

Pupil premium strategy statement 2018 - 2019

| 1. Summary information k | | | | | |
|--------------------------|------------------------------------|----------------------------------|----------|--|----------|
| School | Salendine Nook High School Academy | | | | |
| Academic Year | 2018 - 2019 | Total PP Projected Income | £253,070 | Date of most recent PP Review | Oct 2018 |
| Total number of pupils | 1349 | Number of pupils eligible for PP | 267 | Date for next internal review of this strategy | |

| 2. Current attainment (2018 leavers) | | | |
|---|---------------------------------------|---------------------------------|---------------------|
| | Pupils eligible for PP/not eligible % | FFT50 (eligible/not eligible) % | National averages % |
| % Students Achieving 9-4 in English and Maths | 44/69.7 | 68/82.7 | |
| % Students Achieving 9-5 in English and Maths | 26/54.8 | 36/57.7 | 39.9 |
| Progress 8 score average | -0.724/-0.199 | -0.323/-0.055 | -0.02(state funded) |
| Attainment 8 score average | 34.9/48.7 | 38.86/49.95 | 44.3 |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| In-school barriers | |
| A. | Poor progress and attainment on headline figures of PP eligible students. |
| B. | PP eligible students have more FTEs, isolations and worse attendance when compared to their non-PP peers. |
| C. | Participation of PP eligible students in enrichment activities is not in line with the whole cohort. |
| External barriers (issues which also require action outside school, such as low attendance rates) | |
| D. | |
| 4. Desired outcomes (desired outcomes and how they will be measured) | |
| | Success criteria |

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| A. | PP eligible students to show more progression and higher attainment than the PP students in the 2018 cohort. | Progress and headline figures of PP students show an improvement when compared to 2018 results |
| B. | PP eligible students to have fewer FTEs, fewer isolations and better attendance than the 2018 cohort. | An improvement in pastoral data profile for PP eligible students when compared to 2018 data (FTEs, PA, attendance and isolations). |
| C. | PP eligible students to participate in more enrichment activities | Records of students taking part in enrichment activities to show a representation of PP eligible students similar to the % in that year group/cohort. |
| D. | | |

5. Planned expenditure

Academic year

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.

i. 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? |
|---|---|---|--|------------|--------------------------------------|
| A. PP eligible students to show more progression and higher attainment than the PP students in the 2018 cohort. | Quality First Teaching. Over staffing in Year 11. Over staffing in Year 7 (maths). Year 8 for English. Assistant Principal leading the plan | Quality first teaching is one of the 'building blocks' identified by this government report to support disadvantaged pupils' achievement: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf A commitment to the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to during the course of the lesson. Y11 Science – 6 th set, Y7 Maths teacher, Y8 teacher English – 53 hours over English, Maths & Science (20%) = £21,500 10% of salary - £7,020 | CPD Learning walks Observations Book Scrutiny Student voice Responding to data Non-negotiables | | |

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| <p>B. PP eligible students to have fewer FTEs, fewer isolations and better attendance than the 2018 cohort.</p> | <p>Whole school behaviour system</p> | <p>The new policy includes 'Commonly found features of the most successful schools' as identified in this Government document https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom Bennett Independent Review of Behaviour in Schools.pdf (March 2017)</p> <ul style="list-style-type: none">• Committed, highly visible school leaders• Effectively communicated expectations understood clearly by all staff• Consistent working practices• A clear understanding of what the school culture is 'this is how we do things around here, and these are the values we hold'• High levels of support between leadership and staff• High expectations of all students and staff, and a belief that all students matter equally | | | |
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| C. PP eligible students to participate in more enrichment activities | A fund has been set up to ensure that PP eligible students are able to be involved in as many trips and other activities as possible. | £5,000 – hardship pot | | | |
| Total budgeted cost | | | | | £33,520 |
| ii. Targeted support | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is | Staff lead | When will you review implementation? |

| | | | implemented well? | | |
|---|--|--|---|----------------------------|--|
| A. PP eligible students to show more progression and higher attainment than the PP students in the 2018 cohort. | Learning mentor sessions – small group tuition | Evidence from EEF: ‘Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better’. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/ LM - £55,500 | Line management from HODs and AP. Tracker set up to record forecast grades at each assessment window. | LMs VSM Core HODs | |
| A. PP eligible students to show more progression and higher attainment than the PP students in the 2018 cohort. | Literacy in registration scheme | Evidence showing that poor literacy can impact attainment of many subject areas: https://educationendowmentfoundation.org.uk/news/good-literacy-crucial-for-science-achievement Literacy in registration (cost covered from year 7 catch-up budget) Maths in registration – maths teacher – 3 days/wk £2,348 – 43% = £1010 | Monitored by AP. | PC | |

