

West Hatch High School

Pupil Premium Strategy and Action Plan 2017 – 2018

(22nd September 2017 update)

What is the Pupil Premium?

The Pupil Premium was introduced in April 2011 as an additional source of funding from central government aimed to close an attainment gap between students from disadvantaged backgrounds and their peers.

The funding is expected to tackle social mobility issues, increasing the opportunities for those students for whom social disadvantage could lead to academic under performance or to disengagement with school, and thereby reducing the attainment gap between the highest and lowest achieving students nationally.

The Pupil Premium is allocated to schools on the basis of the number of pupils who:

- Have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM').
- Have been looked after continuously for more than six months
- Are children of services personnel

The DfE has given us the freedom to use the pupil Premium as we see fit, based upon our knowledge of our pupil needs.

'It is for schools to decide how the Pupil Premium, allocated to school is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility'. Source DfE website

Aims

The main focus of the School's Pupil Premium approach is to improve outcomes for our most vulnerable pupils in order to ensure that they can achieve their aspirations and progress to the next stage of their education.

Our pupil premium work focuses on improving the quality of teaching and learning, we call this 'Quality First' teaching. For example in English and Maths intervention operates from year 7 to year 11 especially where a particular learning need has been identified.

In addition, we also focus on different curriculum models including alternative provision for those pupils who are unable to access the full school curriculum within school for a range of reasons. The focus is again on trying to secure the best possible outcomes to enable further study post 16. This personalisation can be very wide ranging from adapting the learners' timetable through to college course provision.

Objectives

As a caring school, our guiding values for our disadvantaged pupils are to:-

- Improve students' life chances
- Reduce gaps in social capital
- To ensure quality first teaching
- To target intervention for the most needy
- For as many staff as possible to be involved in the 'Making Pupil Premium personal' programme

Focus of spending

Our main focus is to concentrate on quality first teaching for all pupils thereby ensuring that Pupil Premium pupils receive the best learning experience possible.

In order to raise achievement in English and mathematics, the school has invested in extra staffing within both of these departments. The direct result of this has been to reduce class sizes across all year groups so that pupils receive more support from teaching staff within lesson times. In addition, A Level students provide subject mentoring.

Supplementary staffing has also been added to these departments who sit above the curriculum and remove small groups of pupils for extra support. The school's regular progress check tracking systems ensure that Pupil Premium pupils are specifically identified for this support.

Our mentoring programme "Making Ever 6 Personal" is a key aspect of our strategy. This involves most teaching staff having a relatively small number of pupils that they mentor on a termly basis. The objective of such mentoring is to identify pupils' key barriers to their learning and then critically, to overcome such barriers.

Senior leadership positions have been reconfigured at key stage 3, 4 and 5 with the purpose of early identification of pupils who are underachieving. Intervention is subsequently put in place to address any concerns and support the pupil in narrowing the gap between their current attainment and their expected levels of progress.

CPD has been delivered to staff in order to develop awareness and subsequent action.

Key staff meet to identify underperformance (partly via our RAP meetings). At Key Stage 3, some pupils who are identified as underachieving receive personalised tuition in our learning support unit. HTLA's are employed within the LSU to manage the area and lead the intervention.

We are in the process of developing an exciting KS3 programme (PIXL Edge) targeted to certain students with the aim of developing their confidence.

A very small number of students are placed on alternative education programmes. This enables these students to learn valuable skills and qualifications outside of the school environment. The school identifies pupils who would benefit from this type of support which gives certain pupils access to further education and provision beyond 16.

Pupils with poor attendance or punctuality receive specific support from the school's Attendance and Welfare Officer and Heads of House. Closing the gap in attendance is a specific target for our Attendance Officer and a range of strategies are put in place to address issues.

For those pupils who need extra support, specifically where behaviour is impacting upon their learning, the school employs a Behaviour Support and Learning Mentor. Weekly sessions are provided for pupils.

The school also employs a counsellor. Pupils are able to self-refer as well as being recommended by staff or parents. Pupils can receive one off sessions or longer programmes of support.

