



## Pupil premium strategy statement 2016

### Pupil Premium 2016-17: Planned expenditure

1. Summary information					
<b>School</b>	Longbenton High School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£198,473	<b>Date of most recent PP Review</b>	09/16
<b>Total number of pupils</b>	678	<b>Number of pupils eligible for PP</b>	274	<b>Date for next internal review of this strategy</b>	02/17
<p>The pupil premium allocation for 2016/17 is £198,473. This figure has been allocated on the basis of the 274 (29% of students in Y11, 30% of students in Y10, 32% in Y9 and 41% in Y8) students across the school identified as having an entitlement to pupil premium funding. Of these, five are 'looked after children' (LAC) and two are identified as 'service children'; the remainder are entitled to funding through the Ever 6 FSM (free school meals) measure. Additionally, the school received £5,000 in funding for Year 7 catch-up for this academic year. This strategy statement and action plan aims to ensure that PP students feel valued and cared for, attend school, achieve well and have their subject specific needs met.</p>					

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
<b>A.</b>	<b>Low prior attainment</b> of PP students on entry.
<b>B.</b>	<b>Literacy / numeracy skills:</b> reading skills, particularly among PP boys in KS3, are weak. 66% of PP students within the current year 7 cohort have a reading age below their chronological reading age (assessed through the Star Testing/Accelerated Reader programme). Year 7 baseline testing tells us that the gap between PP and non-PP is 4% in writing and 11.7% in Maths. As a result of weak literacy and poor reading skills, students then go on to struggle when accessing more challenging GCSE course content and exams at KS4.
<b>C.</b>	<b>SEND:</b> Within KS3 in particular, we have a high proportion of students with SEN support needs: for example, 19% of the current year 7 cohort. Students with ADHD/ASD make up 8% of the year group. 13% of our current year 8 cohort have SEN support needs; 7% are diagnosed with ADHD or ASD. This presents us with significant challenges with regard to low level disruption in lessons, student focus and ability to access the mainstream curriculum. NICE quote a comparative figure of around 4% for students with ADHD across the entire school population; our figure for Years 7-11 is above this at 5%.
<b>D.</b>	<b>Social care needs:</b> whilst the proportion of disadvantaged students within each year group is broadly average (with the exception of Y8 at 41%), within the context of the IDACI deprivation rankings, our school is in an area within decile 3 for income, employment and education and skills. The EEF Families of Schools Database has our school's IDACI percentage at 48.3%. Many of our students come from families facing social and economic challenges which impacts upon their attendance, motivation and mindset, resilience and self-esteem. We are dealing an increasing number of students with mental health issues and 'attachment' issues in both KS3 and 4.



