

Haggerston School - Pupil Premium Strategy / Self-Evaluation

1. Summary information					
School	Haggerston School				
Academic Year	2020/21	Total PP budget (including LAC) from 09/20 to 08/21 (estimate)	£457,444	Date of most recent PP Review	10/20
Total number of students	1027 (KS3-5) / 906 (KS3-4)	Number of students eligible for PP	486	Date for next internal review of this strategy	03/21

2. Current attainment		
	Students eligible for PP (our school)	Students not eligible for PP (national average)
Progress 8 score average	-0.44 (2019) / 0.52 (2020)	0.00 (national average) -0.15 (2019) / 0.71 (2020) (our school)
Attainment 8 score average	44.5 (2020)	All students - 51.34 (2020)

3. Barriers to future attainment (for students eligible for PP)

Academic barriers (issues to be addressed in school, such as poor literacy skills)

A.	Literacy and Numeracy as barriers to attainment - 67% of students eligible for PP are on Pathway C or D based on KS2 attainment <i>Current Y7 cohort's writing ages significantly below national average by 7 months.</i>
B.	Self-study skills and lack of cultural capital and breadth of knowledge as barriers to attainment
C.	Attendance - 21% of students eligible for PP have attendance figures below 90% vs. 15% of non-disadvantaged students / <i>Nationally, attendance rates for PP students are generally lower than the attendance rates for others.</i>
D.	Behaviour - Students eligible for PP are more likely to face FTE, be internally isolated and other more minor negative consequences for poor behaviour. <i>Where standards of behaviour do not meet expectations, this can have a detrimental impact on a student's academic progress.</i>
E.	Access to resources - <i>Students eligible for PP are less likely to be able to access resources such as computers, revision material, extracurricular activities</i>

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Increased % of students achieving a Grade 4 in English and Maths.	Whole School Target of 75.0% - PP within 1% of whole school target
B.	Increased overall progress scores.	Whole School Target of 0.40 - PP within 0.10 of whole school target
C.	Improved whole school attendance.	Whole School Target of 95.7% - PP attendance in all years within 1% of non-PP
D.	Curriculum review in terms of intent and implementation.	Review of SOL and increased rigour of work scrutinies / learner voice (students interviews) - focus on PP students' ability to access curriculum and resources
E.	Increased enrichment offer.	All students take part in enrichment opportunities.

5. Planned expenditure					
Academic year		2020/21 (53% PP)			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continue to embed the use of the DPR to facilitate online home learning, set homework and allow parents, carers and students to track progress in relation to each subject's Key Learning Objectives. PP students receive high quality teaching and learning experiences whilst in school and at home.	Increased percentage of students achieving at least expected progress. School progress target of 0.40. PP students have access to high quality home learning in case of isolation due to COVID19.	Evidence from EEF that high quality teaching is the most effective method for raising PP attainment. Targeted response to more challenging GCSE examinations. Outcomes over time suggest that MPA/HPA students require greater stretch and challenge. After school, lunchtime and Saturday/Holiday intervention and revision classes targeted to underachieving students. Collaboration with external high performing schools to identify good practice.	DPR objectives to be reviewed as part of a whole school review of curriculum intent. Subject reviews completed in Science and Maths. Whole School CPDs on Stretch and Challenge. Teaching and Learning Non-Negotiables created for all subjects - included in all teachers' appraisal targets. Use of PiXL Stretch resources. Regularly review remote learning policy. Regular consultation of the EEF and The Key websites to gain greater knowledge and understanding of the most effective teaching strategies.	TLA / SHY HTU / RAY	DPR assessment cycles each term. Regular FIP review meetings. SLT line management meetings with HOFs. Termly work scrutiny reviews, lesson observations, classroom visits (including during Behaviour Support) learner voice (Including 'What's Your Why' interviews) Deep Dive Ofsted Mock Meetings Appraisal meetings.
Knowledge organisers effectively embedded as practice across all subject areas. High quality intervention / revision lessons to close gaps	Increased cultural capital and improved student self-study skills. PP students make as much progress as non-PP students	Student self-study skills and confidence of subject content have been identified as an area for improvement. PP students are less likely to be able to access resources such as computers, revision material, extracurricular activities.	Behaviour support and internal faculty monitoring ensure consistent use of knowledge organisers. Robust work scrutiny process embedded to monitor student progress.	TLA / SHY HTU / RAY	DPR assessment cycles each term. Regular FIP review meetings. Work scrutiny reviews, lesson observations, classroom visits. Termly SLT reports on actions.

