



1. Summary information					
School	Highcliffe School				
Academic Year	2018/19	Approximate PP budget	£195,000	Date of most recent PP Review	July 2018
Total number of pupils	1432	Number of pupils eligible for PP	239	Date for next internal review of this strategy	July 2019

1. 2017-2018 GCSE results		
This is based on a cohort of: 198	Pupils eligible for PP (Highcliffe School)	Pupils not eligible for PP (Highcliffe School)
Students Achieving 9-4 in English & Maths %	71	80
Progress 8 score average	-0.08	-0.02
Average estimated Attainment 8 score	4.75 (46.7)	5.31 (53.07)

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy skills entering Year 7 are lower for some students eligible for PP than for other students, which can act as a barrier from making good progress in KS3 and subsequently in future years.
B.	High and Middle attaining students (KS2) who are eligible for PP are making less progress than other students across Key Stage 3 and subsequently Key Stage 4.
C.	Raise the Aspirations (work, life and educational) of PP students
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for PP students are 91% (2016-17), below the non-pupil premium students and our whole school target of 97%.
E.	Parental engagement with the school is lower for the Pupil Premium cohort as evidenced by historic Parent Evening analysis
F.	Mental health and self-esteem issues

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for Year 7/8 students eligible for PP/Catch-Up.	Utilising the 'Catch-Up' literacy and numeracy scheme, handwriting and spelling interventions to ensure that 100% meet expected targets. This will be evidenced by baseline and post intervention testing, English and Maths continuous assessment data, end of unit assessments and handwriting samples.
B.	Improved rates of progress for High and Middle attaining PP students throughout KS3.	Tracking via Continuous Assessment across Years 7-9. Where information shows students are not making expected progress against peers, use of departmental Wave 1 interventions, monitored by Subject Leaders.
C.	Improved aspirations and career ambitions of PP students	Increased exposure to inspired ambition through guests speakers, workshops, personalised careers guidance, work experience across years 7-11. Increased uptake in Sixth Form, maintaining low NEET figures, improved University destination data.
D.	Increased attendance rates for PP students	Overall attendance among pupils eligible for PP improves from 91% (2016-17) to close the gap between National Average secondary schools attendance which is 94.6% (2016-17)
E.	Increased Parental engagement at Parents Evenings	Parents evening attendance data will evidence improvement from 2017-18 average PP figures of 63%. Data will be tracked across the next 3 years.
F.	Addressing of Mental Health and Self Esteem issues	Utilising the in-house support of the Jubilee centre, Pastoral support system and ELSA support as required on a 1:1/small group basis.

4. Planned expenditure

Academic year:

2018-2019

The three headings below enable schools to demonstrate how they are using 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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff involved	When will you review implementation?
A. High levels of progress in literacy and numeracy for Year 7/8 students eligible for PP/Catch-Up.	Whole school teaching promotes high levels of literacy and numeracy accuracy, following whole school teaching and learning principles.	We strive to offer high quality teaching to all students to improve literacy and numeracy skills for life.	Focussed whole school Teaching and Learning CPD training for all Teaching Staff and Teaching Assistants. Schemes of work across subjects include literacy and numeracy practice and development. Student work book scrutiny.	PP Champion English and Maths Depts. SENCO Teaching Assistants Jubilee Lead Academic Tutors Librarian	July 2019 Termly Raising Standards meetings Continuous assessment tracking Library feedback Reading buddies tracking data to analyse.
	The introduction of Catch-Up as a proven scheme.	The Catch-up scheme allows student to work through a progressive booklet, allowing development on from baseline testing.	Two key members of staff (Ass SENDCO and Academic Tutor) will oversee the work of the teaching assistants who will deliver the Catch-Up programme.		
	Spelling and Handwriting intervention	Intervention scheme run by Teaching Assistants, following referrals by SEN, Tutor and Teaching Staff.	Learning and Teaching notes intervention tracking notes. Student work book scrutiny.		
	Encouraging reading both in school and outside of school.	Develops student's depth of reading literacy, including inference and analysis skills. Regular independent reading built into Tutor time and English lessons. Reading buddies set up by PP Champion to support Year 7s with their reading through a Sixth Form paired reading scheme.	Regular independent reading built into Tutor time and English lessons. Regular diagnosis, testing therapy approach monitored by English Department. Reading buddies attendance and participation tracked by PP Champion and evidenced further by students questionnaires.		
	Academic Tutoring for identified students.	AM registration Mentoring to get to know students 1:1, discuss barriers to learning, set SMART targets and build relationships with student and home.	Use of L&T notes to share strategies, information, best practice ideas. Use of Tutoring proformas to track discussions and targets set.		
Accelerated Reader programme for Yr. 8 students	Programme to encourage progression up the reading age scale and confidence with reading. Comprehension quizzes complement this to add literacy value	Analysis after the programme. Last year's analysis showed that 61% of PP students made progress up the reading scale.			

