

Pupil Premium Strategy Statement 2019-20 – Smithdon High School

Context

Smithdon High School is committed to ensuring all students achieve. We are a smaller than average high school. We serve a rural area. Pupils come from a wide range of socio-economic backgrounds and most live in a coastal environment. A small number of pupils are from minority ethnic backgrounds and even fewer do not have English as their first language. 13.79% of our students receive 'Free School Meals' whilst 29.67% are identified as 'Pupil Premium' (Sept 2018). When children enter the school, their attainment is above that typically found nationally. We understand that disadvantaged students are less likely to fulfil their potential, we strive to increase the rate of progress of disadvantaged students and subsequently reduce the achievement gap between them and other students so that all are able to fulfil their potential.

In addition to their formal education we offer additional support and enrichment opportunities which are designed to support disadvantaged students. This offer is funded through the government's Pupil Premium grant which is projected TBC for 2019-20.

The report identifies where spending will be allocated and the intended impact. This report will be reviewed regularly with the Local Governing Body.

1. Summary information

Academic Year	2019/20	Total PP budget: Projected Sept 19-August 20:	TBC	Date of most recent PP Review	09/19
Total number of pupils	627	Number of pupils eligible for PP	171	Date for next internal review of this strategy	02/20
Percentage Pupil Premium Students on roll	27.32%				

2. Current attainment 2018/19 - Summary of Pupil Premium Outcomes 2017-18

	% Smithdon PP Students [27% of cohort] (2017-8)	Smithdon Non-PP Students (2017-8)	Commentary
% achieving 4-9 grade in both English and Maths	50 (50)	61 (73)	Outcomes for PP pupils have improved on last year's results. However, the reduction in the gap cannot be seen as a success, as it is largely due to lower results for the Non-PP pupils.
% achieving 5-9 grade in both English and Maths	27 (25)	30 (58)	
% achieving the English Bacallaureate	18 (3)	12 (9)	
Progress 8	TBC (-0.39)	TBC (-0.13)	
Attainment 8	39.23 (38.18)	42.32 (48.53)	

3. Barriers to future attainment (for pupils eligible for PP)
A. Low levels of literacy, vocabulary understanding for many pupils eligible for PP, which prevents them from making good progress.
B. Limited wider life-experience limiting aspirations and expectations this also includes limited parental education and experience, so parents are unable to offer aspirational support. Lack of family engagement with learning so inability to support at home. Lack of attendance at parents' evenings can limit student engagement with school and/or their own progress. High attaining pupils who are eligible for PP are making less progress than other high attaining pupils.
C. Motivation and engagement of some boys (mostly eligible for PP) has a detrimental effect on their academic progress.
D. Low aspirations for the future limit motivation, mindset, engagement and belief in potential. This includes limited uptake of opportunities offered: <ul style="list-style-type: none"> ● Revision and intervention sessions ● Aspirational trips, ● Career experience events ● Parents evenings ● Parent support events
E. Lack of self-confidence and self-esteem prevents pupils taking opportunities and making good progress. Stress in the family leads to basic human needs not being met. This leads to lack of self-confidence and self-esteem also preventing engagement with peers and adults. Leading to potentially the inability to make good progress.
F. Attendance levels for pupils eligible for PP in 2018-9 were 90.62% (the target for all children is 95%). There are a high number of medical-related concerns, especially mental health issues. This reduces their school hours and causes them to fall behind on average.
G. Inability to provide resources and equipment. This prevents full involvement in aspects of school life. There may be a lack of access to ICT at home. This itself, preventing completion of homework or working independently. <ul style="list-style-type: none"> ● Furthermore, an inability to be in the correct uniform which causes students to stand out as different. Lack of funds preventing students' involvement with enrichment and enhancement activities, such as: <ul style="list-style-type: none"> ○ music lessons ○ trips ○ and therefore, informal social interactions
H. Poor nutrition can prevent natural development of the brain and its ability to focus as well as retain information.