Other interventions include:

- 1:1 tuition in English and Maths.
- The appointment of a KS3 Maths Pupil Premium intervention co-ordinator.
- The development of the PIXL Edge programme and co-ordinator.
- Targeted intervention specified by the students subject teacher following diagnosis of need, delivered in the Learning Support Unit. Students are assessed prior to the intervention and following it to determine progress and how effective it has been.
- Mentoring by the majority of teaching staff including Heads of House, Form Tutors and the Behavioural Team (Making Ever-6 Personal"
- Subject mentoring in Maths and English by A Level students.
- Alternative educational provision put in place via the SEN team to best meet the learning needs of a small number of pupils. For 2017-2018 this will focus on the ASDAN curriculum which will be run via the school's SENCO.
- Pupil Premium students have been targeted as part of our Aspiration Group and attend a motivation conference and a World of Work Conference in Year 11.
- The European Computer Driving Licence has been targeted at Pupil Premium students in Year 11. This is an intensive IT course which gives them an additional GCSE if they are successful.
- Pupil Premium students are targeted for specific careers' intervention and support.

Staff know their Pupil Premium students as they are clearly identified on their SIMS registers. In addition, staff identify Pupil Premium students on their seating plans which are inspected via the school's internal 'Quality Assurance Day' Programme.

Identified Barriers to Learning for our disadvantaged pupils

- Noisy study environments at home
- No desk at home
- Career uncertainty
- Understanding issues in maths, English, science and computing
- ...and lack of self-motivation; which is probably the key point

Pupil premium strategy 2017 – 2018

The following summarises the main course of action that West Hatch is taking in order to help meet our objectives and overcome the identified barriers to learning. A detailed action plan has been developed and supports the strategy.

1. “Making Ever 6 Personal” – Pupil intervention

- Mentoring meetings take place with all Ever 6 students on a termly basis. These will focus on their progress and determine any barriers to their learning. **The main focus being to overcome any identified barriers.**
- KS3 intervention in maths (via the KS3 co-ordinator). This position will focus heavily on key students for blocks of intervention including monitoring their progress and the impact of the interventions. Such strategies to be summarised, discussed at SLT and then cascaded to all staff for inclusion in class practice.
- The use of the Ever 6 mapping document will highlight underperforming students and their progress throughout the year.
- Raising Standards Leaders and Heads of Houses will also be clearly involved. A senior leader will be responsible for Ever-6 progress at KS3, KS4 and KS5.
- Following progress check analysis, pupil premium mentors and the Leadership Forum will receive details regarding underperformance in order to clearly show who requires intervention.

2. Clear identification of pupil premium pupils

- Applies to years 7 to 13.
- The map will summarise all whole school activities and their impact on pupils’ achievement, based on their P8 progress.
- It is critical that teachers to know such pupils. This is achieved via the SIMS registration page.
- Class teachers to also know their characteristics such as SEN, high ability, attendance issues.
- The SEN Team also focuses on pupil premium achievement and need to know who such pupils are.
- All class seating plans to identify Ever 6 pupils in every class.
- To build confidence through targeted questions and the development of good oracy skills.

3. Clear ownership of achievement

- For all staff to focus on such students’ progress, trying to ensure that their results are as strong as possible.
- For ambitious, aspirational targets to be set.
- To aim for the highest possible teaching standards.
- Quality assurance days to observe class progress (three times a year).
- Observations to consider how well PP pupils are progressing in the lesson in relation to peers.
- Data health checks to continue to identify issues, notably the progress gaps in English and maths with whole school and national progress.
- HoH’s and the full pastoral team will be expected to have a strong grasp of such students predicted achievement and attendance. The achievement data will be provided via the pupil premium intervention map.
- Absence calling for all pupil premium pupils when attendance becomes an issue.

In addition, the range of pupil premium activities and pupils' progress is summarised on the School's Pupil Premium intervention mapping document.

4. Pupil Premium financial help

- Our main expenditure is focused on improving the progress and outcomes of our pupils. However we recognise that financial help for matters directly related to the curriculum are sometimes required. For example, books and educational visits.
- Students and parents can apply for financial support via the appropriate form in the Finance Department. This process is overseen by the Business Manager.

5. Careers' interventions

- The objective is for all year 10 and 12 Pupil premium pupils to receive a careers' interview by December of each academic year.
- All other pupil premium students as well as other identified at risk groups will also be prioritised.
- Both University and Apprenticeship opportunities to be focused on.

6. To 'open-up' cultural opportunities

For Pupil premium students to have the opportunity to engage with educational visits and other events that will enhance their subject understanding and general education. (Please note that this does not imply that such opportunities will be funded.)

