

Pupil Premium Strategy Statement 2018-19 – Smithdon High School

Context

Smithdon High School is committed to ensuring all students achieve. We are a smaller than average high school. We serve a rural area. Pupils come from a wide range of socio-economic backgrounds and most live in a coastal environment. A small number of pupils are from minority ethnic backgrounds and even fewer do not have English as their first language. 14.01% of our students receive 'Free School Meals' whilst 29% are identified as 'Pupil Premium' (Sept 2018). When children enter the school, their attainment is above that typically found nationally. We understand that disadvantaged students are less likely to fulfil their potential, we strive to increase the rate of progress of disadvantaged students and subsequently reduce the achievement gap between them and other students so that all are able to fulfil their potential.

In addition to their formal education we offer additional support and enrichment opportunities which are designed to support disadvantaged students. This offer is funded through the government's Pupil Premium grant which is projected to be £137,912.50 for 2018-19.

The report identifies where spending will be allocated and the intended impact. This report will be reviewed regularly with the Local Governing Body.

1. Summary information

Academic Year	2018/19	Total PP budget: Projected Sept 18-August 19:	£137,912.50	Date of most recent PP Review	09/18
Total number of pupils	575	Number of pupils eligible for PP	166	Date for next internal review of this strategy	02/19
Percentage Pupil Premium Students on roll	29%				

2. Current attainment 2016/17 - Summary of Pupil Premium Outcomes 2017-18 with National Comparison

	% Smithdon PP Students [29% of cohort] (2016-7)	Smithdon Non-PP Students (2016-7)	Commentary
% achieving 4-9 grade in both English and Maths	50 (58)	73 (65)	There still is an attainment gap between PP and Non-PP students. We must close this gap. Further comment will be added when progress 8 and national figures are released
% achieving 5-9 grade in both English and Maths	25 (38)	58 (42)	
% achieving the English Bacallaureate	3 (0)	9 (15)	
Progress 8	TBC (-0.6)	TBC (-0.42)	
Attainment 8	38.18 (41)	48.53 (44)	

3. Barriers to future attainment (for pupils eligible for PP)
A. Low levels of literacy, vocabulary understanding for many pupils eligible for PP, which prevents them from making good progress.
B. Limited wider life-experience limiting aspirations and expectations this also includes limited parental education and experience, so parents are unable to offer aspirational support. Lack of family engagement with learning so inability to support at home. Lack of attendance at parents' evenings can limit student engagement with school and/or their own progress. High attaining pupils who are eligible for PP are making less progress than other high attaining pupils.
C. Motivation and engagement of some boys (mostly eligible for PP) has a detrimental effect on their academic progress and that of their peers.
D. Low aspirations for the future limit motivation, mindset, engagement and belief in potential. This includes limited uptake of opportunities offered: <ul style="list-style-type: none"> ● Revision and intervention sessions ● Aspirational trips, ● Career experience days, ● Parents evenings ● Parent support events
E. Lack of self-confidence and self-esteem prevents pupils taking opportunities and making good progress. Stress in the family leads to basic human needs not being met. This leads to lack of self-confidence and self-esteem also preventing engagement with peers and adults. Leading to potentially the inability to make good progress.
F. Attendance rates for pupils eligible for PP are 92.33% (the target for all children is 95%). There are a high number of medical-related concerns, including mental health issues. This reduces their school hours and causes them to fall behind on average.
G. Inability to provide resources and equipment. This prevents full involvement in aspects of school life. There may be a lack of access to ICT at home. This itself, preventing completion of homework or working independently. <ul style="list-style-type: none"> ○ Furthermore, an inability to be in the correct uniform which causes students to stand out as different. Lack of funds preventing students' involvement with enrichment and enhancement activities, such as: <ul style="list-style-type: none"> ▪ music lessons ▪ trips ▪ and therefore, informal social interactions
H. Poor nutrition can prevent natural development of the brain and its ability to focus as well as retain information.

4. Desired outcomes
A. Pupil Premium students to achieve national expectations in attainment and to achieve at least good progress across Key Stage 4.
B. High attaining Pupil Premium students to achieve at least as good progress as Non-Pupil Premium students across Key Stage 4.
C. Motivation and engagement of boys (and their peers) is improved so the academic progress of Pupil Premium male students is better or equal, in value than Non-Pupil Premium male students.
D. Uptake in the following for Pupil Premium students is equal to or higher than Non-Pupil Premium students.: <ul style="list-style-type: none"> a. Aspirational trips b. Career experience days c. Parents evenings d. Parent support events
E. All students will have their social and emotional needs met so they are ready for learning and active participants in their education.
F. The attendance and punctuality of Pupil Premium students will improve and be in line with, or above, national data and Non-Pupil Premium students.
G. Uptake in extra-curricular activities will be no different between Pupil Premium and Non-Pupil Premium students.
H. Improved levels of nutrition for Pupil Premium students.

