

Huntcliff School: Pupil Premium Strategy Statement 2018-19.

Summary information					
School	Huntcliff School				
Academic Year	2018-19	Total PP budget	£149,735	Date of most recent PP Review	Oct 2018
Total number of pupils	149	% of pupils eligible for PP	25.4%	Date for next internal review of this strategy	April 2019

Current attainment				
	PP 2016	PP 2017	PP 2018	2017 National (all)
% achieving English and Maths at Grade 4 (standard pass)	38%	19%	42%	64%
% achieving English and Maths at Grade 5 (strong pass)	N/A	4%	25%	43%
Progress 8 score average	-0.43	-0.32	-0.68	-0.03
Attainment 8 score average	31.34	34.00	38.10	46

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
1.	PP students have, on average, lower reading age levels than non-PP students. This limits their ability to access the curriculum.
2.	PP students are more likely to receive behaviour points than non-PP students. They are more likely to be internally or externally excluded.
3.	PP students are more likely to have significant SEN needs than non-PP students and /or are more likely to have lower prior attainment.
4.	PP students are less likely to attend educational visits than non-PP students – both day trips and residential experiences.
5.	PP students are less likely to take part in extra-curricular activities and events after school because of transport issues.
External barriers	
5.	PP students have, on average, lower attendance than non-PP students. They are more likely to be late and more likely to be a persistent absentee.
6.	Parental attendance of parents evenings and information evenings is lower for PP students than non-PP students.
7.	PP students are more likely to miss homework deadlines. They are less likely to have access to a stable internet connection at home.
8.	PP students are more likely to experience difficulties in the home which affects their resilience and / or emotional well being

1. Desired outcomes		Success criteria	Evidence source.
A.	Improve and accelerate where necessary reading age and literacy levels in Years 7 and 8	Most, if not all, PP students demonstrate accelerated progress. This will be evidenced through Lexia Literacy testing and diagnostic programme of study.	LS
B.	Improve PP punctuality and attendance.	The gap between PP student attendance and attendance for all pupils will close by at least 0.5% in 2018-19 (in 2017-18 this was 92% Vs 94.3%).	ST
C.	Improve PP behaviour and reduce exclusions.	Comparable numbers relating to PP and 'all' pupils for IEU and FTE and comparable A2L averages.	KA
D.	PP pupils have access to a range of resources, support and facilities to support independent learning.	Improved progress for all PP cohorts in relation to target.	PC
E.	Increase parental engagement in school events.	PP attendance at parents' evenings will be in line with 'all' pupils in each year group.	PC
F.	Increase student engagement in school visits.	The percentage of school visits taken by PP students will match the percentage of PP on the school roll in both day trips and residential visits.	JG
G.	Address the gap in KS4 PP outcomes in mathematics.	Maths will achieve a minimum PP Progress 8 of 0.00 in 2019. In 2018 Maths achieved a Progress 8 score of -0.17.	NP
H.	Personalised assessment and intervention	Learning walks and departmental reviews will evidence that all students – with a focus on vulnerable groups – are benefiting from rigorous, personalised assessment processes in all of their subjects	PH
I.	Increase student engagement in wider-curricular activities.	All students will have the opportunity to partake in enrichment activities.	PH
J.	PP students with emotional / social difficulties are well supported.	All students identified and receive appropriate bespoke programmes of support.	KA

