OBHS Pupil Premium Implementation Strategy

*What does the research say? What are we doing at Old Buckenham High School?*

**The Education Endowment Fund:** “The Sutton Trust-EEF Teaching and Learning Toolkit is a summary of educational research which provides guidance for teachers and schools on how to use their resources to improve outcomes for learners. It currently covers a range of topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them…” [[1]](#footnote-1) The research is regularly reviewed and updated based on emerging evidence.

“Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried-and-tested continuing professional development and effective feedback methods.

By being clear about the issues facing disadvantaged pupils, using evidence to identify the solutions most likely to work, and thinking hard about these are implemented, schools will be in the best position to deploy limited resources effectively.”[[2]](#footnote-2)

It is important to recognise that an approach to closing the gap which uses the PPG grant to improve teaching and methods of feedback, and which identifies and addresses the barriers to learning which our PPG students present might not result in a *visible* spend of the PPG budget. In order to make it clear how we are using the Pupil Premium Grant to close the gap between our learners, we have summarised in the table below the strategies which EEF research suggests have the maximum impact on pupil progress, and how we resource and employ these strategies at OBHS.

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| **Academic Year** | 2019-20 | **Total PP budget**  | £88k | **Date of most recent PP Review** | Joan Lowe 2018 |
| **Total number of pupils** | 555 | **Number of pupils eligible for PP** | 95 | **Date for next internal review of this strategy** | Autumn 2019 |

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| 1. **Current attainment**
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|  | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average)  |
| **% Attendance** |  | 96% (non-disadvantaged) |
| **Progress 8 score average** | **-0.96** | 0.13 (non-disadvantaged) |
| **Attainment 8 score average** | **34.31** | 50.14 (non-disadvantaged) |

