

Hetton School: Pupil Premium Review (2017-2018) and Strategy (2018-2019)

"Pupil Premium First at Hetton School"

What is pupil premium funding?

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2016. PPG provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

Pupil premium provides funding for pupils in the following categories:

In the 2018 to 2019 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

- who have been in receipt of free school meals (FSM) since the age of 4 in year groups reception to year 6 (£1320 per child)
- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per child)
- who have been continuously looked after for the past six months (£1900 per child)
- schools will receive £2,300 for any pupil:
 - a special guardianship order
 - a child arrangements order (previously known as a residence order)
 - who has been in local authority care for 1 day or more
 - recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)
 - For pupils who attract the £2,300 rate, the virtual school head of the local authority that looks after the pupil will manage the funding
- those children whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years (Ever 4 Service Child) (£300 per child)

Three Year Trend:

Groups:	2015-2016	2016-2017	2017-2018
PP: P8	-0.71	-1.02	AWAITING VALIDATION / INTERNAL VALIDATION: -0.58
NPP: P8	-0.47	-0.57	AWAITING VALIDATION / INTERNAL VALIDATION: -0.50
P8: Difference	-0.24	-0.45	AWAITING VALIDATION / INTERNAL VALIDATION: -0.08

Review; 2017-2018:**Achievement and Performance: Year 11**

Cohort	All	PP	NPP	National NPP	PP Gap to National
Attainment 8	40.4	35.2	44.1	TBC	TBC
Residual; Progress 8 equivalent until validation	-0.56	-0.58	-0.50	TBC	TBC
% 9-4 in English and Maths	50%	35%	62%	TBC	TBC
% 9-5 in English and Maths	25%	20%	29%	TBC	TBC

Attendance; 2017-2018:

Overall	2015-2016	2016-2017	2017-2018
National All	95.0%	94.6%	TBC
Hetton All	94.1%	94.3%	TBC / approx: 93.1%
NPP	96%	96.2%	TBC / approx: 95.7%
PP	92.2%	92.4%	TBC / approx: 90.3%

Persistent Absenteeism: 10%	2015-2016	2016-2017	2017-2018
National All	12.4%	13.6%	TBC
Hetton All	17.5%	15.7%	TBC / approx: 19.4%
NPP	8.7%	6.5%	TBC / approx: 10.9%
PP	28.8%	26.7%	TBC / approx: 38.9%

No. of fixed-term exclusion	2015-2016	2016-2017	2017-2018
NPP	14	14	12
PP	32	16	35

We recognise that there is a difference in performance between how disadvantaged students within our school perform and all non-disadvantaged students nationally perform and we continue to work to remove any differences. We are working diligently to raise the attainment for all students and to close any gaps that exist due to social contexts. We are confident that the targeting of funding into the areas outlined will ensure that these gaps are reduced and that all pupils are equally successful when they leave. This is an area that we will continue to monitor, evaluate and intervene as the vulnerability within this group remains.

Strategy Review; 2017-2018

Barriers to Learning	
Barriers as identified by Pupil Premium Review September 2019	
A	<p>High levels of progress in literacy for Year 7 pupils eligible for PP. Assessment data informing academic progress (against aspirational flight path): Pupils eligible for PP in Year 7 make more progress by the end of the year than ‘other’ pupils so that at least 75% meet aspirational flight path targets and that 100% are within -0.5 of aspirational flight path targets. This will be evidenced using accelerated reader assessments and English written assessments every half term (from October 2017).</p>
<p>Evaluate: Analysis indicates that the gap got bigger for Pupil Premium students as the residual for Year 7 PP students was -0.14 after the first assessment, but after the final assessment the residual was -0.61. However, in comparison the difference for other (NPP) students after the final assessment was -0.56 (a gap of 0.05). There were 48 PP students in Year 7, of these students 9 were above -0.8; these students could be described as outliers. If these outliers were removed from data – the gap would be 0.03.</p>	
B	<p>Improved rates of progress across KS3 for high attaining pupils eligible for PP. Assessment data informing academic progress (against aspirational flight path). Identification and removal of barriers to learning: Pupils eligible for PP identified as high prior attaining from KS2 levels / raw scores make as much progress as ‘other’ pupils identified as high attaining, across Key Stage 3, so that 85% are at/above their aspirational flight path. Where they are not, departments and individual teaching staff are putting in place in class interventions (blue files) to better meet the needs of individuals, monitored by Subject Leaders (SL’s) and senior team (SLT line manager/SF/AS).</p>
<p>Evaluate: Analysis indicates that there are gaps between PP HADS and others HPA . The gaps at present across KS3 are: English: -0.11 / Science: -0.13 / Maths: -0.15. There was in-school variation; where teachers effectively used the ‘blue’ file – the gap was smaller.</p>	
C	<p>Behavioural issues of individual students addressed. Behavioural incidents are cited less as a barrier to participation for PP eligible students. Incidents of behaviour are addressed effectively with a positive outcome to promote further progress: Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Assessment data following assessment 1 will inform HOY and senior team of potential barriers and impact on learning/progress/attainment.</p>
<p>Evaluate: Behaviour incidents did not decrease. The synergy between high quality teaching and poor behaviour was not emphasised at the beginning of the year. Once the linked was emphasised – incidents of poor behaviour did decrease, but not sufficiently. The new assessment system enabled teachers to identify barriers – HoYs lacked confidence and potentially training to tackle such barriers.</p>	