5. Planned expenditure					
Academic year		2018/2019			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve:					
<ul style="list-style-type: none"> i. classroom pedagogy ii. provide targeted support a iii. support whole school strategies 					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Success criteria How will you ensure it is implemented well?	Staff lead	Cost
<i>Teachers to have the skills and knowledge of who is Pupil Premium and what approaches work with Pupil Premium students– improved skills to support Pupil Premium children.</i>	CPD from RBa and AGi. Support for individual students who are Pupil Premium. Pupil Premium students' books are marked first. Staff have Pupil Premium students identified in their registers and on their seating plans.	DFE – 'Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015' – Successful schools strategies - ' <i>Focus on improving the quality of classroom teaching</i> '	All staff know who the Pupil Premium students are and are responding to this. It is seen in lesson practice in lesson observations and learning walks.	RBa and AGi Pupil Premium Pastoral Manager	£5,000
<i>Improved levels of literacy for all, but especially, KS3 pupils eligible for Pupil Premium.</i>	Accelerated Reader Literacy-based subjects' monitoring of: guided reading sessions, planning and books by the subject leader. Use of writing frames. Language for Learning policy is implemented by all. Spelling tests are completed by all for use as a baseline.	Sutton Trust - Education Endowment Foundation (EEF) research states - ' <i>On average, reading comprehension approaches improve learning by an additional five months' progress.</i> '	Regular assessments of accelerated reader and scores are improving. Results of English assessments of writing are improving. Data analysis and pupil progress meetings. Accelerated Reader scores are improved.	Pupil Premium Manager and Pastoral Manager English Subject Lead Subject Leaders	£5,000 £1,000 £5,000

	Staff listen to all students read. Pupil Premium students are listened to first.				
<i>Teachers to have the skills and knowledge of who is Pupil Premium and what approaches work with Pupil Premium students– improved skills to support Pupil Premium children.</i>	Growth Mindset and PP CPD Training for all staff 09/18 Cooperative learning structures training for all staff 09/18	‘The crucial point for individuals is that these mindsets have a large impact upon our understanding of success and failure...this idea of mindsets has significant implications for education...in order to build self-esteem and encourage students’ https://www.edutopia.org/discussion/developing-growth-mindset-teachers-and-staff	Evidence in learning walks and observations shows improved knowledge and in-class interventions. Evidence from line-management meetings with HoDs evidences improved teacher focus.	RBa/AGi SRo SLT & HoDs	Costs included above
<i>Improved levels of literacy for all, but especially, KS3 pupils eligible for Pupil Premium.</i>	New Literacy sessions for improved whole school literacy through tutor time programme. Writing frames are used by all. New Language for Learning policy developed and monitored.	Regular monitoring of pupil’s progress in literacy will ensure consistent and tailored implementation of literacy throughout the school and enabling staff to identify students needing additional intervention as and when applicable. p93 SEND code of practice	Tutor time programme implemented and monitored September 2018. Staff employing language for learning strategies in their lessons.	RBa/AWi AGi	£2,000
<i>The attendance and punctuality of Pupil Premium students will improve and be in line with, or above, national data and Non-Pupil Premium students.</i>	Attendance and punctuality of Pupil Premium students is monitored weekly and actioned upon weekly by form tutors, Pastoral Managers and Pupil Premium Manager.	Direct link to low attendance and low attainment: https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/linking-attendance-to-exam-results-secondary/ We can’t improve attainment for children if they aren’t actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Improved attendance figures for PP.	Pupil Premium Pastoral Manager Senior Pastoral Manager Pastoral managers	£25,000
Total budgeted cost					£43, 000

