

Pupil Premium Funding 2018 – 2019

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to 'close the gaps' between them and their peers.

Disadvantaged Pupil Funding (amount per student):

Pupils in Years 7 to 11 recorded as Ever 6 Free School Meals	£935.00
Looked After Children	£1900.00
Children of parents in the armed forces	£300.00

John Spence Pupil Premium Funding 2018 - 2019

As of 14.11.17	Year 7	Year 8	Year 9	Year 10	Year 11	All Years
Total Students on Roll	174	173	155	168	162	832
Number of PP	75	76	76	57	67	346
Percentage PP	43.10%	43.93%	49.03%	33.92%	41.35%	41.58%
Total Budget						

The government allows school leaders to decide how to use the Pupil Premium funding and measures its impact through performance tables which show the performance of disadvantaged pupils with their peers.

2018 Attainment & Progress

Measure	PP	Non PP	National Average for PP	National Average for Non PP	National Average overall
No of Students	58	98			
% of Cohort	37%	63%	In 2018, 27% of all were disadvantaged students		
Basics 4+	27 (47%)	59 (60%)	44.5%	71.5%	64.2%
Basics 5+	11 (19%)	38 (39%)	24.9%	50.1%	43.3%
Progress 8	-0.94	-0.38	-0.44	0.13	-0.02
Attainment 8	38.03	44.77	36.7	50.1	46.5

At John Spence we have high expectations for all individuals. We do not equate deprivation and challenge with low ability. We ensure that teaching and learning opportunities meet the needs of all students. We ensure that appropriate provision is made for students who belong to vulnerable groups. In making provision for disadvantaged students we recognise that not all students who are eligible for PP funding are academically or socially disadvantaged. We therefore focus on the needs and levels of progress and attainment for **all** of our students. In providing support we will not socially isolate students. Therefore, it is highly likely that all groups receiving additional support will be a mix of disadvantaged and non-disadvantaged students.

Our key objective in using the Pupil Premium Grant is to reduce the differences between these student groups. As a school we consistently track all groups of students to ensure that they make good or better progress. Through targeted interventions we are working to eliminate barriers to learning and progress. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment.

To maintain the profile of the disadvantaged cohort:

- Teaching and support staff are regularly updated with the names of students who qualify for this funding.
- Academic tracking includes information on PP status.
- One of the seven priorities in the whole school development plan is about raising the attainment of the disadvantaged cohort.
- Departmental and pastoral self-evaluations have a section related to the disadvantaged cohort.

We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium student's achievement. Pupil Premium Impact will be measured through:

- Pupil progress data
- Other quantitative data, e.g, data on reading ages
- Pupils' views on the actions that have supported them most effectively
- Staff views on the impact of particular actions on pupils' achievement and their attitudes to learning
- Other qualitative evidence, e.g, views of parents on how particular strategies have benefited their child

Sir John Dunford, the former National Pupil Premium Champion, spent two years examining what works best after speaking to schools, addressing conferences and acting as a channel of communication between the Department for Education and schools. He noted that the most successful schools used a range of strategies that were targeted to the needs of individual pupils rather than sticking with one or two. As a school we have acted upon his findings and based our policy around the following points that the most successful schools:

- Collected and analysed data on groups and individual pupils, and monitored this over time
- Focused on teaching quality
- Identified the main barriers to learning for disadvantaged children
- Put interventions in place when progress has slowed
- Engaged with parents and carers in the education of their child
- Referred to existing evidence about the effectiveness of different strategies
- Trained all classroom staff in the strategies being used in school
- Secured staff commitment to the importance of the pupil premium agenda
- Trained governors on pupil premium

Pupil Premium Strategy Statement:

1. Summary information					
School	John Spence Community High School				
Academic Year	2018/2019	Total PP budget	£294,685	Date of most recent PP review	Sept 2017
Total number of pupils	832	Number of pupils eligible for PP	346	Date for next int/ext review of this strategy	Feb 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average (from 2017/18)	-0.94	-0.02
Attainment 8 score average (from 2017/18)	38.03	46.5

Strategies / initiatives for all students (retained or **developed** from 2017-18 for academic year 2018-19)

**Evidenced / reviewed via whole school SEF actions, SLT responsibility actions and department development planning actions*

