

Pupil premium strategy statement (secondary)

1. Summary information					
School	Sprowston Community High School				
Academic Year	2017/18	Total PP budget	£223,225	Date of most recent PP Review	Jan 2017
Total number of pupils	1166	Number of pupils eligible for PP	211	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving Basics (English and Maths grade 4 and above)	48%	70%
% achieving expected progress in English / Maths (2015-16 only)		
Progress 8 score average	Not available	Not available
Attainment 8 score average	36.63	46.85
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	Poor literacy and numeracy levels of some disadvantaged students are impeding student progress, and become particularly evident at KS4. This often, but not exclusively, impacts on students who also have SEND needs	
B.	Low aspirations and organisational barriers are reducing the progress of HAP PP students, particularly in English	
C.	There is a fall off in PP student progress at KS4, with a decline in pupil progress seen as students move to GCSEs.	
D.	Attitudes to learning of PP students are lower than non PP students and the gap widens as students progress through the school	

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Lower than average attendance rates for PP students, linked often to Social, Emotional and Mental Health factors, are having an adverse impact on student progress. This is particularly the case for Y9 to Y11 students.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	There is a comprehensive and coherent intervention programme for PP students in English (literacy) and Maths (numeracy) across KS3 and KS4 such that outcomes for PP students are improved in English, Maths and other subjects where literacy and numeracy skills are important	Curriculum Map is in place Outcomes for LAP PP students show improvement Fine measures of success in individual subject areas for targeted students: reading and spelling age; number age The KS3 and 4 curriculum shows provision for PP students with underlying literacy and numeracy needs
B.	There are improved outcomes for HAP PP students in English	A higher proportion of PP HAP students in English make 4 grades of progress
C.	Attitudes to learning of PP students are improved over time so that the gap between non PP students is reduced. This links to improved attendance, aspiration and reduced incidents of poor behaviour	Tracking data shows improved ATLs for PP students generally compared to non PP peers Individual case study evidence shows improved ATL scores for targeted students
D.	Attendance of PP students improves and the gap between non PP student attendance and PP student attendance is reduced	Attendance figures for whole cohorts Individual case study evidence shows improved attendance for targeted students

5. Planned expenditure					
Academic year		£ 223, 225			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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?
Improve literacy and numeracy levels for PP students	<p>A Improved teacher knowledge of barriers to learning for individual students via:</p> <p>PP Alerts (replicating SEN alerts)</p> <p>PP Barriers to learning forms (based on student questionnaires)</p> <p>Student learning passports</p> <p>B Improved CPD and advice for teachers on meeting literacy and numeracy needs.</p> <p>C Whole school guidance and advice from Literacy Lead</p>	<p>Our PP review of January 2017 highlighted the need to share more information with teaching and support staff about student's individual academic and pastoral needs so that planning could be more tailored to student needs.</p> <p>Evidence shows that teachers in the classroom have the most impact on student attitudes and outcomes. Empowering teachers to understand student barriers and to subsequently plan lessons that facilitate strategies for students to overcome these barriers will be more cost effective and sustainable.</p>	<p>QA of Teaching and Learning via:</p> <p>Appraisal Cycle</p> <p>ELPs and MLPs</p> <p>QA by Heads of Department and Heads of Faculty</p> <p>Learning Walks</p> <p>QA of PP organisation and information sharing (lead by PP TAs)</p> <p>QA of Literacy Lead and Impact</p>	WL/PG/UB	Implementation will be reviewed as part of Middle and Senior Leader QA cycles throughout the academic year.

