



Longbenton
High School

2017-18 Pupil premium strategy statement - Longbenton High School

1. Summary information					
School	Longbenton High School				
Academic Year	2017/18	Total PP budget	£203,250	Date of most recent PP Review	Due Dec 2017
Total number of pupils	679	Number of pupils eligible for PP	217	Date for next internal review of this strategy	Dec 2017
<p>The pupil premium allocation for 2017/18 is £203,250. This figure has been allocated on the basis of the 217 students identified as having an entitlement to pupil premium funding: 41 in Y11, 32 in Y10, 43 in Y9, 53 in Y8 and 53 in Y7. This constitutes approximately 30-50% of each year group. Of these, 10 are 'looked after children' (LAC) and 4 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. 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.</p>					

2. Summer 2017 outcomes		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
Basics L5+	12%	50%
Basics L4+	29%	66%
English L5+	21%	62%
English L4+	38%	71%
Maths L5+	17%	53%
Maths L4+	41%	77%
EBacc L5+	0%	12%
Progress 8 score (unvalidated)	-1.12	-0.47
Attainment 8 score (unvalidated)	28.4	46.8

3. Barriers to future attainment (for pupils eligible for PP including high ability)
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In-school barriers		
A.	On average PP students enter the school with lower PA and have less developed literacy skills, lacking confidence with their writing	
B.	Longbenton PP students can have poor aspirations; lack resilience, motivation and positive mindset to aim for top grades	
C.	Some PP students have difficulty adjusting to the expectations of work and conduct in the school; they have a higher incidences of removal from lessons, internal isolation & exclusion due to social, emotional and mental health issues – all of which impact on their progress	
D.	Some of our PP students have issues with curriculum accessibility and are likely to find the increasing challenge of GCSE qualifications difficult to meet	
External barriers		
E.	Attendance rates for pupils eligible for PP below the school target of 96% (although there has been real impact on attendance so far in half term 1)	
F.	Lack of engagement from home; the majority of PP parents and families are disadvantaged and hard to reach	
G.	Some PP students from disadvantaged backgrounds do not engage in extra-curricular/enrichment activities to enhance confidence and cultural capital	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve outcomes and progress for students in line with non-PP outcomes, LA and national averages	2018 results: gap closed and in line at least with LA average if not national for P8 and A8 as well as 4+ and 5+ basics measures (gaps below 25%) More PP entered for EBacc and performance in open basket improved. 70%+ on track for 4 LOP by the end of KS3. Rigorous monitoring of teaching, learning and assessment in place at all levels of leadership and tracking of PP.
B.	PP students have high aspirations, engagement and want to achieve well.	2018 results: gap closed and in line at least with LA average if not national for P8 and A8 as well as 4+ and 5+ basics measures (gaps below 25%) Higher proportion of middle ability PP students achieving grades at 6+ / B+. No NEET gaps in terms of student destinations.
C.	Behavioural issues of PP students addressed and engagement in school improved	Fewer behaviour incidents recorded for PP in SIMs. Evaluation and feedback on implementation of behaviour policy, leading to greater balance in terms of praise/reward. Student voice and outcomes from department reviews and learning walks show that behaviour has improved.
D.	Curriculum review leading to changes in our KS3/4 offer and greater chances of success in terms of outcomes for all students, especially PP	2018 results: gap closed and in line at least with LA average if not national for P8 and A8 as well as 4+ and 5+ basics measures (gaps below 25%) Bespoke cohorts targetted for teaching of specific subjects and double options; flexibility to remove students from subjects for additional literacy or intervention to boost motivation and engagement. Positive student/parent voice.
E.	Increased attendance and punctuality rates for PP students	Reduce the number of PP persistent absentees; monitoring of attendance to Period 1 lessons, leading to improvement in student progress and overall outcomes. First day response provision having impact. Attendance rates improving.
F.	Better buy-in and support from parents	Higher attendance rates from PP parents, in line with non-PP parents, particularly at parents evenings in KS4.



