



Pupil Premium Report

HANLEY CASTLE HIGH SCHOOL
JACQUI BURROWS

Premium Pupil Report Academic Year September 2018-August 2019

Three Year Trend

2017 GCSE Disadvantaged student performance at GCSE 2017 was good. Very close to matching that of other students nationally (-0.07 for FSM ever and FSM ever-6 at -0.19). In Maths (a focus area from previous year), disadvantaged group performance matched non-disadvantaged and in science, disadvantaged students gained positive value-added.

Removal of one outlier from KS5 data shows disadvantaged group significantly ahead of non-disadvantaged peers. Half of the 26 A levels taken by the group resulted in positive value-added scores.

2018 GCSE Progress of disadvantaged students has returned to our previously high levels, especially when prior attainment is taken into account. (Progress 8 score -0.20 compared to -0.13 of all students)

2019 Headlines

A level: Although Pupil Premium funding is only allocated to students in Y7-11, at Hanley Castle we make a commitment to support our disadvantaged students all the way through their time with us. Level 3 outcomes this year were particularly impressive for this group:

	Disadvantaged	Non-disadvantaged
A level disadvantaged VA	0.12	-0.09
Applied level 3	0.72	0.75
English & Maths retakes		
English average progress (grades)	2.00	2.00
Maths average progress (grades)	1.00	0.50

GCSE:

Low prior attainers have shown sustained improvement, moving from the 4th quintile in 2016 to the 2nd quintile in 2018. In 2019, they were our highest achieving group with +0.77. This is also reflected in the low prior attainment disadvantaged group with +0.62. This group were subject to a whole school drive to raise standards for low prior attainers.

Disadvantaged students make progress in line with students from the top 40% of schools.

	All pupils – School	PP pupils – School	PP pupils – Nationally
Progress 8	0.38	-0.10	-0.45
English	0.39	-0.13	-0.44
Maths	0.16	-0.11	-0.39
Ebacc	0.62	-0.01	-0.50
Open	0.26	-0.17	-0.48
Science Value-Added	0.68	0.37	-0.35
EBacc Entry	72%	55%	27%

Overview of the school (Sept 2018 - Aug 2019)	
Total number of pupils on roll (KS3&4)	
Total number of Free School Meal (FSM) pupils/Ever-6 pupils	122
Amount of funding received per FSM pupils (Sept 2018 - Aug 2019)	£935
Total number of Looked After Children (LAC)	9
Amount of funding received per LAC pupils (Sept 2018 - Aug 2019)	£1800
Total number of Children Adopted from care	4
Amount of funding received per child adopted from care (Sept 2018 - Aug 2019)	£1800
Total number of Service family pupils registered	7
Amount of funding received per Service family pupil (Sept 2018 - Aug 2019)	£300
Total amount of funding (year end August 2019) – funding based on previous year	£117,030

* Pupil numbers can change within the year. Table below shows numbers at end of the year.

** £500 is withheld by LA

Premium Pupil Group Profile by Year Group (2018-19)							
Year	PP Total	F	M	KS2 Tracking Label			
				L	M	U	
7	24	12	12	2	14	8	
8	28	14	14	3	15	10	
9	27	12	15	7	10	10	
10	34	16	18	5	20	9	
11	23	10	13	5	6	10	
Total	136	64	72	22	65	47	

*student numbers can change during the year/some students don't have a tracking label

Allocation

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for FSM in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months. The amount of allocation September 2013-March 2014 was £900 and April 2014-August 2014 was increased £935 and remains at this level.

The Pupil Premium is paid to local authorities by means of a specific grant based on January 2015 school census figures for pupils registered as eligible for FSM in reception to Year 11. For looked after children the Pupil Premium is calculated using the Children Looked After data returns (SSDA903).

Local authorities are responsible for looked after children in care and will make payments to schools and academies where an eligible looked after child is on roll.

The Government decided that eligibility for the Pupil Premium in 2012-13 would be extended to pupils who have been eligible for free school meals (FSM) at any point in the last 6 years. These pupils are referred to as "Ever 6 pupils".

A premium has also been introduced for children whose parents are currently serving in the armed forces; this rose to £300 for 2013-14 and remains at this level. This service premium is designed to address the emotional and social well-being of these pupils.

Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority are awarded £1,900 (£500 is withheld by the LA)

Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order receive £1,900

Pupil premium strategy / self- evaluation – Hanley Castle High School

1. Summary information					
School	Hanley Castle High School				
Academic Year	2019-20	Total PP budget	117,030	Date of most recent PP Review	-
Total number of pupils	1054	Number of pupils eligible for PP	136	Date for next internal review of this strategy	9/2020

2. Current attainment			
	Pupils eligible for PP (your school)	Pupils eligible for PP (national average)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.10	-0.45	0.13
Attainment 8 score average	44.89		50.15

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Gap in progress remains in some subject areas
B.	Attitude and Effort Grades for small groups of PP affect progress
C.	Investigating vocabulary gap to ensure access to academic terms

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

D.	Attendance rates for students eligible for PP remain below that of non-PP students
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4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Continue work to close gaps in progress across all subjects	Students perform in line with non-PP – especially in Middle Ability group.
B.	Improve attitude and effort of key identified students	A&E data and skills data is in line with scores for non-PP students. Parental Engagement is increased

C.	Audit academic vocabulary of PP and design interventions to mitigate the effect of possible issues arising from reduced vocabulary.	
D.	Increase attendance rates for students eligible for PP	Overall attendance among pupils eligible for PP improves to 95% in line with 'other' pupils.