2. Planned expenditure						
Academic year	2018-19.					
Additional staffing resources						
Desired outcome	Action	Rationale and monitoring	Staff Lead	Jan 19	Apr 19	Sept 19
A – Reading age and literacy	Employment of a LRC Officer to support the Lexia programme.	Independent research and in-school evidence suggests that the Lexia Literacy catch up programme leads to accelerated progress in reading age. The English department will be responsible for the day to day running of the programme. This work will be monitored by the SENCO and the English department.	LS			
A – Reading age and literacy	Employment of SEN support staff for one-to-one and small group support	Pupil premium students are more likely to have special educational needs and so the work of our SEN team directly impacts the achievement of pupil premium students. One-to-one and small group has been shown to have a significant impact on the development of numeracy and literacy. This will be monitored by the appointed person with responsibility for SEN.	SP			
B – Punctuality and attendance	Employment of a PSO for Attendance and Inclusion.	The House attendance officer is responsible for day to day tracking of attendance, initial contact with home and attendance sanction systems. The students that the attendance officer works with are more likely to be pupil premium. Attendance and punctuality will be monitored by the AHT responsible for attendance.	KA			
C – Behaviour and Exclusions	Employment of dedicated Pastoral Support Officers	Pastoral support workers provide daily behaviour support and engage regularly with parents. Evaluation of their work suggests it has led to a significant reduction in behaviour incidents. Parental feedback on their role is very positive. The majority of their time is spent with our more vulnerable students who are more likely to be pupil premium. The impact of their work will be monitored by the DP with responsibility for pastoral work.	KA			
E – Parental involvement	Form tutors.	Form tutors are the first point of contact for parents and assist parents to engage in all aspects of provision, including making appointments for parents’ evening.	KA			

H – Personalised Intervention.	Continuation of Gateways.	Vulnerable pupils (many PP) will have a specialised timetable and their own centre within school to gradually prepare them for the rigours of KS4.	NR			
I – Extra Curricular	Deputy Head	PP students who might not have access to extra-curricular provision do so through the curriculum via enrichment.	PH			
J – Emotional support	AHT	Support agencies ensure all pupils, including PP students, are thoroughly supported with all emotional issues. Agencies include; EHAs, Fluent, PSOs, Life Raft, Parent Partnership, Bereavement counselling etc.	KA			
J – Emotional support.	Lego therapy.	This is a proven strategy for support pupils with specific emotional and learning needs. Two TAs to be trained in this.	SP			
Monitoring and evaluation	Regular and thorough analysis of PP Progress.	A significant amount of time is dedicated to PP monitoring and evaluation by AN. This is crucial to evaluate the impact of the strategies that we are implementing. This work will be monitored by the AHT with responsibility for data.	AN & PC			
Monitoring and evaluation	Finance team staffing	A significant amount of time is dedicated to PP communications, monitoring and evaluation by our finance team. This is crucial to evaluate the impact of the strategies that we are implementing. This work will be monitored by our chief finance officer.	JG			
Monitoring and evaluation	Senior Leadership Team staffing	A significant amount of time is dedicated to PP monitoring and evaluation by senior leadership team and through the Raising Standards Committee. This is crucial to evaluate the impact of the strategies that we are implementing. This work will be monitored by the Headteacher.	PD			

Additional Learning Resources						
Desired Outcome	Action	What is the evidence and rationale for this choice?	Staff lead	Jan 19	Apr 19	Sep 19
A - Reading age and literacy	Subscription to Lexia Literacy and PiXL CODE. Provision of reading materials. Magazine subscriptions for PP students	Independent research and in-school evidence suggests that the Lexia programme leads to accelerated progress in reading age. The creation of a dedicated space for Lexia lessons will lead to a discrete pathway for catch up pupils with more focused lessons and increased progress.	SP & English			
B – Punctuality and attendance	Implementation of an Attendance Rewards Programme	Funding for attendance rewards, for example book tokens, have been cited by students as a real motivation for improving attendance. Those rewards for improved attendance are more likely to be won by PP students (who have lower attendance overall).	KA			
D – Homework and access to resources	Revision guides and revision resources for all students	Revision guides are provided for all PP students for all KS4 subjects. All PP students also receive the PiXL Maths App, the PiXLIt App and the Tassomai science App. All PP students receive equipment for specialist GCSE courses, such as fabrics for textiles, materials for Art and Technology and Kindles.	PC			

