

Pupil Premium Funding 2018– 2019

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. The Government allocates the following funding for pupils:

Disadvantaged pupils	Pupil premium per pupil
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) (defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority)	£2,300
Children adopted from care (Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order)	£2,300
Service children - Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£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**



1. Summary information					
Academic Year	2018-2019	Total PP budget	£96,605	Date of most recent PP review	Sept 2018
Total number of pupils (KS3&4 only)	351	Number of pupils eligible for PP (KS3&4 only)	132	Date for next internal review of this strategy	Feb 2019

2. Further information regarding disadvantaged students in MHS									
Year Group (cohort size)	Number PP students	Number of LAC students	Number of Service children	Total number and % of year group disadvantaged	Girl : Boy Ratio	Number of disadvantaged students with SEN	High prior Attaining disadvantaged students	Middle prior attaining disadvantaged students	Low prior attaining disadvantaged students
Year 9 (130)	44	2	1	46 (35%)	21 : 27	5	5	24	14
Year 10 (107)	46	3	3	49 (46%)	21 : 26	8	11	27	8
Year 11 (114)	42	5	2	47 (42%)	24 : 18	5	6	20	16
Total (351)	132	10	6	149 (42%)	66 : 71	18	22	71	38

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

It is important to ensure we do not treat disadvantaged students as a homogenous group but see them as a range of young people who have each got a story to tell and different needs. (L. FitzJohn, Regional Director West Midlands).

The following barriers are common barriers for students in our school. These barriers have been identified following analysis of a range of data, student voice, a pupil premium focused case conference as well as evaluation of last year's strategy.

In-school barriers

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| A. | Increased challenge of the new GCSE specifications for some disadvantaged students
Some disadvantaged students have gaps in literacy, numeracy and cultural capital, creating a barrier with the new curriculum. |
| B. | Social, emotional and mental health difficulties that impact on the behaviour and engagement of some disadvantaged students |
| C | Low future aspirations and low resilience and independent skills to cope with the demands of the new curriculum |

External barriers

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

4. Outcomes – Desired outcomes through tackling the barriers to learning		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	i. To improve achievement outcomes for disadvantaged students in all year groups through targeted support and high quality teaching ii. To support students with literacy skills deficits to improve through effective interventions and high quality teaching	<ul style="list-style-type: none"> Improved outcomes for year 11 pupils. Improve the P8 value for disadvantaged students so that it is closer to national Proportion of disadvantaged students with positive progress 8 scores Disadvantaged students in year 9 and 10 make good progress across the year in relation to their target grades Departments build opportunities to develop literacy skills in subject areas. Literacy levels improve with targeted students (measured by specific interventions)
B	i. To improve engagement and motivation and reduce the impact on the behaviour of some disadvantaged students ii. To improve resilience and independent skills to cope with the demands of the new curriculum and improve engagement.	<ul style="list-style-type: none"> Reduction in number of sanctions recorded on behaviour logs Reduction in FTE and maintain low PX Successful integration of late arriving students Develop skills in organisation, resilience, initiative and communication which will allow them to develop both academically and socially.
C.	To raise aspirations of disadvantaged students	<ul style="list-style-type: none"> Continue to deliver high quality careers education, advice and guidance to support students' destinations and to reduce NEET students to zero in year 11
D	To increase attendance rates of disadvantaged students	<ul style="list-style-type: none"> Attendance of PP students in line with national average Reduction in the number of disadvantaged students persistently absent
E.	To foster positive relationships with parents/carers of disadvantaged students	<ul style="list-style-type: none"> Increased numbers of parents/carers attending all arranged meetings

Action Plan 2018-2019

Desired outcome A	Chosen action/approach	How will you ensure it is implemented well?	When will you review
<p>A i. To improve achievement outcomes for disadvantaged students in all year groups through targeted support and high quality teaching</p> <p>A ii. To support students with literacy skills deficits to improve through effective interventions and high quality teaching</p>	<p>a. Continue to ensure high quality teaching and feedback for all students through strong T&L programme and robust quality assurance activities to support. Professional development this year focused on Habits of Mind developing thinking skills and resilience for students.</p> <p>b. Key focus on developing Oracy in the classroom a focus for professional development also this year working with Voice 21 Oracy framework project supporting the use of purposeful, curriculum-focused, dialogue and interaction.</p> <p>c. RALs and PRALs meetings looking specifically at underachieving students across all abilities in each cohort and identifying barriers/ concerns and planning support. Share with SLT during link meetings and share with other RALs during CPD sessions.</p> <p>d. English and maths deliver targeted small group work during extended registration for disadvantaged students who are at risk of falling behind– led by RAL in English and maths.</p>	<p>T&L groups feeding back their research. Lesson observation/ Learning walks/ Book scrutiny</p> <p>T&L Oracy action research group feedback and action plan analysis.</p> <p>Calendared meetings with specific agenda. Minutes and actions from meetings</p> <p>Core meetings fortnightly</p>	<p>Half termly meetings</p> <p>Termly</p> <p>Monthly</p> <p>Following data captures</p>