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| <p>A. PP eligible students to show more progression and higher attainment than the PP students in the 2018 cohort.</p> | <p>Pastoral mentoring</p> | <p>This approach ensures that each underachieving PP eligible student has individual focus on each aspect of their time at school. The mentor has an overview of the support required to enable the student to have the opportunity to reach their potential.</p> <p>11 staff 15mins/2 weeks x 4 students (SLT, HoY) £15,800</p> | <p>Records of meetings kept centrally. Targets set and monitored throughout the academic year.</p> | <p>Pastoral staff including SLT, SSMs. HOYs</p> | |
| <p>A. PP eligible students to show more progression and higher attainment than the PP students in the 2018 cohort.</p> | <p>Intervention during registration</p> | <p>Small classes are taught by subject specialist in a subject that they have shown a weakness. Each group is hand picked to ensure they receive the correct level of intervention.</p> <p>2 teachers Y11 25mins each day £1,700</p> | <p>Data analysed regularly.</p> | <p>Intervention tutors . Core HODs VSM</p> | |

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| <p>A. PP eligible students to show more progression and higher attainment than the PP students in</p> | <p>Edukit – surveys and follow up actions.</p> | <p>There is evidence to show that the health and wellbeing of children and young people contributes to their ability to benefit from good quality teaching and to achieve their full academic potential.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</p> <p>£45,000 – new Intervention pot</p> | | | |
| <p>B. PP eligible students to have fewer FTEs, fewer isolations and better attendance than the 2018 cohort.</p> | <p>Targeted support from SSC. Mentoring scheme</p> | <p>Targeted early interventions and supports for at-risk students, and targeted intensive intervention strategies to support students with recurring behavioural challenges.</p> <p>£34,500 – 20% SSC</p> | <p>SSC</p> | | |

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| | <p>HOYs working closely with Attendance Officer and APSO to target, support and monitor those students at risk of PA or already at PA.</p> <p>Steps to success mentoring</p> | <p>This research shows that overall absence had a negative link to attainment, with every extra day missed associated with a lower chance of achieving 5 or more good GCSEs or equivalent at grades A* to C including in English and mathematics, or gaining the gold standard English Baccalaureate (EBacc). (March 2016)</p> <p>https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</p> | <p>20% Attendance officer - £4,400 HOYs - £60,498 APSO - £2,660</p> | | |
| Total budgeted cost | | | | | £221,070 |

| iii. Other approaches | | | | | |
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| 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? |
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| Total budgeted cost | | | | | |
| Grand total | | | | | £254,590 |

| 6. Review of expenditure | | | | |
|--------------------------------|--------------------------|--|--|------|
| Previous Academic Year | | | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
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| ii. Targeted support | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
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7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Fixed Term Exclusions

| | % pupils with one or more FTE/(FSM) | % pupils with more than one FTE/(FSM) | FTEs as a |
|----------------------------------|-------------------------------------|---------------------------------------|--------------|
| National Indicators (2015/2016) | 3.97/(8.93) | 1.51/(3.84) | 7.60/(18.8) |
| Previous Year's Totals (2016/17) | 4.93/(11.90) | 1.97/(6.12) | 11.40/(45.0) |

| | Attendance | Persistent attendance |
|----------------------------------|-------------------------------|--|
| | Cumulative percentage / (FSM) | % pupils with less than 90% attendance / (FSM) |
| National indicators (2015/2016) | 95/(92.8) | 12.4 / (21.6) |
| Previous Year's Totals (2016/17) | 95.3/(92.77) | 10.4 / (21.0) |

| Disadvantaged Pupils 2018/2019 (1.9.18 - 31.8.19) Proposed Costs | Amount | % of Cost | Total |
|--|--|------------------|-----------------|
| AHT in charge of Pupil Premium | £70,204 | 10.0% | £7,020 |
| Over staffing in Year 11. Over staffing in Year 7 (maths). Year 8 for English. | £107,500 | 20% | £21,500 |
| Student participate in more enrichment activities - hardship fund | £5,000 | 100% | £5,000 |
| Learning mentor sessions – small group tuition | £55,500 | 100% | £55,500 |
| Maths in registration | £2,348 | 43% | £1,010 |
| Pastoral mentoring 11 staff 15mins/2 weeks x 4 students | £15,800 | 100% | £15,800 |
| Intervention during registration -2 teachers Y11 25mins/day | £1,700 | 100% | £1,700 |
| New Intervention pot | £45,000 | 100% | £45,000 |
| Targeted support from SSC - Mentoring scheme | £172,500 | 20% | £34,500 |
| Attendance Officer | £22,000 | 20% | £4,400 |
| HOYs working closely with Attendance Officer and APSO | £302,500 | 20% | £60,500 |
| APSO | £13,300 | 20% | £2,660 |
| Total Expenditure | | | £254,590 |
| Total Funding Budget | Based on 262 FSM at £935 + 4 service children at £300 + 3 Post LAC at £2,300 | | £253,070 |

