

## Pupil Premium: Strategy Statement

1. Summary information					
<b>School</b>					
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£180,000	<b>Date of most recent PP Review</b>	June 2015
<b>Total number of students</b>	1400	<b>Number of students eligible for PP</b>	229	<b>Date for next internal review of this strategy</b>	July 2017

2. Attainment and Progress Gaps			
	<i>Students eligible for PP</i>	<i>Students not eligible for PP (in school gap)</i>	<i>Students not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015/16 only)	52%	68%	36%
% achieving expected progress in English / Maths (2015/16 only)	63%/56%	76%/68%	
Progress 8 score average (from 2016/17)	-0.43	-0.01	-0.38
Attainment 8 score average (from 2016/17)	40.9	54.86	41

3. Barriers to future attainment (for students eligible for PP including high ability) the school is tackling (in some, not all cases)	
<ul style="list-style-type: none"> <li>• Lower levels of literacy or numeracy at entry to school</li> <li>• Lower expectations and aspirations of both students and parents/carers</li> <li>• Parental engagement and breaking down barriers of possible past poor educational experience for parents</li> <li>• Lack of opportunities to stretch learning beyond the classroom/school</li> <li>• Attendance at school (including expectations of parents regarding attendance)</li> </ul>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Literacy skills entering Year 7 are lower for some students eligible for PP than for other students, which prevents them from making good progress in Year 7/Year 8 and subsequently in future years.

<b>B.</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.	
<b>C.</b>	Raise the Aspirations (work, life and educational) of PP students	
<b>External barriers</b> ( <i>issues which also require additional action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance rates for students eligible for PP are 90.81% at March 2017 (below the non-pupil premium students and our school target of 97%). A larger cohort of persistently absent students exist within the Pupil Premium cohort across the school.	
<b>E.</b>	Parental engagement with the school is lower for Pupil Premium Cohort (as evidenced by parent evening analysis) impacting on home/school links and detailed feedback.	
<b>F.</b>	Metal Health and Self Esteem Issues	
<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	High levels of progress in literacy for Year 7/8 students eligible for PP/Catch-Up Premium. Utilising the 'Catch-Up' literacy scheme and the PiXL Code Phonics Intervention teaching assistants run tutor sessions to improve literacy (including handwriting). Testing is in place around reading ages to inform identification of students in need of support with a rolling programme of students.	Use of the 'Catch-Up' programme tracking and information delivered to teaching staff on improvements made. Accelerated reader used to evidence using reader assessments. English written assessments and Continuous Assessment information.
<b>B.</b>	Improved rates of progress across KS3 for high attaining students eligible for PP and tracking in place to help identifications of gaps in knowledge, skills and understanding via 'Continuous Assessment'.  Where information shows students are not making expected progress against peers departments are putting in place wave 1 interventions, monitored by middle management.	Students eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' students identified as middle/high attaining, across Key Stage 3. Use of Continuous Assessment and SISRA. Senior team monitoring subject areas via line management meetings.
<b>C.</b>	Students can talk about their aspirations for their future life and are aware of the link between education and these aspirations. Students have selected a pathway for future education or training.	The NEET figure of the school continue to be low however over the coming years we see a continued increase in PP students entering our own sixth form and other providers at the end of KS4.
<b>D.</b>	Increased attendance rates for students eligible for PP. Higher emphasis within whole school attendance strategy of Pupil Premium students with additional activities such as the new 'Attendance Bus' being used to target Pupil Premium students.	Reduce the number of persistent absentees (PA) among students eligible for PP to 10% or below. Overall attendance among students eligible for PP improves from 90% to 95% in line with 'national other' students.
<b>E.</b>	PP parents see the school as approachable and supportive in their student's education. School gives advice and guidance to PP parents to support educational decisions and support gaps. Parents are happy to come to school to support their son/daughter in events and parents evenings. Hard to reach parents begin to engage in the education process. Barriers to engagement are broken down (including transport or fear of entry to school).	Measured using Parent Evening data against 2015/2016 baseline figures as good measure of engagement. To increase the average of PP engagement from 55% to the whole school average of 70%.  Key staff are trained in communicating clearly with parents.
<b>F.</b>	Mental Health and Self Esteem issues are a key area for the school. Previous PP achievement has often been limited to poor attendance at school with a high proportion of this linked to Mental Health and Self Esteem. The school would like to reduce this pressure on students, however is aware that when these issues do influence a clear support mechanism needs to be in place. School has introduced the Jubilee Centre to help with these issues and is now building key new working relationships with CAMHS and Counsellors.	Linked to attendance measure in majority of cases however, in most complex cases the school will need to measure its approach against past cases and outcomes at an individual level.

