

Pupil Premium: Strategy Statement 2017-2018

1. Summary information					
School	Highcliffe School				
Academic Year	2017/18	Total PP budget	£200,800	Date of most recent PP Review	July 2017
Total number of students	1383	Number of students eligible for PP	231	Date for next internal review of this strategy	July 2018

Current Attainment 2016-17 results			
	<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 (4-9) (2016/17)	48.8	72	
Progress 8 score average (2016/17)	-0.8	-0.1	-0.38
Attainment 8 score average (2016/17)	4.13 (41.29)	5.06 (50.5)	

2. 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"> • Lower levels of literacy or numeracy at entry to school • Expectations and aspirations of both students and parents/careers • Parental engagement and breaking down barriers of possible past poor educational experience for parents • Lack of opportunities to stretch learning beyond the classroom/school • Attendance at school (including expectations of parents regarding attendance)

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 prevents them from making good progress in Year 7/Year 8 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 additional 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 Pupil Premium Cohort (as evidenced by parent evening analysis) impacting on home/school links and detailed feedback.	
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 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.	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.
C.	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 continues to be low and over the coming years we see a continued increase in PP students entering our Sixth Form and other providers at the end of KS4.
D.	Increased attendance rates for students eligible for PP. Higher emphasis within whole school attendance strategy of Pupil Premium students with additional monitoring targeting Pupil Premium transport issues.	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.
E.	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. Barriers to engagement are broken down (including transport or fear of entry to school) resulting in improved home/school relationships.	Measured using Parent Evening data against 2016/17 baseline figures as good measure of engagement. To increase the average of PP engagement from 55% to the whole school average of 70%.
F.	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. Access to Jubilee and ELSA support as required on a 1:1 basis.

4. Planned expenditure					
Academic year		2017-18			
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 2016/17 showed an opening of the PP results compared to the previous two years. As part of building upon our previous PP review, Highcliffe School has joined the 'Achievement for All' programme.	<p>The 'Achievement for All 3As' programme is proven to raise attainment and progress for students.</p> <p>The programme will enable us to develop our PP provision advice from an external perspective and try strategies that have worked in other establishments (via Achievement Coach) to enable long term improvements.</p>	<p>The programme is very clear in its milestones and starting from Summer Term 2017 the Ass HT (MDS) 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>AssHT (MDS))</p> <p>SLT</p> <p>Governors</p>	July 18
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&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.</p> <p>The key evidence points that the largest impact can be made by quality first teaching in the classroom focussed on PP students.</p> <p>Inclusion of PP across the school L&T strategy will make a significant impact and focus subject areas.</p>	<p>SLT (especially AssHT L&T and AssHT MDS) will be key senior leaders in raising the profile of PP across the school.</p> <p>Governor oversight of L&T strategy</p> <p>Implemented also via PP Champion role and AfA 3A's programme.</p>	<p>SLT</p> <p>Governors</p>	July 18

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 – also see L&T Strategy Documentation and PPD Schedule

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	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 2018
A. Improved Year 7/8 literacy progress	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.	Components of language identified as an area of weakness from moderation Schools in the English network have successfully trialled this approach. Accelerated Reader was shown to have a positive impact in an independent evaluation.	Head of English to oversee resources and scheme development with KS3 lead for English and SENCO. (Summer Term)	Head of English	June 2018
C. Improved progress for middle/high attaining students D. (and A-F)	Improve the information available to teachers on their own Pupil Premium Students (and SEN) -Interviews of PP students -Introduction of new pro-forma to share information -Making the 'reason' for being designated PP clear to staff	Staff have access to lists of students and with Staff meeting students 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. Use of the online Student L&T notes profile has been tested will include details of student strategies, interests and aspirations for targeted support.	SENDCO is using this as part of his Masters programme of study. His work will oversee the form creation and implementation. Ass. HT will work with IT to have this placed online. Staff have PP clearly identified on seating plans and use this information when designing seating plans for teaching sets.	SENDCO MDS and IT Support	May 2018

B. Improved progress for middle/high attaining students	Introduce a new 'Life Without Levels' solution allowing closer tracking of skills and knowledge (to identify gaps). Help parental engagement by making more information available online around curriculum and individual units of work.	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.	Part of school development plan with Governor oversight with the Progress Committee.	AssHT	Termly 2017-2018
B. Improved progress for middle/high attaining students	Staff training on high quality feedback to be delivered by Lead Practitioners as part of 3 year strategy.	Investment for 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.	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	Termly 2017-2018
Total budgeted cost					£30,000
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	When will you review implementation?
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 2018

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 2018
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 and 2016/2017 helped address some long term absence and mental health issues and this will continue in to 2017/2018.	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. EEF evidence shows this intervention can make a large impact to individuals.	Tracking doc and attendance register recorded by K Gooding, provision overseen by SLT link M Downs	K Gooding M Downs	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 – L&T student notes. Information will be instantly available to staff via SIS. (SEND will also use the same facility)	Pas Team AssHT (Pas)	July 2018
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)	July 2018
Total budgeted cost					£60,000

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	When will you review implementation?
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.</p> <p>This includes: -Assisting with transport problems -Use of Jubilee as area for attendance of PP students complete with Academic Tutor. -Use of prosecution</p> <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.</p> <p>See school attendance strategy for further details.</p> <p>Jubilee tracking document to log attendance and interventions</p>	<p>Daily tracking of existing absence issues by Pastoral team such as same day calls about attendance for target students</p> <p>Reduced timetable integration programme provided by Jubilee to ensure students attend on a regular basis, building to full timetable.</p> <p>Tracked evidence of personalised support and mentoring assigned to PP students.</p> <p>Attendance and progress discussed at least fortnightly and letters about attendance to parents / guardians.</p>	Ass HT and Ass HT (Pastoral) Jubilee centre	June 2018
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	Continue funding aspirational educational trips to open up the possibilities to PP students. Removing barriers to experiences and learning such as Music tuition.	The school believes it is important for students to participate in experiences that 'open student's eyes' to possibilities by learning beyond the classroom and set high aspirations for future career opportunities.	<p>Ass HT and Pastoral Team 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 personal experiences of the students.</p> <p>In the case of individuals, personal circumstances and previous expenditure will be taken in to account. A policy will be in place for Sept 18.</p>	Ass HT	June 2018
Total budgeted cost					£90,000
Including budgeted costs for: <ul style="list-style-type: none"> • Hardship and removing barriers to learning • Pastoral Lead support • Jubilee centre support • Books, equipment and catering supplies • SENDCO and AssHT Oversight 					

- Behaviour Support (ELSA)
- Achievement for All Subscription
- Home Study Support (Online and Classroom)
- Brilliant Club Enrichment
- Library/Literacy support
- Teaching Assistants
- Dual registration
- Uniform grant
- Various academic trips
- Year 11 Maths and English Mentoring

Review of expenditure	
Academic Year 2017-2018	See Strategy Review document 2017-2018