

Pupil Premium Funding 2019 – 2020

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 2019 - 2020

	Year 7	Year 8	Year 9	Year 10	Year 11	All Years
Total Students on Roll	178	179	173	170	156	856
Number of PP	100	76	68	74	54	372
Percentage PP	56.18%	42.46%	39.31%	43.53%	34.62%	43.46%
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.

2018-19 Attainment & Progress

Measure	PP	Non PP	National Average for PP	National Average for Non PP	National Average overall
No of Students	63	98			
% of Cohort	39%	61%	In 2018, 27% of all were disadvantaged students		
Basics 4+	34 (54%)	61 (61%)	44.5%	71.5%	64.2%
Basics 5+	13 (21%)	31 (31%)	24.9%	50.1%	43.3%
Progress 8	-0.65	-0.39	-0.44	0.13	-0.02
Attainment 8	41.46	44.65	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	2019/2020	Total PP budget	£351,120	Date of most recent PP review	Nov 2019
Total number of pupils	856	Number of pupils eligible for PP	372	Date for next int/ext review of this strategy	June 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Progress 8 score average (from 2018/19)	-0.65	-0.02
Attainment 8 score average (from 2018/19)	41.46	46.5

Strategies / initiatives for all students (retained from 2018-19 for academic year 2019-20)

**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.
	Subject supportive reviews to monitor quality first teaching and assess student progress over time across all departments. 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 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. Year 7 completing Youth Leader Award.
	Work related option for selected 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 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 creating greater collaboration including transition evening and updated events for Year 4, 5 and 6.

2019-20 JSCHS Development Plan Actions – Disadvantage +

Key Area for Improvement:		Developing Skills & Knowledge			
<i>Focus</i>		1.1	To further improve the quality of teaching through a comprehensive CPD and QA programme focused on participation and challenge.		
Actions		Lead Person(s)	Start/Review/ End	Success Criteria	Evidence Links
Ensure all quality assurance programmes at SLT and department level (including DSRs, work sampling and learning walks) include a focus on specific disadvantaged students when appropriate.	D+	JRE / LBY / KYE	10th Sept 2019 14th Jan 2020 23rd June 2020	Calendared DSRs conducted Weekly learning walks Calendared work sampling	DSR lesson drop-ins and SLT Learning walks Work Sampling at SLT and QA level Departmental QA
<i>Focus</i>		1.2	To ensure that reliable data is used effectively from a whole school to an individual teacher level to plan and intervene to support progress.		
Actions		Lead Person(s)	Start/Review/ End	Success Criteria	Evidence Links
Disadvantaged students identified and targeted for support as required via new RAG programme as well as through analysis of the new KS3 assessment information. Disadvantaged students to be clearly identified on the new progress meeting template monitored a minimum of 3 times for each year group. Disadvantaged students to be identified and targeted for support as part of this process if appropriate.	D+	JRE / LCL	15th Oct 2019 28th Jan 2020 30th June 2020	Delivery of 5 prog meetings Develop understanding of attainment / progress of disadvantaged at all school levels (SISRA upskill) Opportunities for analysis to inform planning and intervention	Progress CPD resources Output documents from progress meetings Data output information (SISRA) Staff usage (SISRA)
<i>Focus</i>		2.2	To provide extensive opportunities to address literacy gaps through intervention programmes and daily provision in lessons.		
Actions		Lead Person(s)	Start/Review/ End	Success Criteria	Evidence Links
Improve the enhancement, extra-curricular and intervention opportunities that exist in order to enthuse and inspire reluctant and disengaged readers. Target disadvantaged students as appropriate.	D+	JRE/DGI/DDO	4 th Nov 2019 24 th Feb 2020 22 nd June 2020	Enhancement opportunities Extra-curricular offer Intervention programme	Assessment data Student voice

<i>Focus</i>		2.3	To embed the updated feedback standards so that they are integral to good assessment in all lessons.			
Actions		Lead Person(s)	Start/Review/ End	Success Criteria	Evidence Links	
Quality Assurance programmes to address the application of the new Feedback Standards for disadvantaged students. Teaching staff to prioritise disadvantaged students if appropriate.	D+	JRE/KYE	2nd Sept 2019 6th Jan 2020 15th June 2019	New "assessment book" procedure implemented across the school; within-school variation of feedback standards reduced.	QA of CL work sampling procedures. DSR dialogues with CLs DSR and SLT work sampling, inc. student voice Governors focus report (inc. impact analysis)	
Key Area for Improvement:		Developing our Community				
<i>Focus</i>		3.1	To provide a range of opportunities for students to engage in activity within the school and local community.			
Actions		Lead Person(s)	Start/Review/ End	Success Criteria	Evidence Links	
Provide opportunities for specific disadvantaged students within the wider community when a need is identified (via RAG, Progress, Community, HOY and/or SLT meetings). Opportunities will be linked to developing students' experiences, aspirations / careers, cultural capital and/or attendance / behaviour.	D+	JRE/API/KWI	2nd Sept 2019 17th Dec 2019 3rd July 2020	Identification of opportunities for key targeted individuals Students access sports college opportunities / CIAG / Primary (increase) Better attendance / progress	Community visits (by staff) Attendance lists Student voice / Community voice Data	
<i>Focus</i>		3.2	To reduce the frequency of low level disruption in lessons.			
Actions		Lead Person(s)	Start/Review/ End	Success Criteria	Evidence Links	
Identify targeted behaviour intervention and/or support for disadvantaged students regularly accessing standby. Allocate learning mentors / external agencies to those students identified.	D+	JRE/HBL	3rd Sept 2019 6th Jan 2020 3rd July 2020	CPD on building relationships Individual support as required Fewer staff/student conflicts	Training materials Behaviour logs Staff/student voice Fewer incidents of standby / sanctions	