

Proposed Use of Pupil Premium 2018 – 2019

In the Academic Year 2018-2019 Hasmonean High School has been allocated £77,605 to support a) Pupil Premium Students who have been eligible at some point over the last six years for Free School Meals (FSM) and b) those who are Looked After Children (LAC). The aim of the funding is to diminish the difference between the progress and attainment of these students and those who are not in these categories.

At Hasmonean High School we have the highest expectations of all of our students regardless of their socioeconomic status. We ensure that all students have the very best academic opportunities open to them and that their specific needs are met.

Below we have explained how we intend use our funding to directly address the barriers to learning faced by disadvantaged pupils. These barriers have been identified through in depth analysis of internal, local and national data as well as feedback from disadvantaged pupils and their teachers. We have directly selected strategies which have been researched by the Sutton Trust - Education Endowment Foundation (EEF). The EEF research and collate evidence of the impact of different strategies to calculate the average impact of each of those strategies. Average impact is estimated by the EEF in terms of the additional months' progress you might expect pupils to make as a result of an approach being used in school, taking average pupil progress over a year as a benchmark.

The impact of strategies implemented during 2018-19 will be measured in different ways. For example, analyses of progress, behaviour and attendance data will be carried out, and feedback will be elicited from stakeholders. The overall percentage of our disadvantaged students going on to sustained education, employment or training will also be analysed.

Targets for 2018-19

1. To continue to improve the quality of teaching and intervention to ensure students make good or better progress and reduce the gap between their progress and the progress of students not in this group
2. To improve the numeracy and literacy rates of students and reduce and reduce the gap between their progress and the progress of students not in this group. There will be a drive to increase the use of Literacy and My Maths programs to support this target.
3. To increase students' self-esteem & decrease their negative referrals.
4. To improve parental engagement with the school to support their academic progress.

Proposed Spend 2018-2019

1. Investment in Teaching Staff: £44,708

A. Quality of teaching for all:

A high priority will be to continue to provide high quality teaching for all. We will continue to look at how best to invest money to support the continued professional development of our teachers to allow them to access the best teaching methods and resources. This will be completed through the sharing of best practice amongst teachers, with in departments and whole school training on inset days. SLT will take a lead in ensuring that teachers are introduced to new teaching initiatives and taught the merits of them.

EEF research (January 2018) demonstrates the challenge of enabling students to achieve at least a Level 4 in English and Maths at GCSE, in particular for students from disadvantaged backgrounds. By age 19 over 164,000 students – 30% of the total cohort – had still not achieved a good standard of recognised qualifications in English and Maths. Worryingly, this includes just over half (50.2%) of all students who had been eligible for free school meals. Hasmonean's data demonstrates that we achieve above the national average in terms of reducing the attainment gap between PP students and non PP students in English and Maths. However, there is still a considerable attainment gap between Hasmonean PP student and non PP students in English and Maths. The Directors of Learning for English and Maths in particular will be supported to develop the use of online study programs such as MyMaths to increase student engagement. Links between the SEND department, via the SENDCO and Assistant SENDCOs and Directors of Learning will continue to ensure that appropriate provision are put in place to support all students and PP students from Year 7-11 who are capable of attaining a Level 4 in English and Maths. Year 9-11 students who are indicated not to be capable of achieving a Level 4 in English and Maths will be taught Functional Skills in English and Maths by specialist teachers within the SEND department. This will ensure that all students leave Hasmonean High School with English and Maths qualifications.

The SEND department will continue to develop and extend the use of digital learning resources to support students to attain Level 4 in English and Maths. There will be a continued investment in online programmes to support students with spelling and literacy such as Spellzone and those which support numeracy such as Numicon which exemplifies the principles of maths mastery with concrete apparatus and imagery to embed deep understanding, reasoning and problem-solving. The school has also invested in training a member of the SSU to become a specialist in Numicon. Consideration will be given to training staff to also use the literacy programmes to further their use. This use of digital learning can have a gain of 4+ months progress (EEF).

Additional Digital Learning resources/Digital Licence renewal: **£594**

Teachers will develop intervention to support all students who are not making good or better progress. Directors of Learning will be asked to record these interventions and share ideas between staff.

When writing reports, staff will be required to include the interventions they have used with all PP students (regardless of whether or not they are making good or better progress). This will ensure that PP students are kept at the forefront of teachers' minds and reminds them that every teacher is accountable for their progress.

The Year 11 Leadership Team and Assistant Headteacher - Teaching and Learning will continue to develop the 'Beyond Study Leave' programme of extra revision sessions for Year 11, and to offer a complete study leave programme of support for Year 11 PP students throughout the study leave period. This will ensure that students are supported through their study leave period and that they are able to receive continues support and feedback from teachers. EEF research shows that when teachers provide students with optimum feedback as an intervention it can have a gain of 8+ months progress. Investing in quality teaching will help to improve optimum feedback.

