Pupil premium strategy statement

1. Summary information						
School	Salendine Nook High School Academy					
Academic Year	2017/18	**Total PP budget**	£262,391	**Date of most recent PP Review**		
Total number of pupils	1328	**Number of pupils eligible for PP**	269	**Date for next internal review of this strategy**		October 2018

2. Current attainment (2017 leavers)			
	Pupils eligible for PP/not eligible	FFT50 (eligible/not eligible)	National averages
% Students Achieving 9-4 in English and Maths	60/77	76/89.2	
% Students Achieving 9-5 in English and Maths	28/52.5	38/50.5	
Progress 8 score average	-0.738/-0.337	-0.457/-0.305	
Attainment 8 score average	38.35/48.01	41.28/48.14	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Gap in progress 8 measures between pupils eligible and not eligible (see data above)
B.	Poor literacy skills of some pupils eligible for PP funding
C.	Disproportionate poor behaviour amongst those students eligible for PP funding (see additional information)
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Gap in attendance figures between pupils eligible and not eligible (see additional information)

4. Desired outcomes *(desired outcomes and how they will be measured)*		Success criteria
A.	Narrowing of the gap in progress 8 measures between pupils eligible and not eligible	P8 to fall in line with P8 of those not eligible
B.	Improving the literacy skills of those eligible for PP funding	Improved literacy skills and confidence

C.	Indicators of poor behaviours (isolations and FTEs) to decrease and to be in line with figures for students not eligible	Indicators (isolations and FTEs) to fall in line with those of pupils not eligible
D.	Narrowing of the gap in attendance figures between pupils eligible and not eligible	Attendance figures of eligible pupils to fall in line with those not eligible

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. Narrowing of the gap in progress 8 measures between pupils eligible and not eligible	Quality First Teaching.	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.	CPD Learning walks Observations Book Scrutiny Student voice Responding to data Non-negotiables	PF	August 2018	
B. Improving the literacy skills of those eligible for PP funding	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	AP to monitor regularly. Students involved to be assessed regularly.	PC	Termly	

C. Indicators of poor behaviours (isolations and FTEs) to decrease and to be in line with figures for students not eligible	New whole school behaviour system	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) • 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	Up to date data will be used to track.	All staff	Termly
				Total budgeted cost	

ii. Targeted support

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.	Narrowing of the gap in progress 8 measures between pupils eligible and not eligible	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/	Tracker showing current grades updated after each assessment window.	LMs	
B.	Improving the literacy skills of those eligible for PP funding	Literacy in registration scheme	The strategies used will be those shown to impact most on progress: https://educationendowmentfoundation.org.uk/school-themes/literacy/	Students involved to be assessed termly		

C. Indicators of poor behaviours (isolations and FTEs) to decrease and to be in line with figures for students not eligible	Targeted support from PSU.	Targeted early interventions and supports for at-risk students, and targeted intensive intervention strategies to support students with recurring behavioural challenges.	Indicators tracked	All pastoral staff PSU	

D. Narrowing of the gap in attendance figures between pupils eligible and not eligible	HOYs working closely with Attendance Officer and APSO to target, support and monitor those students at risk of PA or already at PA.	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) https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances	Attendance tracked and monitored.	Atten dance officer HOYs APSO	
			Total budgeted cost		

iii. 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 implementatio n?
A. Narrowing of the gap in progress 8 measures between pupils eligible and not eligible	Hardship fund	This can support achievement by providing resources such as revision guides free of charge.	VW to oversee	VW	

			Total budgeted cost	

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**

A. Narrowing of the gap in progress 8 measures between pupils eligible and not eligible	Quality First Teaching.	2017 results:				PP progress is broadly the same as last year though NPP performed better in 2018 thus widening the gap. A fully costed and revised PP plan has been written. Interventions are already in place. There is a whole school focus on our PP cohort. Evidence already suggests that PP progress is likely to be much stronger in 2019. There were clears reasons for the issues in relation to PP progress this year which are not in existence next year.	
				results	FFT50		
		Average Total Progress 8	All	-0.401	-0.341		
			False	-0.318	-0.305		
			True	-0.736	-0.487		
			GAP	0.418	0.182		
		2018 results:					
				results	FFT50		
		Average Total Progress 8	All	-0.320	-0.175		
			False	-0.201	-0.117		
			True	-0.766	-0.394		
			GAP	0.565	0.277		
B. Improving the literacy skills of those eligible for PP funding	Literacy in registration scheme	See table below. Over half the PP students involved were assessed as being 'on track' at the end of the academic year.				Despite intervention, some have failed to make progress in line with chronological age. The plan for 2018-19 has therefore including Year 7 students now in year 8 who didn't	See below