D	<p>Increased attendance rates for pupils eligible for PP. Attendance for PP eligible students increases to 95%: Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 92% to 95% (or above) in line with 'other' pupils.</p>
<p>Evaluate: This was a major area of disappointment. The relationship between Attendance100 and Hetton School did not work. This relationship has since been terminated. A new Senior Leader has been appointment to focus in on attendance.</p>	
E	<p>Appropriate curriculum for PP eligible students – ensuring that options are carefully considered, discussed and tracked. Controlled assessment opportunities are maximised and monitored by AHT. 100% of students make expected progress (against aspirational flight path) in their controlled assessments: 100% of students make at least expected progress in relation to their aspirational target grade for controlled assessments. All students receive a personalised options form to ensure the most appropriate courses/qualifications.</p>
<p>Evaluate: Every PP student was was invited to an advice evening, options could not be confirmed without parental engagement. Students receieved a personalised option form based on data and attitude to learning. Coursework was a strength in the majoiryt of areas – Business (all students), ICT (all students apart from 2 students) and Art (all students). Product Design students in general achieved this, and was shown to be able to support PP students who are LPA. However, Media Studies was a cause for concern – both structural and CPD changes will improve this picture.</p>	

Focus of Funding allocated 2018-2019

The aim of our Pupil Premium (PP) funding at Hetton School is to address the current underlying inequalities between disadvantaged pupils with other pupils in our care. We do this by ensuring that the funding is strategically and effectively targeted to address barriers to success and academic progress/achievement between PP and non-PP pupils. When identifying strategies and allocating funding to particular projects we consider the impact of previous experience within our school context, as well as applying knowledge gained from external research including the Educational Endowment Foundation and the Sutton Trust. We are committed to using a range of measures to evaluate the impact of the spend as an ongoing process throughout each academic year. These include headline measures as well as individualised monitoring and evaluation processes which are developed in conjunction with staff who have specific responsibilities for reviewing the pupil premium spend. The school allocates its funding in the following key areas:

- Curriculum: particular focus on Literacy and Numeracy across the curriculum and specific intervention strategies to target the attainment and progress gaps between PP and non PP pupils in all year groups
- Specific need: pupils who are identified with a specific need including SEND pupils, high attaining pupils on entry and pupils with behavioural issues are supported to ensure that the gap between PP and non PP pupils with these needs narrows
- Teaching and Learning: to develop compelling learning throughout the curriculum through a culture of consistency and creativity. A focus on an active research model to develop and evaluate strategies to narrow the gap in attainment and progress between PP and non PP pupils whilst improving provision for all
- Cultural capital: access to extra-curricular/enrichment opportunities, regardless of the pupil's background so that all aspects of the learned curriculum are available to all pupils
- Attendance and punctuality: to implement strategies to address the gap in attendance and punctuality rates between PP and non PP pupils

2018-2019: Headlines

Hetton School Pupil Premium (PP) Profile:			
No. of students on-roll:		569	
No. of PP students:	251	% of PP students:	44.1%
No. of NPP	318	% of NPP students:	55.9%
Total PP budget:		£243,850	

Current breakdown by student needs and year groups:

PP HEADLINES

	YEAR	MALE		FEMALE		HPA		MPA		LPA		PP		FSM		LAC		SEN: K	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
PP	11	24	42.1	24	40.0	11	20.4	30	54.5	7	87.5	48	42.1	30	93.8	4	100	14	82.4
NPP	11	33	57.9	36	60.0	43	79.6	25	45.5	1	12.5	66	57.9	2	6.3	0	0	3	17.6
Total:	117	57	100.0	60	100.0	54	100.0	55	100.0	8	100.0	114	100.0	32	100.0	4	100	17	100.0
PP	10	29	51.8	23	41.8	16	30.8	24	55.8	12	75.0	52	46.8	34	89.5	4	100	10	71.4
NPP	10	27	48.2	32	58.2	36	69.2	19	44.2	4	25.0	59	53.2	4	10.5	0	0	4	28.6
Total:	111	56	100.0	55	100.0	52	30.8	43	100.0	16	100.0	111	100.0	38	100.0	4	100	14	100.0
PP	9	21	36.8	22	48.9	11	26.2	24	53.3	8	53.3	43	42.2	33	89.2	0	#DIV/0!	7	100.0
NPP	9	36	63.2	23	51.1	31	73.8	21	46.7	7	46.7	59	57.8	4	10.8	0	#DIV/0!	0	0.0
Total:	102	57	100.0	45	100.0	42	100.0	45	100.0	15	100.0	102	100.0	37	100.0	0	#DIV/0!	7	100.0
PP	8	35	53.8	21	34.4	24	34.3	23	53.5	9	69.2	56	44.4	27	93.1	0	#DIV/0!	7	53.8
NPP	8	30	46.2	40	65.6	46	65.7	20	46.5	4	30.8	70	55.6	2	6.9	0	#DIV/0!	6	46.2
Total:	126	65	100.0	61	100.0	70	100.0	43	100.0	13	100.0	126	100.0	29	100.0	0	#DIV/0!	13	100.0
PP	7	30	41.7	22	50.0	24	40.0	18	43.9	10	71.4	52	44.8	28	100.0	0	#DIV/0!	11	52.4
NPP	7	42	58.3	22	50.0	36	60.0	23	56.1	4	28.6	64	55.2	0	0.0	0	#DIV/0!	10	47.6
Total:	116	72	100.0	44	100.0	60	100.0	41	100.0	14	100.0	116	100.0	28	100.0	0	#DIV/0!	21	100.0

	MALE		FEMALE		HPA		MPA		LPA		PP		FSM		LAC		SEN: K	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
PP	139	45.2	112	43.0	86	30.3	119	52.2	46	71.3	251	44.1	152	93.1	8	#DIV/0!	49	72.0
NPP	168	54.8	153	57.0	192	69.7	108	47.8	20	28.7	318	55.9	12	6.9	0	#DIV/0!	23	28.0
TOTAL:	307	100.0	265	100.0	278	100.0	227	100.0	66	100.0	569	100.0	164	100.0	8	#DIV/0!	72	100.0

Current Cohort: Year 11 Projections (September 2019)

Cohort	All	PP	NPP
Attainment 8	47.8	39.5	53.5
Residual	-0.12	-0.35	0.04
% 9-4 in English and Maths	67%	60%	71%
% 9-5 in English and Maths	45%	38%	51%

Current Cohort: Year 8-9 Residual

RESIDUAL Year Group	English			Maths			Science		
	All	PP	NPP	All	PP	NPP	All	PP	NPP
8	-0.13	-0.16	-0.13	-0.18	-0.20	-0.15	-0.29	-0.32	-0.25
9	-0.12	-0.14	-0.09	-0.16	-0.19	-0.13	-0.25	-0.26	-0.23

Action Plan: 2018-2019

Barriers to Learning	
Barriers as identified by Pupil Premium Review September 2019	
A	Due to the fact that faculty specific strategies have only been implemented effectively for one academic year, we feel that in order to have the maximum impact they need more time to fully embed; assessment system and expectations.
B	Good teaching is the main factor which can ensure rapid progress for all our students, and evidence suggests that disadvantaged students are affected greater; both positively and negatively by the quality of the teaching they receive. We therefore seek to ensure that the teaching at Hetton School is of the highest possible standard; teacher profiles
C	Low self-esteem and confidence in their own abilities of disadvantaged students leads to a lack of volition and an inadequate ability to work independently. Students do not take ownership of their learning and therefore do not strive to achieve the highest possible outcomes; reinforce 'Learn to Achieve' strategy, motivational speakers, and encourage the use of the School Counsellor.
D	Lack of confidence caused by poor literacy and numeracy levels. This impacts on students ability to access higher order exam Questions; revision workshops.
E	Poor standards of behaviour from a minority of disadvantaged students which has a detrimental effect on the progress of other Students; implement ClassCharts and extended Tutor Registration.

F	Poor attendance of disadvantaged children adversely affects their progress; implements rewards, focus for HoY assemblies and GCSEpods for additional support.
G	Lack of engagement with parents of disadvantaged students; create two Parents Evenings per year group, create Parent App for ClassCharts, create high quality careers advice/raising aspirations experiences/support, the creation of the HE Champion and four Rasing Aspirations Leaders will engage with parents/carers directly.

