

## Pupil Premium Funding 2017 - 2018



The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities to reach their potential

### Disadvantaged Pupil Funding (amount per student):

Pupils in Years 7 to 11 recorded as Ever 6 Free School Meals	£ 935
Looked after Children	£1900
Looked after children (adopted from care) <i>(Children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order)</i>	£1900
Children of parents in the armed forces	£300

The government allows school leaders to decide how to use the Pupil Premium funding so that it best meets the needs of students in each individual school.

At Monkseaton High School we believe in providing all our students with the opportunity to achieve regardless of their ability, cultural or financial background. We are committed to ensuring that no student or group of students are disadvantaged and that everyone aspires to aim high and to grow both academically, socially and emotionally into young adults who are equipped with the skills to be successful in the world of work and beyond. As a school we aim to promote: **Inclusion; Equality; Opportunity; Achievement**

equality

opportunity

1 inclusion

achievement



# Pupil Premium Strategy Statement 2017-18:

1. Summary information					
School	Monkseaton High School				
Academic Year	2017/2018	Total PP budget	£96,605	Date of most recent PP review	Sept 2017
Total number of pupils (KS3&4 only)	312	Number of pupils eligible for PP (KS3&4 only)	124	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
	<i>Pupils eligible for PP (Monkseaton High School)</i>	<i>Pupils not eligible for PP (national average)</i>
Progress 8 score average (from 2016/17)	-0.31	0.11
Attainment 8 score average (from 2016/17)	38.4	42

GCSE English and maths - 'Basics' measure	MHS 2017	National 2017 (state funded)
Percentage of students achieving level 4 or above in English and maths	60%	63%
Percentage of pupil premium students achieving level 4 or above in English and maths	33%	
Percentage of students achieving a level 5 or above in English and maths	37%	40%
Percentage of pupil premium students achieving level 5 or above in English and maths	22%	



### 3. Barriers to future attainment (for pupils eligible for PP funding)

#### In-school barriers

<b>A.</b>	Increased challenge of the new GCSE specifications are making it more difficult to secure strong outcomes in KS4
<b>B.</b>	Social, mental and emotional difficulties that impact on the behaviour and engagement of some disadvantaged students
<b>C</b>	Low aspirations and low resilience and motivation to achieve
<b>D</b>	Some PP students have literacy skill deficits preventing them from fully accessing the curriculum.

#### External barriers

<b>E</b>	Attendance rates for disadvantaged students are lower than for non-disadvantaged; impacting on learning.
<b>F</b>	Lack of positive engagement from parents/carers of some disadvantaged students

### 4. Outcomes

	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	To improve achievement outcomes for disadvantaged students	<ul style="list-style-type: none"> <li>• Achieve a positive progress score across the year.</li> <li>• Improve the P8 value for disadvantaged students so that it is closer to national</li> </ul>
<b>B</b>	To improve engagement and reduce the impact on the behaviour of some disadvantaged students	<ul style="list-style-type: none"> <li>• Reduction in number of sanctions recorded on behaviour logs</li> <li>• Reduction in FTE and maintain low PX</li> <li>• Successful integration of in year admissions and students on managed moves.</li> </ul>
<b>C.</b>	To raise aspirations of disadvantaged students	<ul style="list-style-type: none"> <li>• Continue to deliver high quality careers education, advice and guidance to support students destinations and to reduce NEET students to zero in year 11</li> </ul>
<b>D.</b>	To identify students arriving in year 9 with literacy deficits with interventions in place to support students. Departments build opportunities to develop literacy skills in subject areas.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Literacy levels improve with targeted students (measured by specific interventions)</li> <li><input type="checkbox"/> Improved outcomes for year 11 pupils.</li> </ul>



<b>D</b>	To increase attendance rates of disadvantaged students	<input type="checkbox"/> Attendance of PP students in line with national average <input type="checkbox"/> Reduction in the number of disadvantaged students persistently absent
<b>E.</b>	To foster positive relationships with parents/carers of disadvantaged students	<ul style="list-style-type: none"> <li>Increased numbers of parents/carers attending all arranged meetings</li> </ul>

