# Pupil premium strategy statement

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| 1. **Summary information** | | | | | |
| **School** | Old Buckenham High School | | | | |
| **Academic Year** | 2018-19 | **Total PP budget** | £101,360 | **Date of most recent PP Review** | January 2017 (External) |
| **Total number of pupils** | 579 | **Number of pupils eligible for PP** | 111 | **Date for next internal review of this strategy** | Feb 2018 |

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| 1. **Current measures** | | | | | | | | | | |
|  | | | | | | | Pupils eligible for PP (your school) | | Pupils not eligible for PP (national average) | |
| **Attendance %** | | | | | | |  | | 96% | |
| **Progress 8 score average** | | | | | | | **-0.56 (-0.36 201718)** | | 0.12 | |
| **Attainment 8 score average** | | | | | | | **37.73 (35.65 2017-18)** | | 52 | |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor literacy skills)* | | | | | | | | | | |
|  | | | Attendance of Disadvantaged students | | | | | | | |
|  | | | Prior attainment in the basic skills of numeracy and literacy | | | | | | | |
|  | | | Low aspiration of children & behaviour linked | | | | | | | |
|  | | | Parental engagement | | | | | | | |
|  | | | Low aspiration by school staff | | | | | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | | | | | | |
| **D.** | | Difficult home learning environments (for some children) & lack of engagement with school work | | | | | | | | |
| 1. **Desired outcomes** *(desired outcomes and how they will be measured)* | | | | | | | | Success criteria | | |
|  | Accelerated progress in all subjects | | | | | | | Tracking systems – 4Matrix | | |
|  | Improved attendance rates – target \*\* | | | | | | | Go4Schools reports highlight improvement  Support Attendance meetings (Sams) | | |
|  | Behaviour across the school \*\*\* | | | | | | | Go4Schools reports highlight improvement  Embedded behaviour structure  ISP-PSP | | |
|  | Parents engaged with supporting children in their work | | | | | | | Tracking attendance at parent’s evenings. Form tutors, Heads of Year. Sams | | |
|  | Aspirations are raised for the future | | | | | | | Student voice interviews/pupil questionnaires/ Staff voice/ Careers Programme/Outside agencies in school | | |
| 1. **Planned expenditure** | | | | | | | | | | | |
| * **Academic year** | | | | | **2018-19** | | | | | | |
| 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. | | | | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | | | |
| **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?** | |
| **Accelerated progress** | | | | Disadvantaged First  Individual/Personalised Approach to PP students  Professional Enquiry | | Evidence has proven that this approach along with ‘Quality first teaching’ has a big impact with low cost implications. The EEF toolkit and articles from the Key and the TES have evidence supporting this action. This approach will allow for individualised instruction, personalised learning supported with quality feedback. Both which are seen as effective practises to accelerate progress by the EEF teacher toolkit.  Professional enquiry will support teacher development.  Disadvantaged first is in practice. This approach is not collaborative in its approach. SLT weekly scrutiny’s to compare different subject areas. | * Disadvantaged standard agenda item for CL Meetings and department meetings. * Top students identified – Highlight to CL priority of PPG * Monitor and evaluate the impact of the number of and quality of interventions taking place. * Teaching and learning priorities to ensure Disadvantaged students are highlighted within this with quality first teaching. * Ensure SOW demonstrate targeted interventions for Disadvantaged students. * Materials to aid learning. | | * AD * Curriculum Leads * All Teaching Staff | Half Termly   * Evidence from Data collected/Progress made * Agenda item in CL meeting * Evidence held on sharepoint. * Student focus groups. * T and L briefings. * CPD Training * Sharing of Practice. | |
| **Total budgeted cost** | | | | | | | | | | £25,000.00 | |
| **Review**  **The attainment data for Y11 indicated that these strategies did not have the impact on PPG GCSE 2019. The CPD programme and teacher support was focussed around the development of expertise in terms of QFT. However, there was significant evidence via the school’s quality assurance of Teaching to indicate that teachers had implemented the ‘disadvantage first’ approach. It is also clear from QA that this approach is not fully embedded across the school with inter/intra subject variation in terms of application.**  **Actions:**  **Ensure ML QA is in line with whole school to secure Disadvantage First across the school as a priority for all teachers** | | | | | | | | | | | |
| **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?** | |
| **Target students individual needs and raise aspiration** | | | | Literacy Support  Numeracy support  School trips  Breakfast club  Music lesson support  Early intervention – Literacy / Numeracy | | The EEF toolkit rates early years’ intervention as a 5+ in progressing students understanding. Our support schemes of literacy and numeracy will target students from KS3. This will involve peer tutoring and reading comprehension strategies.  Disadvantage first is now embedded. We are still not closing the gap. Money to be used to pay numeracy and literacy practitioners to take small groups out to support closing gaps in learning  Y7 & Y8 – Hackney Lit groups in action. | * Identify individual barriers and work with specific students * School to continue to focus on the progress matrices and to raise the expectations to match the increased expectations at KS 1 and KS 2. * Finance toward LOtC activities. * Breakfast Club | | AD |  | |
| **Total budgeted cost** | | | | | | | | | | £22.000.00 | |
