

Pupil Premium Funding at Endon High School: Statement 2019-20

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

With regards to the PPG, disadvantaged children are those who have received free school meals at any time in the last 6 years and children who have been looked after continuously for more than six months. In addition, children of armed forces personnel can also be supported through this funding. Pupil premium funding is used to raise attainment, promote social skills, independent learning and positive behaviour in order to support underachieving learners. Across the UK, children who receive free school meals and those who are in care tend to do significantly less well in comparison to their peers.

There are guidelines for how to allocate the Pupil Premium funding issued by the Department for Education which can be accessed here: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

The following document provides details of how the Pupil Premium funding for Endon High School students was spent in 2018-19 and the impact it had on student outcomes, as well as the key actions for 2019-20 to guide how we are spending the 2019-2020 Pupil Premium funding.

Pupil Premium Funding 2018-19

Key Objectives:

1. To continue to target all interventions on the focus areas which have been identified as:
 - a. attendance;
 - b. behaviour and/or motivation;
 - c. emotional wellbeing and self-esteem;
 - d. to increase interest in reading;
 - e. English and Maths skills.
 - f. 1:1 intervention and support electronic programmes
 - g. subsidised trips and music lessons
2. To have a data-driven interventions with Y7 and Y8 pupils not making sufficient levels of progress.
3. To improve the attendance, motivation, confidence and assessment levels of the PPG eligible pupils in Year 8. The main focus of this work will be through the Premier League Enterprise Core Programme delivered in collaboration with Stoke City FC.
4. To build confidence and friendships in Y7 and Y8 through a boxing for confidence programme. To prioritize all eligible pupils, for self-esteem workshops with outside agencies. To refer students to the school councillor for emotional support and guidance.
5. To increase interesting in reading for please. Y7 and Y8 pupils will be paired with a Y10 buddy to read with once a week. All pupils in Y7 and Y8 will receive a book of their choice to read and review at the end of the year.
6. Key students will be offered 1:1 intervention and the SEN department will use electronic programmes to improve literacy and maths.
7. To aid pupils with an interest in learning a musical instrument, music lessons will be subsidised. Eligible pupils will receive support with funding for curriculum trips that will benefit their education and/or their personal development.

All interventions are highly targeted over a period of time, according to need.

How we intended spending the 2019-2020 Pupil Premium Grant:

Attainment

- Improving the grades of disadvantaged youngsters through Teaching and Learning – effective teaching strategies in the classroom
- High quality inclusive teaching
- Intensive Pupil Premium Co-ordinator/Progress Manager/Leadership Team support for 1 to 1 sessions across all key stages including progress meetings
- Assistant SENCo facilitator posts to support learners in English, Science and those with Higher Level Needs.
- Specialist Inclusion Support Assistant support to enable catch-up at Key Stage 4 and make interventions to raise literacy and numeracy levels at Key Stage 3.
- Higher aspirations opportunities including trips to universities and colleges and apprenticeship providers for post-16 education and pathways.
- Subsidised trips and visits for pupils where their attendance is important for the curriculum or their personal development.
- Study skills materials to support the mentoring programmes.
- Revision guides provided for all PPG eligible pupils, if recommended by the DTL of that subject.

Parental Engagement

- More frequent contact with home by the form tutor

Improving Behaviour

- Behaviour Support specialist employed by the school to increase motivation,
- attendance and support learning in the classroom.
- Intensive mentor support for every Year 11 PPG eligible pupil.
- MIND counsellor employed one day per week in school. Intervention mentor employed one day per week to focus on motivation, organisation and study skills.

Wider School

- Subsidised school uniform for FSM students.
- Music tuition.

The summary of how we spent our Pupil Premium funding during 2018-19:

Note: All interventions are tracked from Year 7 through to Year 11 for every PPG student by the PPG co-ordinator and Business and Facilities Manager to ensure that teaching and support staff have the necessary information to support the progress of PPG students through Endon High School.

PP Income	54,230	
Staffing costs	59,649	Pupil Premium Co-ordinator, Progress Manager, Leadership Team support, specialist support roles including additional specialist provision, including Assistant SENCo facilitator and Specialist Inclusion Support Assistant support and counselling.
Staff training	165	
Educational resources	679	IT equipment, stationary, resources, study skills, revision and homework materials, books, additional

		copying and printing costs to allow access to school and learning.
Subsidised educational trips	903	A contribution to trips which have a curriculum focus as well as contributions to specific year group trips may be made from the pupil premium budget. Trips with a mostly recreational focus may not be covered by this budget.
Subsidised music Lessons,	528	Subsidised contribution from the pupil premium budget. This does not cover the purchase of a musical instrument or pay for lessons which are arranged outside of school.
One-to-one tuition	2,252	English and Maths Tuition. Offered at the discretion of the school to targeted students and groups and is planned to help overcome specific barriers to learning.
Careers	15	
Total Expenditure:	64,236	

Measuring the impact of 2018-19 Pupil Premium Grant spending:

Progress and Attainment:

2019	All students	Disadvantaged/PP	Other/Non-PP
Cohort	139	10	129
Average Total Attainment 8	49.88	33.75	51.13
Progress 8 (<i>Provisional</i>)	-0.03	-0.191	-0.032
9-5 in English & Maths	44.6	20%	46.5%
9-4 in English & Maths	74.8	30%	76.7%

Although we are not satisfied with the overall progress made by our disadvantaged cohort in the academic year 2018-2019, there were plenty of individual success stories.