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G.	PP students are given the opportunity to engage in opportunities outside of the classroom to build experiences and self-esteem	Tracking and monitoring of PP students against trips, visits and experiences outside of the classroom; all KS4 PP students to have had targeted intervention. Funding available for music tuition – free instruments and peri lessons. Access to hardship fund tracked. Oversight of educational trips and visits to ensure breadth of experiences related to the curriculum.
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5. Planned expenditure					
Academic year		2017/18			
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?
Improved outcomes for PP students	<p>CPD focused on 3 main priorities, particularly literacy (Talk 4 Writing), challenge and 'stickability' and impact of marking and feedback.</p> <p>Tracking system established for PP students to monitor interventions outside of the classroom.</p> <p>Y11 students have revision guides purchased for them & ipad contributions made.</p> <p>KS4 homework club and revision sessions from October onwards.</p> <p>8 form entry in Y7 to keep class sizes lower in core subjects to ensure PP students receive targetted support.</p>	<p>We want to invest some of the PP funding into longer term change and ensure high quality teaching to all pupils to drive up results.</p> <p>Research from the EEF, Hattie et al cite feedback as a low-cost, high impact strategy.</p>	<p>CPD mapped out for the whole year in advance on 4 week rotation</p> <p>Time for departments to implement strategies from whole staff CPD</p> <p>Monitoring through learning walks, observations, work scrutiny and student voice; department reviews – all calendared.</p> <p>PP review calendared for Dec 2017 to look at school's approach and practice.</p>	KHO	Dec 17
Total budgeted cost					£23,276
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?

<p>Improved literacy and communication skills</p>	<p>Inference training for all staff and reading intervention programme established using inference materials 'Fresh Start' intervention for struggling Y7 pupils Talk for Writing training for English staff with Pie Corbett through North Tyneside LA, to facilitate whole staff training across the school. Bank of resources created for staff to use. Accelerated Reader programme in place at KS3.</p>	<p>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.</p> <p>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.</p> <p>Students need support to access the written element of more challenging GCSE examinations.</p>	<p>Staff given time to attend training with LA staff/Pie Corbett KS3 project Organise timetable of CPD to ensure staff delivering provision have sufficient preparation and delivery time and departments can plan to adapt SOW Liaise with LA to identify any potential barriers to good implementation Data tracking to show impact of the programme</p>	<p>KHO RB AWS</p>	<p>Jan 18</p>
<p>Improved progress for middle PA and high PA PP students</p>	<p>Weekly small group sessions in maths and English for high-attaining pupils with HOD or equivalent, replacing tutor time or assembly; provision for additional mentoring support sessions to ensure students; intervention time on staff timetables in En/Ma</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils and 1:1 mentoring.</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and pupils before intervention begins to address any concerns. 'Match' data group with CL for English & Maths, Y11 YL and SLT – calendared to track progress</p>	<p>Head of Maths/English KHO NMC</p>	<p>Jan 17</p>
<p>Increased attendance rates</p>	<p>Member of staff employed to focus specifically on attendance from Sept 17. First day response provision.</p>	<p>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.</p>	<p>Thorough briefing and training of support worker about existing absence issues. PP coordinator, support worker, AHT etc. will collaborate to ensure new provision and standard school processes work smoothly together. Same day contact about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support and assertive mentor assigned to each PA pupil eligible for PP. Attendance and progress discussed at least fortnightly. Robust action plan in place on attendance.</p>	<p>VS SW APH</p>	<p>Every half term</p>

Fewer behaviour issues with PP students	Targeted behaviour intervention for identified students. Counselling provision (outside of core SLA) eg Someone Cares. Use of Moorbridge FDR to try and avoid escalation towards FTE.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of pupils is fair, transparent and properly recorded/tracked. Use of key workers to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Achievement points to be a focus for all staff through a focus month of positive praise/effort cards through form tutors.	KHO YLs VS	Every half term
Total budgeted cost					£179,974

6. Review of expenditure				
Previous Academic Year:		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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)	Cost
Improve progress and attainment gaps including the achievement of PP students aiming for high grades	Improve the quality of teaching, learning and assessment for all; improve motivation, commitment and resilience of students	<p><i>Mixed:</i> training has informed approach to building aspiration in school. Some individual departments had good outcomes for PP eg Music, Business/ICT and DT. PP students were targeted to take additional qualifications in term 2-3 and achieved high success rates in the ECDL IT qualification.</p> <p>Additional mock exams helped to prepare students for the rigours and stresses of exams and there was almost 100% attendance for all Y11 exams.</p> <p>However, Progress 8 data shows that PP students did not make expected progress and struggled to meet the expectations of the new reformed GCSEs in Maths and English.</p>	<p>CPD will continue to focus on building the consistency and quality of teaching, learning and assessment for all; we have narrowed the focus to three core priorities with a big focus on literacy.</p> <p>The curriculum offer needs to be reviewed and we are looking to broaden the vocational pathway offer for PP students from September 2018; this is currently in the review and planning stages.</p> <p>The school is working closely with the LA and subject advisers in Maths, English and Science to improve outcomes.</p> <p>Better tracking and monitoring of PP students needs to be in place to flag issues earlier. The key worker system has also been reviewed.</p>	£117,423
ii. Targeted support and other approaches				
Desired outcome	Chosen action/approach	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)	Cost