D – Homework and access to resources	ICT access at lunchtimes.	Many studies suggest that effective use of IT can increase engagement and with it student progress. Providing access to iPads and laptops lessons has been highlighted by staff and students as key in the delivery of flexible, personalised lessons.	PC & AF			
D – Homework and access to resources.	Tassomai App in Science.	All PP pupils have access to Tassomai both in school and as an app on mobile devices. This app tests GCSE Science knowledge and provides diagnostic feedback on strengths and weaknesses.	DC			
G – Maths Outcomes	Passport Maths.	This testing, intervention and testing programme will accelerate the learning of the pupils who joined the school below the national expectation in Maths.	NP			
G – KS4 Maths Outcomes	Involvement in the Year 7 PiXL ‘Microwave.’ Purchase and Implementation of PiXL Maths strategies / Maths Watch and maths equipment.	The PiXL Microwave is a set of tests to be undertaken by all Year 7 pupils that mirror the KS2 tests. The school will receive cohort and individual diagnostics that will facilitate personalised delivery that targets the KS2 gaps that need to be addressed before the start of GCSE Maths. These web based programmes can be used to support independent work and homework, giving students (and parents) guidance on how to approach mathematics questions. Surveys suggest that lack of independent work was a key factor in PP students’ underachievement in maths and these programmes will help to address this trend.	NP			
Additional learning activities						
Desired outcome	Action	What is the evidence and rationale for this choice?	Staff Lead	Jan 19	Apr 19	Sept 19
A - Reading age and literacy	Lexia testing and intervention lessons in Year 7.	This programme has been shown to increase students’ progress in literacy. It is accessed by a disproportionately high number of PP students as their literacy levels tend to be lower on entry.	SP & English			
F – School visits	PP pupils to be well represented in all educational and aspirational trips.	So that PP pupils aspire towards educational excellence.	PC			
G – Maths Outcomes	Provision of extra learning events.	To boost all pupils, especially PP students, with their attainment in maths. Events include; PiXL Student Conferences, Form time maths, maths in enrichment and Period 6 Maths on a Monday night. Learning Pledge Group – a new incentivised English and Maths initiative in which PP students are supported to achieve agreed milestones.	NP			

Additional continued professional development.						
Desired outcome	Action	What is the evidence and rationale for this choice?	Staff Lead	Jan 19	Apr 19	Sept 19
C – Behaviour	Pivotal Inset Pivotal Online	Staff have been trained by Pivotal and strategies continue to form the basis of provision.	KA			
Various	Partnership with PiXL	Our partnership with PiXL results in the sharing of a vast array of strategies, many of which directly address some of our desired outcomes. They do specific work on closing the gap and English and maths achievement.	PD / PC			
Additional spending on student welfare						

Desired outcome	Action	What is the evidence and rationale for this choice?	Staff Lead	Jan 19	Apr 19	Sept 19
F – Engagement in school life	Subsidies for school visits	All students should have access to school visits that enrich the curriculum or are directly relevant to examination courses. This funding acts to ensure all students can attend these visits. This will be managed by the finance team with oversight from AHT.	PC			
F – Engagement in school life	Subsidies for school uniform	Pupil Premium families are eligible for support and payment plans for school uniform to ensure they can play a full part in the life of the school. This will be managed by the finance team with oversight from KA.	KA			
F – Engagement in school life	Subsidies for school equipment	Pupil Premium families are eligible for support and payment plans for school equipment to ensure they can play a full part in the life of the school. This will be managed by the finance team with oversight from AHT.	PC			
J – Emotional and Social support.	Employment of support workers, such as Fluent coaches and Educational Psychologists.	PP students may require additional support accessed through an EHA.	KA			
Various	Pupil Premium Projects		PD			

	fund	This funding is to be used to fund projects suggested by staff to deal with PP-relevant issues that emerge during the course of the year. This will be managed by the finance team with oversight from the Headteacher.				
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3. Evaluation of impact 2017-18.

Impact of strategies:

Attendance: We perform in line with the national average (94%). In 2017-18, the gap between children who are Pupil Premium at Huntcliff compared to ‘All’ pupils was closed again.

	2015-16	2016-17	2017-18
All	95%	95%	94.3%
PP	92%	93%	92.0%

Fixed Term Exclusions:

The percentage of pupils receiving a fixed term exclusion has increased fractionally. This is true both of PP pupils and ‘all’ pupils.