Total budgeted cost	£100,000 (inc. staffing cost for Teaching & Learning Faculty / extra ML / SLT - inc. CPD + Analysis)
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ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Additional targeted Literacy lessons in small group settings.</p> <p>Additional staffing to deliver Literacy/English lessons in order to reduce class size.</p>	<p>Close Literacy gaps and increase student access for examinations.</p>	<p>25% of PP students are on Pathway D based on KS2 data where their average scaled score is 99 or below.</p> <p>Low Literacy levels and low reading ages identified as a barrier to learning.</p> <p>Literacy is critical in the progress of all learners at all key stages. PP students typically have lower levels of literacy than non-PP students.</p>	<p>Review of internal data via Accelerated Reader, Lexia and DPR assessments to monitor student progress</p> <p>Literacy is a key component of the pedagogical models.</p> <p>‘No More Marking’ data that our current Y7 cohort’s writing ages significantly below national average by 7 months.</p> <p>Whole school CPDs / Bespoke CPDs in each subject during faculty meetings and INSET days.</p>	<p>ACL / HJO</p>	<p>DPR assessment cycles each term.</p> <p>Termly work scrutiny reviews, lesson observations, classroom visits (including during Behaviour Support) learner voice (Including ‘What’s Your Why’ interviews)</p>
<p>Additional targeted Numeracy lessons in small group settings.</p> <p>Additional staffing to deliver Numeracy/Maths lessons in order to reduce class size.</p>	<p>Close gaps in basic arithmetic and increase student opportunity of examination practice.</p>	<p>25% of PP students are on Pathway D based on KS2 data where their average scaled score is 99 or below.</p> <p>Low ‘fluency’ levels identified as a barrier to learning in Maths.</p> <p>Historically a significant number of students are secured in English (4+) but not in maths - currently our greatest barrier to increase % of students achieving a Grade 4 in English & Maths.</p>	<p>Review of DPR assessments to monitor student progress.</p> <p>Review of Numeracy curriculum as part of external Maths Review.</p> <p>Review of HegartyMaths data.</p> <p>Close monitoring of the impact of Numeracy lessons on students’ progress in maths.</p>	<p>MAD / NCM</p>	<p>DPR assessment cycles each term.</p> <p>Termly work scrutiny reviews, lesson observations, classroom visits (including during Behaviour Support) learner voice (Including ‘What’s Your Why’ interviews)</p>
Total budgeted cost					<p>£150,000 (inc. staffing cost for</p>

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Consolidate behaviour strategy to ensure consistent whole school application.</p> <p>This will provide clear data from which trends can be identified and acted on.</p>	<p>Reduce corrections for all students, particularly those in groups who have been identified as vulnerable.</p> <p>PP FTE within 5% of national average (all students)</p> <p>Number of PP sent to the IEU in line with all students by 2022</p>	<p>Internal data shows PP students are more likely to be adversely affected by negative behaviour consequences.</p> <p>Time is critical in catching up gaps caused by COVID 19 and other educational blindspots.</p> <p>PP students are the most disadvantaged by disorderly classrooms.</p> <p>An orderly school reduced the risk of year/full school lockdowns which would have a greater negative impact on PP students as highlighted by national figures.</p> <p>Internal data highlights low completion rates of homework as an area for improvement.</p>	<p>Half-termly Behaviour Report as part of the SLT reporting cycle will show a reduced number of corrections in comparison to the same time period in the previous academic year. Weekly Year Team meetings which will identify intervention needs and provide appropriate support. Impact will be monitored on a weekly basis in the meetings.</p> <p>All teachers and teaching assistants are aware of who the PP students are and what their barriers to learning are. Student Passports from Class Charts are regularly updated by the SEN team.</p> <p>Update behaviour policy to reflect issues relating to COVID restrictions.</p>	<p>AJO / DMO</p>	<p>Weekly Classchart Behaviour Report</p> <p>Half-termly Behaviour Report as part of SLT reporting cycle.</p> <p>Lesson observations, classroom visits, learning walks (including during Behaviour Support)</p>

<p>Consolidate implementation of external attendance agency, Synergy, to target students with low attendance and raise expectations of the wider school community in relation to attendance.</p> <p>Ensure that the attendance of PP students is reviewed regularly in order to swiftly intervene where attendance falls below expected. Target winnable low attenders</p>	<p>Increased whole school attendance figure for PP students</p>	<p>21% of disadvantaged students have attendance figures below 90% vs. 15% of non-disadvantaged students.</p>	<p>Half-termly Attendance Report as part of SLT reporting cycle.</p> <p>Weekly Year Team meetings with external intervention to monitor impact.</p> <p>Termly SLT report</p> <p>HOY to intervene within school measures via Synergy Education and Welfare Service.</p>	<p>VLE / DMO</p>	<p>Weekly reporting of attendance data.</p>
<p>Restructured school day to facilitate enrichment activities as part of the school timetable.</p> <p>Review the quality and content of the Friday 3a enrichment period for Year 7 and 8</p>	<p>Increased opportunity for all students to experience a broader curriculum and develop increased cultural capital.</p>	<p>Included in the school timetable to increase opportunity and access for all students.</p> <p>Lack of exposure to wider curriculum opportunities for PP students.</p>	<p>Behaviour Support used to monitor enrichment provision on a weekly basis. Internal surveys used to evidence student/staff/parent/carers experience.</p>	<p>VLE</p>	<p>Half-termly Enrichment Report as part of SLT termly enrichment report.</p>
<p>Total budgeted cost</p>					<p>£250,000 (inc. staffing cost for additional SLT / AHOY / IEU / TA)</p>

