

Pupil Premium report 2017-18: Proposal and Review

Proposed Use of Pupil Premium 2017 – 2018

Allocation, Analysis and Targets

In the Academic Year 2017-2018 we have been allocated £82,748 by the government for our Pupil Premium Students.

Below we have listed how we intend to spend the funding in order to directly address the barriers to learning faced by our disadvantaged pupils. These barriers have been identified through in depth analysis of internal, local and national data as well as through 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 the strategies. As a result of this, they are able to calculate the average impact of each intervention strategy researched. (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.)

We measured the impact of last year's spending through a variety of means taking into account both hard and soft data. For example, we carried out learning walks as well as analysing progress, behaviour and attendance data recorded by teachers on our MIS. Impact was measured by assessment of how far whole school targets for progress, behaviour and attendance are met, consistency in meeting or exceeding those targets and also feedback rating from teachers, parents and students. Outcomes at KS4, as well as the overall percentage of our disadvantaged students going on to sustained education, employment or training were also key to measuring the impact of our strategies.

Targets for 2017-18

From ASSET/ASP

- *PP students achieving the EBacc is significantly below the achievements of our non PP students. We aim to decrease the gap between this group of students and the rest of the school cohort by assisting these students in making better decisions about subject choices in Year 8.*
- *PP students score significantly lower in the open element of the Ebacc qualification. We aim to increase attainment in this area by supporting the students in their choices and offering them intervention in these subjects in order to achieve their targets.*

From Internal Data Analysis

- *Decrease the disparity between disadvantaged students and non-disadvantaged students with regard to negative referrals received for disruptive behaviour. We aim to increase positive referrals and decrease the amount of negative referrals received through the employment of*

an Associate member of SLT designated to support and improve teacher's behaviour management skills and techniques.

Proposed Spend 2017-2018

1. Investment in Teaching Staff: £47,327

We will continue to provide smaller class sizes for 2017/2018. Teachers will continue to focus on enhancing interventions for PP students. The focus of teaching and learning at our school focus will continue to be providing students with optimum feedback as an intervention which research shows helps students to make 8+ month's progress. The 'Beyond Study Leave' programme of extra revision sessions will continue to be developed for 2017/2018 with the support of the Year 11 Leadership team, working towards a complete study leave programme of support for Year 11 PP students.

2. Care, Guidance and Support: £16,002

The school will continue to provide the services of counsellors who are available to work with PP students to enable them to develop their self-esteem and social skills. Additionally, an Emotional Wellbeing Practitioner has been employed at the girls' school for this academic year due to an increase in the number of mental health concerns. Pupil Premium students will continue to have access to two Student Services Officers who support all aspects of students' pastoral needs at Hasmorean throughout the day.

For 2017/2018, our attendance officers will continue to focus on the attendance of PP students so that they can fully benefit from the provision. To continue to develop pupils social and emotional learning, the Head of Standards at the boys' campus will continue to support students with more complex and challenging behavioural difficulties. The research also shows that the strategy of behaviour interventions can have a gain of +4 months progress (EEF). The school will also be looking to enhance parental involvement, through outreach work, which research shows can have a gain of +3 months progress (EEF).

Year Leaders will continue to carefully monitor and track the progress of PP students across the board including their social and emotional skills. For 2017-2018 our behaviour for learning specialist will continue to support staff in implementing meta-cognition and self-regulation techniques. This strategy will provide support for disadvantaged pupils across both our boys' and girls' campuses. The research shows that the strategy of meta cognition and self-regulation can have a gain of +8 months progress (EEF).

3. Tracking, Monitoring and Analysing: £3,843

For 2017/2018 The Narrowing the Gap coordinator will continue to oversee and develop our PP provision based on tracking and monitoring students' academic progress and emotional well-being. Data drops at the end of each term will enable students' academic progress to be tracked and monitored. The monitoring of attendance and behaviour figures will give further indication to the well-being of pupils. This tracking, monitoring and analysing will support the implementation and evaluation of all aspects of the research based interventions in place within the school.

4. Whole school extra-curricular Activities, Books and Additional Resources: £11,619

In 2017/2018 we will continue to fund required resources, such as core course books and revision material as well as extra-curricular activities for many PP students. Across the provision of extra-

curricular activity there are creative arts activities, sports activities and outdoor adventure learning and we want to ensure that our PP students have equal access to participate in these if they so wish. The strategies of arts participation, sports participation and outdoor adventure learning can have a gain of +2, +2 and +3 months progress respectively (EEF).