Actions to remove Barriers to Learning									
A	<ul style="list-style-type: none"> Teachers and students to spend more time acting on feedback (Mountain Rescue); this will enable students to make progress and demonstrate more metacognition – with the aim students take onwershhip of their learning. 100% completion of Mountain Rescue; as evidenced in SIMS. 								
	When:	On-Going	How:	Learning Walks	Who:	KM/AS	RED	AMBER	GREEN
	<ul style="list-style-type: none"> Assessments will be of a higher quality due to more time created for standardisation and moderation in Faculties; this will allow more time for the sharing of best practise – which is standing agenda item on all Faculties meeting template. 100% of assessment criteria checked and approved; all KS4 qualifications will be apart of SLT work scrutiny. Assessment criteria will be checked. 								
	When:	On-Going	How:	Work Scrutiny	Who:	KM/SF/AS	RED	AMBER	GREEN
B	<ul style="list-style-type: none"> Modified template data analysis produced which show progression and/gaps for PP students; specific template produced for PP students – separate actions produced for PP students. 100% of data analysis sheets checked; Data Analysis to occur three times per year. All data analysis sheets to be checked by SLT. 								
	When:	On-Going	How:	1-2-1 SL Meeting	Who:	KM/SF/AS	RED	AMBER	GREEN
	<ul style="list-style-type: none"> Hetton School will continue with the ‘open-door’ / ‘no-notice learning walks’ policy in order to get a real understadning of the teaching climate in the school. This will aide our understanding of areas of excellent practise and enable the sharing of best practise, but also help identify areas of development – which in turn supports the development of the CPD schedule. A minimum of five no-notice learning walks will be conducted by the SLT per week. 								
When:	On-Going	How:	1-2-1 SL Meeting	Who:	KM/SF/AS	RED	AMBER	GREEN	
C	<ul style="list-style-type: none"> Whole School rewards policy to be revamped to help encourage our more vunrable students to ‘try’ and not ‘fear’ failure; the move away from just focussing on academic excellence, but by using the whole school residual based assessment system, we will be able to identify students who are ‘working hard’ and ‘listening’ to teacher instructions. After every data input, data will be analysed and placed in three reward criteria; academic excellence in-subject, progress made in-subject and overall positive residual. These students will be rewarded with an afternoon treat. 								
	When:	On-Going	How:	Learning Walks	Who:	KM/AS	RED	AMBER	GREEN

	<ul style="list-style-type: none"> The appointment of the whole school counsellor will be advertised and SENCO will direct students who need support – Mental Health will be talked in Tutor Periods and assemblies a minimum of once per half-term. Aspiration (motivational speakers) workshops to be conducted once per half term. <p>SENCO will visit Tutor Teams (Tuesday am) and advertise facility. SENCO will identify vulnerable students. Attendance will be monitored.</p>							
When:	On-Going	How:	Tutor/SENCO Referral	Who:	PWi/AS	RED	AMBER	GREEN
	<ul style="list-style-type: none"> GCSEpods will be developed and PP students targetted and rewarded. The introduction of the ‘Learn to Achieve’ poster in classrooms should be referred to. <p>GCSEpods will monitored every two-three weeks, with students rewarded every half-term.</p>							
When:	On-Going	How:	Learning Walks	Who:	KM/AS	RED	AMBER	GREEN
D	<ul style="list-style-type: none"> There is strong correlation between the number of students who have an SENK diagnosis who are also qualify for the Pupil Premium Grant. Therefore, the SENCO and the Pupil Premium Lead will work together to ensure that the Catch-Up Fund is effectively used at Year 7 to close the gap. Students in the other groups will be offered effective support in English and Maths through the deployment of TA’s. <p>Comprehensive strategy developed – 40% will make above expected progress. 100% will make expected progress.</p>							
When:	On-Going	How:	SENCO/PP Meetings	Who:	PWi/AS	RED	AMBER	GREEN
	<ul style="list-style-type: none"> Revision workshops will offered in conjunction with local 6th Form providers (this will also raise aspirations) – parents will also be invited to support. <p>Workshopd delivered atleast once in English, Mathematics and Science.</p>							
When:	On-Going	How:	RAP Menu	Who:	AS/JCh	RED	AMBER	GREEN
E	<ul style="list-style-type: none"> A new system will be designed in conjunction with the Pupil Premium Lead, Behaviour Lead and ClassCharts. This will enable the consistent message of expectations required from students. The system will enable the effective and fast tracking of positive (WOW) and negative (Behaviour) points. This information will shared to praise and challenge both students and staff – with the aim of creating personalised targets for Pupil Premium students. <p>Analysis provided on fortnightly basis after 1st half-term. This data will be used by SL’s / HoYs / Tutors / SLT.</p>							
When:	On-Going	How:	Fortnightly Data Release	Who:	SCo/AS	RED	AMBER	GREEN
	<ul style="list-style-type: none"> Tutor Registrations will be extended with the sole aim of preparing students for the day ahead – with a particular focus on Pupil Premium students. During this period students will receive the statuory PSHE curriculum which involves rasing the aspirations of the most vulnerable students. <p>Tutors will be provided with a comprehensive programme, on a weekly basis.</p>							
When:	On-Going	How:	Fortnightly Data Release	Who:	LRI/LD/AS	RED	AMBER	GREEN
F	<ul style="list-style-type: none"> A senior Leader has been given the role of improving attendance, they will work with the Pupil Premium Lead to reward and encourage better attendance. The Senior Leader will use ClassCharts to monitor punctuality and use this information to challenge and support students and parents (specifically Pupil Premium). 							