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| **EEF Strategy** | **Impact (+months)** | **OBHS Strategies** | **Intended Impact** | **Monitoring** | **Resources/Person** | **Status** |
| Feedback | +8 | The whole school marking and feedback policy ensures a consistency in the language of feedback and Next Steps. Departments have been developing resources and approaches to DIRT lessons (Directed Independent Reflection Time) which ensures high levels of student engagement in marking, the use of feedback as a catalyst for further progress and develops self-reflection and metacognition within our learners where they understand the process of learning, and themselves as learners[[3]](#footnote-3). We have allocated ongoing CPD time to staff training and sharing of best practice.  | Accelerated in-year progress for PPG students in all year groups. | Go4Schools assessment tracking.Quality Assurance of pupil work/ assessment | CLs + SLTCLs during calendared departmental meetings.  |  |
| Metacognition and Self-Regulation | +8 | In collaboration with staff, students and parents, we introduced the 5 OBHS Habits of Mind (Ambition, Creativity, Collaboration, Independence and Resilience). These skills are not taught discretely, but are embedded into the curriculum and built into our rewards system. Students reflect and evaluate their strengths as learners termly. In addition, we have 5 teachers whose CPD sessions have worked on developing their understanding of how to develop metacognition and self-regulation in our learners. We will use our CPD programme to further develop this expertise within the school. Our pastoral team also deliver 1:1 and small group workshops with a focus on both self-esteem, emotion management, self-regulation and metacognition, ensuring that students understand themselves as learners and optimise their opportunities to learn in the classroom.  | Evidence of self-regulation and an increased engagement in learning.  | Attitude to Learning reporting (G4S).Pupils’ Habits self-evaluation activities completed. Positive points and Habits cards. PASS data.  | Classroom TeachersForm Tutors + Head of Key Stage£500£1000Pastoral Manager’s Salary |  |
| Homework  | +5 | The purpose of homework is clearly defined in our Teaching and Learning policy with a purpose of increasing a students’ skill, will or thrill of learning (Hattie and Donoghue 2016). In addition to homework set for students by classroom teachers, all subject areas have created knowledge maps and homework tasks per half term and year group which are shared on the school website. Regular homework is set using Go4Schools which allows for parents to support the school in encouraging their student to complete it. Homework is personalised and used, particularly at KS4, to target key knowledge and skill gaps.  | Strong work habits and evidence of engagement in and preparedness for learning.  | Evidence of consistent completion of homework (G4S).  | Classroom Teachers £400 (G4S Homework module) |  |
| Mastery Learning | +5 | The Maths LPA Catch-Up group in Year 7 is delivered to students identified as not meeting age-related expectations by the end of KS2. These students undertake a curriculum based on the Maths Mastery approach and utilises Numicon as a teaching vehicle which is designed to target the gaps in their Mathematical knowledge and skill and ensure that these are mastered before learning moves on. This is supported by a review of our KS3 curriculum across all subjects in KS3 with a focus on the intent, implementation and impact. Establishing the core purpose of each subject curriculum, coupled with the non-negotiable aspects of teaching and learning at OBHS which require teachers to identify and share the success criteria for learning tasks, and employ a range of assessment for learning strategies within a lesson, ensures that the curriculum is responsive to students’ learning. If a key piece of knowledge or a key skill is not mastered, the teacher must re-visit this to ensure that the curriculum achieves its purpose.  | Accelerated progress in LPA PPG learners in Y7 Maths – a closing of the numeracy gap from KS2.  | Progress Data Quality Assurance: Learning Walks, Work Scrutiny | D. Foreman, D. DaynesMaths Mastery Network Membership cover supply costs.  |  |
| Peer Tutoring and Collaborative Learning  | +5 | In addition to peer mentors who support our most vulnerable Year 7 and 8 students to feel confident and supported at school, we also run a Literacy and Numeracy mentoring programme. Students in Year 7 and 8 are identified based on their KS2 reading skills, CAT, PASS and NGRT tests and paired with high performing Year 9 and 10 students to work on their Literacy and Numeracy skills. In addition, one of the key ingredients of an OBHS lesson is Cooperative Learning, and one of our Habits of Mind is Collaboration. This ensures that planning well-structured and resourced learning opportunities to develop students’ collaboration remains a priority. As a staff, we share good practice via our weekly Teaching and Learning bulletins, department meetings and CPD sessions. | Vulnerable PPG Y7 students feel safe and secure. Accelerated Progress in Reading and Numeracy.  | Y7 PPG Attendance rate.Case Studies.Student Voice.Progress Data/ Progress against baseline.  | C. Greenacre, D. Foreman, T. Picksley (salary), C. Wabe (salary), E. Taylor, S. Alderson.  |  |
| Reading Comprehension Strategies | +5 | The curriculum for our weakest readers (linked to the Catch-Up Premium Grant) includes the Hackney Reading Intervention Programme and focuses on reading comprehension. In addition to this, and one-to one- literacy intervention, we have also invested in Lexia, an intervention programme which addresses word-level spelling and comprehension. The school recognises that verbal reasoning and written competence are closely linked and as a result all students in KS3 undertake a Let’s Think in English lesson within their fortnightly timetable. One form time session a week is dedicated to the whole-school read. Students of all ages tackle the same novel, and - guided by their form tutor – discuss and respond to a range of comprehension questions to engage them in the narrative and the broader context. We have also dedicated time to developing our subject teachers across the curriculum as teachers of literacy. Work has gone into differentiating, and appropriately teaching, tier 2 and 3 vocabulary, and literacy remains a key observed area within lessons.  | Accelerated progress in basic literacy skills – measured against baseline.  | Progress Data.Quality Assurance: Learning Walks and Work Scrutiny.  | Hackney Lit £300 C. GreenacreLexia £1100 + hardware costs (£500) J. EvansLTIE subscription £100. C. Greenacre |  |