5. Narrowing the Gap Coordinator £3,957

In 2017/2018 we will continue to fund this coordinator's post so that they can have a strategic overview of the disadvantaged students in the school. It is envisaged that they will monitor the profile of these students and measure the impact of the spending on their outcomes and produce the Pupil Premium Report.

Total Planned Expenditure for 2017/2018 £82,720

Underspend £28

Looked After Children

Looked-after Children: £3,600

In 2017/2018 there will be students 2 in years 7-11 looked after by their adoptive families. Looked After Children are each allocated Pupil Premium Plus (PPP) Funding of £1,800.00. We will support the pupils with specialist learning materials and with one-to-one tuition or tailored learning packages which can have a 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.

Year 7 Literacy & Numeracy Catch up Premium report 2017/2018

At the start of the academic year 2017/18 there were 26 Year 7 students eligible for the Catch Up Premium. There are 17 Boys and 6 Girls. The funding allocation was £6,094 from central government. The proposed spending for the year is as follows:

One to One and Small Group Tuition: £5,500

Year 7 Catch Up funding will be used to fund the provision of Small Group or One-to-One Tuition which are both evidence based interventions (EEF) which can have a gain of +4 and +5 months progress respectively. Progress will be carefully monitored by the SSU.

Additional Digital Learning resources/Digital Licence renewal: £594

The SSU will continue to invest in, develop and extend the use of Numicon, which is a programme providing research-based resources and rigorous teaching support for students struggling with numeracy. Numicon has been shown to create confident mathematicians in many schools. It exemplifies the principles of maths mastery with concrete apparatus and imagery to embed deep understanding. It also embodies the aims of the 2014 National Curriculum by developing conversation, reasoning and problem-solving. In addition, it ensures every child meets end-of-year expectations with robust and reliable assessment tracking which will provide the Year 7 Catch Up pupils with the

opportunity to practice and extend their skills in Maths. This plugs the gap for numeracy provision and matches the literacy provision already accessible to year & catch-up pupils. This use of digital learning can have a gain of 4+ months progress (EEF).

This report will be reviewed and updated upon the release of school and national data in November 2018.

Review – November 2018

	2017/8 Pupils eligible for Pupil Premium in Hasmorean High School	2017/18 Pupils not eligible for PP (National Average)
Number of pupils	62	N/A
Progress 8 Score average	0.47	Data not published yet
Attainment 8 score average	46.5	Data not published yet
% achieving 5A*- incl EM (2017-18 only)	48%	Data not published yet

The table below indicates the targets set in 2017/18 and analyses their impact.

Target / Aim	Action	Impact – measured by data (2017/18)
PP students achieving the EBacc is significantly below our non PP students. We aim to decrease the gap between this group of students and the rest of the school cohort.	Students and parents were assisted by SLT and Year leaders to help them make informed decisions about subject choices in Year 8.	Parents and students felt more supported with personal emails and phone calls. This is a long term intervention and therefore data is difficult to draw on at this early stage as assessment results are limited. This will be reviewed again in November 2019, using the data from students' progress.
PP students score significantly lower in the open element of the Ebacc qualification. We aim to increase attainment in this area.	Students were supported making in their GCSE and BTEC choices. Interventions were offering them intervention in these subjects in order to achieve.	PP students had a progress score of 0.35 compared to 0.77 of other students. This is an improvement on last year when disadvantaged students had a progress score of -0.2 and other students had a score of 0.7. There will be continued effort to further diminish the difference.
Decrease the disparity between disadvantaged students and non-disadvantaged students with regard to negative referrals received for disruptive behaviour	Pastoral team put in supportive and consistent measures using the behaviour policy, such as advocating for positive reinforcement from teachers, engaging more with parents and the students, working towards reducing the amount of negative referrals PP students received.	There was a significant increase in positive referrals given to all students in Year 7-11. In 2016/17, Year 7-11 girls were awarded 21,103 positives referrals and 45,927 were awarded to Year 7-11 boys. This is compared to 2017/18 which saw Year 7-11 girls awarded with 25,061 positive referrals and a staggering 62,908 to Year 7-11 boys.