| **Review**  **Individual mentoring and associated activities did not have the impact of aspiration and engagement for the PPG cohort in Y11 as indicated by attendance and progress data. The relatively small cohort had very different profiles and needs with several not accessing full time education due to mental health and medical issues.**  **Actions:**  **Ensure PPG students individual needs are better catered for by a more targeted and bespoke approach** | | | | | | | | | |  | |
| 1. **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?** | |
| **Improved attendance rates** | | | | Weekly attendance in classrooms.  Regular recognition through year assemblies.  100% prizes in success assemblies. | | The **attendance** rate is **important** because students are more likely to succeed in academics when they attend school consistently. It’s difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent.  greatschools.org/gk/articles/school-attendance-issues  Clearer structure which identifies poor attendance earlier. This is led by new attendance officer.  Weekly attendance meetings resulting in action.  Clear pathway for support. Letters leading to Sams. Fast tracking and FPN.  Weekly list of PP and PA provided as this is the priority group. First to be checked by Attendance team. | * Attendance officer prioritise PPG students. * Identify individual barriers and work with families to overcome these. * Attendance awards introduced for form groups. * Priority follow up calls. * Lates monitored and acted upon. | | PH  Heads of Year  Form Tutors | Half termly   * Weekly year attendance published * Weekly form attendance in classrooms * Data from G4S. * Meet with Pastoral team. | |
| **Behaviour across the school** | | | | New whole school approach implemented.  G4S tracks individual student behaviour.  Reintroduction of remove  Parent/Carer re-introduction meetings  Introduction of a student reward system. | | Behaviour interventions has a 3+ rating by the EEF toolkit.  OBHS has had issues of low level behaviour, this has interfered with the progress of learning in some subject areas.  New structure in place. Clear boundaries and sanctions. Resulting in increase of ITE and FTE in short term. Lesson removals increased in first term but now decreasing.  OBHS reward introduced and a clear success. This has led to OBHS habit cards introduced and an exchange programme set up.  Clear increase in positive points awarded. | * Update Go4 schools to monitor how disadvantaged pupils are behaving compared to other students. * Track specifically removals, isolation and exclusions for PPG pupils against whole co-hort. * Ensure new rewards system is in place and PPG pupils are prioritised. * Trips and visits used alongside PPG funding to link with rewards. * Monitor bullying for PPG pupils alongside all students. New reporting method required to streamline whole system | | PH  Heads of Year  Form Tutors | Half termly   * Data from G4S used by all staff and Heads of year to apply school sanctions. * Report process being used through the data provided by teacher assessment. * Meet with Pastoral team. * ISP and PSP meetings held and support plans in place. | |
| **Parents engaged with supporting children in their work** | | | | G4S access to all parents/Carers.  Termly reporting to parents/Carers of students’ progress and attitude to learning.  Evenings with the Headteacher to discuss the school.  Progress evening surveys.  Increase the use of Social media to keep parents informed.  Student reward system | | Due to many changes in the management of the school, some parents view of the school has become less than positive. We need to rebuild our standing in the community.  The EEF toolkit gives a rating of 3+ for parental involvement.  Increase of meetings and parental contact has been prioritised.  Increase of parental contact is now active. | * Ensure that Disadvantage students’ parents/carers are phoned about parents’/information evenings. Make alternative arrangements where necessary – e.g.: email or phone, payment for taxis, crèche. * Monitor parents’ levels of engagement e.g.: parents’ evenings sign in sheet and share percentage of parents attended with all staff. * Go4Schools parents’ information evenings on launch. Track usage by parents. * HOY monitor planner checking and signing. * Administration Costs | | AH  SLT | Review. This will involve feedback from the parent/Carer surveys issued at the progress evenings. | |
| **Total budgeted cost** | | | | | | | | | | **£53,981.00** | |
| **Review**  **Attendance**  **PA and overall attendance continued to be a significant cause for concern, with a declining pattern from Y7-11 in both measures. The new attendance strategy introduced after Christmas did not have the immediate impact, although the systems are much clearer.**  **Behaviour**  **The behaviour and attitude to learning for PPG students continues to be polarised between some PPG students engaging very positively in their learning as indicated by class teacher data to some very disengaged PPG students. There are no discernible patterns between subjects, although there is a decline from y7 to y11. Base line assessments of school engagement (PASS) indicate that on entry more PPG students have negative profiles of views of their learning and relationships with school.**  **Parental Engagement**  **Significant work was undertaken to engagement with hard to reach families and there was enormous success in terms of safeguarding some very vulnerable PPG students (as indicated by reviews via social care). These engagements led to secure post 16 placements for the most vulnerable students, although this was not reflected in the attainment data of such students.** | | | | | | | | | |  | |

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