

Huntcliff School: Pupil Premium Strategy Statement 2016-17.

Summary information					
School	Huntcliff School				
Academic Year	2016-17	Total PP budget	£142,000	Date of most recent PP Review	Sept 2016
Total number of pupils	514	% of pupils eligible for PP	26.3%	Date for next internal review of this strategy	April 2017

Current attainment				
	PP 2014	PP 2015	PP 2016	Non PP (national)
% achieving 5A* - C incl. EM	40%	42%	38%	64.7%
% achieving expected progress in English / Maths	78% / 44%	55% / 55%	75% / 47%	75.8% / 73.4%
Progress 8 score average	-0.06	-0.23	-0.21	0.12
Attainment 8 score average	43.3	46.9	38.29	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% Vs 94.8%).
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 2017.
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	2016-17					
Additional staffing resources						
Desired outcome	Action	Rationale and monitoring	Staff Lead	Jan 17	Apr 17	Sept 17
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.	LS			
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-t-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 House Attendance Officers.	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			
B – Punctuality and attendance	Employment of an Education Welfare Officer	The EWO is employed with an aim to increase the attendance of students from hard-to-reach families. These students are more likely to be eligible for pupil premium. Attendance and punctuality will be monitored by the DP responsible for attendance.	KA			

C – Behaviour and Exclusions E – Parental involvement	Employment of dedicated Pastoral Support Workers	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) alongside the Inclusion Officer.	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		
D – Homework completion	Employment of staff to supervise the twice-weekly club.	This provides a well-resourced, quiet working environment that is conducive to learning and progress.	PH		
E – Parental involvement	Form tutors allocated time.	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		
G – KS4 Maths Outcomes	Employment of an Maths Consultant	Additional staffing in the Mathematics department will be used to run targeted sessions and small group intervention programmes with students who are not making good progress. These students are more likely to be pupil premium. This work will be monitored by the Leadership link responsible for Maths.	Head & SD		
I – Extra Curricular	Deputy Head	PP students who might not have access to extra-curricular provision do so through the curriculum.	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		
Monitoring and evaluation	Data team staffing	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.	LK		
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		
Total budgeted cost			£		

Additional Learning Resources						
Desired Outcome	Action	What is the evidence and rationale for this choice?	Staff lead	Jan 17	Apr 17	Sep 17
A - Reading age and literacy	Subscription to Renaissance Reading. 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			
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	IPad and Laptop access all lessons.	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			
G – KS4 Maths Outcomes	Purchase and implementation of PiXL Maths / My Maths / Kerboodle 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			
I – Extra-Curricular Engagement.	Resources for enrichment activities.	Evidence would suggest that PP students cannot access enrichment activities so they are provided from within the curriculum.	PH			
Total budgeted cost			£			
Additional learning activities						
Desired outcome	Action	What is the evidence and rationale for this choice?	Staff Lead	Jan 17	Apr 17	Sept 17
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			
D – Homework and access to resources	All pupils are invited to homework club.	Optional homework clubs will run for students who show a pattern of missed homework. Membership of this group is disproportionately pupil premium.	PH			
E – Parental involvement	Year 7 Summer Transition Days	This transition programme is designed to aid the transition from primary school to secondary school. Free and subsidised place are offered to targeted groups – e.g. pupil premium students.	KA			
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			
Total budgeted cost			£			

Additional continued professional development						
Desired outcome	Action	What is the evidence and rationale for this choice?	Staff Lead	Jan 17	Apr 17	Sept 17
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			
G – Attainment in Maths	Employed a maths consultant.	Coaching for the new Director of Faculty and CPD for the teaching of the new specification.	SB / SD			
Various	Participation in the Pedagogy Project and subsequent staff action research.	Personalised research projects by all teachers (two days of INSET) aimed at the pedagogy that will narrow the gaps that exist for ‘hard to reach’ groups such as disadvantaged pupils.	PC MM/MR/MJ/ NQ			
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			
			Total budgeted cost £			
Additional spending on student welfare						
Desired outcome	Action	What is the evidence and rationale for this choice?	Staff Lead	Jan 17	Apr 17	Sept 17
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	Subsidies for school	Pupil Premium families are eligible for support and payment plans for school uniform to	KA			

school life	uniform	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.			
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 Educational Psychologists.	PP students may require additional support accessed through an EHA.	KA		
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		
Total budgeted cost			£		

3. Evaluation of impact 2015-16

Impact of strategies:

Attendance: Attendance for all pupils has improved over the last four years and we now perform above the national average. Attendance for Pupil Premium children has also risen to above the national average. The gap between children who are Pupil Premium at Huntcliff compared to Non-Pupil Premium nationally has been closed.

	2012-13 PP Att	2015-16 PP Att
Whole School	94%	95%
Non PP	95%	96%
PP	92%	92%

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.