5. Planned expenditure					
Academic year		2016/17			
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
School develops its PP provision to be pervasive across all development planning and decision-making Influencing PP aspirations, achievement and access.	The school results in 2015/2016 showed an opening of the PP results compared to the previous two years. As part of building upon our previous PP review and these results, a decision was taken to join the 'Achievement for All' programme.	<p>The 'Achievement for All 3As' programme is proven to raise attainment and progress for students.</p> <p>The school feels that enable us to develop our PP provision advice from an external perspective and evidence of strategies that have worked in other establishments (via Achievement Coach) will enable quicker implementations.</p>	<p>The programme is very clear in its milestones and starting from Summer Term 2017 the Ass HT (RSL) will be working on this project across the school.</p> <p>Initial discussions and actions have been carried out, some of which are now in this revised strategy document.</p> <p>Updates to Progress Committee at each meeting from AssHT (RSL)</p>	<p>AssHT (RSL)</p> <p>SLT</p> <p>Governors</p>	Monthly from April '17.
Professional understanding of Pupil Premium and the difference that working with these students can make to their future and school overall is improved.	<p>Increased 'Priority' for Pupil Premium across all areas of school (subject areas, school development, PPD etc.)</p> <p>SLT and Governors identified as key priority area for the school</p> <p>Inclusion in all future L&amp;T strategy meetings and PPD.</p>	<p>By having PP as a key priority across the school it will heighten the importance and professional dialogue around these students. The key evidence points that the largest impact can be made by quality first teaching in the classroom focussed on PP students. Inclusion of PP across the school L&amp;T strategy will make a significant impact and focus subject areas.</p>	<p>SLT (especially AssHT L&amp;T and AssHT RSL) will be key senior leaders in raising the profile of PP across the school.</p> <p>Governor oversight of L&amp;T strategy</p> <p>Implemented also via PP Working Group and AfA 3A's programme.</p>	<p>SLT</p> <p>Governors</p>	July 17
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.					
<b>i. Quality of teaching for all – also see L&amp;T Strategy Documentation and PPD Schedule</b>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

A. Improved Year 7/8 literacy progress	<p>CPD on Catch-UP Literacy (and Numeracy) to Teaching Assistants</p> <p>Relaunch of handwriting intervention</p>	<p>We want to offer high quality teaching to all these students to drive up results. The use of teaching assistants has been reviewed and CPD was identified as a key gap. The introduction of Catch-Up as a proven scheme, showing improved literacy skills allows TA's to undertake their own interventions during tutor time.</p>	<p>Two key members of staff (Ass SENDCO and Academic Tutor) will oversee the work of the teaching assistants. The SENDCO and Ass. HT will monitor levels of improvement by students.</p>	SENDCO	March '17
A. Improved Year 7/8 literacy progress	<p>CPD on using Accelerated Reader effectively and developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language.</p>	<p>Components of language identified as an area of weakness from moderation</p> <p>Schools in the English network have successfully trialled this approach.</p> <p>Accelerated Reader was shown to have a positive impact in an independent evaluation.</p>	<p>Head of English to oversee resources and scheme development with KS3 lead for English and SENCO. (Summer Term)</p>	Head of English	June '17
<p>C. Improved progress for middle/high attaining students</p> <p>D. (and A-F)</p>	<p>Improve the information available to teachers on their own Pupil Premium Students (and SEN)</p> <p>-Interviews of PP students</p> <p>-Introduction of new pro-forma to share information</p> <p>-Making the 'reason' for being designated PP clear to staff</p>	<p>Staff have had access to lists of students however, with students coming across multiple staff on a daily basis it is important for us to be able to share techniques and activities that have helped students. This could include key details of interests that help engage etc.</p> <p>A new SEND Profile has been tested will also be adapted to include PP details. This include details of student interests and aspirations. ICT will implement this online.</p>	<p>SENDCO is using this as part of his Masters programme of study. His work will oversee the form creation and implementations. Ass. HT will work with IT to have this placed online.</p> <p>Staff have PP clearly identified on seating plans and use this information when designing seating plans for teaching sets.</p>	SENDCO and IT Support	May 17
B. Improved progress for middle/high attaining students	<p>Introduce a new 'Life Without Levels' solution allowing closer tracking of skills and knowledge (to identify gaps).</p> <p>Help parental engagement by making more information available online around curriculum and individual units of work.</p>	<p>The removal of National Curriculum levels offers a real 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>Part of school development plan with governor oversight with the Progress Committee.</p>	AssHT (RSL)	Sept 17, Dec 17, Mar 17, July 17.

