age of 42
- Be of lower risk of depression, risk taking behaviour and obesity in later life.
- Have children later. A third (32%) of young women who do not achieve at least 5 GCSE's have a child by 19, 10 times more than those who do.

PREVIOUS DATA:

ATTAINMENT:

2014/15 A*-C Inc E & M		2014/15 gap	2015/16 Inc E & M		2015/16 gap	2016/17 Inc E & M (new 1-9 measures)		2016/17 gap	2017/18 Inc E & M (new 1-9 measures)		2017/18 gap
PP	42%	28%	PP	54%	22%	PP	56%	17%	PP	48%	24%
Whole cohort	70%		Whole Cohort	76%		Whole cohort	73%		Whole cohort	72%	

ABSENCE:

2014/15		2014/15 gap	2015/16		2015/16 gap
FSM*	8.6	3.3	FSM*	8.5	3.2
Whole cohort	5.3		Whole Chort	5.3	

*(DfE do not publish attendance data for disadvantaged only FSM(*ever 6). They have not published anything yet beyond 2015/16)*

OUR KEY AIMS FOR 2018/19:

To continue to improve the outcomes of Pupil Premium students. To achieve this we are aiming to focus on excellence for all promoting equity rather than a focus on closing the gap, ensuring that all children succeed, however to achieve this we still need to address the barriers to learning which create inequalities and also raise the attainment of those students in low income families. Specifically we aim to:

- Improve their levels of attainment and progress.
- Develop key literacy skills.
- Close attainment gaps relative to the school averages.
- Have full access to our curriculum.
- Improve levels of attendance.
- Support social and emotional development, through full inclusion in the schools extracurricular program.
- Close the gap at KS3 in terms of pupil progress in preparation for KS4.

HOW ARE WE AIMING TO ACHIEVE THIS?

- Honestly evaluate performance across the school.
- All PP students' intervention 'needs' mapped.
- Ensure good quality teaching for all and also wave 2 and 3 intervention for all PP
- Clearly monitored impact of intervention strategies in place for all PP students. All interventions are entered on SIMS to ensure that
- Continue to ensure that the profile of PP students is seen as a priority for all.
- Teaching and learning focus on excellence for all and participation of all PP students.
- All staff have a performance management target related to the progress of PP students.

EXPENDITURE 2018/19

After reviewing the expenditure plans for the previous years and the researching into current thinking in terms of Pupil Premium spending we decided to divide the funding in to two distinct categories or 'pots'. The first pot would be specifically allocated to staffing who had a specific responsibility for Pupil Premium and to support provision mapping, small group and 1 to 1 interventions. The second 'pot' would be available for all staff in the school to place intervention bids for. The rationale behind this was to all allow staff the autonomy to identify intervention needs in their areas of expertise and then identify strategies to tackle these area. Thus intervention would not be top down but rather bottom up.

All staff received training in how to develop bids and also staff were given the opportunity to attend training on intervention during teaching and learning CPD sessions. The funding structure and focus of Pupil Premium funding has been discussed as a leadership team and also presented to Governors.

Expenditure detail (to date)

POT ONE – STAFFING- £230,620 (a percentage of the salary is taken form the funding in proportion to the specific impact the member of staff has in engaging with PP students and supporting specific strategies.

Role	% of salary	PP role
Member of Leadership Team	20%	To oversee the closing the gap agenda. To monitor the effectiveness of spending and strategies to close the gap. To work with all staff in the school to ensure consistency in terms of meeting the schools aims. To lead staff to close the attendance gap. The analysis of PP data. To hold staff accountable for performance.
Behaviour manager	20%	To support students who have been identified as at risk of exclusion in re-engaging them in the learning process, develop strategies to promote positive behaviour and raise aspirations.
Pupil Premium Learning Mentor KS4	100%	Work with identified children on a one to one basis to support their attainment and behaviour.
Maths Learning Mentor MS3 and 4	100%	To support students identified as needing additional support in maths to aid them in reaching their potential. Though a combination of mentoring, one to one support and support in lessons.
Home school Liaison	20%	Supports students in successful school attendance. Working with 'hard to reach' families.
SEN Pupil Premium Learning Mentors	10%	To support students identified as needing additional support to close the gap for example in attainment, behaviour, or attendance. Though a combination of mentoring, one to one support and support in lessons.
LINK lead	20%	To support students identified as needing additional support with specific social and emotional issues and to raise aspirations. Though a combination of mentoring, one to one support and support in lessons.
Leaders in core faculty areas (Maths, English, Science)	10%	To identify students within he faculty area who need additional intervention. To initiate intervention strategies. To monitor the impact of intervention strategies. To hold staff accountable for performance.
Pupil Premium Administration	20%	To track and manage the intervention data for Pupil Premium students.
Pastoral Leaders	10%	Monitor the academic and pastoral development of Pupil Premium students to ensure they are making required progress and to also plan intervention where required.
Teacher responsible for Pupil Premium attendance.	20%	Tasked with working with families and students to improve the attendance of Pupil Premium students, with the aim to support closing the attainment gap.

As the roles of these staff are very varied it is difficult to trace the impact of their intervention through simple quantitative measures. To monitor the impact the lead for Pupil Premium meets with staff regularly to review their impact and priorities. Staff are also asked to produce impact statements. The Pupil Premium Learning mentors also complete interviews with students prior to and once intervention has ceased.

This intervention funding supports students to develop and deepen their knowledge, skills, aspirations and ability to participate in their education through targeted and focused one to one work or small group work with teaching and pastoral staff as well as key outside agencies and coaches at key points of the school year across KS3 and KS4. Students can be identified by pastoral teams, faculty area or the SENCO for this wave of support.