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External barriers		
<b>E.</b>	<p><b>Attendance and punctuality</b> rates of PP students are lower than non-PP. The 2016 Ofsted data dashboard highlights attendance as being low (8.4% compared to 5% nationally) for students with FSM (in the lowest 10% nationally) and high persistent absence rates for the same group (28.4% compared to 12% national). Poor attendance rates for PP students affects rates of progress and attainment.</p>	
<b>F.</b>	<p>Engagement of parents; attendance at whole school events and parents' evenings is lower than non-PP; we have a number of hard-to-reach families.</p>	
3. Desired outcomes		Success criteria
<b>A.</b>	<p>P8 and A8 figures for Ebacc subjects improved; gap between core and non-core subjects closed; gap between PP and non-PP P8 and A8 closed. Improve the motivation, commitment, attainment and achievement of vulnerable students who should be aiming for A*/level 7+ grades. Create a formal/informal curriculum that meets the needs of our cohorts. Improve the effectiveness of staff and the overall quality of teaching for all.</p>	<p>Summer 2017 results: P8 measures for PP and non-PP more closely aligned; improvement from 2016 P8 of -0.72 (Ebacc) and -0.82 (open element) for PP students.</p>
<b>B.</b>	<p>Students able to access examination content; students better able to access the curriculum due to increased reading ages. Better liaison with primary feeder schools to ensure follow-through in terms of strategies and learn from best practice. Marking and feedback has better impact (personalised and accessible). Improved reading ages and more reading across the school. Whole school literacy focus for CPD.</p>	<p>Improvement in reading ages above functional literacy levels: increase of students with a reading age above their chronological age; reading age of PP students improving by an average of 3 months. Student and parent voice indicates impact in terms of marking and feedback; better understanding of what they need to do to improve.</p>
<b>C.</b>	<p>Staff better trained in terms of strategies to support students; CPD built into programme on these specific issues. Students better equipped to self-regulate their own behaviour. Low-level disruption minimised in lessons, particularly at KS3.</p>	<p>Number of C3s, 4s and 5s/behaviour points for these students reduced; progress rates for these students in line with non-PP. YL time freed up for wider intervention.</p>
<b>D.</b>	<p>Students better equipped to cope with the challenges of learning, particularly stress at KS4. Pupil premium students have access to a broad range of experiences and opportunities that they might not usually have access to.</p>	<p>Progress rates for these students in line with non-PP. YL time freed up for wider intervention. Tracking of PP students and KS4 case studies evidences impact of intervention.</p>
<b>E.</b>	<p>Attendance and punctuality rates of PP students - gap closed; value of education recognised by students; higher aspirations.</p>	<p>Attendance for PP students out of the highest 10% nationally for persistent absence and out of lowest 10% for attendance; closer to national figures. Attendance rates of students above 85%.</p>
<b>F.</b>	<p>Better buy-in from parents; joint parent/student events attended by hard to reach parents; students better supported from external services where there are family issues; parent forum established.</p>	<p>Attendance increased at school events; engagement and attendance of PP families 60%+</p>



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Desired outcome & success criteria	Chosen action / approach	What is the evidence and rationale for this choice?	Staff lead	Review date	Cost
<b>A: Progress &amp; attainment gaps</b>	Key workers for PP cohorts and PP students in Y11. Interview all Y11 PP students to identify strengths and weaknesses. Early identification of Y7 PP and more effective/longer transition process for those students/better primary liaison. Associate year leader role (Y7) to support students with transition and emotional barriers to learning.	We need to understand our PP cohort more effectively and ensure that we are supporting them in the right way. Transition needs to be improved; the <i>Wasted Years</i> report highlights issues with performance dropping in KS3.	KHO YLS KL	June 2017	4850.70  1,450.00
	Additional teaching groups in English/Literacy for KS3 to create smaller teaching groups/literacy booster support.	Some students need targeted literacy support to catch up. Weak literacy has wider impact on attainment in all subjects.	AW	June 2017	63,600.00
	CPD focus on improving quality of teaching, marking, assessment and feedback; time spent on quality first teaching for all. Cost of resources.	Longer term change needed that will help all students. Different evidence sources (EEF, John Hattie's Visible Learning) show that high quality feedback is an effective way to improve attainment. Our development plan has this as a core priority focus.	KHO	April 2017	1,000.00
	Revision guides purchased for Y11 PP students; revision stationery.	Disadvantaged students' P8 was significantly below national other and in the lowest 10% overall and for the high prior attainment group last year – this needs to improve.	KHO CLs	Sept 2017	900.00
	Y11 intervention support timetable – after school sessions ('5 <sup>th</sup> period') to run from November 2016; breakfast revision clubs pre-exams.		KHO SC, CLs	Sept 2017	21,230.88
	Curriculum review: alternative pathways and provision for Y11 in danger of underachieving.		PQ, SC	Sept 2017	
	Aim Higher lunchtime group for those predicted A*/Level 7+ Individualised plans to support the 12 PP students in Y11 who have high prior attainment; close tracking of progress. Produce policy/protocol for teaching MA students.	Our development plan states that we want LHS to be in line with national averages for top GCSE grades. We want to provide extra support to maintain high attainment and combine this with 'aspiration' interventions.	KHO, CLs	Sept 2017	
	Fortnightly Y11 challenge meetings with SLT and Y11 YL to review progress; Y11 case conferences held with middle leaders.	Disadvantaged students' P8 was significantly below national other and in the lowest 10% overall and for the high prior attainment group last year – this needs to improve.	SLT KLE	Sept 2017	Proportion of SLT time
	ECDL qualification	Designed for PP students who are at risk of not achieving 5+ GCSE qualifications in Year 11; to support their progression post-16.	SC	Sept 2017	5,000.00