Pupil Premium specific responsibilities for 2017-2018

Position	Responsibilities
Chair of Governors	To receive progress reports at Governing Body meetings
Headteacher	To meet with Assistant Headteacher
Assistant Headteacher	<p>To oversee all pupil premium activities</p> <p>To update the strategy and report on the School website.</p> <p>To update the mapping document and oversee mentoring.</p> <p>To issue regular progress check reports on pupil progress.</p> <p>To raise awareness of such issues.</p>
Business Manager	<p>To allocate funding in line with the limitations as stated below.</p> <p>To liaise with the Headteacher in the event of funding disputes.</p>
KS3 Pupil Premium Co-ordinator	<p>Work closely with KS3 coordinators to identify pupil premium pupils who are underachieving via PC data in their core area at KS3.</p> <p>Work closely with subject teachers/ KS3 coordinators to identify what support their staff can put in place that would assist pupil premium students to achieve or exceed their target grades.</p> <p>To co-ordinate RAP meetings with core and P8 subjects following progress check data.</p> <p>Prepare individual intervention plans in conjunction with KS3 RSL for pupil premium pupils underachieving across the curriculum.</p> <p>Organise a range of interventions, including after-school study support and independent learning sessions for Pupil Premium students where appropriate.</p> <p>Liaise with Heads of House and other staff to identify Pupil Premium students in need of support.</p> <p>Conduct interviews with students to identify barriers to learning.</p> <p>Monitor the progress of identified individuals and groups of pupils and report to the Assistant Head Teacher [Pupil Premium] on the impact of the intervention.</p> <p>Ongoing communication with staff.</p> <p>Complete case studies for selected students when required.</p> <p>Meet pupils in lessons and monitor progress.</p>
KS5 Raising Standards Leader	To monitor the progress of Pupil premium students in years 12 and 13.

	<p>To continue to create and monitor ILP's for such students. To monitor their progress following every progress check.</p> <p>To liaise with the Careers' Co-ordinator regarding the students that require active and sustained intervention regarding apprenticeship opportunities.</p>
KS4 Raising Standards Leader	<p>To monitor the progress of all students.</p> <p>To organise suitable English and Maths interventions. (In class, via LSU, Maths 1 to 1, English 1 to 1.)</p> <p>To monitor the progress of all students, notably via the KS4 RAP meetings.</p>
KS3 Raising Standards Leader	<p>To manage the KS3 Pupil Premium co-ordinators' intervention work following progress check data being issued. (In class, via LSU, Maths 1 to 1, English 1 to 1.)</p> <p>To monitor the progress of all students, notably via the KS3 RAP meetings.</p>
School safeguarding lead	<p>To monitor issues concerning Pupil Premium welfare including bullying, attendance and punctuality.</p>
Careers' co-ordinator	<p>To provide interviews and interventions to all pupil premium students.</p> <p>To liaise with the KS3 co-ordinator and help organise meetings.</p> <p>To monitor Pupil Premium progress and provide additional support to those pupils who are underperforming as identified via progress checks.</p> <p>To create and then update 2 careers/pupil premium case studies per year group, focusing on progression. This will involve liaising with other staff.</p> <p>To provide high quality University and Apprenticeship guidance.</p>
Head of House	<p>To track the progress of Pupil Premium students notably the poorest performers per House, meeting students and parents on a regular basis.</p> <p>Using data sources such as the progress checks and the mapping document in order to determine meetings, (liaise with KS3 co-ordinator).</p>
Learning support and SEN team	<p>To provide group and one to one intervention support for such pupils. To be tracked via the intervention mapping sheet.</p>
Teachers	<p>To ensure that Pupil premium students' achievements are in line with class averages.</p> <p>To ensure that all Pupil Premium students are clearly identified on documents such as seating plans.</p> <p>To ensure that such pupils are focused upon, notably for areas such as educational visits and that funding is not an obstacle to their participation. The key point here being confidence building.</p>
Catering Manager	<p>To monitor Pupil Premium spend and spot check types of foods consumed.</p>

Behaviour team	To ensure that Pupil Premium behavioural issues are followed up via the respective Head of House and, where necessary home.
Attendance officer	To ensure that Pupil Premium absences are followed up via the respective Head of House and, where necessary home.
Welfare officer	To ensure that Pupil Premium issues are followed up via the respective Head of House and, where necessary home.
English and Maths intervention staff	The exact nature of interventions will depend upon staffing. Therefore this could be in class or specific blocks of intervention.

Simon Langton
Assistant Headteacher
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slangton@westhatch.essex.sch.uk