	<p>e. Additional catch up sessions for late arriving disadvantaged students in English and maths- led by RALs in English and Maths.</p> <p>f. High prior attaining disadvantaged students targeted by all departments for additional enrichment / challenge.</p> <p>g. Revision sessions for GCSE subjects – mixture of open and targeted invites. Supporting revision materials and resources provided for disadvantaged students.</p> <p>h. 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>i. Improving skills of LSC staff in areas around; Dyslexia, access arrangements, attachment.</p> <p>j. Departments build opportunities to develop literacy skills in subject areas.</p> <p>k. Targeted literacy intervention sessions for identified students working closely with AEN department</p> <p>l. Use of LEXIA software to support reading intervention and development of reading skills. Lexia is a highly personalised reading programme that targets the areas of reading weaknesses and focus attention on these areas with repeated practice and reinforcement. By focusing reading instruction on specific gaps in skill mastery, students are more able to catch up with their peers.</p> <p>m. All students to be assessed in literacy skills at beginning of academic year. This information then used by the AEN team to support identified students. All reading ages of students will be made available to teaching staff with CPD in how to support students with lower literacy levels in the classroom.</p>	<p>RALs accountability meetings and link meetings. RALs subject improvement plans</p> <p>Revision timetable</p> <p>RALs accountability meetings and link meetings. RALs subject improvement plans</p> <p>Tracking and monitoring of baseline and assessment data</p> <p>AEN Improvement plan. Link meeting AEN Co-ordinator and line manager (AHT) Lesson observations/ learning walks/ book scrutinies</p>	<p>Following data captures</p> <p>Monthly</p> <p>Termly</p> <p>Follow Lexia programme recommendations</p> <p>Following data captures</p>
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	<p>n. To support more effective transition visit to feeder middle schools to identify early those students who require intervention. Once identified, those students who need literacy support are given additional transition in the summer term.</p>	<p>PRAL year 9 improvement plan</p>	<p>July 2019</p>
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What is the evidence and rationale for this choice?

Sir John Dunford (former National Pupil Premium Champion) identified that the quality of teaching has significant impact on outcomes for disadvantaged pupils.

Feedback studies tend to show very high effects on learning. Research-based approaches that explicitly aim to provide feedback to learners, tend to have a positive impact. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science. However, some areas of the curriculum may benefit more from feedback than others.

The Oracy project is based around oral language interventions which emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.

EEF Evidence indicates that one to one support can be effective, delivering approximately five additional months' progress on average. Evidence is consistent and strong, particularly for younger learners who are behind their peers, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.

EEF evidence also shows that small group tuition is effective and, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. The quality of the teaching in small groups may be as or more important than the precise group size.

Lexia is a computer-based approach to improving reading. Lexia provides a balanced approach to reading covering six areas. It begins with an assessment to place students at the appropriate starting point on the programme and the software then tracks pupils' progress as they work independently, automatically providing extra practice on areas of difficulty where needed. The EEF is currently undertaking research into the effectiveness of Lexia as it is being used by many schools across the country and previous studies of Lexia have found promising results.

