2018-19 Pupil Premium Strategy Statement - Longbenton High School

1. Summary information					
School	Longbenton High School				
Academic Year	2018/19	**Total PP budget**	£209,295	**Date of most recent PP Review**	Dec 2017
Total number of pupils	798	**Number of pupils eligible for PP**	257	**Date for next internal review of this strategy**	Nov 2018

The pupil premium allocation for 2018/19 is £209,295 This figure has been allocated on the basis of the 257 students identified as having an entitlement to pupil premium funding, including those in Melrose. This constitutes approximately 30-40% of each year group. This strategy statement and action plan aims to ensure that PP students feel valued and cared for, attend school, achieve well and have their specific needs met. Almost all of the students in our school who receive PP funding are considered disadvantaged because they meet the FSM/Ever 6 deprivation criteria. 32% of students were FSM Ever 6 in 2017-18 against a national figure of 28% but it varies by year group: current Y8 and Y9 have the highest number of students (above national figures of around 30%).

2018 Outcomes	*Pupils eligible for PP*	*Improvement from 2017*	*Pupils not eligible for PP*	*Gap*
Basics L4+ (figure in brackets is excluding **Melrose ARP and PALs students**)	39% (42%)	+ 16%	68%	29%
Basics L5+ (figure in brackets is excluding **Melrose ARP and PALs students**)	18% (19.2%)	+ 10%	42%	24%
English L4+	54%	+ 21%	75%	21%
English L5+	36%	+ 18%	54%	18%
Maths L4+	46%	+ 8%	70%	30%
Maths L5+	25%	+ 12%	52%	27%
EBacc L4+* *2 out of 2 PP students	100%		100%	N/A
Progress 8 score (unvalidated – Sept 2018)	-0.9	+ 0.3	-0.2	0.7
Attainment 8 score (unvalidated – Sept 2018)	4.3	+ 1.7	4.9	0.6

1. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers		Year group this is most applicable to
A.	**Quality first teaching**: There is a need for more consistent quality first teaching across the school, to ensure that there is appropriate challenge in particular for PP students working at 5+ and beyond. There needs to be a more effective cross-curricular literacy focus that has impact.	All
B.	**Social care needs**: Many of our PP students can have poor aspirations; they also lack resilience, motivation and positive mindset to aim for top grades; they lack enthusiasm for school and do not always have support from home to complete homework or value education. Many of our PP students come from home environments that lack structure and support and they therefore find school routines and expectations difficult.	All, particularly Y7-8
C.	**9-1 GCSE reform**: Some of our PP students have issues with curriculum accessibility and are likely to find the increasing challenge of GCSE qualifications difficult to meet, particularly from a literacy perspective. Mid and high-prior attaining PP students are not making as much progress and this needs to improve.	Year 10 & 11
D.	**Up-skilling staff/identification**: Staff require more training on personalisation, differentiation/challenge and building student relationships to ensure that responsibility for student engagement in the curriculum rests with the classroom teacher / the level of quality first teaching and that this need can be met. There is a need for a more robust identification of student needs in each cohort, including soft data on preparedness for learning, engagement and confidence. Teachers and middle leaders need to use data more robustly.	All
E.	**Attainment on entry & SEND**: A high proportion of PP students are low attainment on entry and there is high SEND crossover; there are a range of 'intersectionality issues'. There is a historic mobility issue with a high percentage of mid-ability entry which needs to be addressed by staff. On average PP students enter the school with lower PA and have less developed literacy skills, lacking confidence with their writing.	Y7-8
External barriers		Year group this is most applicable to
F.	**Attendance**: Attendance rates for pupils eligible for PP below the school target of 96% (although there has been real impact on attendance in 2017-18); punctuality is also an issue for many in terms of them arriving ready to learn (eg missing Period 1). Lower attendance rates have an impact on engagement and progress and students need additional support in order to catch up on work missed.	All
G.	**Family & community engagement**: the school needs to reach out to families, ensure staff know families & inspire community aspiration. The school is in IDACI decile 3 but has a mixed catchment; there are pockets of deprivation and 12% of our students live in areas recognised as in the 20% most deprived nationally (the majority of our entire PP cohort fit into this group).	All
H.	**Cultural capital**: Some PP students from disadvantaged backgrounds do not engage in extra-curricular/enrichment activities to enhance confidence and cultural capital.	All
I.	**Mental health**: A high proportion of PP students, particularly in KS3, have social, emotional and mental health issues which mean they have difficulty adjusting to the expectations of conduct and work in school. Cuts to services and long referral waiting lists mean that this need is increasingly met by the school (average waiting list for a non-urgent CAMHS referral is currently 9 months). We are increasingly seeing behaviour issues/accessibility to school issues/attachment disorders lower down in school.	Y7-8