<p>Improve the literacy skills of PP students, particularly KS3 boys</p>	<p>Improve liaison with primary feeder schools, introduce Accelerated Reader programme; ensure whole school literacy focus for CPD; ensure that marking and feedback has better impact; students were withdrawn for additional English intervention in Y11 in term 3 from Easter</p>	<p><i>Partially met.</i> Accelerated Reader was introduced successfully in the Spring Term and has resulted in effective buy-in from Y7 students (whole cohort) and Y8 (bespoke/select PP cohort) with strong average improvements in reading ages. Whole staff October training day enabled all staff to visit primary feeder schools; 3 collaborative CPD sessions with neighbouring teaching school had a KS2-3 transition focus; working groups established on primary engagement, marking and feedback and literacy; action plan in place for whole school literacy for 2016-19. The whole-school literacy focus for CPD was postponed to 2017-18 to ensure greater impact.</p>	<p>Working groups needed to feedback to the rest of the staff at an earlier point in the year for more impact and to have specified deadlines; this has been introduced for 2017-18 as these continue. Student voice and work scrutiny has identified improvements in marking and feedback but impact still needs to be improved with better DIRT in lessons; an updated marking policy is needed and will be introduced in Jan 2018. Some established practices such as reading for 10 minutes at the start of English lessons have been continued. It was recognised that bespoke literacy CPD in line with KS2 approaches was required and this was planned and launched in half term 1 – October 2017.</p>	<p>£14,592</p>
<p>Improve behaviour of PP students with additional SEN needs</p>	<p>Training for staff; review of behaviour and update behaviour policy</p>	<p><i>Partially met.</i> The number of fixed term exclusions did increase in 2016-17 due to some difficult KS3 cohorts and ongoing issues related to student CAMHS involvement, medication etc. However, a review of behaviour was successfully carried out and a new policy adopted. Staff had attachment training delivered by an Educational Psychologist in order to better understand students and this had positive feedback.</p>	<p>Pastoral capacity due to budget constraints continues to be a barrier within school. We have had to think creatively about this and have appointed 2 associate members of staff to the pastoral leadership team and created an attendance-specific post to free up the time of the family support worker to focus on social/mental health issues and general student welfare. Mentoring of students has been opened up to the wider staff to increase capacity. The family support worker struggled with case-load in 2016-17; the new attendance role means that distinct support for social/emotional/mental health issues can now be provided. Additional counselling days have been bought in for 2017-18.</p>	<p>£7,624</p>
<p>Improve the range of experiences, opportunities and support for PP students to aim high</p>	<p>PP specific case conferences for KS4; lunchtime 'lecture' sessions for Y11 students; revision after school sessions established</p>	<p><i>Mixed.</i> The percentage of students achieving A*/A and 7+ grades did increase to 19% overall and there were some high grades in certain subject areas achieved by PP students. However, the overall outcome gap for PP is still too high.</p>	<p>We have continued the revision / additional lessons this year but can now offer these at lunch time due to the changes to the school day; more opportunities for parental engagement have been calendared to improve support from home. The KS4 and Y7 SOW in PSD has been adapted to include resources prepared for bespoke sessions last year so that students can benefit from these</p>	<p>£11,119</p>

		Attendance at events and revision was lower for PP students. Trips and visits to Russell Group universities took place and the school continues to work with Villiers Park and Inspiring Minds.	more effectively. Y11 PP students need to be mentored 1:1 in order to improve impact.	
Improve the attendance and punctuality rates of PP students	Review of behaviour policy; bespoke support and intervention from the LA and outside contacts eg Clare Nicholls from Durham LA.	<i>Mixed.</i> Issues with capacity have meant that impact has only been possible at the beginning of 2017-18 rather than the end of 2016-17.	We realised that we needed to create capacity if we were to improve attendance and have had a member of staff in post from September 2017. The new behaviour policy has meant changes to the way we deal with punctuality which are starting to have impact. There is a substantial attendance action plan in place which will continue into 2017-18. Impact from term 1.1 Sept-Oct 2017 is already encouraging, with huge improvements made to the overall school and PP attendance figures.	£36,624
Improve parental engagement and buy-in	Parents forum established; improved primary school links; family support worker role; planning for different events to engage parents	<i>Mixed.</i> Our new school building (opened in Sept 2016) and re-branding has meant that barriers to engagement have been helped: parents and the community view us as a 'new' school. Although overall attendance at school events has been higher than in the previous academic year, there is still a gap to close with disadvantaged families.	Different opportunities for parents to connect with school beyond the traditional parents evening/formal events need to be provided; these have been calendared for 2017-18. Communication with parents still needs to improve: School Comms has been set up and in use from October 2017 to facilitate this. The family support worker struggled with case-load in 2016-17; the new attendance role means that distinct support for social/emotional/mental health issues can now be provided.	£1,500



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