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
<i>Children to be emotionally ready for learning.</i>	1 to 1 sessions in anger management to address social and emotional issues for Pupil Premium students. Outside learning programme to be run every Tuesday afternoon every week for Pupil Premium groups.	Sutton Trust - Education Endowment Foundation (EEF) research states – ‘ <i>SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</i> ’	Regular monitoring of sessions and outcomes. Monitored before and after with pupil attitudes survey and ATL grades improved.	Pupil Premium Pastoral manager Learning support assistant (MMi) AMo	Costs included in other areas £3,600 £3,500
<i>Behavioural issues for Pupil Premium students are decreased.</i>	Behaviour of Pupil Premium students is monitored weekly and actioned upon weekly by form tutors, Pastoral Managers and Pupil Premium Manager.	DFE – ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015’ – ‘ <i>Meeting individual learning needs; Differentiated responses for individuals versus ‘one size fits all’’</i>	During the weekly pastoral briefing Pupil Premium students are accounted for and outcomes are monitored. Monitoring of SIMS behaviour points records for Pupil Premium students in comparison to non-pupil premium students.	Pastoral Managers Pupil Premium Pastoral Manager Senior Pastoral Manager	£30,000

<p><i>Improved levels of literacy for all, but especially, KS3 pupils eligible for Pupil Premium.</i></p>	<p>Weekly small group sessions for: Pupil Premium and identified SEN students.</p> <p>To withdraw students in years 7-9 from MFL lessons to work on their literacy skills.</p>	<p>Sutton Trust - Education Endowment Foundation (EEF) research states - 'Small group teaching can sometimes be more effective than either one to one or paired tuition.'</p> <p>Small group tuition and targeted intervention stated as effective ways to improve literacy skills and help close the attainment gap. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</p> <p>https://www.york.ac.uk/media/iee/documents/Closing%20the%20Gap.pdf</p> <p>The Dyslexia-SpLD Trust advocates a clear and transparent process for delivering literacy interventions. http://www.interventionsforliteracy.org.uk/home/schools/guidance-for-schools/</p> <p>Evidence to show that a significant amount of students increase their reading level by more than 1 year with some increasing by up to 5 years. http://www.sec-ed.co.uk/best-practice/case-study-how-we-closed-our-pupil-premiumgap/</p> <p>http://www.sec-ed.co.uk/best-practice/some-pupil-premium-interventions/</p>	<p>Monitoring of sessions</p> <p>Small group interventions Pupil Premium students are making progress</p> <p>Pupil progress meetings and data analysis.</p> <p>Reading ages improve seen in Accelerated Reader test.</p>	<p>SENCo</p> <p>HLTA</p> <p>Pupil Premium Pastoral Manager</p>	<p>£20,000</p>
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<p><i>Improved levels of literacy for KS3 students eligible for Pupil Premium and SEN identified students.</i></p>	<p>Registration withdrawal for years 7-10, including: reading skills comprehension reading skills handwriting</p> <p>Students working on a one-to-one or small group basis with LSA or older children.</p> <p>1 to 1 Learning Support Assistant support to implement intervention: 'Toe by Toe' or Pixl Code.</p>	<p>Sutton Trust - Education Endowment Foundation (EEF) research states - 'Small group teaching can sometimes be more effective than either one to one or paired tuition.' and 'One to one tuition can be effective, on average accelerating learning by approximately two - five additional months' progress.'</p> <p>Small group tuition and targeted intervention stated as effective ways to improve literacy skills and help close the attainment gap. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/ https://www.york.ac.uk/media/iee/documents/Closing%20the%20Gap.pdf</p> <p>The Dyslexia-SpLD Trust advocates a clear and transparent process for delivering literacy interventions http://www.interventionsforliteracy.org.uk/home/schools/guidance-for-schools/</p>	<p>Half-termly meetings at SLT to report progress of Pupil Premium students.</p> <p>Termly pupil progress meetings.</p> <p>Fortnightly meetings to keep a focus on the Pupil Premium and vulnerable students.</p> <p>Improvement in spelling and reading scores for all students including Pupil Premium students.</p> <p>Monitoring of sessions – learning walks of these sessions</p>	<p>SLT</p> <p>Pupil Premium Pastoral Manager</p> <p>SENDCo and HLTA</p>	<p>Costs included previously</p>
<p>For children to have the experience of learning to play a musical instrument.</p>	<p>Music lessons provided FOC for students designated Pupil Premium, who wish to learn an instrument or develop singing skills and use of school instrument</p>	<p>Sutton Trust - Education Endowment Foundation (EEF) research states - 'the impact of arts participation on academic learning appears to be positive...Improved outcomes have been identified in English, mathematics and science learning.'</p>	<p>Increased uptake in Music lessons by PP students - music lesson uptake monitored</p>	<p>Music Lead</p> <p>RBa</p>	<p>£1,000</p>
<p>High attaining Pupil Premium students to achieve at least as good progress as Non-Pupil Premium students across the key stage 4.</p>	<p>Youth STEMM Award - Science, Technology, Engineering, Maths and Medicine</p>	<p>Other local schools have shown impact for PP students working towards the STEMM award in their final GCSE results.</p>	<p>Monitoring of Impact on interim assessment results and final GCSE outcomes.</p>	<p>STEMM ambassador and Head of Science</p> <p>Pupil Premium Pastoral Manager</p>	<p>£200</p>
<p>All students will have their social and emotional needs met so they are ready for learning and active participants in their education.</p>	<p>Meetings with mentors, including LSA's, WNAT staff.</p>	<p>Interventions that target Social and Emotional wellbeing have an 'identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)'</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</p>	<p>Improved AtL reports</p>	<p>Pupil Premium Pastoral Manager</p> <p>PSP and FSP data and reviews.</p>	<p>£2,500</p>