2. Outcomes

	Desired outcomes and how they will be measured	*Milestone 1*	*Milestone 2*	*Milestone 3*
A.	Quality teaching, learning & assessment is consistent across the school, supported by a strong CPD culture; underperformance is tackled. Literacy impact is evident.	Challenge CPD focus Autumn term 2018 including whole staff training day. Analysis post data capture weeks 5, 10 and 15 shows impact on PP progress.	Basics measures at 4, 5 and 7+ for PP are 48%, 23% and 4% respectively, in line with progress towards FFT50 targets.	Summer 2019 results show improvement at 4 and 5+ of at least 10% on 2018 outcomes for PP students and gap continues to close.
B.	Inclusive and positive school culture, underpinned by 'moral purpose' that all students will achieve; improved student resilience and mindset.	Student voice indicates areas of development for the school in terms of supporting them. CPD to support staff.	Learning walks, work scrutiny and student voice evidence improvements in student 'can-do' attitude and mindset.	Summer 2019 results show progress for PP students aiming for the highest grades; FFT50 target for 7+ PP is 5%.
C.	Improved literacy and communication skills leading to improved outcomes for PP, particularly mid and high prior attainers who are challenged in lessons more effectively.	Challenge CPD focus Autumn term 2018 including whole staff training day. Analysis post data capture weeks 5, 10 and 15 shows impact on PP progress.	Learning walks, work scrutiny and student voice evidence improvements in extended writing and preparation for exams, including challenge.	Mid and high prior attainers improve outcomes in 2019 and are in line with FFT50 targets: 54% at 4+ and 23% at 5+.
D.	Staff are more aware of impact of strategies to motivate and engage PP, leading to improved outcomes. More effective and robust student tracking, assessment and monitoring by middle leaders/all staff.	Department SEFs and development plans evidence strategies and plans for improving PP tracking and response to data. Staff training to support. Staff are held to account over lack of PP progress.	Analysis post data capture and intervention plans show that middle leaders can evidence impact on PP progress; underperformance is tackled and staff held to account.	Summer 2019 results show improvement at 4 and 5+ of at least 10% on 2018 outcomes for PP students and gap continues to close.
E.	Improved KS3 outcomes, particularly PP SENK outcomes.	Strategies in place eg Boosting Reading Secondary to support this sub-group. Staff aware of those identified.	Learning walks, work scrutiny and student voice evidence improvements in the progress made by this sub group.	Summer 2019 results show improvement eg Y9 SENK target of 42% working at 'securing' is met.
F.	Improvements in attendance continue to improve and are sustained into the 2018-19 academic year following improvements last year. Students are supported to catch up on their work effectively.	Attendance data for Autumn term shows that improvements in attendance have been sustained against national benchmarks.	Attendance data for Spring term shows that improvements in attendance have been sustained against national benchmarks.	Attendance data for Summer term shows that improvements in attendance have been sustained against national benchmarks.
G.	There is higher parental and community engagement and family support for student achievement. Parents are supported to help their children achieve highly.	Opportunities for parents to attend school events in a less formal capacity planned throughout the year. Parental survey to identify other events and opportunities.	Student voice and parent voice shows that engagement is improving. Work of student council to support this.	Analysis of attendance data shows improvement, particularly harder to reach PP families.
H.	PP students have access to the same extra-curricular experiences as their peers; there is access to a hardship fund.	Hardship fund established. Wider range of clubs and trips planned. Careful planning to avoid overly-expensive events.	Tracking of PP involvement in extra-curricular opportunities shows that engagement and participation is high.	Student voice evidences that PP students are not disadvantaged; positive impact on attendance/engagement.
I.	Staff are trained to help support students and extra capacity building in the pastoral team is in place to support students who are struggling to cope.	Capacity building within pastoral team: appointment of additional counsellors, non-teaching Y7 YL and behaviour mentor.	Sub groups identified and tracked against intervention. Range of intervention and mentoring in place.	Student voice evidences impact. Improved attendance, engagement and progress for those supported.

