**2018/19 Pupil Premium Grant Expenditure Analysis**

**The Pupil Premium is allocated to schools to work with students who have been registered for free school meals at any point in the last six years (known as ‘ever 6 FSM’), Looked After Children, Children Adopted from Care and Children of Service personnel. This funding is not ring fenced to individual children and can be used for initiatives that include, but are not limited to Pupil Premium Students.**

**The funding for 2018 – 2019 is £935 per Pupil Premium Student for the school year, and £2300 per Looked After Child or previously Looked After Child or Child of Service Personnel in Years 7 - 11.**

**Overall PPG for 2018 – 2019 is** £**141,035**

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| **Summary of Planned PPG spending 2018- 2019** |
| **Objectives:**   1. **To enhance student learning, attendance, behaviour and wellbeing in order to improve progress for identified students.** 2. **To identify barriers to achievement, and to support students to help narrow and close the attainment gap that exists between Pupil Premium Students and those from other backgrounds.** 3. **To promote the engagement and enjoyment of learning both inside and outside the classroom of Pupil Premium Students.** 4. **To increase parental/carer engagement and strategies for parents to support their child’s progress.** |

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| Objective | Activities | Cost & staff | Success Criteria | Impact Analysis |
| To identify the students’ barriers to progress and to provide interventions to support students and aim to improve progress in English and Maths. | These interventions are aimed at all students in different cohorts whether PP students or not, but will aim to positively impact on PP students in terms of engaging them in their learning and removing barriers to success.  PP profiling  Y11 tutor time interventions  KS4 class conferences  Targeted after school and holiday revision courses.  100 club for Y7 students.  Accelerated Reading project  Peer mentoring | School cost  MHO  JMA  JMA  JMA  BCL/RDR  BCL  XEP | The progress gap between % of PP students making expected progress in English and Maths continues to narrow, and is at least in line with the average national gap.  . | 9 – 5 gap English and Maths has not narrowed following 2019 GCSE results, but has remained consistent with previous years, and mirrors the pre existing gap that students entered the school with; however, the gap is significantly narrowed by 4% following the Y10 mock exam results in July 2019.  At KS3 the progress gap has not significantly narrowed in Y7 and Y9, but in Y8 it has narrowed by 9%, which is significant.  For the catch up students in Y7, of whom the majority were PP and/or SEND; 91% of the Literacy cohort made Expected or Above Expected progress by the end of the year; and 69% of the numeracy cohort made Expected or Above Expected progress by the end of the year. |
| Teaching staff to raise attainment by targeting individual underachieving students. | All staff to provide and track interventions for underachieving students in their classes, using Go4Schools to track the progress of all students. | School cost  All teachers | The Attainment8 gap between % of PP students and others narrows. | The 2019 GCSE results showed that the Attainment gap in Year 11 was reduced from 2018 results by 5%; and further narrowed by 1.4% in the Y10 mock exams in July 2019. |
| CPD | CPD provision is bespoke to individual members of staff and led/agreed by their line managers.  A specific focus on Attachment awareness. | School cost  JSA | These skills are essential to ensure that all staff foster the highest standards and learning environments for all students.  This strategy is designed to enhance the expected progress of all students, including PP students.  Therefore the success criteria is that the progress gap between PP students and all other students continues to narrow. | One of the key issues to arise from assessment analysis in 2018 – 2019 was the accessibility of texts, resulting in a key focus on reading in our School Improvement Plan.  Attachment Awareness was delivered to staff across the curriculum areas. Staff feedback on this training was positive and includes the following quotes from CPD portfolios:  “Aware of the potential behavioural signs, which might reflect this emotional state”  “Clear understanding of toxic stress and how this can have an impact on attachment. Lots of strategies given to put into practice in the classroom.” |
| Provide personalized interventions to support students and aim to improve attainment and therefore progress across key stages, with the aim to ‘close the loop’ of personal intentions/ambitions and outcomes. | 1 to 1 targeted VT tutoring – y11 PP students will be allocated at least 6 hours of one to one tuition in either English or Math’s on a rota, which will be reviewed every half term.  The Pastoral and the Interventions Team to focus on identified students and provide personalized interventions through behavioural support, the Oasis/WAVES, VC. Counselling and individual mentoring.  Targeted careers interviews – in Y10 and Y11 so that PP students in particular understand what they are working towards.  Every Y11 PP student to be allocated an academic mentor to focus on individual subject improvement.  Particular focus on ensuring that PP focus is not seen as homogenous – i.e. that interventions is bespoke for ability and also for circumstances.  