4. Desired outcomes

- A. Pupil Premium students to achieve national expectations in attainment and to achieve at least good progress across Key Stage 4.
- B. High attaining Pupil Premium students to achieve at least as good progress as Non-Pupil Premium students across Key Stage 4.
- C. Motivation and engagement of boys (and their peers) is improved so the academic progress of Pupil Premium male students is better or equal, in value than Non-Pupil Premium male students.
- D. Uptake in the following for Pupil Premium students is equal to or higher than Non-Pupil Premium students.:
 - a. Aspirational trips
 - b. Careers experience events
 - c. Parents' evenings
 - d. Parent support events
- E. All students will have their social and emotional needs met so they are ready for learning and active participants in their education.
- F. The attendance and punctuality of Pupil Premium students will improve and be in line with, or above, national data and Non-Pupil Premium students.
- G. Uptake in extra-curricular activities will be no different between Pupil Premium and Non-Pupil Premium students.
- H. Improved levels of nutrition for Pupil Premium students.

5. Planned expenditure					
Academic year		2019/2020			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve:					
<ul style="list-style-type: none"> i. classroom pedagogy ii. provide targeted support iii. support whole school strategies 					
i. Quality of teaching for all / Classroom pedagogy					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Success criteria How will you ensure it is implemented well?	Staff lead	Cost
A & B: Improved outcomes for disadvantaged pupils of all abilities and progress scores at least in line with non-disadvantaged pupils of similar ability	<p>Targeted support for individual students who are Pupil Premium.</p> <p>Pupil Premium students' books are marked first.</p> <p>Staff know who their Pupil Premium students are (identified in their registers and on their seating plans).</p> <p>Development and implementation of the Knowledge-led Curriculum strategies (such as retrieval quizzes and other Learning Scientist techniques) – through staff CPD and classroom implementation – a core knowledge identified for all</p>	<p>DFE – ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015’ – Successful schools strategies - ‘Focus on improving the quality of classroom teaching’</p> <p>Ofsted: a Knowledge Rich Curriculum should include “<i>invaluable knowledge [leaders] want their pupils to know</i>”</p> <p>Alex Quigley, EEF Blog: “<i>a successful knowledge-rich curriculum should be designed to help pupils remember what they have been taught.</i>” https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-knowledge-rich-anyway/</p>	<p>Evidence of knowledge and targeted support is seen in lesson practice in lesson observations and learning walks.</p> <p>Clear plans written and developed for KS3 – evidenced in SoL and learning walk observations</p>	AGi	<p>CPD training</p> <p>Time to spend cross-Trust developing SoL</p>