3. Planned expenditure	
Academic year	**2018/19**

i. Quality of teaching for all					
Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
A. Quality teaching, learning & assessment is consistent across the school, supported by a strong CPD culture; underperformance is tackled. Literacy impact is evident.	➔ CPD focus on 'Big 3' – challenge/mindset, literacy and PiXL DTT strategies; all geared towards improving quality first teaching ➔ CPD training day Oct 18 focused on challenge and Tuesday afternoon sessions with this focus; external delivery ➔ CPD built into programme on ASD and attachment-related disorders / child psychology and behaviours (SENCO); staff trained to identify reasons behind problems rather than just the problems themselves ➔ CPD on relationship-building throughout autumn/spring 2018-19 re. behaviour ➔ CPD programme for middle leaders 2017-18 centred on closing the attainment gap for PP ➔ PIXL training for core subject leads and whole staff training on core strategies; time built into CPD for shared planned and PIXL DTT. ➔ Core middle leaders to complete 'exceptional middle leader' CPD. Cohorts of assistant middle leaders to complete training programmes Autumn 18 to support leadership impact on PP ➔ Collaborative CPD with GSHS on closing PP gap Nov 18 ➔ Departmental funding bids £9,400	Sir John Dunford, the former National Pupil Premium Champion, identified that one of the most important factors in schools being successful in closing the gap **'focused on teaching quality'.** "The solution to the gap has to involve outstanding, quality-first teaching based on understanding students' needs and personalising approaches." (Sobel 2018) "Interventions that take the child out of the classroom for extended periods of time can end up doing more harm than good." (Sobel 2018)	Tracking and evaluation of impact through school monitoring processes: staff and student voice, learning walks, work scrutiny, etc Analysis post data capture eg weeks 5, 10 and 15 for Y11 shows impact on PP progress.	KHO	Ongoing – half termly
B. Inclusive and positive school culture, underpinned by 'moral purpose' that all students will achieve; improved student resilience and mindset.	➔ Review work and role of TAs in school in order to increase their impact ➔ Establish PP working group in order to get PP 'champions' leading on the attainment gap across the school ➔ Ensure all middle leaders have a PP attainment gap target included in performance management documentation ➔ PIXL strategies implemented: fine level grading, student info display, DTT, Smith proforma, walking talking mocks etc. Motivational success groups in KS4.'Pixl Now' butterfly booklet resources for Y7 transition.	In 2014, just 34% of FSM students achieved 5 GCSEs compared to 61% of all other students; just 12% of LAC students achieved this benchmark. Only 8% with an EHCP achieve 5 GCSEs; the figures for children with SEN are around 20-25% (DfE) "School aspiration is what is written on the walls, said between points by teachers, an attitude seeping across the	Tracking and evaluation of impact through school monitoring processes: staff and student voice, learning walks, work scrutiny, etc. Analysis post data capture shows impact	KHO CLs YLs	Ongoing – half termly