<p>Improved outcomes and attitudes to learning/aspirations for HAP students (with particular focus on English)</p>	<p>New Leadership and Management in English</p> <p>New TA for HAP PP post introduced</p> <p>Renewed focus on celebration and reward-linked to ATL scores.</p> <p>Partnership project with Network for East Anglian Outreach (NEAO)</p>	<p>External data and Raise 2017 highlights concerns with PP HAP progress over time. This was of particular concern in English in 2016 external exams.</p> <p>Internal research shows that a minority of PP HAP students do not make expected or above expected levels of progress because they lack aspiration and ambition and settle for minimum expected grades rather than pushing themselves to achieve more. In some cases, this issue is compounded by low attendance due to SEMH reasons and lack of independent learning facilities and support</p>	<p>QA of English through middle and senior management QA cycles</p> <p>QA of TA role, interventions and impact on students. Case study evidence.</p> <p>Tracking of HAP ATL data and impact of NEAO work.</p>	<p>UB/WL/PG</p>	<p>Reviews will take place in line with QA cycle and Tracking data.</p> <p>Impact of HAP PP role will be assessed in Spring 2018.</p>
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<p>Improved ATL for PP students</p>	<p>Marking 4 approach</p> <p>Improved personalisation based on barriers work</p> <p>Use of school website, Twitter and parent engagement to celebrate achievement and strong ATLs</p> <p>More pro-active use of PP TAs to investigate and action causes of poor ATLs in specific subjects for particular students</p> <p>Y7 Support</p>	<p>Evidence from the Education Endowment Foundation suggests that high quality written and verbal feedback has a significant impact on student outcomes</p> <p>Student engagement and outcomes will be improved if there is greater understanding of the individual student's learning needs and preferences</p> <p>The culture of the school is changing to support a focus on achievement, engagement and extra-curricular successes. This should be self-sustaining as students see success and recognition as the norm and something that is positives</p>	<p>QA of Marking with PP themed making quality assurance by LT and Middle Leaders</p> <p>QA of lessons and learning walks</p> <p>ATL data at tracking points</p> <p>Pupil Premium section of the website is celebratory</p>	<p>UB PG WL</p>	<p>At 5 tracking points</p> <p>Annual review of strategy</p>
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<p>Improved Attendance of PP students; where there are attendance issues, students are better supported to catch up missing work</p>	<p>Reviewed role of the Form Tutor in monitoring and mentoring PP attendance</p> <p>Use of DODDLE to support students with gaps in learning</p> <p>Use of 5 year intervention model to support students with gaps in learning</p>	<p>Poor attendance is a major barrier to achievement. Data shows that in Y9-Y11, PP attendance is typically around 89% compared to 95% in non PP students.</p> <p>The impact of poor attendance is cumulative; students fall behind and have gaps in their learning. This can impact on confidence and continuity in learning and, in some cases, this causes students to take more time off.</p> <p>As a school, we are seeing rising incidents of SEMH concerns where students find it difficult to access school and lessons because of mental health concerns. Rather than see this as a reason for reduced progress, we need to be pro-active in helping students to learn even if this is not via a normal classroom situation.</p>	<p>Attendance data</p> <p>Attendance Support Plans and Fast Track delivery plans show impact</p> <p>Student and parent engagement levels with Doodle</p> <p>Reduction in the number of PP students who become Persistent Absentees</p>	<p>NE WL</p>	<p>At all tracking points</p>
<p>Total budgeted cost</p>					