<p>A:</p> <p>Improved levels of literacy for all, but especially, KS3 pupils eligible for Pupil Premium.</p>	<p>Accelerated Reader</p> <p>Literacy-based subjects' monitoring of: guided reading sessions, planning and books by the subject leader.</p> <p>Use of writing frames.</p> <p>English staff listen to all students read. Pupil Premium students with low prior attainment (KS2) and/or low STAR test reading ages are listened to first.</p> <p>PSHE Programme includes tutor-time guided reading where teachers read to pupils, who follow with a guide, and comprehension of the text forms discussion of key issues</p>	<p>Sutton Trust - Education Endowment Foundation (EEF) research states - <i>'On average, reading comprehension approaches improve learning by an additional five months' progress.'</i></p> <p>EEF Blog on whole class reading: with <i>"the teacher reading the passage with concise clarifications of key vocabulary built-in (as recommended by Lemov in another section of Reading Reconsidered), and then... students discussing and answering comprehension questions about the passage."</i></p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-whole-class-reading/</p>	<p>Regular assessments of accelerated reader and scores are improving.</p> <p>Results of English assessments of writing are improving.</p> <p>Data analysis and pupil progress meetings.</p> <p>Accelerated Reader scores are improved.</p>	<p>English Subject Lead & MTa AR lead</p> <p>Subject Leaders' preparation time</p> <p>AHT time for developing PSHE reading programme</p>	<p>AR management costs: £4000</p> <p>Books purchased for reading; reader guides to support reading £1000</p>
<p>A.</p> <p>Improved levels of literacy to improve outcomes for all abilities of pupil premium students</p>	<p>Specific focus in every lesson on Tier 3, subject-specific vocabulary – ensuring pupils are exposed to, supported to learn and understand new terminology and then be able to apply it to their own discussions and extended writing in each subject area</p>	<p>Combatting the 'Matthew Effect': When pupils: <i>"read more, learn more vocabulary which then enables them to read more and comprehend more advanced texts and so they advance further. The children who fail to learn to read, read less, are less fluent, have a poorer vocabulary, comprehend less and the gap just keeps on growing. It is the principle of 'The rich get richer and the poor get poorer'."</i></p> <p>https://www.phonicbooks.co.uk/2017/06/04/m-atthew-effect-comes-reading-instruction/</p> <p>Geoff Barton: <i>"the word rich get richer, the word-poor get poorer"</i> when not given the opportunity to experience wider vocabulary.</p>	<p>Evidence of teaching and implementation of Tier 3 vocabular in lessons and pupils' work – seen in learning walks and work scrutiny</p>	<p>Subject Leads</p> <p>AGi</p>	<p>CPD & WNAT meeting time</p>
<p>A.& B.</p> <p>Improved outcomes for all abilities of pupil premium students</p>	<p>Learning to Learn programme as part of Personal Development tutor time programme</p> <p>Strategies gradually introduced to subject-specific teaching during the year (according to whole school staff CPD programme, ensuring staff are confident and knowledgeable in using and teaching the strategies)</p>	<p>Impact seen when programme was trialled at another Trust school – Marshland High School</p> <p>Research from The Learning Scientists to:</p> <ul style="list-style-type: none"> • <i>Motivate students to study</i> • <i>Increase the use of effective study and teaching strategies that are backed by research</i> • <i>Decrease negative views of testing</i> <p>www.learningscientists.org/ourteam</p>	<p>Implementation of strategies is evident within books and assessments for Pupil Premium students during learning walks and moderation activities</p>	<p>SRo/MKn</p> <p>Subject leads</p> <p>AGi</p>	<p>Included in SLT staffing time</p>

F. The attendance and punctuality of Pupil Premium students will improve and be in line with, or above, national data and Non-Pupil Premium students.	Attendance and punctuality of Pupil Premium students is monitored daily and actioned upon according to the new Attendance policy and procedures by Pastoral Managers and Data Manager.	Direct link to low attendance and low attainment: https://schoolleaders.thekeyssupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/linking-attendance-to-exam-results-secondary/ We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Improved attendance figures, reduced PA and reduced incidents of lateness for PP pupils.	Pastoral managers Data manager	PP-focused time of these staff: £32,500
Total budgeted cost					£37,500

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	Cost
E. Children to be emotionally ready for learning. All students will have their social and emotional needs met so they are ready for learning and active participants in their education.	1 to 1 support by pastoral team as needed to address social and emotional issues for Pupil Premium students. AtL – Mentoring programme – by pastoral leaders, tutors, LSAs and SLT	Sutton Trust - Education Endowment Foundation (EEF) research states – <i>'SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).'</i> Successful trial programme in 2018-19 Interventions that target Social and Emotional wellbeing have an 'identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)' https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/	Regular monitoring of referrals and support needed. Monitored impact at next AtL report with ATL grades improved.	Pastoral managers SCh	Included above SCh SLT time
A. & B. Improved outcomes for PP pupils of all abilities	SoL developed to ensure that learning activities in lessons are supported by appropriate differentiation so that all pupils can access and understand the context and core knowledge being delivered – addressing gaps in knowledge and making no prior assumptions	DFE – 'Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015' – <i>'Meeting individual learning needs; Differentiated responses for individuals versus 'one size fits all''</i>	SoL indicate opportunities to reduce knowledge gaps Learning walks and work trawls by subject leaders identify evidence of gaps being addressed	Subject leads and those with subject-based responsibilities AGi	WNAT CPD time