The three headings below enable schools to demonstrate how they are spending 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
A. To improve attainment and progress	RAG meetings to focus specifically on pinpointing actions to improve the attainment and progress of underachieving students across all abilities in each cohort. KS4 specific RAG meeting involving all SLT links. KS3 RAG developed and lead by JRE.
	Subject supportive reviews to monitor quality first teaching and assess student progress over time across all departments. Greater emphasis given to progress measures and CLs department judgements prior to review.
	Allocate an academic mentor to every Year 11 student to track academic progress and to provide support and advice in lead up to GCSEs.
	Support sessions for all GCSE subjects. Range of different approaches developed and a targeted approach employed to support the needs of all students on a half-termly basis.
	Reduced class sizes in English & maths due to the retention of staff.

ii. Targeted support

B. To increase levels of engagement amongst disadvantaged students	Identify targeted behaviour intervention and/or support for identified students.
	Allocate a learning mentor to those students identified by HoYs as experiencing difficulties engaging positively in school.
	LAC students given 1 to 1 tuition by REHLAC according to needs.
	Sports academies to be open to all students and to proportionally reflect the % of PP students in school. Attendance data to be collected and analysed.
	Referrals to outside agencies such as CAHMS and Someone Cares to offer professional support.
	Implement a greater number of Pastoral Support Plans and initiate Early Help Assessments.
	To access alternative provision for those most at risk of becoming NEET.

C. To raise aspirations of disadvantaged students.	Each Year 11 student to have at least one Connexions meeting. Those Year 10 most at risk of becoming NEET to have meeting at the end of Year 10. All Year 9 & 10 students who have an EHCP and/or are LAC will be offered a Connexions interview. Connexions officer present at EHCP Reviews.
	Guest speakers invited in to school, particularly post 16 providers. Fast Tomato to be used in Year 9 to inform option choices. Whole year group events: Mock interviews in Year 11 and speed dating in Year 9. Careers information more regularly shared with students and parents/carers.
	Year 11 mentoring programme to include CEIAG.
	Lessons in FFL throughout KS 3 & 4 to include decision making, self-awareness, career exploration, employability skills and career management. Schemes of work developed for this academic year.
	Work related option for 15 students in Years 10 & 11 providing a morning a week accessing alternative provision outside of John Spence.
iii. Other approaches	
D. Increased attendance rates for students eligible for PP.	HSLO to monitor attendance of all students. First day response provision. Home visits for PA students. Fortnightly scheduled meetings between HSLO and each HoY to monitor year group attendance. Regular meetings between HSLO and PP coordinator to monitor attendance of PP groups.
	Students made aware of own current attendance on a weekly basis. Year 7 information recorded in new F7 tutor book. Parents made aware when their child's attendance falls below 95%. Meeting with parent/carer and student to discuss attendance.
	Identify trends and where biggest gaps are in PP groups. Incentivise those groups where gaps are largest. Reward good attendance. Attendance is included in the half termly Year 11 Credits.
E. To foster positive relationships with parents/carers of disadvantaged students.	Allocate key worker for most vulnerable students as point of contact between home and school. In the case of students with an EHCP key worker to attend reviews. Year 6 parents invited in to discuss individual arrangements
	Regular information to parents/carers. Use of SchoolComms as a means of communication. Show My Homework parental log ins. Parents/carers are informed of careers information, advice and guidance support available.
	Attend and contribute to all LAC Care Team Meetings and Reviews.
	Primary transition work developed for 2018-19 with greater collaboration including transition evening and updated events for Year 6.

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Literacy skills, particularly reading and oracy as well as numeracy skills are lower for PP than for other students at KS2, which prevents them making good progress in KS3 and 4 (Maths 16 PP BE out of 27 BE – 59%) (English 17 PP BE out of 30 – 57%)
B.	PP students (including a high proportion of high ability PP) underperform particularly in the English (-1.17) and Open (-1.61) buckets of 'Progress 8' (Y11 2018 Results / Y10 2018 Summer)
C.	A variation in the quality of teaching and low expectations of staff for some mid ability PP students negatively impacts on their outcomes
D.	PP students account for 76% of Fixed Term Exclusions and a significant majority of internal incidents, with a small group of Year 9 (mostly eligible for PP) of particular concern are having a detrimental effect on their academic progress and that of their peers
External barriers	
E.	Attendance rates for disadvantaged students are, on average, lower than for non-disadvantaged
F.	Lack of positive engagement from parents/carers of some disadvantaged students leads to social, emotional and mental health issues as well as limited aspirations

4. Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	High levels of progress in Literacy, Numeracy and Reading for Key Stage 3 students and Oracy developed for all students	All PP students have a reading age of 10 or more at the end of Key Stage 3 and are within 1 year of chronological age by July 2019
B.	Improved attainment and progress of PP students (particularly high ability PP students) in the English and Open buckets	To narrow the gap to less than -0.3 (NA)
C.	Improve the quality of teaching for all, with all lessons never less than good, for all students	Progress 8 score is 0 and Attainment 8 gap continues to close, with a target of 42.
D.	Improved behaviour outcomes for all PP students, particularly in Key Stage 4.	FTE fall by 50% for PP students. Internal behaviour incidents match student profile.
E.	Improved attendance rates for disadvantage students	The attendance gap between PP and non-PP students falls to 1% or less
F.	To foster positive relationships with parents/carers of disadvantaged students	Increased numbers of parents/carers attending arranged events

1. Planned expenditure

Academic year **2018/2019**

The three headings below enable schools to demonstrate how they are spending the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	What is the evidence and rationale for this choice?	Chosen action/approach	How will you ensure it is implemented well?	Staff Lead	When will you review
<p>Improve attainment and progress of PP students (including a high proportion of high ability PP) in the English (-1.17) and Open (-1.61) buckets of 'Progress 8'</p> <p>Reduce the variation in the quality of teaching and low expectations of staff for some mid ability PP students which negatively impacts on their attainment and progress</p>	<p>Sir John Dunford, the former National Pupil Premium Champion identified that one of the most important factors in schools being successful in closing the gap 'focused on teaching quality'.</p>	<p>Staff to use the PARS Seating Plan Module, clearing identifying PP students and using it to strategically position and plan for individuals</p>	<ul style="list-style-type: none"> - QA seating plans - Triangulate seating plans, planning and progress data 	JRE / LBY	<p>10/1/19</p> <p>Decision was made after our PP review in Nov 2018 not to use this software</p>
		<p>Staff to explicitly plan for specific underperforming PP students via red meeting interventions</p>	<ul style="list-style-type: none"> - Monitor red meeting interventions - Ensure staff / dept actions are SMART - Review impact of interventions 	JRE / LCL	24/11/18
		<p>New rewards system used with all year groups to celebrate achievement and progress</p>	<ul style="list-style-type: none"> - Ensure all staff are implementing the new system - Track student rewards against progress data 	JRE / HOYs	24/11/18
		<p>PP students grouped to help ascertain need and target specific interventions, support and opportunities</p>	<ul style="list-style-type: none"> - Review groupings half-termly - Track groupings in relation to progress data 	JRE / KWI / API	12/12/18

ii. Targeted support

Desired outcome	What is the evidence and rationale for this choice?	Chosen action/approach	How will you ensure it is implemented well?	Staff Lead	When will you review
<p>Improve the literacy skills, specifically reading and oracy as well as numeracy skills for targeted PP students at KS3 to close the PP / Non PP progress gap at KS4</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Literacy (inc reading) and numeracy intervention planned and implemented for specific Y7 students via timetabled lessons, intervention periods and SSA support</p>	<ul style="list-style-type: none"> - QA planning of interventions including program overviews / sessions - Carry out learning walks of lessons / sessions / mentoring 	CMA / SDI / APU / JRE	12/12/18
		<p>Impact of interventions monitored closely by English and Maths departments to assess impact</p>	<ul style="list-style-type: none"> - Monitor impact measures half-termly - Standardise assessments to ensure rigour 	CMA / SDI / APU / JRE	12/12/18
		<p>Oracy delivered through the tutor programme, Fit 4 Life lessons and tutor review days, with a focus on developing the discussion skills of students</p>	<ul style="list-style-type: none"> - QA planning and delivery of tutor programme, Fit 4 Life and Tutor Review Days - Carry out student and staff voice to explore impact of Oracy developments 	LP / LBY / HBL	20/11/18