<p>B. Improved rates of progress for High and Middle attaining PP students throughout KS3.</p>	<p>World Book day event – Author visit</p> <p>Embedding of Continuous Assessment allowing closer tracking of skills and knowledge across all subject areas (to identify gaps).</p> <p>Develop parental engagement by making more information available online</p> <p>Staff training on high quality feedback to be delivered by Learning and Teaching team</p> <p>Improve the information available to teachers on PP students in all classes</p>	<p>Meeting an Author and getting a book to be signed by them</p> <p>The removal of National Curriculum levels offered an opportunity to develop a solution to track gaps in knowledge, skills and understanding. This is incredibly important for students that may struggle with making progress due to literacy or numeracy issues.</p> <p>To make curriculum specifications more transparent to help parents understand each curriculum area and individual units of work.</p> <p>Evidence sources (including J Hattie’s Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the whole school.</p> <p>Staff have access to lists of students and it is important for us to be able to share techniques and activities that have helped students learn. This could include key details of interests that help engage etc.</p>	<p>Run annually by the Library and the English department, including two visiting Authors</p> <p>Whole school use of continuous assessment programme. Information shared live to parents online.</p> <p>Evidence of termly Continuous assessment reports, the school online student profile and curriculum information updated by IT</p> <p>Designated time for CPD on the calendar. Use of INSET days to deliver training, reflecting the school feedback policy. Book sampling clearly shows high quality and specific feedback to all PP students.</p> <p>Increased Staff use of Personalised PP learning and teaching notes and Academic mentoring notes, will tailor learning to each individual student. This will allow sharing of effective teaching strategies, student interests and aspirations for targeted support. All Staff will have clearly identified PP students and use this knowledge to design seating plans for teaching sets.</p>	<p>PP Champion IT L&T team Ass. Head HOAs Subject Leaders Jubilee Lead All Staff</p>	<p>July 2019</p> <p>Termly Raising Standards meetings Continuous assessment tracking L&T notes Academic Mentoring notes</p>
<p>Total budgeted cost</p>					<p>£80,000 (Additional English and Maths Staffing, Curriculum time and 1:1 support)</p>

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 involved	When will you review implementation?
C. Improved aspirations and career ambitions of PP students.	<p>Involvement in Brilliant Club and PiXL Edge (Highcliffe Challenge) programmes</p> <p>Increased exposure to Careers guidance/advice</p> <p>Additional enrichment opportunities such as Duke Of Edinburgh award</p>	<p>Nationally recognised rigorous programme. Rises ambition by encouraging high ability students to work a key stage above their current level. Includes University style tutorials from Academic Tutors and visits to open student's minds to Post 18 study. Embedding of the PiXL Edge Challenge programme, leading to a nationally recognised qualification.</p> <p>We want to provide extra support to maintain high attainment. 1:1 Tutoring interventions with staff are known to be effective. To provide 'aspiration' interventions such as talks/clubs with Sixth Form students</p> <p>Opportunities such as DofE provide personal and team work growth and challenge.</p>	<p>Funded from PP budget, free for students selected to be involved (G&T). Through engagement through student selection and contact with parents and pupils before programme begins to address any concerns.</p> <p>Student questionnaire from 2017-18 highlighted the value gained from programme, evidencing enjoyment, resilience, over-coming problems and pride as major achievements.</p> <p>Through a programme of calendar events such as Ballard Talks, Careers Evening in July, 1:1 Careers guidance sessions, Tutor programmes, STEM workshops/events, visits to Oxbridge. We would hope to see an increase in our Sixth Form uptake across a 3 year period.</p> <p>Designated DofE Co-ordinator and staff support team training and support training and practical adventures</p>	<p>PP Champion G&T Co-ordinator Highcliffe Challenge Co-ordinator Careers Advisor Year Teams Tutors Jubilee Lead Academic Tutors DofE Co-ordinator and staff support team</p>	July 2019
Total budgeted cost					£20,000 (inclusive of part funding of PP Champion, Jubilee Lead and The Brilliant Club)