Desired outcome B	Chosen actions/approach	How will you ensure it is implemented well?	When will you review
<p>Bi. To support disadvantaged students with SEMH difficulties and improve behaviour and increase levels of engagement.</p> <p>Bii. To improve resilience and independent skills to cope with the demands of the new curriculum and improve engagement.</p>	<ul style="list-style-type: none"> a. Identify targeted behaviour intervention and/or support for identified students – (for example year 9 boys gardening and sports club) b. Learning mentor assigned to those students identified by PRALS as experiencing difficulties engaging positively in school. c. LAC students given 1 to 1 tuition by REHLAC according to needs. d. Employing a Dedicated Behaviour Guidance Support Officer who will work with specifically identified students on a day-to-day basis to develop strong working relationships with students and their parents / carers. This will allow us to continue to keep children in school and avoid missing course content. e. The Behaviour Guidance Officer will also attend meetings with the Local Authority and other agencies involved with students and their families. f. An LSA to work in the inclusion room in order to support behaviour intervention work. This LSA will also develop a mental health scheme of work and resources for all year groups to be delivered as part of the extended tutorial programme. g. Use of CPOMs to support improved communication , support and tracking of intervention with key disadvantaged students h. On site Someone Cares counsellor to offer support to students with SEMH concerns – specifically targeting disadvantaged students. professional support. 	<p>PRALS year group improvement plans Minutes of meetings: SLT, , RALs, Year Teams, Learning Mentors, AEN department, CPOMS</p> <p>Care team meetings & minutes</p> <p>Half termly timetables.</p> <p>Behaviour logs and Inclusion room notes. CPOMs reports</p> <p>Mental Health unit of work in place and delivered for all year groups.</p> <p>PRALS and AHT (Pastoral) to review CPOMs reports half termly to identify patterns/trends.</p> <p>PRALS working with Someone Cares and monitoring referrals.</p>	<p>Half termly review behaviour logs and CPOMs and targeted work with disadvantaged students.</p> <p>PRALS and AHT (Pastoral) to review CPOMs reports half termly to identify patterns/trends.</p>

	<ul style="list-style-type: none"> i. Professional development programme for all staff focused on developing habits of mind and specifically looking at thinking skills and resilience. One of the teaching and learning action research groups to focus specifically on thinking skills. j. Developing a programme of short sessions to work on study skills in all year groups during extended tutorial programme k. Girls facility with free sanitary products (Period Poverty identified as a key issue for some girls) 	<p>T&L groups feeding back their research. Lesson observation/ Learning walks/ Book scrutiny</p> <p>PRALs develop a programme of learning and resources for this sessions – KS3-5.</p>	<p>Termly</p> <p>Termly</p>
What is the evidence and rationale for this choice?	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. The toolkit evidence suggests that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects.</p> <p>Teaching students specific strategies for planning, monitoring and evaluating their learning is linked to metacognition and self regulation. EEF toolkit suggests that Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p>		

Desired outcome C	Chosen action/approach	How will you ensure it is implemented well?	When will you review
To raise aspirations of disadvantaged students.	<ul style="list-style-type: none"> a. Careers Leader to establish a robust programme of careers education guidance throughout all year groups. b. 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>Programme of careers education in place. Each subject to identify within their subject improvement time other CEIAG opportunities.</p> <p>Connexions interviews record pupil plans.</p>	<p>July 2019</p>

	<ul style="list-style-type: none"> c. Connexions adviser attends all Parents Evenings. Connexions adviser meets with PP students with parent/carer where possible. d. CEIAG survey completed with pupils following trial exams (for year 11). Individual meetings with senior staff in school. e. WOW (World of Work) activities with current year 10 and year 11 students. Interviews for all students f. Lessons in KS 3 & 4 to include career exploration, employability skills and career management g. RALs and PRALs to identify aspirational enrichment activities and trips for identified students in subject area 	<p>Student Voice results</p> <p>Planned programme of activities through i-Learning programme and tutorial programme</p> <p>Programme of activities/trips planned.</p>	<p>Jan and June 2019</p>
<p>What is the evidence and rationale for this choice?</p>	<p>The approaches aim to change aspirations by exposing students to new opportunities and to raise aspirations by developing general self-esteem, motivation.</p> <p>According to the EEF toolkit, the relationship between aspirations and attainment is not straightforward. 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. Parents' aspirations also appear to be important for pupil outcomes although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.</p>		