B. Improved progress for middle/high attaining students	Staff training on high quality feedback to be delivered by Lead Pract.as part of 3 year strategy.	We want to invest some of the PP in longer term change which will help all students. Many different evidence sources (including Johan 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 school. This will focus specifically on effective assessment of writing for a purpose.	Designated time for PPD groups on calendar. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment) as part of MER. Lessons from training embedded in school feedback policy.  MER points clearly to improve feedback to all students but especially PP.	Ass HT L&T	Jan 17, March 17, July 17. New MER framework allows SLT oversight.
<b>Total budgeted cost</b>					£30,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved Year 7/8 literacy progress	CPD on Catch-UP Literacy (and Numeracy) to Teaching Assistants  Relaunch of handwriting intervention	We want to offer high quality teaching to all these students to drive up results. The use of teaching assistants has been reviewed and CPD was identified as a key gap. The introduction of Catch-Up as a proven scheme, showing improved literacy skills allows TA's to undertake their own interventions during tutor time.	Two key members of staff (Ass SENDCO and Academic Tutor) will oversee the work of the teaching assistants. The SENDCO and Ass. HT will monitor levels of improvement by students.	SENDCO	March '17
A. Improved Year 7/8 literacy progress	Introduction of the PiLX Code Phonics Intervention across Year 7 ready for new intake in 2017/2018.	There has been a gap in our provision around intervention at the lowest level of literacy which has been helped with the introduction of 'Catch-Up' however this scheme is secondary focussed and will help with our graduated approach.	SENDCO to work with identified TA's and English Teacher to develop use for PP students with significant literacy gaps. Trial in 2016/2017 for 2017/2018 intake.	SENDCO	March '17

D. E. F. Targeted support around attainment and attendance within the Jubilee Centre.	Work in Jubilee to continue to develop as a key strand of the schools PP strategy. The work carried out in 2015/2016 helped address some long term absence and mental health issues and this will continue in to 2016/2017.	Bespoke support to students around addressing issues with timetable, long term medical, Self Esteem, etc. continues to offer the school an alternative to off site provision. The centre has also taken control of Online Learning and will develop this strategy over the year after disappointing results in 2015/2016 (Tute being investigated).  EEF evidence shows this intervention can make a large impact to individuals.	Continually updated statistics and bi-weekly meetings between Academic Tutor and AssHT (RSL)	Acc Tutor	Continually
A-F. Knowing the PP Students.	Pastoral Teams (PasLeads and HoA) will interview all PP students (linked to student profile)	All staff in the working group commented that knowing more about the PP students would help in delivering high quality teaching. Linked to the needs of the student. It is known that by often linking work to something a student is interested in can open up opportunities for engagement and learning.	Electronic log of responses will be created allowing tracking of which students have been interviewed. Information will be instantly available to staff via SIS. (SEND will also use the same facility)	Pas Team AssHT (Pas)	April '17
A-F. post 16 Disadvantaged students	Information around Post 16 students develops to match PP in man school School considers Bursary students as being PP and providing same support and guidance.	As above	As above Review and relaunch of Bursary payments and support	Head of Sixth	March '17
E. Parental Engagement	School to consider contact and engagement of 'Hard to Reach' parents around PP and Attendance. Use of 'Structured Conversation' training as part of AfA programme.  Prioritising parent evening appointments for PP parents and contact with parents.	The school has a number of different people working with parents and CPD around planning and performing meetings with parents to get the maximum benefit is important.  EEF evidence points to engagement of parents and support at home as being a key contributor to student progress. The school needs to develop its approach and working with AfA this will be a key area for development	This will be an elective module from the AfA programme and monitored via AfA coach. The school will use one day of the AfA time to deliver this training to key staff (teaching and non-teaching).	AfA Coach AssHT (Past) AssHT (RSL)	Jul '17