Total budgeted cost					£60,800
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iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
To support the emotional wellbeing of children and their parents.	Support from pastoral staff and Learning support assistant to 'soft mentor' students and their families and more formally in the case of FSP and PSP's.	Some parents need support in the form of direct advice, help with learning or referral to other support agencies. Interventions that target Social and Emotional wellbeing have an 'identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)' https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/	Pastoral Pupil Premium Manager will feedback regularly to SLT.	Pastoral Managers Pupil Premium Pastoral Manager	£30,000
To ensure all Pupil Premium children have access to enrichment activities.	Funding after school clubs	Sutton Trust - Education Endowment Foundation (EEF) research states 'Evidence indicates that attending extra-curricular activities has a positive impact on attendance at school, behaviour and relationships with peers.'	Attendance of clubs to be monitored termly.	Club coordinators	£500
High attaining Pupil Premium students to achieve at least as good progress as Non-Pupil Premium students across the key stage 4.	Exam support and preparation for Yr 11 Pupil Premium students Revision guides provided free for designated Pupil Premium students in subjects enabling them to access the same resources as all other students.	Supporting students in revision and independent learning to increase results at GCSE, being able to work independently and have equal access all appropriate provision. Removing any barriers for Pupil Premium students to reach their potential.	Ensure staff reference revision guide activities to support students' learning.	Subject Leads Pupil Premium Pastoral Manager	£2,000

<p>Uptake in:</p> <ul style="list-style-type: none"> • Aspirational trips • Career experience days • Parents evenings • Parent support events <p>Is equal for Pupil Premium students compared to Non-Pupil Premium students.</p>	<p>Increased opportunities to attend trips, such as drama, music, geography and English, trips and residential, for example, PGL and Duke of Edinburgh.</p> <p>Increased opportunities for engagement with parents of Pupil Premium students who are vulnerable and/or have limited contact with school.</p> <p>Increased contact before parents' evenings, support of other school interventions & communication activities to support parents (such as 'support your child' events)</p> <p>Social activities to build up positive communications with the school, for example cookery classes, SEND coffee mornings.</p>	<p>Increased student progress associated with positive parental engagement (+3 months)</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/</p> <p>http://www.sec-ed.co.uk/best-practice/case-study-how-we-closed-our-pupil-premium-gap/</p> <p>http://www.sec-ed.co.uk/best-practice/some-pupil-premium-interventions/</p>	<p>Increased attendance levels at parents' evenings</p> <p>Activities launched and attended by Pupil Premium parents with positive feedback</p> <p>Improved positive communications from and with parents.</p>	<p>RBa</p> <p>Report to SLT of progress and actions taking place</p>	<p>£1,000</p>
<p>High attaining Pupil Premium students to achieve at least as good progress as Non-Pupil Premium students across the key stage 4.</p>	<p>Students aware of all opportunities available to them, encouraged by staff to investigate all possible opportunities open to students for the future and opening their eyes to potential.</p> <p>A new CIAG programme - careers and Options support</p>	<p>Curriculum pathways and job ideas.</p> <p>Engaging students in importance of curriculum choice and guidance available.</p> <p>Supporting students to make the best choices for themselves for their futures to give them the best opportunities.</p>	<p>Options process</p> <p>CIAG in tutor time.</p> <p>Destinations data</p>	<p>Subject Leads</p> <p>Pupil Premium Pastoral Manager</p>	<p>costed above</p>
Total budgeted cost					£33,500