	2012-2013	2015-16
All Pupils	8%	4%
School Non PP	7%	2%
School PP	14%	2%

Attainment: Over the last four years PP attainment (5A*CEM) has increased by 13% and the PP to Non PP gaps have narrowed by 7%.

	2012 - 2013	2015-2016
Whole School	54%	52%
Non PP	57%	63%
PP	25%	38%
Within school gap	-32%	-25%

Levels of expected progress in English and Mathematics: The four-year improvement in English indicates that increasing numbers of pupils are making at least expected progress, including PP pupils. Within Maths, more PP pupils are making at least expected progress and the PP to NPP gap has narrowed significantly.

Expected Progress in English	2012 -2013	2015-2016
Whole School	54%	79%
Non PP	58%	80%
PP	15%	75%
Within school gap	-43%	-5%

Expected Progress in Maths	2012 -2013	2015-2016
Whole School	68%	56%
Non PP	72%	59%
PP	31%	47%
Within school gap	-41%	-12%

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 2015-16		£432,000		
Category	Breakdown	PP Contribution	Purpose	Evaluation and plan for 2016/17
<i>Additional staffing resources These figures represent a contribution to salaries based on an estimate of time dedicated specifically to PP students.</i>	Attendance officer	£15K	Narrow gap in attendance/punctuality	Maintain programme
	Education Welfare officer	£20K	Narrow gap in attendance/punctuality	Maintain programme
	Learning Inclusion Centre staffing	£20K	Narrow gap in behaviour/exclusions	CLIC / SEN integration
	SEN support assistants	£40K	Narrow gap in literacy/numeracy	SEN Review
	Pastoral Support Officers	£40K	Address pastoral needs and engage parents	Senior PSW positions created
	Librarian	£10K	Narrow gap in literacy and academic progress	Sharper monitoring of reading age
	Literacy Intervention Officer	£5K	Narrow gap in literacy and academic progress	Sharper monitoring of reading age
	Additional English teaching staff	£25K	Narrow gap in literacy and academic progress	Focus on High Ability PP
	Additional Mathematics teaching staff	£25K	Narrow numeracy and academic progress gap	LM by Principal and Vice-Principal
	Fluent Coach	£10K	To support pupils with emotional and social needs.	Maintain programme
	Careers Adviser	£5K	Reduce % NEET and inform progression	CELP programme
	Work Related Learning Co-ordinator	£5K	Narrow gap in FE/HE progression	CELP programme
	UCAS and Aim Higher Co-ordinator	£2K	Narrow gap in FE/HE progression	CELP programme
	Finance Team Staffing	£10K	Manage PP funding and subsidies	Maintain programme
	Administration Team Staffing	£15K	Manage comms. with PP families	Personalised Comms Plans
Assistant Headteacher	£15K	Tracking and evaluation of PP spending	Specific ability group foci	
Sixth Form mentors	£2K	Narrow gap in academic progress	Stop this programme	
Total for additional staffing resources			£264,000	

Additional learning resources	Extended access to IT facilities	£25K	Increase PP access to IT facilities	Advertise more widely – monitor use
	Universal Chrome book access in Maths	£30K	Increase PP access to IT facilities	Identify best practice
	Tassomai Science Revision tool	£2K	Narrow gap in science achievement	Launch with lower year groups
	My Maths / Maths Watch	£2K	Narrow gap in maths achievement	Build student engagement
	Show My Homework	£2K	Support independent work/home learning	Monitor PP usage at home / in school
	Accelerated Reader	£2K	Narrow gap in literacy / parental engagement	Sharper monitoring of reading age
	Revision guides and text books	£5K	Increase PP access to revision materials	Evaluate impact through student voice
	Paper letters and additional comms	£10K	Narrow gap in parental engagement	Maintain programme
Total for additional learning resources			£78,000	
Additional Learning Activities	Homework clubs	£10K	Narrow gap in homework completion	Earlier intervention / update groups
	Holiday and weekend workshops	£5K	Narrow gap in academic progress	Evaluate impact
	Year 7 Transition summer school	£5K	Support PP students in transition	Target more precisely at PP
	Fresh Start Reading Programme	£2K	Narrow gap in literacy	Use to inform wider reading practice

Total for additional learning activities			£22,000	
Additional CPD	Closing the Gap INSET programme	£5K	Share strategies across staff body	Develop into Personalised Assessment
	Partnership with Teach First	£10K	Share strategies with partner schools	Engage more staff in relationship
	Partnership with PiXL	£8K	Share strategies with partner schools	Engage more staff in relationship
Total for additional CPD			£23,000	
Student Welfare fund	Subsidies for school visits	£45K	Narrow gap in extra-curricular activities	Maintain current strategies
	Pupil Premium Projects fund		Support department and year group projects	Advertise more widely / evaluate
	Subsidies for uniform and equipment		Support PP students in access to basics	Maintain current strategies
	Subsidies for equipment		Support PP students in equipment funding	Maintain current strategies
Total for student welfare fund			£45,000	
Total Pupil Premium Budget 2015-16			£432,000	