5. Planned expenditure					
Academic year		2017/2018			
The three headings below enable schools to demonstrate how they are spending the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	What is the evidence and rationale for this choice?	Chosen action/approach	How will you ensure it is implemented well?	Staff Lead	When will you review
<b>A. To improve attainment levels</b>	Sir John Dunford (former National Pupil Premium Champion) identified that the quality of teaching has significant impact on outcomes for disadvantaged pupils.	a) RALs and PRALs meetings looking specifically at underachieving students across all abilities in each cohort  b) Meaningful and high quality feedback to students  c) Professional development focused on Habits of Mind developing thinking skills and resilience for students. .  d) Revision sessions for GCSE subjects – mixture of open and targeted invites. Supporting revision materials and resources provided.	Calendared meetings with specific agenda. Minutes and actions from meetings  Book scrutiny  T&L groups feeding back their research. Lesson observation/ Learning walks  Revision timetable		Half termly meetings  Rolling programme throughout the year  July 2018  July 2018

		<p>e) Homework support and club - A bi-weekly homework support club staffed with our learning support staff will offer a quiet space and small group support to disadvantaged students.</p> <p>f) Improving skills of LSC staff in areas around; Dyslexia, access arrangements, attachment.</p> <p>g) Targeted literacy intervention sessions</p>	Tracking and monitoring		
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**ii. Targeted support**

<b>Desired outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Chosen action/approach</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review</b>
<b>B. To increase levels of engagement amongst disadvantaged students</b>	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	<p>Identify targeted behaviour intervention and/or support for identified students.</p> <p>Learning mentor assigned to those students identified by RALs as experiencing difficulties engaging positively in school.</p> <p>LAC students given 1 to 1 tuition by REHLAC according to needs.</p> <p>Employing an LSA to work in the inclusion room in order to develop strong working relationships with students and their parents / carers will allow us to continue to keep children</p>	<p>Minutes of meetings: SLT, RAG, HoYs, Year Teams, Learning Mentors, SEN</p> <p>Minutes from meetings,</p> <p>Half termly timetables.</p> <p>Behaviour logs and Inclusion room notes.</p>	Pastoral Team	July 2018



		<p>in school and avoid missing course content.</p> <p>Referrals to outside agencies such as CAHMS and Someone Cares to offer professional support.</p>	<p>Minutes of initial meetings and reviews.</p>		
<p><b>C. To raise aspirations of disadvantaged students.</b></p>	<p>The approaches aim to change aspirations by exposing students to new opportunities and to raise aspirations by developing general self-esteem, motivation. According to the EEF toolkit, the relationship between aspirations and attainment is not straightforward. In general, approaches to raising aspirations have not translated into increased learning. A key reason for this may be that most young people have high aspirations for themselves. As a result, it is more important to keep these on track by ensuring that students have the knowledge and skills to progress towards them. The attitudes, beliefs and behaviours that surround aspirations in disadvantaged communities are diverse so generalisations should be avoided. The most effective approaches almost always have a significant academic component</p>	<p>Careers Leader to establish a robust programme of careers education guidance throughout all year groups.</p> <p>Connexions adviser available in school 3 x per week. Each Year 11 and 10 student to have at least one Connexions meeting. Identified Year 10 as most at risk of becoming NEET to have meeting at the end of Year 10.</p> <p>Connexions adviser attends all Parents Evenings.</p> <p>CEIAG survey completed with pupils &amp; 1-1 day following trial exams (for year 11). Individual meetings with senior staff in school.</p> <p>WOW (World of Work) activities with current year 10 and year 11 students. Interviews for all students</p> <p>Lessons in KS 3 &amp; 4 to include career exploration, employability skills and career management</p>	<p>Connexions interviews record pupil plans.</p> <p>PSHE through iLearning programme and tutorial programme</p>		<p>October 2018</p>
<p><b>iii. Other approaches</b></p>					



Desired outcome	What is the evidence and rationale for this choice?	Chosen action/approach	How will you ensure it is implemented well/evidenced?	Staff Lead	When will you review
<p><b>D. Increased attendance rates for students eligible for PP.</b></p>	<p>There is a clear link between attendance at school and academic achievement.</p> <p>Attendance of 96% and above can secure maximum attainment, 17 missed school days in one year can mean that pupils can drop a whole GCSE grade, Attendance that falls below 80% can mean a pupil is over 50% less likely to achieve 5 plus GCSE grades A*-C.</p>	<p>Attendance officer employed to monitor attendance of all students.</p> <p>First day response provision.</p> <p>Home visits for PA students.</p> <p>Fortnightly scheduled meetings between AHT and PRALs to monitor year group attendance.</p> <p>Students made aware of own attendance on a weekly basis.</p> <p>Parents made aware when their child's attendance falls below 93%.</p> <p>Meeting with parent/carer and student to discuss attendance that is below 90%</p> <p>Identify trends and where biggest gaps are in PP groups.</p> <p>Incentivise those groups where gaps are largest.</p> <p>Reward good attendance.</p>	<p>Weekly figures published for whole school, year groups, form groups and PP groups.</p> <p>Reasons for absence recorded</p> <p>Attendance information displayed in form rooms and in student planners and on Attendance notice board</p> <p>Shared during registration time, tutors 1:1 meetings/discussions.</p> <p>Letters to Parents/carers when attendance drops below threshold.</p> <p>Parental leaflet designed and distributed with guidance to support good attendance and impact of poor attendance.</p> <p>Spread sheet shared with accumulative attendance totals for PP v non PP groups and gap between them – by year group and by gender. And for LAC students.</p>		<p>Jan 2018</p>