Engagement of parents in understanding the personalized strategy and to support the school in student buy in to deliver of the intervention, via individual meetings and telephone calls. In addition via parents evening and newsletters. | £7000  JCO  Proportionate salaries of Oasis Centre staff, VC staff, pastoral managers and school Counsellor:£109,786  JCO  School cost  JCO  School cost  MHO  School cost  JCO  School Cost  MHO | The gap between % of PP students making expected progress in English and Maths continues to narrow, and is at least in line with the average national gap.  Attendance/wellbeing and behaviour of individuals improves.  Academic mentors to track their sessions in liaison with the students’ teachers. | VT tutors supported and delivered one to one English/Maths to 15 of the PP cohort from y11. Whilst not all of these students achieved a Standard pass in these subjects in the 2019 GCSE exams, they all achieved grades, when without this support their data in these subjects was consistently below Expected Progress. In addition student voice shows how much our students value these sessions with a very low dropout rate.  Our mental health strategy and impact of support from both the pastoral team and from oasis continues to be invaluable in supporting students with mental health issues. Both Ofsted 2018 and Governor monitoring, July 2019 both report positively on student voice, who consistently praise the remarkable care that students are given.  In addition our Vocational Centre (VC) continues to support students at risk of disengagement – for students timetabled in VC, there is a positive impact on attendance and wellbeing, and student’s voice highlights ownership of projects designed to increase pride and community spirit.  Our strategy in focusing on Y11 exclusively changed in the course of the year with the advent of the Progress Boards. Following individual intervention from y7 – y10, we changed to group focus to enable young people from the PP cohort to work together to address progress issues. The impact of this work was:  Y7 – significant impact, improving both attitude to learning and progress indicators. Training of staff to provide additional literacy support was also given.  Y8 – improved attitude to learning, and prevented further drop in progress.  Y9 – mixed impact – for some individuals the positive impact was significant, but for others there was little impact – possibly affected by the timing of the intervention in that students had chosen their options and therefore their perception was affected by whether they had chosen that subject for student at KS4 or not.  Y10 – Most impactful in terms of identifying students for further one to one support, and also early careers interviews.  Early intervention is seen to have the greatest impact, hence a change in our strategy from a focus on Y11 to concentrating on KS3 PP support. We will keep One to one tuition for y11, as this is where it is most required.  Attendance: The attendance gap remains but has not increased – the gap is 1.7% attendance.  Behaviour – Behaviour statistics show that the 5 of behavior points that Disadvantaged students accrue continues to drop. In addition, there is a significant drop (8%) in the number of disadvantaged students being removed from lessons. Furthermore, our analysis of behavior issues in the wider community indicates that disadvantaged students are not more likely to be involved in ‘youth nuisance’ than non-disadvantaged students, indeed very few SHS students are identified through the community safety team – we feel this reflects our values of trying to positively impact the community beyond our school gates.  PREP newsletters have become embedded in the school, and further signposting via our group work meetings has enabled us to identify students and parents who require further support.  We also identified which parents had not engaged with Go4schools and sent out further help and also trained tutors how to identify students and parents who were not using the platform. |
| Study Skills workshops aimed at Y7 | Outside provider to raise confidence in different levels of studying; to promote independent learning and to focus on revision skills. | £500  XJE | Pre and post evaluation shows that PP students report increased confidence regards independent learning. | The immediate impact of this intervention is always 100% positive both by students and by the provider. What is more difficult to measure is the long term impact of the workshop. |
| Y6 – Y7 transition strategies – to make sure that students are known and known well before entry in Y7 to reduce the barriers to learning and to ensure good parental engagement. | Staff visits to primary schools  Summer schools  Tracking of students in the junior academies. | School costs  JRI | Y7 students are confident about their transition plans and practice.  Student voice returns from activity profiles are positive and PPG students are well represented in the various activities. | Student and parent voice is overwhelmingly positive in regard transition points especially from Y6 into Y7. We have many examples, but this quote exemplifies the feedback we get about transition:  “My daughter told me this evening that you’d spoken with her – thank you so much for doing so, we really appreciate it. She feels much better now that she understands how things work. She also now sees that pastoral care isn’t just for helping with bullies and that he problem isn’t ‘too small to bother someone with’. Your time with her has helped.” |