C. Indicators of poor behaviours (isolations and FTEs) to decrease and to be in line with figures for students not eligible	New whole school behaviour system	See Pastoral Tracker below. The number of FTEs for FSM students was well below the number for the last academic year and below the school's target. Exclusion is now well below average for similar students nationally (FSM equivalent). There is no previous data for isolations to compare with, but this year's data can be used as a comparison next year.	We now have comparable data for within school analysis e.g. of lesson remove and isolation. This allows us to set meaningful targets. Still more work to do to bring exclusions in PP in line with NPP.	
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
A. Narrowing of the gap in progress 8 measures between pupils eligible and not eligible	Learning mentor sessions – small group tuition	There are examples of successful intervention with individual students. These are shown on an internal tracker. Examples: Student X (no.40 on tracker) had 80% attendance at Maths intervention, and improved from 5- at AP10.4 to grade 7 in the external exam. Student Y (no.127 on tracker) had 100% attendance at English intervention and improved from 4- at AP10.4 to grade 7 in the external exam.	There are examples of successful intervention by Learning Mentors. Their work has been changed for this academic year so that each core subjects has a Learning Mentor who will work in lessons and with small groups of predominantly PP students.	£56,036
B. Improving the literacy skills of those eligible for PP funding	Literacy in registration scheme	See table below	There has been some impact. Further interventions may be necessary and interventions need to include numeracy? Numeracy coordinator to be appointed.	£13,275
C. Indicators of poor behaviours (isolations and FTEs) to decrease and to be in line with figures for students not eligible	Targeted support from PSU.	See Pastoral Tracker below. The number of FTEs for FSM students was well below the number for the last academic year and below the school's target. Exclusion is now well below average for similar students nationally (FSM equivalent). There is no previous data for isolations to compare with, but this year's data can be used as a comparison next year.	FTEs were well below target, but this may have led to more isolations. However, students in isolation are provided with appropriate activities to complete which means that their learning is less disrupted than the disruption that FTEs cause.	£74,088

| D. Narrowing of the gap in attendance figures between pupils eligible and not eligible | HOYs working closely with Attendance Officer and APSO to target, support and monitor those students at risk of PA or already at PA. | See evidence below The cumulative attendance for FSM students was slightly above the previous year's figure and above the National Indicator. The FSM PA figure was below national indicators and the previous year's total. | The school target was not met, but the PP PA figure was lower than the previous year. More needs to be done, hence the new appointments made.

PP PA is still an issue. This is a major focus of the pastoral teams and the system have been re-aligned with new posts. We are already seeing the benefits though expect even more progress as staff awareness improves and effective use of data analysis will further improve this. | £8,622 |

iii. Other approaches

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
D. Narrowing of the gap in progress 8 measures between pupils eligible and not eligible	Hardship fund	£4702 was spent.	All staff need to be reminded that there is funding for PP eligible students for various items and trips/visits/revision guides. This needs to come out of next year's plan – the money is spent to remove barriers but there is no tangible link to progress. Money will still be spent but removed from this plan.	£4702

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 % of cohort/(FSM)
National Indicators (2015/2016)	3.97/(8.93)	1.51/(3.84)	7.60/(18.77)
Previous Year's Totals (2016/17)	4.93/(11.90)	1.97/(6.12)	11.40/(45.76)

	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)