We have asked staff to focus on building strong, positive relationships with PP students and reduce the number of negative referrals they receive. One way for teachers to do this is to ensure that high quality lessons increase engagement and focus, creating a more positive classroom atmosphere, and to ensure that there is a consistent and positive approach to learning. These initiatives will be monitored by Directors of Learning through lesson observations and assessment data, and by the Pupil Premium lead analysing behaviour referral data.

2. Targeted support: £14,577

A. Access to Laptops, Revision Materials, Extra-curricular Activities and Other Resources

Directors of Learning are able to request extra funds to provide books and additional resources such as laptops and revision guides, extra-curricular actives and other resources to enable PP students to make good or better progress. Such provision can enable students to make +2, +2 and +3 months' progress (EEF).

B. Designated Teacher for LAC (and Pupil Premium Co-ordinator)

The designated teacher for LAC and PP will manage the allocation of funding and oversee the strategies and interventions for LAC and PP students.

In 2018/2019 there will be four students in years 7-11 looked after by legal guardians. Looked After children are each allocated Pupil Premium Plus Funding (PPP) of £2,300, which is overseen by the Virtual School. We will support the pupils with specialist learning materials and with one-to-one tuition or tailored learning packages. Research suggest that these interventions give enable students to gain of +5 months' progress (EEF). Each of the interventions to be funded by the PPP will link directly to targets set in the pupils' Personal Education Plans. This will be overseen and reviewed by the Virtual School.

C. Tracking, Monitoring and Analysing Year 11 data

Year 11 PP students' academic, behaviour and attendance data will be monitored to continuously narrow the gaps ahead of their GCSE exams. Middle managers and SLT will each 'adopt' a PP student in order to oversee and support their academic developments. Currently there are 13 Year 11 PP students. The tracking, monitoring and analysis will inform the research-based interventions in place within the school. We will be trialling the collation of revision material into one pack for PP and LAC students in Year 11. Directors of Learning will create revision packs for their subjects. The designated teacher will collate these materials and resources into one pack and give them to Year 11 PP/LAC

students before the summer term. This will ensure that all PP/LAC students have equal access to revision materials and resources.

3. Other support: £18,320

A. Care, Guidance and Support

Hasmonean will provide counsellors to work with PP students to support them in developing self-esteem and personal/social skills. Additionally, an Emotional Wellbeing Practitioner has been employed at the girls' school for this academic year. At the boy's campus, there will be a continued focus on social and emotional learning. The newly appointed Director of Standards at the boys' campus and the Pastoral Team will continue to support students with more complex behavioural difficulties, using specialised reporting systems, talk and art therapy, social stories, parental meetings and referrals to appropriate external agencies and organisations. Pupil Premium students will continue to have access to two Student Services Officers to support their pastoral needs. In addition, our attendance officers will continue to focus on the improvement of the attendance of PP students. The research also shows that the strategy of behaviour interventions and wellbeing interventions can enable students to gain of +4 months' progress (EEF).

Breakfast clubs will be offered for all students. The number of PP students attending will be monitored and encouragement give to them to attend.

Year Leaders will continue to carefully monitor and track the progress of PP students across the board including their social and emotional needs. Pastoral Mentors at both schools will continue to support staff in implementing meta-cognition and self-regulation techniques. This strategy will provide support for disadvantaged pupils across both of the boys' and girls' sites. Research shows that the strategy of meta-cognition and self-regulation can enable students to gain +8 months' progress (EEF). The Pupil Premium Leader will continue to develop PP provision based on these interventions.

B. Increase parental involvement

The school will seek to enhance parental involvement through outreach work, and is considering how best to work with local and community organisations that offer financial support to families. We are also considering how best to send reminders to PP parents about upcoming parent meetings to ensure they attend. In line with the school's involvement with the Well-Being Award, there will be a Year 11-13 parent meeting on how to help children revise and manage exam stress. EEF has conducted much research into increasing parental engagement and has found a link between positive parental engagement and an increase in student progress. There is evidence of + 3 months gain in terms of student progress.

C. Increase SEN/SSU support and guidance for students who require more specialised intervention.

Our SENDCo is completing his training to become a provider of Forest School provision for students. This is holistic provision that is play-led and child-centred which focuses on the student's all-round development. Forest Schools allow students to lead the themes and activities in each session, with the forest surroundings providing a rich supply of resources and materials for cross-curricular learning. This promotes creativity and offers numerous opportunities to develop and establish relationships. Students who have access to this provision will be students who are on the SEN register, some of whom are PP or LAC students.

Total Planned Expenditure for 2018/19 = £77,605

Year 7 Literacy & Numeracy Catch Up Premium 2018/2019

The SSU supports students in Year 7 who are eligible for the Catch Up Premium based on their SATs results from primary school. Provision will be made to support Year 7 students through one-to-one and small group tuition. There will be a focus on improving literacy and numeracy. EEF research shows that small group or one-to-one tuition can enable students to gain +4 and +5 months' progress respectively. In addition, Year 7s eligible for Catch Up funding will be directed and encouraged to use digital learning resources such as Numicon and Spellzone. These resources ensure children meet end-of-year expectations as a result of robust and reliable assessment tracking and the opportunity to practice and extend their numeracy and literacy skills.