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?
Improved literacy and numeracy levels for PP students	<p>Re-design of curriculum intervention map including:</p> <p>Literacy and Sound Discovery Intervention in KS3</p> <p>Functional English KS4 Numeracy Intervention (including Catch Up Numeracy) KS3</p> <p>Functional Maths KS4</p> <p>There is a more integrated approach between PP and SEND</p>	<p>The need for a more comprehensive and coherent programme of intervention running over 5 years was identified as part of our PP Review in 2017.</p> <p>National impact data shows that students with literacy and numeracy needs benefit from specific, time constrained intervention strategies, with links being made to the classroom teacher. Our existing model of KS3 Literacy Boost was not hitting a sufficiently wide range of students and was not flexible enough to meet the range of needs.</p>	<p>Interventions will be mapped within the curriculum and staffed.</p> <p>HOF and 2nds in faculty will QA interventions with support from the SEN team and senior managers</p>	<p>WL (SENCO)</p> <p>PG (Curriculum and TT)</p>	<p>The impact of interventions will be tracked as part of half termly cycles</p> <p>The overall impact will be measured at the end of the academic year 2017/18</p>
Improved ATL for PP students	<p>Targeted mentoring and intervention work by 2 PP TAs</p> <p>Integrated support packages with HOY/Inclusion/PP and SEN teams working closely together to identify causes of low ATL scores and address these issues</p>	<p>A small minority of students have very low ATL scores and there is a cumulative impact of low aspiration, poor behaviour, learning needs and poor attendance. Intervention to remove specific barriers and build more positive attitudes to learning will impact positively on academic and pastoral outcomes</p>	<p>Case Study analysis of targeted students</p> <p>Tracking Information shows improving ATL scores</p>	<p>WL/NE</p>	<p>At all tracking points</p>

Improved attendance of PP students	<p>Hierarchy of attendance interventions according to need- FT/Attendance Officer/AHT/SEMH</p> <p>Appointment of SEMH worker to target hard to reach students and families where there is the need for intensive, multi-agency support linked to social care and mental health</p>	<p>In 2016/17 we have had 2 SEMH workers working across the Cluster and paid for from High Needs Funding. This has proved an effective model for dealing with cases that are “stuck” because of the complex factors at play including emotional and mental health needs and family functioning. The funding for this cluster post ended in July 2017 but we have made the decision as a school to maintain 1 post because of the positive impact of the role.</p>	<p>Regular review of attendance figures</p> <p>Case study analysis of interventions and impact</p> <p>Triangulation of work between HOY/ Inclusion and SEN/PP to allow information sharing and delegation of responsibility for action and support</p>	NE WL	Attendance and changes in attendance is reviewed at all tracking points and on an annual basis.
Total budgeted cost					

A. Review of expenditure				
Previous Academic Year		2016/17		
i. Quality of teaching for all				
Desired	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 come with this approach)	Cost
Improved literacy and numeracy of PP students	Curriculum re-design in E and M- over staffing in E L&M function strengthened by giving accountability to 3 rd in E/M	English grade 4+ 80% (best of both), grade 5+ 58%. Disad grade 4+ 60%, non disad 84% Rachel Kidd had strategic overview of the PP students and who required in class intervention using the tracking data. Suggested approaches were then produced and shared with the 3 specific teachers. Targeted revision sessions were offered to a small cohort of PP students. PP Gap in Maths narrowed by 15%	Clearer accountability has been useful. The change in job role of 3rds in department created some initial difficulties and there was a period of adjustment and changed practice required. Thirds in department had previously had responsibility for T&L generally and the addition of specific accountability for outcomes of disadvantaged students required some changes to be made.	

