

Pupil Premium 2019/20 Improvement and expenditure plan

Leader: Sam Kidd

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 funding to tackle disadvantaged 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 £244970 for the financial year 2019/20. This is broken down in the following way:

- 262 students eligible for funding (Full, service, deprivation funding). This is 18% 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 A KEY PRIORITY FOR THE SCHOOL.

Gaining 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:

	2015/16		2016/17		2017/18		2018/19*		2019/20 (PREDICTED)	
	A8	P8	A8	P8	A8	P8	A8	P8	A8	P8
WHOLE COHORT	55.36	0.06	51.25	-0.01	52.39	0.04	48.01	-0.1	54.93	0.44
DISADVANTAGED	46.4	-0.34	41.08	-0.21	40.35	-0.41	36.99	-0.55	46.96	0.2
GAP	8.96	0.4	10.17	0.2	12.04	0.45	11.02	0.45	7.97	0.24

ABSENCE:

2014/15		2014/15 gap	2015/16		2015/16 gap	2016/17		2016/17 gap	2017/18		2017/18 gap
FSM*	8.6	3.3	FSM*	8.5	3.2	FSM*	9.8	3.7	FSM*	10.5	4.4
Whole cohort	5.3		Whole Cohort	5.3		Whole cohort	6.1		Whole cohort	6.1	

*(DfE do not publish attendance data for disadvantaged only FSM(*ever 6). They have not published anything yet beyond 2017/18)*

OUR KEY AIM FOR 2019/20:

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 extra curricular 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.
- 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 impact is assessed.
- 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.

BARRIERS TO LEARNING

Research suggests 4 main barriers to learning for pupil premium students that contribute towards the attainment gap between PP and non-PP students. (This is not to suggest that there are not numerous other barriers for us to be aware of, given the substantial complexity of young people and their needs)

- A) Pupil premium students on average have lower attendance than non pupil premium students and poorer parental engagement.
- B) Increased need for staff awareness of the strategies best able to support PP students in their classes.
- C) Increased focus on the monitoring of progress and achievement of PP students.
- D) Barriers affecting individual students and their readiness for learning - such as lack of equipment, no school uniform, lack of support for enrichment activities.

Each strategy below is intended to address at least one of these barriers to learning, and when the impact of strategies are considered during the year, we ask teachers consider specific barriers to learning that are being challenged.

It was felt at the start of the year that Barrier B was particularly urgent and so every teacher in the school was asked to complete a 'know your students' activity to ensure they were aware of the DA students in their classes and their specific barriers to learning. A further outcome of completing this activity is the need for Pupil Premium Passports, which we will be trialling this year.

EXPENDITURE 2019/20

After reviewing the expenditure plans over previous years and the research 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 allow all staff the autonomy to identify intervention needs in their areas of expertise and then identify strategies to tackle these areas. Thus intervention would not be top down but rather bottom up.

The structure and intent of the pupil premium was outlined to all staff on the September training day with a particular emphasis on teachers knowing their PP students and the support they require. The funding structure and focus of Pupil Premium funding has been discussed as a leadership team and also presented to Governors.

The effectiveness of our expenditure is reviewed periodically by SLT and governors to assess its effectiveness. An example of the flexibility this continuous monitoring can create is our addition this year of two form tutors working largely with pupil premium students who are persistently absent.

Expenditure detail (to date)

POT ONE – STAFFING- £230,620 (a percentage of the salary is taken from 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 KS3 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 the 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.
Deputy Year Leaders in Year 7 & 11	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.
Attendance Form tutors	10%	To be responsible for a form group with specific low attendance issues - primarily PP PA student. Responsible for raising their attendance and thus their attendance.

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 (18/10/19) there have been 14 separate bids from staff which have ensured that PP students have received a range of different individualised interventions. These have included pastoral requests from year offices for support with uniform and equipment for pupil premium students, contributions towards educational school trips that have a clear link to raising outcomes for PP students, and revision books for English and Geography. We have also funded a Year 7 growth mindset program to increase the aspirations of disadvantaged students. We anticipate that further bids will continue to be made by staff throughout the year for anything that will raise the outcomes for pupil premium students, and address the barriers to learning outlined above.

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, approx cost £40 per student.	All DA students undertake a cultural enrichment activity.	Y 7 - English visit in July to the The Roald Dahl Museum and Story Centre Y 8 -Careers visit to the Bank of England. Y 9 - Summer Science Exhibition and the The Royal Society London. Y 10 - Theater visit to support literacy /critical thinking Y11 - Performance of An Inspector Calls / Macbeth Continue to fund outdoor learning (Dof E/ y 7,8 and 9 camp, Geography field trips, ski trip and other trips)	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 inline 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 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 through the QA process	Effective deployment of pastoral and curriculum staff. Staff have a DA target in their PM.	QA paperwork monitored, all QA forms have a specific section relating the the performance of PP students. Pastoral issues of PP students highlighted regular review of support staff for Attendance and behaviour.	High impact feedback can
		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 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 beginning with Years 7 & 8. 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 non attendance with communication.	Parent engagement can add up to 3 months.	