'POT' TWO – STAFF BIDS- £ 5,000

All staff have the opportunity to bid for money to support intervention from this 'pot'. A pro forma has been created to support staff bid for money. Staff are asked to outline the focus of the intervention, outline the students involved in the intervention, identify the timescale of the intervention, identify and resources required for the intervention and costing. Once the impact is completed they then need to complete a review of the intervention and identify the impact. They are also asked to complete an evaluation of this intervention. The lead in charge of Pupil Premium meets with staff during or at the end of the intervention to discuss success. All bids are centrally recorded in a spreadsheet and the intervention is mapped on the schools provision monitoring system.

To date there have been 24 separate bids from staff which have ensured that PP students have received a range of different individualised interventions. The following is a sample of interventions which have been agreed:

Christmas Carol books	Business workbooks	Revision guides and workbooks for science	Revision handbooks for top grades
Y 9 Camp	Snap revision guides	Silver DofE - Expedition section	
CGP workbooks / exam material	CPLD Student book	Live Theatre Performance	ICT equipment including laptops
Edexcel books to help with Reading and Writing Skills	Geography field trip	Revision guides for RE	Y7 camp
Ypres trip	Battle of Hastings trip	Whole cohort productions of Macbeth and The Inspector Calls for y11.	Languages revision guides
School Uniform support	Support to attend extracurricular clubs	Breakfast club	Pre exam packs for KS4 students

The following tables outline the details of the schools plan to raise the aspirations for Pupil Premium students and to also close the attainment and attendance gap:

Development Priority:	Intervention Description	Implementation Activities	Implementation Outcomes	Action	EEF impact rating
Improve the outcomes of DA students	Implement a range of interventions to improve students cultural capital	All students exposed to a cultural enrichment activity, which is specifically Curriculum related.	All DA students undertake a cultural enrichment activity / program.	Whole cohort productions and carers advice Enrichment activities both in school and externally. This includes curriculum in the PSHE and citizenship program. Performing arts program at KS3	up to 4 + months. These activities can also help increase cultural capital and students engagement in school
	Implement a range of interventions to reduce the attainment gap at KS3 and KS4	Develop program offered to higher DA students in line with the HAPS program at KS3 and KS4	All higher PP students take part in the KS3 and 4 HAPS program Higher ability DA students are exposed to higher levels of academic support and also aspiration raising activities.	All PP Higher students (M and H on entry) are involved in the HAPS program. Students in KS 3 and 4 are given the opportunity to participate in the EPQ project. Y 8 and Y 10 PP students take part in a Learning performance workshop. High achieving PP students invited to Oxbridge evening and 'getting into top Universities' PiXL visit.	Aspirations intervention can be negligible. However the program also includes work on metacognition and self-regulation which can positively impact by 7 months.
		All Lower ability DA students offered 1-1 mentoring at KS3 and KS4 by pastoral staff.	All PP students receive 1 to 1 mentoring for at least a term in the academic year.	After every data drop PP students are mentored by form tutors following the structure in the Pastoral QA documents (document reviewed Jan 19) In y11 PP students are offered extra mentoring. Y 10 work with LM in the summer term more intensively.	small group learning and 1 to 1 tuition can add up positively impact by up to 5 months
		Review staff activities specifically involved with DA students and their impact (July 19). Hold staff accountable for progress DA students they support	Effective deployment of pastoral and curriculum staff.	QA paperwork monitored, all QA forms have a specific section relating the performance of PP students. Pastoral issues of PP students highlighted regular review of support staff for Attendance and behaviour.	High impact feedback can

though the QA process	Staff have a DA target in their PM.		
Support DA students developing skills for work.	All KS4 students meet with careers advisor.	All y11 students have had a meeting with careers advisor. Y 10 and y11 students given the opportunity to attend Careers fair, in the summer term.	The impact can be negligible. However feedback from our students demonstrates that a clear career goal has supported their progress. However the issues is when career paths require very low levels of education. This has an impact on our cohort of white working class boys.
Support DA students developing study skills and motivation.	School support pack - approx. cost £20 per students.	KS4 students have been given a power to perform booklet to support with stress. Targeted support assemblies post data drops and also for FSM students specifically. Mentoring provided to KS4 students. Small group sessions y 7 in advance of the end of year exams. Staff are asked to complete REACT for PP students in detail PP intervention sessions during form using BEDROCK literacy program to develop reading and comprehension strategies. This is monitored by the English faculty Sixth form mentors and tutors used in Maths and English lessons.	High impact feedback can impact positively by 8 months. Reading and comprehension strategies can positively impact by up to 6 months. High impact small group session can positively impact by 4 months.
Closing the gap for H and M students on entry.	Targeted use of catch up funding	English and Maths have developed intervention for PP students with low PA on entry. English utilised the Pixl Wave with Y7 which gave individual learning plans for y7 students. We will test the results in the summer term. Maths will undertake the wave also then.	The EEF identified that the transition between phases of education notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up.

Implement strategies to improve parental engagement	Develop parental engagement DA parent engagement newsletter sent home every half term DA parent coffee mornings	All DA parents receive information with range of support information. Parents attend curriculum support evenings in KS4.	Parent coffee morning with LM and year teams in all year groups. Follow up communication made by the year office / LM after parent evenings / curriculum evenings / revision evenings.	Parent engagement can add up to 3 months.
		Personalised termly action plans produced for all Lower and middle DA students - Form tutor, year staff.	January review of Pastoral QA documents addresses this - to action after each data drop in the Spring term	One to one support can add up to 5 months
	DA attendance at all KS parent opportunities followed up with thank you letters and also support information.	Follow up communication made by the year office after parent evenings / curriculum evenings / revision evenings.	Contact all parents and Guardians prior to school information sessions, including parents evening to support attendance. Follow up nonattendance with communication.	Parent engagement can add up to 3 months.