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	Chosen action / approach	What is the evidence and rationale for this choice?	Staff lead	Review date	Cost
	Homework club. Also review of resources needed from home to complete projects/lack of ICT access etc.	Supporting learning of the most vulnerable. Many PP students do not have access to support or resources outside of school.	LKE/sup staff/PR	April 2017	5,460.00
	PP student 'pen portraits' so that staff are aware of the specific needs of students and strategies to support, especially in Y11 and establish tracking system. Investigate similar schools through EEF families of schools database in terms of schools exceeding national average with FSM students (SLT 'PP champion' time and proportion of salary).	More effective tracking of PP students is needed across the school to evidence impact of interventions. Staff need to know who PP students are and what interventions and strategies work best with them.	KHO	June 2017	15,633.00
	Pixl subscription	Will enable access to the PiXL website and Huddle, a cloud-based platform, which contains a bank of resources supporting English, Maths and Science and almost all subjects. Aims to support teachers in addressing issues of student achievement at all stages and levels; will support quality first teaching for all.	AP	Sept 2017	3,150.00
<b>B: Literacy</b>	Accelerated reading programme introduced; development of the LRC to promote reading and reading action plan (cost of AR programme plus proportion of LRC managers' time/salary).	The EEF have evaluated AR as having secure intervention evidence, with an impact size of +0.24 - the equivalent of approximately 3 months of additional progress in reading age after 22 weeks. The evaluation also indicates a positive impact for FSM-eligible pupils of +5 months progress.	PR RC	Sept 2017	6,282.00 3,360.00
	Reading buddy programme established	Evidence suggests that many PP students have literacy difficulties and need coordinated help in order to catch up with their peers. Students with writing difficulties often struggle with the planning, composing and revising skills which are needed for good writing. Research DFE Research Report DFE-RR238) has identified these approaches as being effective in the teaching of writing.	RC, PR, IW	Sept 2017	3,360.00
	Literacy working group established autumn term 1.2 (CPD time each half term)	Furthermore, the majority of our feeder primary schools are engaging in Primary Talk for Writing projects, so transition in building on these skills is key.	KHO RC/RB	July 2017	1,400.00
	Talk to Writing CPD planned from Summer 2017; whole school focus for 2017-18 (days training £1,000 + £850 per day of consultancy) Involvement in LA Talk for Writing pilot project summer 2017.		KHO, PQ RB	Dec 2017	3,550



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C: Behaviour	Chosen action / approach	What is the evidence and rationale for this choice?	Staff lead	Review date	Cost
C: Behaviour	Attachment Training for all staff	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students.	KHO Ed Psych	April 2017	2,400.00
	SEN additional support for students with ASD (average one day per week HLTA time)		GW	Sept 2017	5,224.60
	Staff training supporting vulnerable students with mental health issues		KHO	July 2017	N/A - In house training
	Investigate use of SDQ behavioural screening tool for students with attachment issues		KHO	Sept 2017	SLT time as above
D: Motivation	Poverty Proof audit – work to commission Children North East to undertake an audit and report to assess PP student barriers/actions required in our school across all year groups	Evaluation and development report from Newcastle University; impact of audit at other local schools	KHO	Sept 2017	3,100.00
	Trips/uniform contingency fund		AP	Sept 2017	3,000.00
	Audit of trips run in school to look at how much money parents are being asked for in each year. Also review number of extra-curricular/non-uniform days and look at replacing with alternative fund-raising activities.		KHO	Sept 2017	SLT time as above
	Free breakfast club/snack access for vulnerable students, particularly before examinations for Y11		SW	Sept 2017	400.00
	Villiers' Park (IW x 0.5 days per week) subscription, trips and student involvement in programme		IW	July 2017	7,219.90 500.00
E: Attendance	Family support worker role: monitoring attendance and punctuality; working with students at risk of exclusion; working with vulnerable students (eg school refuser school transport); counselling and mentoring.	We can't improve attainment for students if they are not attending school. NfER briefing for school leaders identifies addressing attendance as a key step. Ofsted inspection dashboard (Nov 2016) highlights attendance as being low for FSM students (lowest 10%) and persistent absence as being high for FSM students (highest 10%).	SW	Sept 2017	36,624.00
	Investigate use of incentives/rewards with poor attenders – trial competition with small group.				Prize fund - separate