		<p>Awards assemblies were used to promote the increase of positive referrals.</p> <p>Anecdotal feedback from most students was that they felt teachers were putting in more effort to recognise positive effort and behaviour.</p> <p>For 2018-19 we will try to collect data that is more specific to PP students.</p>
Investment in high quality teaching staff	<p>Smaller classes sizes were created especially in core subjects such as maths. Teachers were able to enhance the interventions for Year 11 PP students. The Beyond Study Leave programme of extra revision sessions continued to be developed which supported Year 11 PP students</p>	<p>EEF have shown that these provisions have a gain of 8+ months progress.</p> <p>In Maths, the Progress score for PP students was 0.45 and non PP was 1.04: a differential of 0.59. This is promising but we are conscious that the gap needs to be diminished even further.</p> <p>Last year, the Progress score for PP students was 0 and non PP were 0.7 suggesting that the smaller class size increases the progress in Maths of all students as well as helping to diminishes the difference between PP students and non PP students.</p> <p>In English, the differential in 2018 was 0.57 and 2017 was 0.8, which again shows an improvement for both PP students and non PP students. Diminishing the difference in English GCSE will continue to be a focus in 2018 –19.</p>
Provide and continue to developed quality care, guidance and support for all students	<p>Referrals to the school counsellor for PP students were given priority as well as CAMHS (and CAMHS in Schools) referrals where appropriate.</p> <p>A particular focus was applied to improving the attendance of all students as well as PP students. This was managed by the Attendance officer, Student Services officer and Year Leaders.</p> <p>The school entered the Awards Place's, Well-being Award, creating a staff working group to help promote and facilitate a drive to improve wellbeing practices with in the school.</p> <p>The school began to enhance Parental involvement through outreach work.</p>	<p>Students and parents became more aware of the support available to them. In the summer term, due to the school's participation in the Well-being Award, parents, students and teachers were surveyed asking opinions on what they would like the school to do to improve well-being. The outcome was analysed and strategies were discussed and will be actioned during 2018/2019. Seven of the students who saw the school counsellor during 2017-18 were PP students.</p>

Continued tracking, monitoring and analyses of support and interventions for PP students to help to diminish the difference.	SLT, Directors of Learning, and Year Leaders used data on academic progress throughout the year as well as data on attendance and behaviour to devise individualised and whole class interventions. Particular attention was given to tracking and monitoring Year 11 PP students' academic, behaviour and attendance data to identify gaps and diminish the difference ahead of GCSE exams. Middle managers and SLT were given a Year 11 PP student to mentor and support with their revision.	There was a positive impact on the students' self-esteem and confidence with the use of middle managers and SLT taking on one Year 11 pupil each to support them through their revision. In 2017, the P8 score for PP students was -0.01 and in 2018 this has improved to 0.47. Anecdotal feedback from PP students involved in this project was positive.
To ensure that PP students can access whole school extra-curricular activities, books and additional resources	Funded extra-curricular activities for many PP students. Across the provision of extra-curricular activity there are Creative Arts activities, Sports activities and Outdoor Adventure Learning. Additionally, there is funding for PP students to ensure that they have access to required books and funded access to additional resources such as laptops	This strategy has a large impact on PP students as they are able to access all the same activities and resources as their peers. This allows them the opportunity to make the same progress as their peers. See table below for additional information on expenditure for resources and extra-curricular activities.
To continue to fund a Pupil Premium Co-ordinator to oversee strategies put in place to help diminish the difference.	PP Co-ordinator was employed to ensure a consistent approach was taken with promoting the needs of PP students. PP students are less likely to know that they have this status in the school, but the designated teacher oversees that their academic needs are being met.	Year 11 progress 8 data shows that there has been a positive impact. In 2017, the P8 score for PP students was -0.01 and in 2018 this has improved to 0.47.

Additional information on expenditure

18/07/2018	TORAH TREASURES	TORAH TREASURE CHUMASHIM PUPIL PREMIUM KIDS H8893	314.00
29/06/2018	FORUM BUSINESS MEDIA LTD.	FORUM BUSINESS MEDIA PUPIL PREMIUM CONFERENCE 3/10/18 H9392	359.99
30/04/2018	THE MORRISBY ORGANISATION	MORRISBY TESTING FOR GIRLS H8187 PUPIL PREMIUM	54.00
30/04/2018	THE MORRISBY ORGANISATION	MORRISBY TESTING FOR BOYS H8187 PUPIL PREMIUM	108.00
16/02/2018	GREATER LONDON EDUCATION LIMITED	GREATER LONDON EDUCATION INV TO CORRECT C/N NOT OUTSTANDING	675.00
16/02/2018		trf from hire to welfare GREATER LONDON EDUC REFUND	675.00
16/02/2018		trf from hire to welfare GREATER LONDON EDUC REFUND	675.00
01/11/2017	TORAH TREASURES	TORAH TREASURES BOOK H8298	17.50

10/11/2017	SCHOOL WEAR	H6905/ SCHOOL UNIFORM	105.60
02/11/2017	SCHOOL WEAR	H6906/SCHOOL UNIFORM	304.20

Use of Year 7 Literacy & Numeracy Catch Up Premium 2017/2018

For the academic year 2017/18, there were 23 Year-7 students (17 Boys and 6 Girls) eligible for the catch up premium. The funding allocation was £6,094 from central government. Of these students, 15 boys and 9 girls (six girls from original list and three not on the list who were added) took advantage of the provision after parental agreement.