	2012-2013	2016-17	2017-18
All Pupils	8%	4%	4.29%
PP	14%	2%	2.83%

Attainment: In 2018 the percentage achieving a pass in English and Maths combined has increased for both PP and ‘all’ pupils. The attainment gap in English and Maths between PP and ‘all’ pupils has been narrowed significantly.

	2015-2016	2016-2017	2017-18
All pupils	57%	45%	50
PP	38%	19%	42

Progress 8 by element.

Though attainment across the school improved in 2018, Progress scores are lower due to the unusually high ability profile of the PP profile.

	All/Dis	2016	2017	2018
English	All	0.00	-0.40	-0.21
	Dis	-0.03	-0.20	-0.53
Maths	All	-0.40	-0.50	-0.17
	Dis	-0.73	-0.9	-1.02
Ebacc	All	-0.03	0.0	0.13
	Dis	-0.29	-0.2	-0.53
Open	All	-0.11	-0.1	-0.15
	Dis	-0.36	-0.2	-0.92

Destinations: 99% of our pupils went on to post-16 learning places (including colleges, 6th form schools and apprenticeships).

Pupil Destinations Post-16.		
	% of PP Cohort	% of 'all' Cohort
Further Education College	60%	46%
Other further education provider	10%	5%
School Sixth Form	5%	4%
Sixth Form College	15%	38%
Apprenticeships	5%	6%
Work Based Learning	2%	0%
NEET	0.5%	0.5%

To be updated after the January release.

Total Pupil Premium Budget 2018-19	£ 149735
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Category	Breakdown	PP Contribution	Purpose	Evidence of Impact to date.
Additional resources <i>These figures contribution based on an estimate of time specifically to PP students.</i>	Attendance support	£ 12000	Narrow gap in attendance/punctuality. Narrow gap in parental attendance of parents' evenings.	Attendance 2017-2018; <ul style="list-style-type: none"> All 94.2%, PP 92%. In school gap has been narrowed to 1.7%. Case studies available from ST. Punctuality 2017-2018; <ul style="list-style-type: none"> All 0.5%, PP 0.7%. In school gap is -0.2, but the PP 'lates' figure is consistently reducing (2015-16, 3.4%), (2016-17, 3.0%) and (2017-18, 0.9%). 2017-18 figures; <ul style="list-style-type: none"> Y7 – All 60%, PP 34%. Y8 – All 60%, PP 36%. Y9 – All 56%, PP 57%. Y10 – All 69%, PP 40%. Y11 – All 68%, PP 43%. Y11 Year Ahead – All 55%, PP 48%.
	Gateway Provision	£12000	To prepare vulnerable pupils (often PP) for the rigours of KS4.	Catch Up statement / analysis. In the 2017-18 academic year five out of 12 pupils have graduated from Gateway into mainstream lessons.
	SEN support assistants	£22000	Narrow gap in literacy/numeracy	Please see Catch Up statement / analysis.
	Pastoral Support Officers	£21000	Address pastoral needs and engage parents	Pupil and parent voice consistently highlights the fantastic contribution made by our PSOs.

	Librarian	£3500	Narrow gap in literacy and academic progress	Please see Catch Up statement / analysis.
	A Simpson (i/c LACs)	£8000	To support our LAC pupils	2018 cohort – three pupils. P8 scores of 0.449 and 0.307 are predicted for two of the three with the other on an appropriate part-time timetable. Current Y10 – five pupils. One has a predicted P8 score of 0.355 and one has -1.30. The other three have no KS2 scores but are predicted to perform only marginally below their FFT20 targets. Current Y9 – one pupil. This pupils has no KS2 scores but is predicted to achieve an average points score of 3.46 which is above the FFT20 target of 3.31.
	Fluent Coach	£6900	To support pupils with emotional and social needs.	16 PP pupils currently receive support from Fluent Coaches. PP Case studies available upon request.
	Careers Adviser	£4000	Reduce % NEET and inform progression	Destinations data in ASP Report. The latest available data shows that only 0.05% of PP pupils were NEETs. We currently hold the Careers Gold Mark. Sections D6 and F5 relate to the provision for disadvantaged pupils. D6 – the school has high expectations for all learners. F5 – the school identifies, targets and prioritises those most at risk of disengaging from learning or becoming NEET when scheduling face-to-face interviews.
	Assistant Headteacher	£7605	Monitoring of PP progress and setting of appropriate interventions using SIMS and SISRA.	Impact data available in Data Packs and Subject Standards Reports.
	Total for additional staffing resources			£97,005
Additional learning resources	Additional LAC expenditure from PEP	£8000 £2000	To raise achievement of LAC pupils.	2018 cohort – three pupils. P8 scores of 0.449 and 0.307 are predicted for two of the three with the other on an appropriate part-time timetable. Current Y10 – five pupils.