| Oral Language Interventions | +5 | KS3 students have a lesson/ fortnight dedicated to developing their verbal competence and confidence. “*Let’s Think in English is based on 30 years’ research at King’s College London which shows that structured development of pupils’ cognitive skills over two years raises their attainment by between 1 and 2 GCSE grades see Evidence of success. Previously called Cognitive Acceleration, it is one of only three programmes which have repeatedly been shown in international trials to have this effect.” (*[*https://www.letsthinkinenglish.org/about-lets-think-in-english/*](https://www.letsthinkinenglish.org/about-lets-think-in-english/) *)* | Accelerated progress in English – most evident in EWT and argument writing.  | Progress Data.Quality Assurance: Learning Walks and Work Scrutiny.  | LTIE subscription £100C. GreenacreEnglish Department |  |
| One-to-one tuition | +5 | To support some of our most disadvantaged Y11 students, we will invest in bespoke after-school one-to-one sessions with specialist teachers. Our intervention extends beyond the academic, and we have an experienced pastoral team who will work with students individually to address social and emotional barriers to learning.  | A reduced attainment gap in Maths and English for PPG students.Engagement in lessons and attendance.  | Progress Data See Y11 RAP.Attendance Data.Positive behaviour residual (G4S/ Habits) | £3000 (tutor and/or transport costs).Pastoral Manager’s salary |  |
| Individualised Instruction | +3 | At the heart of the non-negotiable aspects of Teaching and Learning at OBHS lies Quality First Teaching. We define this as teachers knowing and planning for the individual needs of their learners. As a school we are united in our approach which does not group students or place them on to a ‘pathway’ based on their prior attainment thus placing a glass ceiling on their potential progress. Our assessments (and therefore our curriculum) are designed to offer all students the opportunity to make maximum progress. In addition to spending CPD time developing and sharing expertise in our staff, we have also re-visited this as part of the QA and ITQ cycle, giving particular attention to the needs of our SEND students and the way in which learning tasks and/or outcome would be adapted to meet their needs. The teaching and learning bulletin which is published weekly, has shared a range of approaches, and some of our Expert teachers have lead their own CPD sessions demonstrating how this works effectively within their subject area. All lesson observations conducted are required to comment on the effectiveness of QFT within the classroom.  | Demonstrable evidence of high quality student work in PPG student books and assessments. Evidence of ambitious targets for KS4 PPG students.  | Quality Assurance: work scrutiny and learning walks (CL and SLT).SLT scrutiny of Targets to ensure 0 gap for PPG (4Matrix). PM targets in line with whole-school priority of QFT for PPG. Lesson Observations meeting non-negotiable OBHS criteria (QFT of PPG). | Teachers, CL, SLTData Manager + SLTCLs + SLTCLs + SLT |  |
| Behavioural Interventions | +3 | At OBHS we have established our values as a school, our Habits of Mind, and the Golden Rules of our classroom, both rewards and sanctions are underpinned by these. Go4Schools is used to track both positive and negative behaviours – and there is a clear ladder of sanctions which are implemented consistently should a student’s behaviour fall outside our established expectations. A number of staff are TA101 trained and this training guides our interactions with students – both positive and negative. We are looking to develop this approach further in 2019-20 and explore how we can share good practice in terms of a restorative and relational approach to behaviour management. Our experienced pastoral team work closely with staff to identify students in need of further support | Positive behaviour residuals for PPG learners. Attendance to extended-curriculum activities.0 gap between attendance and PA of PPG and non PPG.  | Go4Schools and Habits CardsAttendance RegistersAttendance Data | Pastoral Manager SalaryTLR2a £4200Attendance Office SalaryPoint 1 Counselling service-£1200 |  |
| Parental Involvement | +3 | In addition to parents evenings and parent forums, parents are regularly contacted via email and letter throughout the year to update them on changes which will affect their child – or important decisions relating to their child. We also share relevant information from outside agencies with parents to support them with their student. Our Heads of Year and Pastoral team are in regular contact with parents where there are any concerns raised regarding a student’s behaviour or attitude to learning and parents are required to attend re-integration meetings following any period of exclusion. In addition, we run more regular evenings for KS4 parents focussing on how to best support their child during these years. In 2018-19 we piloted a parent subject workshop where subject teachers ran mini revision workshops to guide parents through their subject and how students should prepare for their exams. Following the over-whelming public feedback, this will become an annual, calendared event. The Friends of OBHS (a parent group) work hard to raise money to support the school running cake sales within the school day, and raffles/ providing refreshments during school concerts and the school show.  | Increased stakeholder engagement. | Attendance to parents evening.Participation in parent surveys.Attendance to Parents Forum. | Pastoral Managers, Progress Leaders, RSL, SLT.  |  |
| Setting or Streaming  | -1 | At OBHS we recognise the importance of intelligent grouping in order to ensure students are given the opportunity to make optimum progress. This means that decisions regarding setting are made by the subject or curriculum leader who will look at performance data, attitude to learning and work produced grades recorded on Go4Schools. They will also consider the dynamics of the year group and the strengths of the teachers before creating groups. Classes are reviewed following the termly summative assessment and data collection point. We have created smaller nurture groups in English and Maths in Year 7 and 8 as we feel that appropriate intervention in KS3 prepares students for the challenges of Key Stage 4. Where subjects are banded, this is done reflecting similarities in the subjects – KS3 Humanities, and KS3 Expressive Arts, for example. At KS4, all Options groups are mixed ability. | Core subjects design population in line with evidence-based research, reviewing and adapting in light of data. This is to counteract the potential negative impact of  | Positive progress and positive behaviour residual on Go4Schools.  | External Curriculum Advisor  |  |

Hardship

Whilst the school understands that financial support for extra-curricular activities such as music lessons and enrichment activities does not have a recognised impact on attainment for Disadvantaged students we understand that it is important that all students can participate in the life of the school. Requests for such support will be considered on an individual basis.

1. <https://educationendowmentfoundation.org.uk/public/files/Toolkit/Toolkit_Manual_2018.pdf> [↑](#footnote-ref-1)
2. <https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium/> [↑](#footnote-ref-2)
3. <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/> [↑](#footnote-ref-3)