6. Review of expenditure			
Previous Academic Year		2019/20 (58% PP)	
i. Quality of teaching for all (Teaching and Learning and Assessment, including Curriculum)			
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
Development of curriculum intent through identification of DPR key objectives for all subjects	Increased consistency for students across classrooms with planning informed by DPR objectives	<p>New DPR objectives implemented across all subjects and used to inform lesson planning and knowledge organisers.</p> <p>DPR objectives provide students and parents with subject specific information about the key learning objectives students will be assessed against and which they will need to achieve to make progress.</p> <p>Students and parents/carers have the ability to track progress online at any point and to check what key learning objectives should be focused on in subjects to make greater progress.</p>	<p>Increased opportunity for student/parent/carer engagement with DPR objectives required to ensure student understanding of areas for development.</p> <p>The DPR platform played a pivotal role to facilitate home learning during national lockdown.</p> <p>Continue using the DPR software to set all homework and home learning tasks.</p> <p>Increase use of the DPR software to communicate to students and parents.</p>
Implementation of new assessment cycle for all year groups, incorporating increased examination practice	More robust assessment and timely intervention based on student performance in scheduled re-teaching weeks	<p>New assessment cycle successfully implemented and more timely data provision in place after each cycle to inform intervention for underachievement.</p> <p>Quality of Assessment and Moderation Checklists completed by all HOFs and discussed with SLT during Line Management Meetings</p>	<p>More robust assessments required to ensure veracity of data and increased subject specific pedagogy and links to examination specifications to be made to inform more accurate predictions.</p> <p>Look into using mock moderation services to increase accuracy of mock exam data.</p> <p>Greater consistency required to ensure all Faculties adhere to non-negotiable assessment checklists. Greater scrutiny required in Faculties requiring improvement.</p>

ii. Targeted support (Intervention, including Literacy and Numeracy)

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
Literacy and Numeracy	Close Literacy and Numeracy gaps and increase student outcomes in examinations in order to meet target of school target of 75% achieving grades 4 and above in both English and Maths (from 59% in 2019)	Improved English and Maths outcomes for grades 9-4 (from 59% in 2019 to 72% in 2020) and grades 9-5 (from 37% in 2019 to 51% in 2020) exceeding whole school target (70% grades 9-4 / 50% grades 9-5)	Increased examination practice required to support students with writing elements of English Language assessments. Increased problem solving practice to support students with application of 'fluency' skills in assessments. Greater focus on 1-1 maths intervention required in Y11

iii. Other approaches (Pastoral)			
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
Implementation of behaviour policy aimed at reducing instances of low level disruption	Reduce FTE and instances of low level disruption in lessons	<p>Strong evidence of improved climate for learning in school building, particularly in lessons as demonstrated by lesson observations.</p> <p>Reduced number of Class Charts corrections from 2018.19 to 2019.20 for low level disruption (from 51415 to 33061).</p> <p>Failure to reduce FTE (increased from 183 in 2018.19 to 212 in 2019.20).</p>	<p>Improvement over the year suggests the value in building on the successes of the behaviour strategy implementation.</p> <p>More effective intervention for repeat offenders and a more layered approach for SEND students is required.</p> <p>Behaviour data analysis to have a greater focus on target groups (PP / SEND).</p> <p>Improve staff awareness of students' needs and effective strategies to be use to deal with more challenging students (SEN Faculty to regularly review Students' Passports accessible on Class Charts)</p>
Purchase of external attendance agency, Synergy, to target students with low attendance	Increase whole school attendance figures and reduce persistent absentee students	Success criteria not met with the whole school attendance figure of 93.8% (no improvement between 2018.19 and 2019.20)	Areas for improvement identified as part of external consultancy support but legacy of low expectations of attendance in the wider school community requires further intervention.

Income	
Pupil Premium funding in 2019-20 Academic Year	£452,690.50
Expenditure	
i. Quality of teaching for all (Teaching and Learning, including Curriculum)	
Staffing costs for Curriculum Analysis	£53,567.04
DPR	£4,199.00
Student Planners and Exercise Books	£14,050.09
Total	£71,816.13
ii. Targeted support (Intervention, including Literacy and Numeracy)	
Speech & Language Service	£9,600.00
Literacy Co-ordinator costs	£73,604.64
Numeracy Specialist Teaching Assistant	£25,668.24
Class Charts (Seating charts, Behaviour & Detentions Management)	£2,437.91
Behaviour Officer	£28,925.64
Study Centre staffing	£40,844.04
Raising Achievement	£4,731.53
Library resources	£5,104.94
Total	£190,916.94
iii. Other approaches (Pastoral)	
Attendance & Welfare Service	£24,187.63
Class Charts (Learning Plan & Provision Writer)	£1,104.00
The Access Project	£15,000.00
A Space	£28,750.00
Educational Psychology Service	£8,500.00
Achievement Celebrations	£17,798.48
Enrichment	£2,194.02
Haggerston Pledge	£3,146.71
Internal Exclusion Unit	£58,037.64
Behaviour Projects	£3,822.32
LAC Expenses	£440.46
Alternative Provision	£96,285.19
Total	£259,266.45
OVERALL EXPENDITURE	£521,999.52
Overspent by	£69,309.02