	<p>Whole school approach to marking and feedback (marking 4)</p> <p>Appointment of HLTA to SEND to oversee wave 2 and 3 interventions</p>	<p>13% outstanding marking June 2017, with further 70% deemed Good. Only 2-3% graded inadequate.</p> <p>Feedback from PP specific marking scrutiny was largely good. In around 75-85% of marking of Y10 PP students work was strong and there were some elements of outstanding practice where teacher feedback and student response to this was clearly driving progress. However we observed inconsistencies even within subjects (eg History) and in a number of cases, students were not actively responding to student feedback.</p> <p>Intervention groups have been in place across Y7 to Y10 focussed on Phonics and Spelling Mastery. This has impacted on a number of students who have a coincidence of SEN needs and disadvantage reducing spelling errors and improving spelling and reading ages as a result of intervention. In a minority of cases, PP students did not engage well with interventions and ATL/behaviour was an obstacle to progress. This tended to happen with older students in Y9 and Y10</p>	<p>There is a need for a whole school re-focus on the green pen element of marking 4 and clarification of how this is most effectively used. QA of marking at both middle and senior leadership level could usefully focus on PP marking and triangulate this with student outcomes and attitudes to learning.</p> <p>Interventions need to happen as early as possible before any disaffection or behaviour need becomes established. Intervening for the first time with Y9 and Y10 students is not effective if a culture of disengagement and avoidance has already been established.</p> <p>There was a real problem identifying curriculum time to intervene with Y10 students with clearly identified literacy needs. This, in part, contributed to the development of the 5year curriculum model for 2017/18 although there remain some students who will need to be seen outside of this blocking</p>	<p>£54,000</p>
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<p>Improve behaviour and behaviour for learning of PP students</p>	<p>Re-design of Vocational Pathway</p> <p>RAP meetings effective in sharing information and distributing responsibility for action</p> <p>Transition information sharing</p>	<p>Vocational students are no longer blocked together for all non- vocational subjects. This has significantly reduced spikes in behaviour in Y10. The vocational option has been disbanded for the current year 9 because of the lack of quality provision and concern that vocational pathways were not contributing to positive student attitudes or outcomes</p> <p>RAP meetings have been effective in some year groups and there is much greater information sharing and joint ownership of strategies to support students. However there have been issues with timing, attendance at RAP meetings and ability of meetings to cover a wide enough range of students. There is a lack of empirical evidence that RAP meetings directly reduce incidents of behaviour though they do provide a forum for identifying strategy</p> <p>Detailed transition notes, meetings and additional transition events have contributed to effective transition from Y7 to Y8. This correlates with low incidents of PP behaviour concerns in Y7.</p>	<p>Providing students with high quality vocational learning was not translating into improved ATL and achievement in school. If anything, students with vocational courses out of school were more disaffected when in school and less settled. This has contributed to our decision to scale back vocational provision at KS4</p> <p>RAP meetings are no longer a cost-effective model for information sharing and will be re-launched in 2017/18 to reduce meeting time and maximise intervention time with students. Crucial to this will be the link between the HOY and inclusion team. Inclusion “Top 5” analysis for 2016/17 does show the positive impact of this model in reducing behaviour incidents</p> <p>The current model has been highly effective. We need to link this to PP and SEN alerts to ensure that classroom teachers have access to high quality information for all Y7 students. We need to ensure that this is replicated when students join us mid-year.</p>	<p>£6751</p>
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Remove physical/financial barriers to learning	<p>Whole school audit of ICT access at home</p> <p>PP Alerts and Passports</p> <p>Provision of Equipment/transport/uniform/meals</p>	<p>ICT whole school audit was completed and highlighted lack of access for some students. Teachers are better at offering alternative methods of learning for students without ICT access including access to school based ICT resources and out of lesson time.</p> <p>PP Alerts are in place for all year groups but have not yet become totally incorporated in teacher's planning cycles so that impact has been inconsistent.</p> <p>Removes barriers and supports vulnerable families with accessing the full range of learning and extra-curricular opportunities</p>	<p>There needs to be a more "live" way of discretely recording who has access to a range of ICT including laptops/computers/printers/internet/digital cameras/smart phones. This is exacerbated by the fact that it changes rapidly over time. Open and trusting teacher-student relationship are as important as having an up to date database</p> <p>PP Alerts to be launched with SEN Alerts in September 2017 with modelled examples of how information can inform planning and reasonable adjustments.</p> <p>Very hard to demonstrate impact on quantifiable measures such as progress and attainment but has had an impact on attitudes and well-being</p>	
Increase attendance of PP students	PP Manager plays a more hands on role and supports the work of the ASW and AST	<p>Whole school attendance for 2016/17 was – 94.29%</p> <p>PP attendance for 2016/17 was – 90.05%</p> <p>Closer analysis of attendance at every tracking point. Identification of PP students below 90% attendance</p> <p>PP students with poor attendance highlighted in staff briefings.</p> <p>1:1 interviews with PP students with clear manageable targets set.</p> <p>Follow up conversations to review targets</p>	Re-structuring of Support Staff based on a staffing adjustment had a short term impact on attendance strategy. However, it was clear that there was some duplication of role and having the PP Manager running workshops with the ASW or HOY is not an efficient or cost effective use of staffing. Internal evidence shows that the most impactful strategies were short term projects run by the AHT and HOY- especially HOY 10. These models will be replicated in 2017/18 with supporting work from form tutors	£10.670