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 involved	When will you review implementation?
D. Increased attendance rates for PP students	<p>Pastoral Team dedicate time daily to follow up on decreased attendance, transport issues and persistent absence.</p> <p>Student Commendation rewards for weekly 100% attendance</p> <p>Jubilee support intervention</p> <p>Parents/carers meet with Pastoral Leads/Head of Achievement</p>	<p>There has been an improvement in the PP attendance figure and this has been due to the important attendance monitoring role of the Pastoral Leads and Jubilee Lead. Schools own data shows clear link to attendance and progress/attainment.</p> <p>Rewarding attendance success directly to students to build confidence and commitment to attendance.</p> <p>Reduced, building to full timetable integration programme to ensure students attend on a regular basis. Personalised Mentoring support from Jubilee Lead</p> <p>To help identify and overcome persistent barriers to attendance.</p>	<p>Regular Pastoral meetings with Year teams. Pastoral team home contact records. Termly attendance reports track attendance patterns.</p> <p>Tutor teams daily monitoring of attendance, weekly Commendations given and regular Year team meetings.</p> <p>Monitored by the Jubilee Lead and SLT link. Average student attendance will improve to close the gap towards National Average attendance.</p> <p>Phone calls/Letters/meetings will evidence attendance issues and strategies employed to overcome barriers.</p>	<p>Pastoral Leads HOA Jubilee Lead PP Champion Ass.Head</p>	<p>Attendance will be continually monitored</p> <p>Formally reviewed July 2019</p>
E. Increased Parental engagement at Parents Evenings	<p>Use of text fast track booking service</p>	<p>Research from the EEF shows that by involving parents more in their children's education will have positive outcomes. Low cost and effective communication channel. Trialling in 2017-2018 showed an average 7% increase across Years 7-11 parental attendance.</p>	<p>Analysis of Parents eves attendance data. Monitored across a 3 year period.</p>	<p>PP Champion Ass. Head Year teams IT</p>	<p>July 2019</p>
F. Addressing of Mental Health and Self Esteem issues	<p>The Jubilee Centre</p> <p>Year 10 and 11 Mentoring for targeted students</p> <p>ELSA 1:1 support</p>	<p>Bespoke support to students, addressing issues with timetable, long term medical, self-esteem, mental health etc. continues to offer the school an alternative to off-site provision.</p> <p>Targeted support for Maths and English, run by Sixth Form students, which also fosters healthy work/life balance and study habits and aspiration.</p> <p>Use of in house trained ELSA support as well as external services (e.g. MOSIAC) Support with 1:1 tuition, and TA support for these students if they are struggling in the classroom.</p>	<p>Monitored by the Jubilee Lead and SLT link.</p> <p>Student attendance and progress tracked by the Jubilee Lead, SLT link and AEN.</p> <p>Maintaining a constant dialogue between Student Services, SEN, Pastoral Staff and Year Teams alongside ELSA records of progress. Use of L&T notes of share information.</p>	<p>Jubilee Lead Ass.Heads PP Champion ELSA Pastoral Leads HOA Year Teams SENCO Finance</p>	<p>July 2019</p>

	Funding aspirational educational trips to open up the possibilities to PP students. Removing barriers to experiences and learning such as Music tuition.	Highcliffe School believes it is important for students to participate in experiences that 'open student's eyes' to learning beyond the classroom and set high aspirations for future career opportunities and possible Sixth Form /University progression.	PP Champion assisted by Finance will monitor expenditure on trips and activities and offer financial support on a number of academic activities where impact is across multiple PP students and adds value to the curriculum and the personal experiences of the students. With regards to Music tuition support, the case of individuals, personal circumstances and previous expenditure will be taken in to account.		
Total budgeted cost					£80,000 (inclusive of part funding of Pastoral Leads/ELSA/SENCO)
Other budgeted costs:					Total budgeted cost
<ul style="list-style-type: none"> • Hardship fund • Yr. 11 Mentoring by 6th Formers • Books and Equipment • Trips and Music Tuition support • Dual Registration • Uniform fund • Home Study Support (Online and Classroom) 					£15,000

5. Review of expenditure 2017-2018

Previous Academic Year 2017-2018

See Pupil Premium strategy review document 2017-18