Most students received one lesson of English and one lesson of Maths support each week. Some students received either Maths or English as per parental agreement. The topics covered a range of underlying skills from the KS2 curriculum that required consolidation, repetition and over-learning. The topics covered, therefore, were dependent on the student and the areas that required improvement, which were identified using information from primary schools and investigation by the tutor.

In Maths, the identified areas included: Calculations (4 rules up to 3-digit numbers), Fractions (of amounts and equivalent), Percentages, Decimals, BIDMAS, Rounding, Angles (triangles and parallel lines), Perimeter and Area, Algebra (simplifying, factorising, expanding, solving equations). In English, the areas covered reading comprehension, SPaG (punctuation marks, capitalisation, proofreading, spelling, adverbs and adjectives, past tense, plural form); writing (writing in paragraphs, using connectives, structure by using topic sentence and evidence).

At times and if required, individual students received specialised and differentiated tuition within the small-group setting. (According to the Educational Endowment Fund, this can add 5+months of progress.)

Impact of provision using whole-school data

Positive impact or a measure of “catch-up” was taken to be a student meeting or exceeding their target grade in the relevant core subject (either English or maths) at the end of year 7.

	English	Maths
Girls	62% (8)	86% (6)
Boys	92% (13)	100% (9)

The data does indicate a disparity between the achievements of the girls compared to that of the boys. This data will be used to inform the Directors of Learning in Maths and English to ensure that appropriate strategies are applied to enable the girls to make further progress and reduce the achievement gap.

Impact of provision using data from Year 7 Literacy & Numeracy Catch Up Premium tutor

The following summary of progress is based upon a common primary school model of assessment without levels (**WB= Working Below/ WT= Working Towards/WA= Working At**). This approach was chosen as all students were operating at a pre-KS3 level upon the start of the course and shows smaller steps of progress.

Boys Maths

Student	Baseline assessment without levels (start of course)	Final assessment without levels (upon course completion)
B1	WB	WT
B2	WT	WT
B3	WT	WT
B4	WT	WT
B5	WB	WT
B6	WB	WT
B7	WB	WT
B8	WB	WT
B9	WT	WT

Boys English

Student	Baseline assessment without levels (start of course)	Final assessment without levels (upon course completion)
B10	WT	WA
B1	WB	WT
B2	WT	WA
B3	WT	WT
B4	WT	WA
B11	WB	WT
B5	WB	WT
B12	WB	WB
B13	WB	WT
B6	WT	WT
B14	WT	WT
B7	WT	WA
B15	WB	WT

Girls – Maths

Student	Baseline assessment without levels (start of course)	Final assessment without levels (upon course completion)
G1	WB	WT
G2	WB	WT
G3	WB	WT
G4	WB	WT

G5	WB	WA
G6	WB	WA

Girls – English

Student	Baseline assessment without levels (start of course)	Final assessment without levels (upon course completion)
G1	WB	WT
G2	WB	WT
G3	WB	WT
G7	WB	WT
G8	WB	WT
G9	WB	WA
G6 (joined end of September 2017)	WB	WA
G10 (joined April 2018)	WT	WT

Spending for the year

Small Group Tuition: £5,500. Year 7 Literacy & Numeracy Catch Up funding was used to fund the provision of Small Group intervention, which is an evidence-based intervention (EEF) that can have a gain of +4 months of progress. Progress was monitored by the SSU.

Additional Learning resources: £594. The SSU continued to invest in, develop and extend the use of Numicon, which is a programme providing research-based resources and rigorous teaching support for students struggling with numeracy. Numicon has been shown to create confident mathematicians in many schools. It exemplifies the principles of maths mastery with concrete apparatus and imagery to embed deep understanding. It also embodies the aims of the 2014 National Curriculum by developing conversation, reasoning and problem-solving. In addition, it ensures every child meets end-of-year expectations with robust and reliable assessment tracking which will provide the Year-7 Catch-Up pupils with the opportunity to practice and extend their skills in Maths. This plugs the gap for numeracy provision and matches the literacy provision already accessible to year & catch-up pupils. This use of learning can have a gain of 4+ months progress (EEF).