ii. Targeted support

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 basic literacy and numeracy needs	<p>Further use of peer support systems</p> <p>Use of Catch Up Reading and Numeracy</p> <p>English intervention from MFL (KS3)</p> <p>Introduce functional Maths at KS4</p> <p>Specialist PP teacher in English</p>	<p>This had some impact at Y11 with sixth form students being effectively used to support Maths Library sessions had up to 21 students of whom 1/3 were PP. Lower down the school, attempts at Peer Support have not been well embedded and have been relatively short lived. This has reflected difficulties in leading and managing the initiative and quality assuring the interventions.</p> <p>Training has taken place so that formal Catch Up programmes will begin in 2017/18</p> <p>26 students achieved an entry level qualification in Maths</p> <p>English 4+gap decreased by 12%</p>	<p>Whilst students are keen to offer to do supported reading/maths support etc, there needs to be capacity to lead and manage this and to offer training and resources. This will be looked at as part of a review of Student Leadership and Active Citizenship in 2017/18. The Head of CZ/Student Leadership has been freed up at form time to allow more L&M of peer support opportunities</p> <p>We had underestimated the formality and administrative needs of the Catch Up programmes and the need for staff to engage in the very specific 3 day training programme</p>	£48,281

<p>Improve behaviour and behaviour for learning</p>	<p>Targeted behaviour support via “Top 5” analysis and intervention programme</p> <p>PP Manager to support and observe students on lessons to support developments in BFL</p>	<p>In 2016/17, PP students accumulated approximately 40% of all behaviour points across the whole school. A number of strategies are used to improve all behaviours and one of the most successful is the TOP 5 programme.</p> <p>In 2017/18, 111 students were supported as part of the Top 5 programme. Of these 63 were PP. Overall 76 made progress in behaviour as a result of intervention and 41 PP students made progress.</p>	<p>The Top 5 programme is an effective mechanism for dealing with the most complex and persistent behaviour difficulties where there is risk of exclusion. It does not necessarily mean that we are dealing with the emerging behaviour issues and low ATLs but this should be the role of the form teacher and head of year.</p> <p>The PP Manager supported some lessons but this was not at the level that we had hoped due to other existing commitments such as running external support programmes and maintaining provision in Pathways for timetabled students. Our current model of having 2 TA's has allowed for increased class support and flexibility..</p>	
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Reduce physical and financial barriers to learning and progress	<p>Identified PP students have access to laptops</p> <p>Identified students have access to learning resources such as revision guides</p> <p>Identified students have access to extra-curricular activities that support the curriculum- eg drama</p> <p>Identified students have access to uniform</p>	Improve academic outcomes and equality of opportunity.		£18535
Improve the attendance of PP students	1:1 and small group work with ASW	Improve attendance, attainment and progress	Small group work was more effective when led by the Assistant Head teacher	

iii. 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
External enrichment opportunities to boost attendance, aspiration, attitudes and confidence	<p>The Brilliant Club</p> <p>Links with NCFC</p> <p>Transition Disco</p>		Internally led events had more impact and engagement from students than external links. They were also able to fit more with our curriculum plan so that students did not miss lessons. There were also greater opportunities for student leadership and creativity than some of the bought in interventions.	£25,000

	Work with Young Chamber on Enterprise event Beacon East careers provision			
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