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F: Parental engagement	Chosen action / approach	What is the evidence and rationale for this choice?	Staff lead	Review date	Cost
	EWO liaison role with family support worker	Research on parental engagement (eg DFE research report DFE-RR156) tells us that parents face numerous barriers to engagement, including cost, time and transportation, low levels of literacy and numeracy, and a lack of confidence in supporting children's learning or engaging with school. Parents need help with learning at home: help with homework, subject skills, attitudes, values, aspirations and behaviour. Our new building also gives us an opportunity for better collaboration with parents and the wider community.	SW	Sept 2017	1,500
	Investigate options to run additional workshops/sessions for parents to better engage with families and provide support in terms of parenting strategies		KHO, SW	Sept 2017	SLT time as above
	Improved primary school links; October training day for all staff 2016; working groups established as part of CPD time; follow-up CPD visits summer 2017		KHO		As above
	Parents forum established, with membership targeted from vulnerable/hard to reach families		KHO		Refreshment costs – separate fund
<b>TOTAL:</b>					<b>£200,285.08</b>



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### Pupil Premium 2015-16: Impact Review

The pupil premium funding received for the academic year 2015-16 was £197,610.

<b>Academic outcomes</b>		
	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	47%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	58% / 63%	75.8% / 73.4%
Progress 8 score average	-0.53	0.12
Attainment 8 score average	45	52

<b>Pastoral outcomes</b>		
	Pupils eligible for PP	Pupils not eligible for PP (national average)
Overall absence	8.4%	5.0%
Persistent absenteeism (10% or more)	28.4%	12.4%
Exclusions (fixed term)	7.35%	7.6%
Exclusions (permanent)	0%	0.15%

<b>Destinations</b>		
	Pupils eligible for PP	Pupils not eligible for PP (national average)
Post-16 provision – students in education, employment or training (2014 data)	89%	96%



**Longbenton High School  
Pupil Premium  
Academic Year 2015 - 2016**

Allocation		197,610.00
<b>Staffing Costs</b>		
PP Champion		15,633.00
EWO		36,624.00
Booster sessions	x 6	5,330.22
Support Yr11	Average 0.5 day per week	4,850.70
SEN support	Average 1 day per week HLTA	5,224.60
Villers Park	IW x 0.5 day per week	7,219.90
Ed Psych		2,400.00
Secondment		9,253.00
Additional Literacy 7 & 8 & 9		63,600.00
<b>Resources</b>		
Ipad contribution		2,664.00
Revision guides	£4 x 100	400.00
Index cards	£2.50 x 200	500.00
Villers Park	Subscription	500.00
Texy books		632.00
Barnardos		30,000.00
Rewards		200.00
Homework club		6,000.00
Equip to support access to curriculum		2,000.00
Transistion		450.00



**Longbenton**  
HIGH SCHOOL

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Equip to support access to curriculum		2,000.00
Transistion		450.00
<b>Training</b>		
The Learning Spy	Staff CPD	1,789.96
Jigsaw	Staff CPD	300.00
Supply	£210 per day	2,100.00
Development Alt Prov		9,000.00
<b>TOTAL</b>		<b>197,671.38</b>