

Huntcliff School: Pupil Premium Strategy Statement 2017-18.

Summary information					
School	Huntcliff School				
Academic Year	2017-18	Total PP budget	£ 126,320	Date of most recent PP Review	Sept 2017
Total number of pupils	530	% of pupils eligible for PP	28.8%	Date for next internal review of this strategy	Jan 2018

Current attainment				
	PP 2015	PP 2016	PP 2017	Non PP (2016 national)
% achieving English and Maths at Grade 4 (standard pass)	42%	38%	19%	64.7%
% achieving English and Maths at Grade 5 (strong pass)	N/A	N/A	4%	75.8% / 73.4%
Progress 8 score average	N/A	-0.43	-0.29	0.12
Attainment 8 score average	45.08	31.34	33.96	52

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.
5.	PP students are less likely to take part in extra-curricular activities 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
A.	Narrow the gap in reading age and literacy levels in Years 7 and 8	Most PP students will make 12 months progress in nine months. This will be evidenced through Renaissance Reader testing on a regular basis.
B.	Narrow the gap in punctuality and attendance.	The gap between PP student attendance and national attendance for all pupils will close by at least 0.5% in 2016-17 (in 2016 this was 92.7% Vs 95%).
C.	Narrow the gap in behaviour and exclusions.	Comparable numbers for IEU and FTE and comparable A2L averages.
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.
E.	Increase parental engagement in school events.	PP attendance at parents' evenings will be in line with 'all' pupils in each year group.
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.
G.	Address the gap in KS4 PP outcomes in mathematics.	Maths will achieve a minimum of 0.00 for the Progress 8 scores for the 2018.
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
I.	Increase student engagement in wider-curricular activities.	All students will have the opportunity to partake in enrichment activities.
J.	PP students with emotional / social difficulties are well supported.	All students identified and receive appropriate bespoke programmes of support.

2. Planned expenditure						
Academic year	2017-18					
Additional staffing resources						
Desired outcome	Action	Rationale and monitoring	Staff Lead	Jan 18	Apr 18	Sept 18
A – Reading age and literacy	Employment of a LRC Officer to oversee.	Independent research and in-school evidence suggests that the RR programme leads to accelerated progress in reading age. The RR Intervention Officer will be responsible for the day to day running of the programme. This work will be monitored by the SENCO and the English department.	MR			
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 AP 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 E – Parental involvement	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			
C – Behaviour and Exclusions	Teaching staff employed to supervise the Internal Exclusion Unit (IEU).	To ensure that IEU is a positive learning experience for students and a place where restorative practice can take place. In-school evidence suggests that proactive behaviour interventions will reduce behaviour incidents and exclusions. Evidence of previous referrals suggests that the majority of attendees will be eligible for pupil premium. Behaviour points and exclusions will be monitored by the DP responsible for behaviour.	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.	Additional English, Maths and Science groups.	Targeted intervention groups in English and Maths to be taught by highly skilled and experienced specialist teachers.	SLT, LS, SD & KK			
H – Personalised Intervention.	Creation 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.				
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.	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.	SB			

Additional Learning Resources						
Desired Outcome	Action	What is the evidence and rationale for this choice?	Staff lead	Jan	Apr	Sep
				18	18	18
A - Reading age and literacy	Subscription to Renaissance Reading and PiXL CODE. Provision of reading materials. Magazine subscriptions for PP students	Independent research and in-school evidence suggests that the RR programme leads to accelerated progress in reading age. The creation of a dedicated space for RR lessons will lead to more focused lessons and increased progress.	SP & English			
A – Reading Age and literacy.	Year 7 pupils complete CATs tests.	These tests accurately assess levels of literacy. Results can be used to group pupils effectively and provide teachers with an enhanced insight into the preferred learning styles of all pupils. Furthermore, the results can be used to set realistic yet aspirational targets for all pupils.	PC			
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.	KK			
G – Maths Outcomes	CATs testing.	These tests accurately assess levels of numeracy. Results can be used to group pupils effectively and provide teachers with an enhanced insight into the preferred learning styles of all pupils. Furthermore, the results can be used to set realistic yet aspirational targets for all pupils.	SD			
G – KS4 Maths Outcomes	Purchase and implementation of PiXL Maths / Maths Watch and maths equipment.	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.	SB & SD			
Additional learning activities						
Desired outcome	Action	What is the evidence and rationale for this choice?	Staff Lead	Jan 18	Apr 18	Sept 18
A - Reading age and literacy	Literacy Plus and Reading 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			
E – Parental involvement	Year 7 Summer Transition Days	This transition programme is designed to aid the transition from primary school to secondary school.	KA			
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.	SD			