					<b>Total budgeted cost</b>	£60,000
<b>iii. Other approaches</b>						
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	
D. Increased attendance rates for PP students	<p>The school has a whole school attendance strategy, which is having some impact however the PP students to be prioritised. This includes:</p> <ul style="list-style-type: none"> <li>-Use of Minibus service</li> <li>-Use of Jubilee as area for attendance PP students complete with Academic Tutor.</li> <li>-Use of prosecution</li> </ul> <p>Working with CAMHS to ensure a 'United Front' is demonstrated to parents where there is little evidence of barriers to engaging in education.</p>	<p>We cannot improve attainment for children if they are not actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. Schools own data shows (as expected) clear link to progress/attainment. School is aware the number of persistent absentee students is high and must be addressed</p> <p>See school attendance strategy for further details. Recent review of Jubilee shows 37% average improvement in attendance for targeted students.</p>	<p>Thorough briefing of Attendance Officer tracking existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p>Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support and assertive mentor assigned to each PA pupil eligible for PP. Attendance and progress discussed at least fortnightly with PP Coordinator and mentor. Letters about attendance to parents / guardians.</p>	Ass HT (RSL) and Ass HT (Pastoral)	Jun '17	
C. Development of the CEIAG in school with PP students prioritised. Continue use of such strategies as the Brilliant Club, Trips/visit and music lessons	<p>Continue funding aspirational educational trips to open up the possibilities to PP students. Removing barriers to experiences and learning such as music instrument tuition.</p> <p>CEIAG is in place within the school however</p>	<p>The school believes it is important for students to participate in experiences that 'open student's eyes' to possibilities by learning beyond the classroom.</p>	<p>Ass HT (RSL) and Pastoral Team will monitor expenditure on trips and activities and fund/partially fund a number of activities where impact is across multiple PP students. In the case of individuals, personal circumstances and previous expenditure will be taken in to account. A policy will be in place for Sept 17.</p>	Ass HT (RSL)	Jun 17	
<p><b>OTHER Budgeted Costs</b></p> <ul style="list-style-type: none"> <li>• Hardship and removing barriers to learning</li> <li>• Pastoral Lead Support</li> <li>• Books and Equipment</li> <li>• SENDCO and AssHT Oversight</li> <li>• Behaviour Support (ELSA)</li> <li>• Locker Subsidy</li> </ul>						

- Achievement for All Subscription
- Home Study Support (Online and Classroom)
- Work Experience

<b>Total budgeted cost</b>	£90,000
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6. Review of expenditure (largest items)				
Previous Academic Year		2015/2016 also see <a href="http://station1.highcliffe.dorset.sch.uk/intra/default.asp?id=3012&amp;page=full">http://station1.highcliffe.dorset.sch.uk/intra/default.asp?id=3012&amp;page=full</a> for full expenditure		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Raise Aspirations	Trips, Visits and activities such as the Brilliant Club	<i>Mixed</i> : the school will need to consider a policy around funding trips and visits and what is 'educational'. Activities such as the Brilliant Club worked incredibly well with students determined to continue to Level 3 and Level 4 education after their experience.	To continue with additional focus developed over the coming year on trips/visits.	£6000 approx.
Hardship and removing barriers to learning	To provide such items as calculators, pens, uniform, aprons etc to remove barriers to learning (and school).	We saw a number of students participate in school by providing equipment and a marked improvement for some students in organisation.	Providing basic equipment is an easy way to remove barriers to learning. It can also make it clear to students that school staff are about their experience in school breaking down barriers.	£5000 approx.
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve academic and pastoral support around PP students.	Open Jubilee Centre as space to deliver tuition and support students with attendance issues.	High: observed increased progress amongst participating children. Statistics show vastly improved attendance and subsequent progress. Large number of students reintegrated to lessons. Success criteria: met.	The school will continue with this however, it is evident that working with CAMHS to ascertain suitability is important. Students and parents that participated saw excellent impact however some parents/students would not. Referrals to alternative provision need to be considered in these cases.	£25000 approx.

One to One support in English and Maths	Experienced teachers were employed to run these sessions in Jubilee.	Evidence of impact across English and Maths. Students sustained or improved their grade in January internals exams in all bar 2 cases.	Other subjects found students leaving their own lessons difficult. We will consider alternative approaches for 2016/2017 which avoids students coming from lessons. This may include use of sixth form mentors.	£8000 approx.
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## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

- The school publishes additional information each year, including performance measures at <http://station1.highcliffe.dorset.sch.uk/intra/default.asp?id=3012&page=full>
- Detailed statistics for students that utilise Jubilee are kept in school to monitor the use of the facility and the impact it has on attendance and progress