These results have further strengthened our resolve to intervene earlier, as described in the key actions below, so that we can ensure that all of our students begin their Key Stage 4 studies with the knowledge, skills and attitudes that will enable them to realise their true potential.

Commentary:

The progress of each disadvantaged student is tracked throughout the year, by the PPG co ordinator (Miss Oates), Leadership Team, DTLs and classroom teachers comparing progress with that of non-disadvantaged students. This provides objective data to be used to judge the impact of the spending in terms of progress and achievement. It also enables us to evaluate the impact of strategies which are used to raise students' confidence and self-esteem, and how this is reflected in their progress, behaviour and attendance. Our PPG co-ordinator and our Business and Facilities Manager keep a comprehensive record of the interventions which take place for every student so that our objectives remain achievable and adjustments in spending can be made to reflect changing student needs and new opportunities which arise through the year.

Fifteen of the PP pupils in Year 8 took part in the Premier League Core Enterprise Programme organised and delivered by Stoke City FC, with support from the PPG Co-ordinator. This took place once a week during Spring Term 2019. Pupils had a visit to the stadium to launch the project and then a weekly session with Stoke City staff on topics such as customer service, marketing and product design. They then completed the course in May with a Celebration event at the stadium, where they received their qualifications. This programme engaged them with thinking about the world of business, thinking

about skills that will make them employable and learning about a variety of careers within the context of SCFC as a business.

In October 2018, all Year Y7 and Y8 pupils completed a tailor-made survey about their barriers to learning created by the Pupil Premium Co-ordinator. The survey results were then used to identify barriers to learning and we tried to help them where possible. A large amount of students stated that they lacked confidence to go to after school clubs, or lacked confidence in lesson and wanted to work on their self-esteem. In some cases, pupils were referred to the MIND councillor in school for support and guidance on an individual level. Some pupils opted to participate in the boxing club that focused on building confidence. This was a 10-week course, run after school by a local boxing coach. Students were taught some key moves, so that they could continue with the course if they enjoyed it but the aim of the programme was to build new friendships and self-esteem.

All disadvantaged students are encouraged to take part in the wealth of opportunities which exist at Endon High School which have such a positive impact on those students, including our after school programmes, taking positions of responsibility in all year groups, access to the school nurse and a whole range of out of school visits especially those aimed at increasing motivation and raising aspirations. Students are also strongly encouraged to attend after school intervention and revision sessions designed to practise exam technique and skills development for their GCSE exams. The school aims to meet every parent at least twice each year in school to discuss the progress of their child. We are working on offering more frequent contact via Firefly or through phone calls.

The school offers a wealth of enrichment opportunities beyond the curriculum and financial support has been put in place to enable disadvantaged students to engage in these opportunities, including attending trips and visits beyond the normal curriculum and undertaking leadership opportunities.

The progress of our disadvantaged students is closely monitored so that the gaps in their achievements compared to their peers remain small.

Actions for 2019-2020:

- To investigate barriers to learning for pupils at KS3 and use this to tailor support/interventions to improve survey results on retaking in Summer term 2019.
- To use existing processes such as marking scrutiny, teacher evaluations, department development plans, training, learning walks, Data Collection and external networking to continue to raise the progress and achievement for PPG pupils, with a focus on KS3.
- To investigate the use of Sims to track the progress and attainment of PPG pupils at Data Collection Points, to potentially include other key data such as achievement and behaviour points, attendance, barriers to learning.
- To improve the quality of teaching through an effective Professional Learning Programme.

The Sutton Trust report of 2011 on the impact of teachers on pupil achievement found that, The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning. It is obvious, then, that the single most important thing any school do to support vulnerable students is improving the quality of teaching and learning.

In an article from the 14 October 2016 edition of the TES John Dunford wrote this:

We know from the Sutton Trust's 2011 report that the quality of teaching disproportionately affects disadvantaged learners. Poor teaching holds them back six months more each year than their more fortunate peers, while excellent teaching benefits them more than it benefits learners from better-off families.

In the Guardian newspaper on the following Tuesday, James Richardson of the EEF pointed out how a whole school view of raising attainment through improving the quality of teaching is key to wise spending of Pupil Premium funding:

People assume that pupil premium funding is used for interventions such as summer schools, catch-up sessions and one-to-one teaching. But the core of pupil premium should be around the quality of teaching and learning in the classroom... Pupil premium isn't just a bolt-on, although because of the separate accountability aspect, people think it is.