

Haggerston School - Pupil Premium Strategy / Self-Evaluation

1. Summary information					
School	Haggerston School				
Academic Year	2019/20	Total PP budget (including LAC) for 09/19 to 03/20	£335,464	Date of most recent PP Review	09/19
Total number of students	1012 (KS3-5) 906 (KS3-4)	Number of students eligible for PP	482	Date for next internal review of this strategy	03/19

2. Current attainment		
	Students eligible for PP (your school)	Students not eligible for PP (national average)
Progress 8 score average	-0.41	0.00
Attainment 8 score average	38.1	All students - 46.6 (2018)
3. Barriers to future attainment (for students eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	Literacy and Numeracy as barriers to attainment - 60% of students eligible for PP are on Pathway C or D based on KS2 attainment	
B.	Self-study skills and lack of cultural capital and breadth of knowledge as barriers to attainment	
C.	Attendance - 23% of disadvantaged students have attendance figures below 90% vs. 16% of non-disadvantaged students	
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Increased % of students achieving a Grade 4 in English and Maths.	70%
B.	Improved whole school attendance.	95%
C.	Curriculum review in terms of intent and implementation.	Reviewed DPR Objectives, knowledge organisers and increased rigour of student work scrutinies.
D.	Increased enrichment offer.	All students take part in enrichment opportunities and educational visit.

5. Planned expenditure					
Academic year		2019/20			
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?
Increased challenge across the curriculum.	Increased percentage of students achieving at least expected progress. School progress target of 0.3.	External school visits to high performing schools to identify good practice. Targeted response to more challenging GCSE examinations. Outcomes over time suggest that MPA/HPA students require greater stretch.	DPR objectives to be reviewed as part of a whole school review of curriculum intent. Subject reviews completed in Science and Maths.	LYN	DPR assessment cycles each term.
Knowledge organisers produced and embedded as practice across all subject areas.	Increased cultural capital and improved student self-study skills.	Student self-study skills and confidence of subject content have been identified as an area for improvement. External school visits to high performing schools to identify good practice.	Behaviour support and internal faculty monitoring ensure consistent use of knowledge organisers. Robust work scrutiny process embedded to monitor student progress.	LYN	Work scrutiny reviews and SLT reports on actions.
Total budgeted cost					£50,000

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?
Additional targeted Literacy lessons in small group settings.	Close Literacy gaps and increase student access for examinations.	60% of PP students are on Pathway D based on KS2 data where there average scaled score is 99 or below. Low Literacy levels and low reading ages identified as a barrier to learning.	Review of internal data via Accelerated Reader, Lexia and DPR assessments to monitor student progress.	ACL	DPR assessment cycles each term.
Additional targeted Numeracy lessons in small group settings.	Close gaps in basic arithmetic and increase student opportunity of examination practice.	60% of PP students are on Pathway D based on KS2 data where there average scaled score is 99 or below. Low 'fluency' levels identified as a barrier to learning in Maths.	Review of DPR assessments to monitor student progress. Review of Numeracy curriculum as part of external Maths Review.	RGI	DPR assessment cycles each term.
Total budgeted cost					£100,000

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?
Consolidate new behaviour strategy to ensure consistent whole school application and clear trends for intervention.	Reduced FTE	Reduced FTE in last term of 2018/19 based on consistent application of new behaviour strategy. Internal data highlights low level disruption and low completion rates of homework as areas for improvement.	Regular review of data and timely intervention to ensure consistency of practice.	DMO	Half-termly Behaviour Report as part of SLT reporting cycle.
Consolidate implementation of external attendance agency, Synergy, to target students with low attendance and raise expectations of wider school community in relation to attendance.	Increased whole school attendance figure.	23% of disadvantaged students have attendance figures below 90% vs. 16% of non-disadvantaged students.	Half-termly Attendance Report as part of SLT reporting cycle. Weekly Year Team meetings with external intervention to monitor impact.	VLE	Weekly reporting of attendance data.
Restructured school day to facilitate enrichment activities as part of the school timetable.	Increased opportunity for all students to experience a broader curriculum and develop increased cultural capital.	Included in the school timetable to increase opportunity and access for all students. Lack of exposure to wider curriculum opportunities for PP students.	Behaviour Support used to monitor enrichment provision on a weekly basis. Internal surveys used to evidence student/staff/parent/carers experience.	VLE	Half-termly Enrichment Report as part of SLT reporting cycle.
Total budgeted cost					£150,000

6. Review of expenditure

Previous Academic Year

2018/19 (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	New DPR objectives implemented across all subjects and used to inform lesson planning and knowledge organisers.	Increased opportunity for student/parent/carer engagement with DPR objectives required to ensure student understanding of areas for development.
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	New assessment cycle successfully implemented and more timely data provision in place after each cycle to inform intervention for underachievement.	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.

Costs:

i. Quality of teaching for all (Teaching and Learning, including Curriculum)

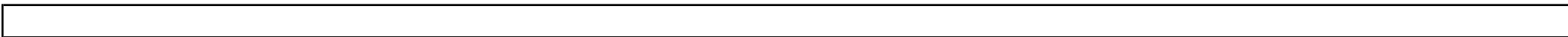
Staffing costs for Curriculum Analysis	£42,696.87
DPR	£4,199.00
Student Planners	£3,032.00
Student Exercise Books	£14,182.80
Total	£64,110.67

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.	Improved English and Maths outcomes for grades 9-4 and 9-5 but student progress did not improve in line with targets.	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.

Costs:

ii. Targeted support (Intervention, including Literacy and Numeracy)	
Speech & Language Service	£10,500.00
Literacy Co-ordinator costs	£66,125.00
Numeracy Co-ordinator costs (TLR1b estimate)	£12,159.00
Class Charts	£2,437.91
Behaviour Officer	£28,416.00
Study Centre staffing	£37,603.92
Raising Achievement	£8,484.80
Library costs	£6,389.84
Total	£172,116.47



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 new behaviour policy aimed at reducing instances of low level disruption	Reduce FTE and instances of low level disruption in lessons	Significant reduction in FTEs in last term. Strong evidence of improved climate for learning in school building, particularly in lessons as demonstrated by lesson observations.	Improvement over the year suggests the value in building on the successes of the behaviour strategy implementation. More effective intervention for repeat offenders and a more layered approach for SEND students is required.
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 whole school attendance figure of 93.8%.	Areas for improvement identified as part of external consultancy support but legacy of low expectations of attendance in wider school community requires further intervention.

Costs:

iii. Other approaches (Pastoral)	
Attendance & Welfare Service	£12,988.82
Class Charts	£3,541.91
The Access Project	£15,000.00
A Space	£28,750.00
Educational Psychology Service	£6,912.00
Achievement Celebrations	£16,462.92
Enrichment	£2,914.28
Haggerston Pledge	£3,800.05
Internal Exclusion Unit	£89,858.79
Behaviour Projects	£856.06
Attendance Projects	£1,838.97
LAC Expenses	£1,677.00
Alternative Provision	£85,692.19
Total	£270,292.99

7. Additional detail

Income

Pupil Premium funding in 2018-19	£416,865.00
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OVERALL EXPENDITURE	£506,520.13
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Overspent by	£89,655.13
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