			Minutes of meetings produced each half term.		
<b>E. To foster positive relationships with parents/carers of disadvantaged students.</b>	<p>EEF Toolkit Parental engagement is consistently associated with pupils' success at school, however, the evidence about how to improve attainment by increasing parental engagement is mixed, particularly for disadvantaged families.</p> <p>Parents and carers who take on a supportive role in their child's learning make a difference in improving achievement and behaviour.' (Guidance on the Scottish Schools (Parental Involvement) Act 2006)</p> <p>A strong home-school partnership is critical to narrowing the attainment gap for looked after children, and this partnership must often include the state as the parent (Wigley 2011; Fernandez 2008).</p>	<p>To make arrangements around meetings in school as flexible as possible.</p> <p>Key worker for PP pupils who have SEN.</p> <p>Support for parents with students in year 11 undertaking GCSEs</p> <p>Parents/carers are informed of careers information, advice and guidance support available. Connexions adviser available in school 3 times per week and at all parents evenings.</p> <p>Attend and contribute to all LAC Care Team Meetings and Reviews</p> <p>Transition work with Year 9 pupils, parents /carers</p>	<p>Consultation Evening invites/letters. Individual invites and follow up invites.</p> <p>Time allocated in timetable, minutes of meetings</p> <p>Parents sessions and supporting guidance booklet</p> <p>Minutes of meetings</p>		July 2018





## How we intend to allocate our grant to achieve these outcomes in 2017-18:

Action / item	Cost	How will Impact be measured?
Dedicated Senior Pastoral Worker	£54228.00	<b>Attendance, engagement and motivation will increase.</b> Students will feel supported and confident that they have someone in school they can go to on a day-to-day basis. Procurement of support from external agencies will be centralised through one person. The pastoral worker will also attend meetings with the Local Authority and other agencies involved with students and their families.
Education Welfare / attendance Officer	£15315.60 (inconcots)	<b>Attendance and parental engagement will increase.</b> Attendance is a priority target for us and we have continued to make strides forward. Our disadvantaged pupils and their families are able to contact the EWO for support and advice very quickly. We now want to continue this and further diminish the gap between the attendance of our disadvantaged students and their peers. (60% of salary).
Literacy intervention and support	£788.40	<b>Literacy levels will improve and students will be at age related expectations.</b> Visiting middle schools and assessing reading and spelling ages gave us a head start with those who required intervention. Once identified, those students who needed literacy support were given additional transition. This involves coming to the high school prior to the Summer and being able to choose a book for over the holidays. Students are also given additional tasks to complete over the Summer.
Training for support staff	£607.90	<b>We will need to spend less buying in certain specialist interventions.</b> Improving capacity of LSC staff in areas around; Dyslexia, access arrangements, attachment etc.
Inclusion and support	£13026 (inconcots)	<b>We will have very few Fixed term exclusions and try to continue to keep our very good record with regards to our permanent exclusions.</b> Employing a full time member of staff to staff our inclusion room and to forge strong working relationships with students and their parents and carers will allow us to continue to keep children in school and avoid missing course content. (75% of salary).
Homework support and homework club	£854.10	<b>More students will be completing homework and handing it in on time.</b> A bi-weekly homework support club staffed with our learning support staff will offer a quiet space and small group support to disadvantaged students.
Revision support for Year 11	£1030	<b>We will see an improvement in outcomes for disadvantaged students at Key Stage 4.</b> Students will be provided with revision guides for English, Maths and Science, as well as receiving a guidance pack created by all departments in school and stationery materials to enable students to revise independently.
Transition KS2/KS3	£3257	<b>We will see an improvement in attendance rates and engagement generally of students with below average attendance at middle school.</b> PRAL with explicit responsibility for transition to ensure students are supported in the big step from middle to high school.



External Support Agencies	£5825	Provision of external agency support will aid mental health and engagement with education. SomeOne Cares and Everyone Needs Good and Guided Engagement.
Other	£2003	Breakfast club to ensure that students start the day off properly. Concessions where possible for aspirational trips. 1:1 music support for music students