			<p>One has a predicted P8 score of 0.355 and one has -1.30. The other three have no KS2 scores but are predicted to perform only marginally below their FFT20 targets.</p> <p>Current Y9 – one pupil. This pupils has no KS2 scores but is predicted to achieve an average points score of 3.46 which is above the FFT20 target of 3.31.</p>
Tassomai Science Revision tool	£1776	Improve attainment and progress in science.	In the academic year 2017-18, PP pupils have made, on average, 14.1% of progress through the Tassomai GCSE Science programme. Impact data also available in Data Packs, Subject Standards Reports and SISRA.
PIXL CODE Phonics Programme	£1000	To improve the literacy skills of pupils below national expectation.	PIXL CODE was been used with three PP pupils between October 2017 and February 2018. In this time their reading ages have increased by two years and five months, two years and five months and one year and five months. This is accelerated learning.
Passport Maths / Maths Watch including resources and training.	£1290	Accelerate and improve attainment and progress in Maths.	Attainment and progress was improved in Maths in the academic year 2017-18. Please see catch Up Statement / analysis.
Lexia Literacy Programme	£1894	Accelerate and improve attainment and progress in English.	Please see catch Up Statement / analysis.
Librarian system for Literacy Programme	£2500	Accelerate and improve attainment and progress in English.	Attainment and progress improved from 2017-2018. Please also see Catch Up Statement / analysis.
Revision guides and text books	£1000	Increase PP access to revision materials	September 2017-March 2018 72 revision guides have been issued to PP pupils. Contributing to improved PP predictions in all years. Please see table below.
Total for additional learning resources			£19460
Learning Pledge Group for Y11 English and Maths.	£3700		21 PP pupils are involved (2017-18) 15 English milestones have been achieved so far. 19 Maths milestones have been achieved so far. So far, 81% of milestones have been achieved. Pupil and parent voice has been overwhelmingly positive.

	Out of hours learning activities.	£3110	Narrow gap in academic progress	Contributing to improved PP predictions in all years. Please see table below.
Total for additional learning activities			£6810	
Additional CPD	Music tuition	£15000	Promote progress.	49 pupils attend music tuition at school, of which 22 (45%) are subsidised using PP funds. 93% of PP pupils who receive tuition feel that they are better or significantly better at playing their instrument or singing as a result of the tuition they have had in school. Three pupils have gone up a grade since starting tuition at school. 87% of PP pupils rate music tuition at school as either very good or outstanding and would recommend it to others.
	Partnership with PiXL	£3960	Share strategies with partner schools	Contributing to improved PP predictions in all years. Please see table below.
Total for additional CPD			£18960	
Student fund	Subsidies for school visits	£3000	Narrow gap in extra-curricular activities	PP funding allocated for Venice trip, Live Lab and Bowling trips. Contributing to improved PP predictions in all years. Please see table below.
	Subsidies for uniform.	£500	Support PP students in access to basics	Between September 2017 and March 2018, three uniforms have been purchased for PP pupils. Contributing to improved PP predictions in all years. Please see table below.
	Subsidies for equipment	£4000	Support PP students in equipment funding	Contributing to improved PP predictions in all years. Please see table below.
Total for student welfare fund			£7500	

Impact to date: 2018-19.

Predicted Disadvantaged Performance.

Green = on or above FFT50 target, amber = below FFT50 target. (We are aspiring towards our FFT20 targets).