<p>A. Improved levels of literacy for all, but especially, KS3 pupils eligible for Pupil Premium.</p>	<p>Weekly small group sessions for: Pupil Premium and identified SEN students.</p> <p>Identified SEN nurture group, including PP pupils for differentiated and targeted support/alternative curriculum.</p>	<p>Sutton Trust - Education Endowment Foundation (EEF) research states - 'Small group teaching can sometimes be more effective than either one to one or paired tuition.'</p> <p>Small group tuition and targeted intervention stated as effective ways to improve literacy skills and help close the attainment gap. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</p> <p>https://www.york.ac.uk/media/iee/documents/Closing%20the%20Gap.pdf</p> <p>The Dyslexia-SpLD Trust advocates a clear and transparent process for delivering literacy interventions. http://www.interventionsforliteracy.org.uk/home/schools/guidance-for-schools/</p> <p>Evidence to show that a significant amount of students increase their reading level by more than 1 year with some increasing by up to 5 years. http://www.sec-ed.co.uk/best-practice/cas-e-study-how-we-closed-our-pupil-premium-gap/</p> <p>http://www.sec-ed.co.uk/best-practice/some-e-pupil-premium-interventions/</p>	<p>Monitoring of sessions</p> <p>Small group interventions Pupil Premium students are making progress</p> <p>Pupil progress meetings and data analysis.</p> <p>Reading ages improve seen in Accelerated Reader test.</p>	<p>SENCo</p> <p>HLTA</p>	<p>% of salaries</p> <p>£60,000</p>
<p>A. Improved levels of literacy for KS3 students eligible for Pupil Premium and SEN identified students.</p>	<p>Registration withdrawal for years 7-10, including: reading skills comprehension reading skills handwriting</p> <p>Students working on a one-to-one or small group basis with LSA or older children.</p> <p>1 to 1 Learning Support Assistant support to implement intervention: 'Toe by Toe' or Pixl Code.</p>	<p>Sutton Trust - Education Endowment Foundation (EEF) research states - 'Small group teaching can sometimes be more effective than either one to one or paired tuition.' and 'One to one tuition can be effective, on average accelerating learning by approximately two - five additional months' progress.'</p> <p>Small group tuition and targeted intervention stated as effective ways to improve literacy skills and help close the attainment gap. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</p> <p>https://www.york.ac.uk/media/iee/documents/Closing%20the%20Gap.pdf</p> <p>The Dyslexia-SpLD Trust advocates a clear and transparent process for delivering literacy interventions http://www.interventionsforliteracy.org.uk/home/schools/guidance-for-schools/</p>	<p>Termly pupil progress meetings.</p> <p>Improvement in spelling and reading scores for all students including Pupil Premium students.</p> <p>Monitoring of sessions – learning walks of these sessions</p>	<p>SLT</p> <p>SENDCo and HLTA</p>	<p>SLT strategy and interventions £16000</p> <p>SEN Included above</p>

G. Uptake in extra-curricular activities matches non-PP pupils – specifically to have the experience of learning to play a musical instrument.	Music lessons provided FOC for students designated Pupil Premium, who wish to learn an instrument or develop singing skills and use of school instrument	Sutton Trust - Education Endowment Foundation (EEF) research states - ‘the impact of arts participation on academic learning appears to be positive...Improved outcomes have been identified in English, mathematics and science learning.’	Increased uptake in Music lessons by PP students - music lesson uptake monitored	Music Lead AGi	% of salary Lesson support: £3000
B. High attaining Pupil Premium students to achieve at least as good progress as Non-Pupil Premium students across the key stage 4.	Youth STEMM Award - Science, Technology, Engineering, Maths and Medicine	Other local schools have shown impact for PP students working towards the STEMM award in their final GCSE results.	Monitoring of Impact on interim assessment results and final GCSE outcomes.	STEMM Lead	% of salary £1600
Total budgeted cost					£80,600

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	Cost
E. To support the emotional wellbeing of children and their parents.	Support from pastoral staff and Learning support assistant to ‘soft mentor’ students and their families and more formally in the case of FSP and PSP’s.	Some parents need support in the form of direct advice, help with learning or referral to other support agencies. Interventions that target Social and Emotional wellbeing have an ‘identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months’ additional progress on average)’ https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/	AHTs and SENCo will feedback to SLT regarding impact of the support on pupils’ well-being, attendance and engagement with school activities.	Pastoral Managers SENCo AHTs	Included above
G. To ensure all Pupil Premium children have access to enrichment activities.	Funding after school clubs	Sutton Trust - Education Endowment Foundation (EEF) research states ‘Evidence indicates that attending extra-curricular activities has a positive impact on attendance at school, behaviour and relationships with peers.’	Attendance of clubs to be monitored termly by PPCo (AGi)	Club coordinators	% of staffing for clubs in non-contact time £2,500