| Attendance Strategies to narrow the attendance gap between PP students and non PP students | Attendance officer to focus specifically on PA students from the PP cohort.  Some support for transport to and from school – based on individual application and assessment.  Attendance panels providing bespoke focus on removing barriers to attend for our most disadvantaged students.  Bespoke strategies for encouraging PP students to maintain an excellent standard of attendance. | Staff costs: proportion of Attendance Officer salary:  £7696  JCO  £500  JCO | Improve attendance and engagement.  Reduce the number of PP PA students | Our strategy on Attendance has moved from ‘Attendance panels’ to Team Around the family’ meetings. This type of meeting is an Essex initiative and encompasses everything – looking at what is working well and what needs to change. All of our Interventions Team have been trained in how to lead TAFs, and a school appropriate proforma has been developed. There have been 5 TAF meetings aimed at entrenched long term school refusing and each case attendance issues have had some resolution, which has enabled us to move forward on the issue.  Our postcard challenge and our timed 100% challenge has also had positive impacts. |
| Provide a wide range of enrichment activities to increase the level of inclusion and improve self-confidence and esteem. | School Clubs – Sports, Drama, music, STEM, e.g. paying for PP students to have Music instrument lessons.  In addition, encouraging PP students to join our CCF force in line with research that shows the positive impact this has on disadvantaged students. | £4000  CHE | Improve extra -curriculum engagement and confidence of PP students identified as an issue in exam analysis and outcomes. | Music and CCF have been the main recipients of these monies, looking to increase the participation of disadvantaged students in their provision. The Head of Music explained:  “Music lessons can be very expensive and this can have an impact on who has the resources to learn. With help from the PP fund, all students are given the opportunity making music for all - an ethos the department runs on.” |
| PP students do not feature as outliers in behaviour monitoring and statistics. | Behaviour and Standards/Pastoral Team monitoring statistics and providing bespoke interventions in a swift and timely fashion.  e.g. behaviour report support | School cost  JRI | Narrowing gap regards consequences and rewards.  Ensuring that there is no gap between PP and other students receiving consequences or rewards. | Behaviour statistics have been commented on above. There is no gap either in consequences or rewards given. |
| Students understand our policies and procedures and have increased confidence in the resolving of conflict. | Rolling programme of student voice via the school council, review and implement changes according to student reflections.  Continue to implement and review our anti bullying strategy. | School cost  JRI  OWE | Student voice activities show that students have a positive and respectful view/attitude towards their school. | Confirmed in our Ofsted 2018 report:  “Pupils and students enjoy learning and are proud to be part of Shenfield High  School. They move calmly and confidently around the school and demonstrate  exemplary conduct and attitudes to learning in most lessons. They build positive  relationships with each other and with their teachers.” |
| Provide support for equipment and revision materials and exam retakes, and curriculum trip support. | Staff request  Parent request | £3000  JCO | Enable PP students to fully access the curriculum. | No family, student or member of staff who requested support in buying equipment, revision materials or attending curriculum visits was denied their request. This is delivered to students in a manner designed to reduce any stress associated with requesting such support. |
| PREP Club | Focused on improving PP participation in PREP and the Super Curriculum.  Strategies include providing notebooks and memory sticks; y12 paired reading and running form time PREP interventions. | £2500  MHO | PP students engage in independent learning and accrue the benefits of homework in line with other students. | PREP club started, and will need to be a continued focus into 2019. |
| Sixth form tracking and mentoring | Although the PPG does not extend to students post 16, we will track and monitor the progress of PP students into their KS5 courses in our 6th form, and where necessary put in place interventions so that identified students can succeed alongside their peers. This includes interventions like WAVES and paying for a limited number of exam retakes. | School costs  ACO | 6th form disadvantaged students perform as well as their peers. | Disadvantaged students in the 6th form achieved higher than non-disadvantaged students in 2019 results. |
| Project to improve cultural capital (TBC) | Groups (PP, SEN, and G & A) targeted reward trip to visit placement where PP student has been successful to raise aspirations. | £500  MFL | Student voice shows increased aspirations for targeted group. | Students visited Cambridge university. Feedback was positive and opened the door for staff to talk to each individual about their aspirations. |