	Attendance analysis will be provided to Tutors every fortnight; Tutors will act on data.								
	When:	On-Going	How:	Weekly Date Release	Who:	LRI/AS	RED	AMBER	GREEN
	<ul style="list-style-type: none"> Senior Leader (in charge of attendance) and the Pupil Premium Lead will support the format of assemblies by providing week by week data to HoYs to present (support and challenge) to students and Tutors. Tutors will then use this information to contact parents and log this in their Tutor Files. <p>Every assembly will contain relevant data for HoY's to deliver; emphasis on attendance and behaviour.</p>								
	When:	On-Going	How:	Fortnightly Data Release	Who:	AS	RED	AMBER	GREEN
G	<ul style="list-style-type: none"> To create more focussed opportunities for teachers and parents to meet face to face. This will also allow more personal feedback loops to provide more information sharing between key stakeholders that will enable our students at Hetton School making progress. Key Pupil Premium Parents/Carers who do not engage the first time will receive personal invites. <p>Two Parent Evenings per year.</p>								
	When:	On-Going	How:	Fortnightly Data Release	Who:	LRI/AS	RED	AMBER	GREEN
	<ul style="list-style-type: none"> ClassCharts records and displays live behaviour events and homeworks students receive – by enabling parental access, they can fully understand how the students experience at Hetton School is going; by seeing the homeworks they receive they can support their children complete. A huge chunk of homeworks will be issued via GCSEpods – this virtual platform means that students and / parent/carers can help each other; this will encourage positive role-modelling at home, which is imperative for Pupil Premium students. <p>ClassCharts to be operational by the New Year for parents.</p>								
	When:	November 2018	How:	Assemblies/ Learning Walks	Who:	KM/AS	RED	AMBER	GREEN
	<ul style="list-style-type: none"> The introduction of a Careers Lead (Preparing Students for Adult working life) and a dedicated PSHE Lead (who are both line-managed by Senior Leaders) will allow students to access high quality careers advice and personalised experiences. <p>PSHE programme to include information on further educational opportunities.</p>								
	When:	On-Going	How:	Registration	Who:	LD/JCh/AS/LRi	RED	AMBER	GREEN
	<ul style="list-style-type: none"> The introduction of the Higher Education Champion and four Raising Aspiration Leaders (line managed by the Pupil Premium Lead) will ensure our most vulnerable Pupil Premium students will be 'Coached' and receive personalised advice – which involves working with Parents/Carers. <p>NECOP programme to fully implemented; successful completion.</p>								
When:	On-Going	How:	Registration	Who:	KBI/JCh/AS/	RED	AMBER	GREEN	

Spending Summary: 2017-2018

Description:	Strand: A-G	Costing:
AHT Curriculum and Progress Data Analyst Lead Data Officer	A	£ 27400
AHT Teaching and Learning CPD Budget Data Stickers	B	£ 19250
GCSEpods School Counsellor 'Learn to Achieve' posters	C	£ 11544
Teaching Assistants (English and Maths) Additional Mathematics teacher Additional English Teacher	D	£ 87960
ClassCharts Provision Maps PSHE resources	E	£ 3568
Rewards Budget	F	£ 2000
Careers Leader PSHE / Attendance Lead HE Champion	G	£ 35110
Pupil Premium Leader Poverty Proofing Poverty Purchase	A-G	£ 19300
Breakfast Club	A-G	£ 5969
Lexia	A-G	£ 1713
Department Budget: PP Top-Up	A-G	£ 30036
Total:		£243,850