<p>B. High attaining Pupil Premium students to achieve at least as good progress as Non-Pupil Premium students across the key stage 4.</p>	<p>Exam support and preparation for Yr 11 Pupil Premium students</p> <p>Revision guides provided free for designated Pupil Premium students in subjects enabling them to access the same resources as all other students – introduced with a clear plan and targeted support for PP pupils for how to use them effectively</p>	<p>Supporting students in revision and independent learning to increase results at GCSE, being able to work independently and have equal access all appropriate provision.</p> <p>Removing any barriers for Pupil Premium students to reach their potential.</p>	<p>Evidence of staff reference revision guide activities to support students' learning and building into their pedagogy re. retrieval practice and good revision techniques.</p>	<p>Subject Leads</p> <p>Tutors – Learning to Learn programme</p>	<p>Included above in WNAT CPD time</p> <p>Cost of revision guides £2000</p>
<p>D. Increased uptake in: <ul style="list-style-type: none"> • Aspirational trips • Career experience events • Parents' evenings • Parent support events So that uptake is equal for Pupil Premium students compared to Non-Pupil Premium students.</p>	<p>Increased opportunities to attend trips, such as drama, music, geography and English, trips and residentials, for example, PGL and Duke of Edinburgh.</p> <p>Increased opportunities for engagement with parents of Pupil Premium students who are vulnerable and/or have limited contact with school.</p> <p>Increased contact before parents' evenings, support of other school interventions & communication activities to support parents (such as 'support your child' events)</p> <p>Social activities to build up positive communications with the school, for example cookery classes, SEND coffee mornings.</p>	<p>Increased student progress associated with positive parental engagement (+3 months)</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/</p> <p>http://www.sec-ed.co.uk/best-practice/case-study-how-we-closed-our-pupil-premium-gap/</p> <p>http://www.sec-ed.co.uk/best-practice/some-pupil-premium-interventions/</p>	<p>Increased attendance levels at parents' evenings</p> <p>Activities launched and attended by Pupil Premium parents with positive feedback</p> <p>Improved positive communications from and with parents.</p>	<p>AGi</p> <p>Pastoral leaders</p> <p>Data manager</p>	<p>Included above</p> <p>Included above</p> <p>£7,500</p>
<p>B. and C. High attaining Pupil Premium students to achieve at least as good progress as Non-Pupil Premium students across the key stage 4.</p> <p>Increased motivation of boys</p>	<p>Students aware of all opportunities available to them, encouraged by staff to investigate all possible opportunities open to students for the future and opening their eyes to potential.</p> <p>Development of the CIAG programme - careers and Options support – through the Unifrog programme</p>	<p>Curriculum pathways and job ideas.</p> <p>Engaging students in importance of curriculum choice and guidance available.</p> <p>Supporting students to make the best choices for themselves for their futures to give them the best opportunities.</p> <p>Testimonials from other schools using Unifrog programme</p>	<p>Options process</p> <p>CIAG in tutor time.</p> <p>Destinations data</p>	<p>Subject Leads</p> <p>Careers Leader</p>	<p>Included above</p> <p>% of salary £5,000</p> <p>Unifrog subscription £1800</p>
<p>C: Increased motivation, engagement and aspirations, especially boys</p>	<p>Student Leadership opportunities made available through a variety of programmes:</p> <ul style="list-style-type: none"> • School council • Sports Leadership • Ambassador programme 	<p>SSAT: "Involvement in leadership and voice activities can improve students' and pupils' learning as well as helping them to develop the skills and traits needed for success outside of the classroom."</p>	<p>Half-termly reporting to SLT of activities and engagement of PP pupils</p>	<p>DWa</p>	<p>% of TLR £1000</p>

		https://www.ssatuk.co.uk/cpd/student-leadership/	Nos of PP pupils in positions of responsibility/on student leadership teams		
<i>Total budgeted cost</i>					£19,800
TOTAL PLANNED BUDGET:					£137,900
Contingency spending allowed for, once final budget is confirmed.					