Measure	Fixed Term Exclusions			Isolation	
	Number pupils with one or more FTE / (FSM)	Number pupils with more than one FTE / (FSM)	Number of FTE's / (FSM)	Number of days lost to isolation / (Disadvantaged)	No. pupils with one or more isolation / (Disadvantaged)
National Indicators (2015/16)	3.97% / (8.93%)	1.51% / (3.84%)	7.60% / (18.77%)		
Previous Year's Totals (2016/17)	4.93% / (11.90%)	1.97% / (6.12%)	9.79% / (28.91%)	-	-
School Target	53 / (26)	20 / (11)	101 / (61)	na	na
Half Termly Target	9 / (4)	3 / (2)	17 / (10)	85 / (35)	18 / (9)
Half-term 1 (5th Sept-20th Oct)	1 / (0)	0 / (0)	1 / (0)	74 /(34)	53 / (24)
Half-term 2 (30th Oct-22 Dec)	12 / (3)	0 / (0)	12 / (3)	156 / (76)	84 / (34)
Half-term 3 (8th Jan-16th Feb)	8 / (6)	0 / (0)	8 / (6)	97 / (51)	66 / (31)
Half-term 4 (26th Feb-29th March)	10 / (7)	1 / (1)	11 / (8)	70 / (34)	51 / (22)
Half-term 5 (16th April-25th May)	7 / (3)	1 / (0)	8 / (3)	79 / (41)	53 / (23)
Half-term 6 (4th June - 20th July)	17 / (6)	3 / (0)	20 / (6)	105 / (51)	21 / (12)
Culmulative total - (HT1-4)	38 / (16)	16 / (8)	60 / (26)	580 / (287)	89 / (43)
Variance from target	2.85% / (5.30%)	1.20% / (2.65%)	4.49% / (8.61%)		

Cohort 49/271	Student number English/Maths	% on track English 50	% on track Maths 32
Co2022 Catch-up	50/32	72%	19%
Pupil Premium	15/12	53%	9%
Boys	27/17	63%	24%
Girls	23/15	82%	15%
WBR	21/17	67%	19%
APKN	18/5	83%	40%
AIND	1/0	100%	n/a
MWAS	1/4	100%	25%

Measure	Attendance	Persistent Absence
	Culmulative percentage / (FSM)	% pupils with less than 90% attendance / (FSM)
National Indicators (2015/16)	95 / (92.8)	12.4 / (21.6)
Previous Year's Totals (2016/17)	**95.3 / (92.77)**	**10.4 / (21.0)**
School Target	**95.50%**	**9%**
Half Termly Target	**na**	**na**
Half-term 1 (5th Sept-20th Oct)	96.3 / (94.1)	9.0 / (15.8)
Half-term 2 (30th Oct-22 Dec)	95.2 / (92.1)	11.6 / (18.2)
Half-term 3 (8th Jan-16th Feb)	93.9 / (89.8)	15.7 / (30.0)
Half-term 4 (26th Feb-29th March)	94.5 / (90.7)	12.9 / (24.1)
Half-term 5 (16th April-25th May)	95.1 / (92.3)	13.2 / (20.9)
Half-term 6 (4th June - 20th July)	92.9 / (90.8)	25.8 / (33.2)
Culmulative total - (HT1-4)	**95.3 / (92.9)**	**9.7 / (19.2)**

Disadvantaged Pupils 2017/2018 (1.9.17 - 31.8.18) Actual Costs

	Amount	% of Cost	Total
AHT in charge of Pupil Premium	£67,817	5%	£3,391
4 Learning Mentors*	£91,060	60%	£56,036
Attendance Officer*	£23,715	33%	£8,622
SEN Admin Support*	£27,108	40%	£10,993
Supporting Achievement - Hardship Fund	£5,000	100%	£5,282
Educational Psychologist	£800	100%	£800
Duke of Edinburgh - Staffing costs*	£50,872	25%	£12,660
Duke of Edinburgh	£4,870	100%	£3,463
Inspirational Speakers	£2,000	21%	£175
Off site provision	£24,000	100%	£24,884
Literacy Co-ordinator*	£3,220	100%	£3,385
KS4 Curriculum - staffing for Step Up	£48,648	22%	£11,077
Foundation/Study Plus/Learning Support Classes	£35,942	9%	£3,414
Foundation/Learning Support Classes	£54,976	40%	£21,987
Holiday Catch-up and revision sessions, Breakfast Clubs	£2,750	100%	£1,201
Revision Booklets/Resources/Admin	£1,000	100%	£1,365
Literacy support in registration	£17,939	74%	£13,275
PSU	£105,670	65%	£74,088
Y10 & Y11 incentives	£5,000	21%	£5,299
Librarian support 2hrs/day - before school, lunchtime/after school	£31,727	6%	£1,782

Total Expenditure **£263,177**

Total Funding **£262,391**

Direct funding from EFA	£256,363.00
LAC Other LA's	£6,028.00

- Impact statements are available for all areas of spending. The plan above has only focused upon key drivers.