Additional continued professional development						
Desired outcome	Action	What is the evidence and rationale for this choice?	Staff Lead	Jan 18	Apr 18	Sept 18
C – Behaviour	Pivotal Inset Pivotal Online	Our work suggests that personalised assessment is crucial to ensure all students make good progress. This INSET programme centres on strategies to improve the rigour of assessment in our classrooms; successful implementation of the strategies outlined will have a significant impact on pupil premium achievement.	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.	SLB / JEG			
Additional spending on student welfare						
Desired outcome	Action	What is the evidence and rationale for this choice?	Staff Lead	Jan 18	Apr 18	Sept 18
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	PP students may require additional support accessed through an EHA.	KA			

	Educational Psychologists.				
Various	Pupil Premium Projects 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.	SB		

3. Evaluation of impact 2016-17 (data available after the release of the ASP Report).

Impact of strategies:

Attendance: Attendance for all pupils has remained at 95% and we now perform above the national average. The gap between children who are Pupil Premium at Huntcliff compared to ‘All’ pupils has been closed.

	2015-16	2016-17
All	95%	95%
PP	92%	93%

Fixed Term Exclusions:

The number of pupils receiving a fixed term exclusion has reduced significantly during the last four years. This includes a reduction in PP pupils receiving a fixed term exclusion. No pupils were given a permanent exclusion.

	2012-2013	2016-17
All Pupils	8%	4%
PP	14%	2%

Attainment: Over the last two years the percentage achieving English and Maths combined has decreased.

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

Progress 8 by element.

The performance of PP pupils in the Ebacc and Open buckets has improved in 2017.

	All/Dis	2016	2017
English	All	0.00	-0.40
	Dis	-0.03	-0.22
Maths	All	-0.40	-0.53
	Dis	-0.73	-0.86
Ebacc	All	-0.03	-0.04
	Dis	-0.29	-0.19
Open	All	-0.11	-0.09
	Dis	-0.36	-0.14

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 Non PP 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%

Total Pupil Premium Budget 2017-18		£ 126,320
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Category	Breakdown	PP Contribution	Purpose	Evaluation and future planning.
<i>Additional resources</i>	Attendance support	£ 6900	Narrow gap in attendance/punctuality	
	Gateways	£ 11500	To prepare vulnerable pupils for the rigours of KS4.	
	SEN support assistants	£21000	Narrow gap in literacy/numeracy	
	Pastoral Support Officers	£20700	Address pastoral needs and engage parents	
	Librarian	£3375	Narrow gap in literacy and academic progress	
	Targeted intervention groups in English and Maths with specialist teachers.	£ 5000	Narrow gap in literacy and academic progress	
	A Simpson (i/c LACs)	£8000	To support our LAC pupils.	
	Use of Maths Consultant.	£ 1800	To raise achievement in maths.	
	Fluent Coach	£6900	To support pupils with emotional and social needs.	
	Careers Adviser	£1350	Reduce % NEET and inform progression	
<i>Finance Team Staffing</i>	Finance Team Staffing	£2500	Manage PP funding and subsidies	
	Administration Team Staffing	£2500	Manage comms. with PP families	
<i>Assistant Headteacher</i>	Assistant Headteacher	£8262	Tracking and evaluation of PP spending	
	Total for additional staffing resources		£ 99,787	
<i>Additional learning resources</i>	Additional LAC expenditure from PEP	£8000	To raise achievement of LAC pupils.	
	Tassomai Science Revision tool	£800	Narrow gap in science achievement	
	PiXL CODE Phonics Programme	£272		
	Maths Watch	£120	Narrow gap in maths achievement	
	Accelerated Reader	£900	Narrow gap in literacy / parental engagement	

	CATs testing.	£1,100	To effectively group pupils, to set aspirational targets, to ensure that teaching and learning increasingly matches the needs of all pupils.	
	Revision guides and text books	£1000	Increase PP access to revision materials	
Total for additional learning resources			£11,192	
Additional Learning	Homework clubs	£3000	Narrow gap in homework completion	
	Learning Pledge Group for Y11 English and Maths.	£200 + awards at the end		
	Holiday and weekend workshops	£1,000	Narrow gap in academic progress	
Total for additional learning activities			£4,200	
Additional	Music tuition	£3000	Share strategies across staff body	
	Partnership with PiXL	£860	Share strategies with partner schools	
Total for additional CPD			£3,860	
Student fund	Subsidies for school visits	£1000	Narrow gap in extra-curricular activities	
	Subsidies for uniform and equipment	£1,000	Support PP students in access to basics	
	Subsidies for equipment	£8,000	Support PP students in equipment funding	
Total for student welfare fund			£ 10,000	
Total Pupil Premium Budget 2017-18			£129,039	