Positive predicted progress is shown in green, negative predicted progress in amber.

	2017 National	2017 School Results	2018 School Results	2019 Cohort (Y11)	2020 Cohort (Y10)	2021 Cohort (Y9)	2022 Cohort (Y8)	2023 Cohort (Y7).
% English and Maths Combined at Grade 5 (FFT 50 / 20 target)	49	4 (12/18)	25 (37 / 42)	22 (22 / 29)	32 (20 / 25)	10 (22 / 29)	27 (23 / 29)	No data yet collected.
Average Attainment 8	49.51	33.96	38.15	39.25	39.29	35.19	41.72	No data yet collected.
Average Progress 8	0.11	-0.31	-0.68	-0.38	-0.13	No methodology yet available.	No methodology yet available.	No methodology yet available.

2018 Cohort.

Disadvantaged pupils performed better than they did in 2017 in relation to English and Maths Combined at Grade 5 and across their best 8 subjects. Despite this, they did not make as much progress as similar pupils nationally.

Current Cohorts.

With the exception of the current Year 9, attainment is estimated to consistently improve on 2017 and 2018 school results. Improving the performance of disadvantaged pupils remains a focus for school improvement.

Attitude to Learning Analysis.

Year group	Gold Learners			Silver Learners			Bronze Learners			Concern Learners		
	PPR1 %	PPR2 %	Impact	PPR1 %	PPR2 %	Impact	PPR1 %	PPR2 %	Impact	PPR1 %	PPR2 %	Impact
7	66	64	-2	31	33	+2	3	2	-1	0	1	+1
8	48	44	-4	51	49	-2	1	2	+1	0	0	0
9	42	39	-3	53	48	-5	5	11	+6	0	2	+2
10	36	36	0	44	47	+3	20	16	-4	0	1	+1
11	45	41	-4	42	45	+3	14	10	-4	0	4	+4
TOTAL	48	46	-2	44	44	0	7	7	0	0	1	+1

There are still many more Gold and Silver learners than there are Bronze and Concern.

Internal Exclusion 2017-18.

All.

Year group	No. of pupils 1 st half term	No. of pupils 2 nd half term	No. of pupils 3 rd half term	No. of pupils 4 th half term	No. of pupils 5 th half term	No. of pupils 6 th half term
7	0	0	0	0	1	0
8	0	0	0	0	1	3
9	2	3	1	1	4	2
10	1	2	1	4	2	3
11	2	2	2	0	6	0
	5 pupils	7 pupils	4 pupils	5 pupils	14 pupils	8 pupils

Pupil Premium.

Year group	No. of pupils 1 st half term	No. of pupils 2 nd half term	No. of pupils 3 rd half term	No. of pupils 4 th half term	No. of pupils 5 th half term	No. of pupils 6 th half term
7	0	0	0	0	0	0
8	0	0	0	0	0	1
9	2	2	1	1	2	1
10	1	0	0	1	1	2
11	2	1	0	0	4	0
	5 pupils	3 pupils	1 pupil	2 pupils	7 pupils	4 pupils

Whilst the number of pupils going into internal exclusion has generally increased, the proportion of PP pupils remains at around 50% (43/22).

Fixed Term Exclusions 2017-18.

28 pupils were excluded last academic year. This equates to 4.95% of the total school cohort. 16 PP pupils were excluded. This equates to 2.83% of the school cohort.

Teaching and Learning Quality Assurance data.

In January 2018, all teachers were required to evidence their level of performance in relation to the Teacher Standards. The standards below relate to the progress of disadvantaged pupils across all classes and year groups. The results are as shown;

Number	Teacher Standard	Percentage of staff who can evidence that they are 'good' or demonstrating 'best practice.'
14	Disadvantaged students make at least good progress over time	77%
16	Implements differentiation strategies to ensure that all students are challenged, incl. SEND, disadvantaged and more able	78%
22	Uses effective strategies to overcome barriers faced by disadvantaged students	91%
45	The disadvantaged students make similar progress or better than their peers	81%