**Longbenton High School**

**Pupil Premium (PP) Monitoring Visit**

**Monday 28th March 2022**

**PP Focus Group – 5 Students, Key Stage 4**

**Purpose of Visit** : The visit was arranged as part of Governor monitoring of Pupil Premium in the school.

**Arrangements :** Five PP students from Year 10 and 11 met S.Palmerley (SP), the PP Governor, to discuss the impact their involvement in three activities identified in the school’s PP strategy, was having on their learning and preparation for employment / adult life.

**Activity 1 – Action Tutoring**

This activity provides additional support with English and Maths and aims to address challenges 1,5,6,7,8 (as highlighted in the PP strategy) : 1. Social Care needs, 5. Attainment on entry &SEND, 6. ‘Keep-up’ and impact of COVID, 7. Cultural Capital, 8. Weak Literacy Skills.

SP talked to two students involved in this programme which is held in school every Monday evening. The students engage in extra tutoring for English. One student explained that the additional help was tailored for each student depending on their area of need. His focus was on developing his skills in creative writing. He said, ‘It has greatly improved my classwork and I am learning more effectively now. It has given me so much more confidence. Before I joined the Action Tutoring programme I was working at Level 5, now I am hoping to achieve Level 8 in my GCSE English this summer. I intend to stay on into Sixth Form at this school and do ‘A’ Levels.’ The other student said that the extra help had definitely been beneficial, especially in her English Language. Previously, she was working at Level 4 but now expects to achieve Level 5 or 6 in English. She explained that her English teacher had chosen her to take part in the Action Tutoring programme because she thought it would help, which it has. After Year 11 she hopes to go to Newcastle College to study Childcare.

SP had the opportunity to see the Action Tutoring taking place in school that afternoon and spoke to the course leader.

**Activity 2 – Girls Network**

This activity is intended to inspire and empower girls from the least advantaged communities by connecting them with a mentor and a network of professional role models who are women. It aims to address challenges 1,3,7 (as highlighted in the PP strategy) : 1. Social Care needs, 3. Family and Community engagement, 7. Cultural Capital.

SP talked to a Year 11 girl who spoke enthusiastically about her experience. She chose to be involved in the Network, it wasn’t a teacher who suggested it. She wants to be a Sports Physiotherapist, so intends to go to Football College. The Network Manager is her mentor, they clearly have a very positive relationship. Apart from the benefits that the mentor has provided in shaping the student’s career path, the student was able to talk confidently about the wider benefits. She said, ‘The programme is for students from all backgrounds, including those from low income families. I was asked to speak at a Network conference in front of 160 people. Initially, I was terrified but I’m so glad I did it. My mentor said I did really well. It has given me so much confidence, not just at school but in life generally. Due to Covid most of my sessions with my mentor have been online but the last two have been face to face which has been great.’

**Activity 3 – Villiers Park Future Leaders Programme (STEM) focus**

This activity aims to increase and encourage the number of students entering HE or FE from families who have historically have not done so. It aims to address challenges 1, 6,7 (as highlighted in the PP strategy) : 1. Social Care needs, 6. ‘Keep-up’ and impact of COVID, 7. Cultural Capital.

SP talked to two students involved in this programme. One student in Year 10 has already decided he would like to study law but will wait to see what his GCSE results are before deciding on his next steps. He explained that he was required to undertake a school based project as part of the programme. He is designing a website. The other student intends to do three ‘A’ Levels in Sixth Form at Longbenton. She found the most beneficial thing had been learning how to manage her time, specifically preparing for her exams by having a very focussed revision timetable. She hopes to continue with the Villiers Park Programme in Sixth Form.

**Summary of the monitoring visit**

There was no doubt that the five students involved in this focus group visit have found their involvement in the PP activities to be very beneficial. This suggests that using PP funding for these activities is a good use of the funding available to the school (from the small sample of PP students that talked about their experiences as part of this visit). They all highlighted the impact that Covid had on them (Challenge 6 – ‘Keep-up’ and impact of Covid). On a future visit it may be possible to talk to more PP students to help provide a broader picture of how the PP activities are helping to improve the attainment of our disadvantaged students. Challenge 7 (Cultural Capital) is being addressed because the students are engaging in the activities highlighted above. However, it was disappointing that the day of the visit the majority of students did not stay behind for the Action Tutoring session as the teacher who supports the students to attend was absent from school that day. This emphasises further the increased level of additional support that some PP students need to build confidence to attend tutoring sessions from an external provider (Challenge 1 – Social Care Needs).

Overall, it was a most enjoyable afternoon spent in school. The students were an absolute delight to talk to and it certainly provided the opportunity to see the school’s PP strategy being implemented effectively.

S.Palmerley (PP Governor) 28th March 2022