Reduce the number of Fixed Term Exclusions and a significant number of internal incidents, within a small group of Year 9 students (mostly eligible for PP) which are having a detrimental effect on their academic progress and that of their peers	The relationship between aspirations and attainment is not straightforward. In general, approaches to raising aspirations have not translated into increased learning. A key reason for this may be that most young people have high aspirations for themselves. As a result, it is more important to keep these on track by ensuring that students have the knowledge and skills to progress towards them. The attitudes, beliefs and behaviours that surround aspirations in disadvantaged communities are diverse so generalisations should be avoided. Effective approaches almost always have a significant academic component, suggesting that raising aspirations in isolation will not be effective. (EEF Toolkit)	Identified group of students provided with targeted opportunities including GOALS project to improve self-esteem and build engagement levels	<ul style="list-style-type: none"> - QA opportunities being provided - Track number of opportunities engaging with - Measure impact of the opportunities being provided 	JRE / KWI / API	12/1/19
		Targeted behaviour intervention and/or support for identified students (Implement updated Pastoral Support Plans)	<ul style="list-style-type: none"> - QA pastoral support plans (case studies) - Review plans and measures put in place 	HBL / HOYS	24/11/18
		New rewards system implemented with all year groups to celebrate achievement and progress	<ul style="list-style-type: none"> - Ensure all staff are implementing the new system - Track student rewards against progress data 	JRE / HOYS	24/11/18

iii. Other approaches

Desired outcome	What is the evidence and rationale for this choice?	Chosen action/approach	How will you ensure it is implemented well/evidenced?	Staff Lead	When will you review
Improve attendance rates for disadvantaged students	Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons. (DfE)	HSLO to monitor attendance of all students and identify biggest gaps regarding PP groups	<ul style="list-style-type: none"> - Meet with HSLO half-termly to track and monitor gaps as well as required actions 	HBL / TLN / JRE	24/11/18
		New rewards system implemented with all year groups to celebrate achievement and progress	<ul style="list-style-type: none"> - Ensure all staff are implementing the new system - Track student rewards against progress data 	JRE / HOYS	24/11/18
Foster positive relationships with parents/carers of disadvantaged students.	Parents and carers who take on a supportive role in their child's learning make a difference in improving achievement and behaviour.' (Guidance on the Scottish Schools (Parental Involvement) Act 2006) A strong home-school partnership is critical to narrowing the attainment gap for looked after children, and this partnership must often include the state as the parent (Wigley 2011; Fernandez 2008).	Establish a robust programme of careers guidance and additional opportunities throughout all year groups which will be targeted towards the needs of certain groups of students including PP students	<ul style="list-style-type: none"> - QA Careers Overview for academic year - Triangulate with PP groupings 	KWI / JRE / API	12/1/19
		Implement a number of internal and external parent and student events targeting in particular PP students	<ul style="list-style-type: none"> - Planning and delivery of events - Parent and student feedback 	JRE / HBL	12/1/19
		Students targeted at individual level (families) – family gateway	<ul style="list-style-type: none"> - Tracking of targeted students / families - Family gateway overview 	HBL	12/1/19

Impact Review

- With regard to Year 11 outcomes attainment did improve and the disadvantage gap did close significantly.
- Basics at 4+ 43% for PP and 70% non PP (2018) to 54% for PP and 61% non PP (2019).
- Basics at 5+ 19% for PP and 41% non PP (2018) to 21% for PP and 31% non PP (2019).
- Progress 8 -0.7 for PP and -0.1 for non PP (2018) to -0.65 for PP and -0.39 for non PP (2019).
- Attainment 8 38.01 for PP and 49.03 for non PP in 2018 to 41.46 for PP and 44.65 for non PP in 2019.
- The disadvantage gap reduced from -0.6 in 2018 to -0.26 in 2019.
- Although the disadvantage gap has closed and the basics measures have also improved for PP students this is in part due to the fact that our non PP cohort's attainment and progress reduced in comparison to 2018.
- 7 individual subject's attainment and progress gaps for PP did improve and this can be attributed to the quality of improvement actions and targeted intervention that took place.
- New rewards system introduced and a great success. Analysis demonstrates that PP students are accessing the rewards in line with non PP students.
- Literacy developments showed 91% of students entering below the expected standard (KS2) by the Summer term of Y7 had achieved the standard. Further work to be carried out to close the gap further throughout Year 8. Oracy also had a positive effect on all students via Fit for Life lessons and tutor tasks.
- Behaviour interventions for identified students demonstrate a clear reduction in the number of fixed term exclusions as well as instances of lesson standby.
- The Goals project had a positive impact on student confidence as shown in student / parent feedback.
- CEIAG opportunities were vast for all year groups. All students including PP are tracked via software to analyse opportunities undertaken.
- Events were well attended and well received by parents and carers (parental feedback)
- The whole school attendance gap between PP students and non PP students improved compared to last year ended at -3.12% (2018 -3.36%)