	➔ CPD focused on improving challenge but also improving student mindset and resilience; work on removing barriers to this ➔ Girls Network programme to improve resilience and motivation as well as aspiration of Y9 and Y10 girls ➔ BU Mentoring programme with vulnerable Y7-8 students (L Foster) ➔ A Johnson - CPD for staff on relationship building ➔ A Johnson - small group mentoring for boys ➔ The Girls Network mentoring programme with Y9-10 girls ➔ Motivational speaker (Y10 & Y11) - mindset & memory techniques enlighteneducation.co.uk ➔ Careers opportunities through 1:1 interviews in Y10 and 11 ➔ Cost of careers training for Careers Lead ➔ Assertive mentoring with HA Y11 PP and SLT ➔ Improve opportunities for PP student voice and ensure this is tracked; interview students to really understand the key factors that impact on their learning ➔ Establish programme of 'lunchtime lectures' (based on Y11 model from 2016/17) to provide students with examples of successful people from the 'world of work' ➔ Consideration given to display spaces in school to inspire students ➔ iMatter programme rolled out beyond Y10	organisation...no child's aspiration should be limited by an adult's expectations." (Sobel 2018) The EEF Toolkit suggests that 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. Targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	on PP progress. Specific tracking of sub groups eg Girls Network Comparison of engagement data between 2017-18 and 2018-19 Soft data tracking for sub groups and cohorts Attendance and behaviour tracking and comparison data 2017-18 to 2018-19	
				£12,400
C. Improved literacy and communication skills leading to improved outcomes for PP, particularly mid and high prior attainers who are challenged in lessons more effectively.	➔ Continue roll-out of Accelerated Reader programme and build CPD into this January 2019 onwards to ensure it is embedded, with particular focus on extended writing ➔ Continue work on T4W and Inference from 2017/18 led by English department staff ➔ Boosting Reading Secondary programme – HLTAs and LSAs trained and roll-out of pilot from Summer 2018 ➔ Broadening KS4 offer to include VCerts (Food; Craft) and Photography ➔ GCSE Pod subscription for KS4 ➔ Revision guides and revision packs for KS4 ➔ PIXL subscription; middle leadership training in core subjects	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. Inference training and Talk 4 Writing is having real impact in our feeder primary schools so we are involved in the pilot scheme to adapt the delivery of this to KS3. Students need support to access the written element of more challenging GCSE examinations.	Close liaison with LA lead on Boosting Reading Secondary programme; monitoring visits Monitoring with SIA for English at LA Work scrutiny, learning walks and student voice	AWS RB IL
				£13,300
Total budgeted cost				**£35,100**

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Staff are more aware of impact of strategies to motivate and engage PP, leading to improved outcomes. More effective and robust student tracking, assessment and monitoring by middle leaders/all staff.	➔ Better individual student needs analysis: PP student 'passports'/profiles to ensure staff understand specific barriers to learning and targets - 'one-pager' for staff ➔ Tracking of soft as well as hard data ➔ Staff room display of PP students; identify 'top 50' ➔ Update class profiles to improve intervention section ➔ Create 'action timetables' to share with staff including hard and soft data ➔ Half termly PP focused case conferences built into calendar ➔ Produce an annual intervention report for staff, governors and inspectors ➔ Ensure PP attainment gap update is included in every HT report to governors ➔ Opportunities to update staff more regularly eg standing item on leadership agenda and included in dept CPD time ➔ Ensure that high-profile PP students have support in place for transition points and this is shared with staff ➔ Outliers tracked by group eg FSM by basket in KS4 at each data capture and shared with staff ➔ Establish financial tracking by student against categories of intervention / better provision impact tracking Earlier identification in Y6 to prepare for transition to secondary; liaison with feeder schools	Tracking following each data capture and close analysis against each PP cohort	KHO AP CLs	After each data capture point – approximately every 4 weeks £4,568
E. Improved outcomes, particularly PP SENK outcomes.	➔ Boosting Reading @ Secondary programme ➔ Alternative provision placements for students unable to access the curriculum eg North Youth Action	Reading comprehension interventions are ranked by the EEF Toolkit as having an impact of +5 months progress BR@S is recognised as an effective intervention by the European Centre for Reading Recovery at the Institute of Education at UCL	Tracking following each data capture and close analysis against each PP cohort	IL	Termly £1,740