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?
Focus departmental interventions for PP on middle ability group.	Middle ability group perform equally well in relation to non-PP as lower and higher (2019 data) Especially 5+ grades in maths.	Middle attainers performed less well than low and high attainers in relation to starting points in 2018-19	Data checking and keeping PP students "visible" in classrooms and dept meetings/discussions	HODs	At data points throughout the year.
Addressing vocabulary gap e.g. group work – allowing vocab rich students to work with vocab poor; promoting love of reading; work with MAT primaries; providing targeted vocabulary instruction in every subject.	PP students with lower levels of literacy and smaller vocabularies improve this to enable better access to the curriculum	http://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/ https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools E.g. Business Studies, History, English Language show excellent VA at GCSE but large gaps between PP and Non-PP	Working with PPP team to design and monitor interventions to address possible vocabulary gaps	Link with English dept. JBL	Each term
Focus on curriculum and teaching sequences to ensure effective learning		Quality teaching helps every child	Monitoring and evaluation of curriculum sequencing as well as giving dedicated time to depts to implement	RJ	Frequently throughout the year through focus weeks CPD, Twilight 40 sessions, faculty meetings, Green Team meetings

Improve and personalise staff CPD offer	Improve teaching, ensuring an effective teacher is in front of every class, improve retention and support of early career teachers	Quality teaching helps every child	High quality CPD both in school and out of school from recognised providers. Regular CDP throughout the year to ensure consistent access to development and training.	JBL	Frequently throughout the year through focus weeks CPD, Twilight 40 sessions, faculty meetings, Green Team meetings
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Total budgeted cost 75,000

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?
More coherent lunch time plans – improved facilities and better SL coverage of site	Reduce lunchtime behaviour incidents	Often PP students who find it difficult to manage behaviour in less structured time. EEF: “A pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning. Many schools take the view that good behaviour is a pre-requisite for learning, and that disruptive behaviour also distracts other pupils and negatively impacts on their learning.”	SLT designed and led plan which will be evaluated and Yellow Slip data compared and checked to identify improvements.	SAK	Each half term through A&E data analysed by KS teams

Total budgeted cost included in above

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?
Use of new safeguarding and attendance officer to follow-up PP persistent non-attendance	Identified member of staff working with families across the MAT to improve attendance rates to improve attendance/persistent absenteeism	EEF: “A pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning. Many schools take the view that good behaviour is a pre-requisite for learning, and that disruptive behaviour also distracts other pupils and negatively impacts on their learning.”	Monitoring of attendance data and comparison with non-PP attendance each term	ABA	Each half term through attendance data analysed by KS teams

Provide opportunities for students to extend extra-curricular learning – improving cultural capital.	PP have access to and are encouraged to attend extra-curricular activities.	EEF; “At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as <u>"arts for arts' sake"</u>). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils’ attainment and it is this link that EEF is particularly interested in.”	Use of Epraise to track attendance/sign-ups to extra-curricular activities. Use of tutor mentoring/conversations to encourage PP students’ involvement	JBL	Each half term through data analysed by KS teams and JBL
Total budgeted cost					42,000

6. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
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)	Cost
Embedding feedback that causes thinking and moves students forward	Closing gaps across all subject areas	Students receive regular feedback on their work and time in lessons allocated to act on this feedback to make progress. Acting on feedback has been added to report-writing and A&E grade allocation to further raise its profile. Gaps continue to close across subject areas. See data above		
Giving more responsibility to HOFs alongside line managers to identify, monitor and evaluate impact of interventions	Departments taking more responsibility for PP progress within in their subject areas – closing gaps			75,000
ii. Targeted support				

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)	Cost
KS monitoring of A&E scores and yellow slip referrals each half term, leading to list of students for mentoring and monitoring quickly.	Improved attitude and effort of key identified students	e.g. 33% pupils in KS3 received a cause for concern slip during the year (49% of PP received a slip and 30% non PP students). This figure is improving, but there is still work to do.	Having looked in more detail at cause for concern reports, we have identified that a number of behaviour incidents happen during lunchtimes, so we will look at ways to keep students more productively engaged during this less structured time.	
Pre-populating parents' evening appointments, inviting Y7 parents who haven't attended events, to additional sessions	Engaging parents key to ensuring dialogue and support for students	Still have a small number (15-20%) of PP parents who fail to engage with school events. Improvements have been made, but still need to do more work on this area.	We will continue the strategies that are working e.g. inviting parents to additional events, pre-populating parents' evening appointments, phoning PP parents to check attendance. Use of Epraise to streamline Parents Evening bookings.	£500

iii. Other approaches

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)	Cost
Close monitoring of attendance by KS teams and tutors.	Increased attendance rates for students eligible for PP.	Good progress e.g. PP attendance at KS3 = 94.5% (national 91.9 in 17/18) 14% of PP are PA – (national figure 24.6%)	Some progress but need to keep working on this. New safeguarding and attendance member of staff employed.	
				65,000