Desired outcome D	Chosen action/approach	How will you ensure it is implemented well/evidenced?	When will you review
<p>Increase attendance rates of disadvantaged students</p>	<p>a. Attendance officer employed to monitor attendance of all students and in particular disadvantaged students and to provide first day response provision. Our disadvantaged pupils and their families are able to contact the attendance officer for support and advice very quickly.</p> <p>b. Home visits for all PA students.</p> <p>c. PRALs provide weekly attendance update to tutors and SLT.</p> <p>d. Fortnightly scheduled meetings between AHT and PRALs to monitor year group attendance. PRALs report half termly to SLT.</p> <p>Increasing awareness of impact of attendance on learning:</p> <p>e. Parental leaflet designed and distributed with guidance to support good attendance and impact of poor attendance.</p> <p>f. Attendance information displayed in form rooms and in student planners and on Attendance notice board</p> <p>g. Students made aware of own attendance on a weekly basis through tutorial programme</p> <p>h. Parents made aware if their child's attendance falls below or is at risk of falling below 93%.</p> <p>i. Meeting with all parent/carers and students to discuss attendance that is at risk/below 90%</p> <p>j. Identify trends and where biggest gaps are in PP groups. Incentivise those groups where gaps are largest.</p> <p>Reward good attendance.</p>	<p>Weekly figures published for whole school, year groups, tutor groups and PP groups. 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>Minutes of meetings produced each half term.</p> <p>Shared during registration time, tutors 1:1 meetings/discussions.</p> <p>Letters to Parents/carers when attendance drops below threshold.</p> <p>Parent/carers evening specifically for attendance</p> <p>Assembly and tutorial time. Headteacher postcards. PRALS phone calls home.</p>	<p>Weekly overview Half termly review by SLT</p> <p>Fortnightly</p> <p>Half termly reporting to SLT</p>

	I. T&L group focusing specifically on attendance and working with targeted students to support attendance and develop catch up strategies.	T&L group action research feedback	
What is the evidence and rationale for this choice?	<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. (there is no current research relating to the new GCSE Grade boundaries)</p>		

Desired outcome E	Chosen action/approach	How will you ensure it is implemented well/evidenced?	When will you review
To foster positive relationships with parents/carers of disadvantaged students.	<ul style="list-style-type: none"> a. To make arrangements around meetings in school as flexible as possible. b. Key worker for PP pupils who have SEN. c. Support for parents with students in year 11 undertaking GCSEs. PRALs in year 11 to identify group of targeted students to work with- developing a pen portrait with students and then working with staff to support. d. T&L group focused on improving disadvantaged students engagement in learning to identify group of 20 disadvantaged students to work with them and parents/carers to develop strategies for lessons, pride in learning and show case their work. 	<p>Consultation Evening invites/letters. Individual invites and follow up invites.</p> <p>Time allocated in timetable, minutes of meetings</p> <p>PRALS feedback to SLT half termly</p> <p>T&L group action research feedback</p>	<p>Following each parent/consultation evening</p> <p>Half termly review</p>

	<p>e. 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>f. Attend and contribute to all LAC Care Team meetings and reviews</p> <p>g. Transition work with Year 9 pupils, parents /carers, particularly disadvantaged, vulnerable students.</p>	<p>Parents sessions and supporting guidance booklet</p> <p>Minutes of meetings</p>	
<p>What is the evidence and rationale for this choice?</p>	<p>Parental engagement is consistently associated with pupils' success at school, '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) 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>However, the EEF toolkit evidence about improving attainment by increasing parental engagement is mixed, particularly for disadvantaged families. Two recent studies suggested that increasing parental engagement in secondary schools had on average two to three months' positive impact. The studies suggest that developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation.</p>		

5. How we intend to allocate our grant to achieve these outcomes in 2018-19:

	<i>Desired outcomes</i>	<i>Allocation of funds</i>	<i>Expenditure</i>
A.	i. To improve achievement outcomes for disadvantaged students in all year groups through targeted support and high quality teaching	Homework support and homework club Revision support in year 11 Literacy intervention and support (including Lexia software)	£1000 £1050 £5,200
	ii. To support students with literacy skills deficits to improve through effective interventions and high quality teaching	Training for support staff Enrichment Activities to support cultural capital	£700 £700
B	i. To improve engagement and motivation and reduce the impact on the behaviour of some disadvantaged students	Behaviour Guidance Support Officer Inclusion Officer and support PRALS targeted support intervention costs	£21,880 (inc on costs) £13,964 (inc on costs) £1,000
	ii. To improve resilience and independent skills to cope with the demands of the new curriculum and improve engagement.	Provision of external agency support will aid mental health and engagement with education (SomeOne Cares) Purchase of CPOMs to support improved communication and tracking of intervention with key students	£6,825 £1500

		Girls facility with free sanitary products (Period Poverty identified as a key barrier to learning)	£600
		Resources for study skills programme	£100
		Breakfast Club	£1,500
C.	To raise aspirations of disadvantaged students	Aspirational and enrichment trips and activities	£1000
		Connexions Officer targeted support	£1000
D	To increase attendance rates of disadvantaged students	Attendance Officer	£17,868 (inc on costs)
E.	To foster positive relationships with parents/carers of disadvantaged students	Transition support	£3300
Other	Additional targeted support such as music 1:1 Tuition and sporting activities/representation.		£500