F. Improvements in attendance continue to improve and are sustained into the 2018-19 academic year following improvements last year. Students are supported to catch up on their work effectively.	→ Employment of full-time non-teaching Family Support Worker to act as key liaison for those families and students most in need → Employment of full-time non-teaching student mentor to focus solely on attendance → See attendance action plan for full detail of attendance strategy → Data tracking to cross reference lateness and absence data with attainment gap students → Target attendance groups for intervention (90-95%, 85-90% groups)	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. As overall levels of absence increase, the proportion of students achieving benchmarks drops. Those persistently absent during the two years leading up to GCSE exams were 4 times less likely to achieve benchmarks including English and maths. (DfE 2010) FSM students are twice as likely to be persistent absentees (DfE 2009)	Close attendance tracking weekly against previous half terms – see attendance action plan	VS	Ongoing – weekly £75,104
G. There is higher parental and community engagement and family support for student achievement. Parents are supported to help their children achieve highly.	→ School-based family support worker (S Wood) who supports parents with care routines and behaviour strategies → Increase knowledge of families with key staff → Inspire parents through better publicised 'good news' reports and use of social media → Ensure parents of high-profile PP students receive positive feedback about their child once a week/fortnight to promote parental engagement → Create 'alumni' section on website and display in reception to track students from primary to university/destinations → Create opportunities in calendar for less formal events and day-time events → Create parents forum and wider forums for parent voice → Open up parental involvement into the Accelerated Reader programme → Run series of parenting courses throughout the Autumn Term (A Johnson) to help with parenting skills/managing difficult behaviour at home → Publish exemplar documents on the school website of 1-2 interventions in more detail so that parents can see benefits; include anonymised case studies	"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). Students spend just over 15% of their time in school: "the huge impact of parents, home life and economic context on attainment [is] hardly surprising." (De Fraja et al 2010) "Communities can be challenging… complacency and lack of aspiration can [be] corrosive to schools….you cannot separate the student from the community… Parents have many invaluable insights to offer but many are distrustful of the education system...schools should engage in an active and empathetic way." (Sobel 2018)	Comparison of engagement data between 2017-18 and 2018-19 Soft data tracking for sub groups and cohorts Attendance and behaviour tracking and comparison data 2017-18 to 2018-19	SW LFO VS	Termly – next review point Nov 18 £12,069

H. PP students have access to the same extra-curricular experiences as their peers; there is access to a hardship fund.	→ Hardship fund to ensure access to trips (eg ski trip); peripateic music lessons etc (minimum £2K) → Additional extra-curricular opportunities to broaden range beyond sport eg film club including cinema trips and surf club at Tynemouth → KS3 English experiences - trips to theatre/cinema for all students each year → PP student engagement in extra-curricular experiences is tracked across the school	"Low-income children often do not get the outside enrichment opportunities their peers have, such as music, dance, art or sports lessons and trips to museums, historical sites and other places....students who are regularly exposed to cultural experiences develop a sense of entitlement and belief that they will continue to encounter the world in vivid, rich experiences." (Sobel 2018)	Comparison of engagement data between 2017-18 and 2018-19 Soft data tracking for sub groups and cohorts Attendance and behaviour tracking and comparison data 2017-18 to 2018-19	KHO CLs	Ongoing – termly £2,000
I. Staff are trained to help support students and extra capacity building in the pastoral team is in place to support students who are struggling to cope.	→ Employment of full-time non-teaching behaviour support worker to act as key link worker alongside YLs to those who need most support; behaviour mentoring coordinator. Particular focus on PP and DA students who account for a disproportionate amount of low-level disruption → Employment of full-time non-teaching Year 7 leader to support those in Y7 particularly PP who find transition to secondary difficult → Hold regular multi-agency stakeholder meetings to establish wider barriers and potential strategies for PP students; publish findings on the school website → Establishment of 8am 'activity schedule' to get students into school early (to impact on punctuality & attendance) → Establish alternative break/lunch provision (beyond SEND provision) for those students not comfortable accessing learning support → Mentoring groups with A Johnson each half term to improve the aspirations of boys → Additional day per week of counselling provision - Someone Cares (full allocation of £3K+) → Additional days of educational psychologist support for KS3	Behaviour problems are significantly more common among children from disadvantaged backgrounds (Sutton Trust 2010) Behaviour interventions are ranked by the EEF Toolkit as having an impact of +4 months progress. Those with impact on social and emotional learning also have an impact/effect size of +4 months progress.	Comparison of engagement data between 2017-18 and 2018-19 Soft data tracking for sub groups and cohorts Attendance and behaviour tracking and comparison data 2017-18 to 2018-19	VS LFO	Half termly – ongoing £78,714
			Total budgeted cost		**£174,195**
			Overall total		**£209,295**