

**St. Hild's Church of England School**  
**Pupil Premium Expenditure for 2018/19**

The table below outlines the impact of the Pupil Premium spend on removing the barriers to learning identified below.

<b>Barriers to future attainment (for pupils eligible for PP) 2018-19</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )	
<b>A.</b>	Achievement gaps remain between Disadvantaged and Non-Disadvantaged pupils across all subjects through quality first classroom teaching. Data shows that low literacy and communication skills can prevent the eligible pupils from making good progress.
<b>B.</b>	A significant proportion of PP pupils have low or poor aspiration or ambition leading to poor behaviour for learning
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	Material deprivation which can impact parental engagement; this can affect independent study and is often linked to social and emotional barriers.
<b>D.</b>	Poor attendance which contributes to poor attainment and therefore a lack of ambition
<b>E.</b>	Increasing levels of mental health issues

Action	Cost 2018-19	Targeted at	Actual Impact	Projected Actions 2019-20
Improve pupil progress by the use of targeted support in lessons from SLSAs	£81,751	Closing gaps for disadvantaged pupils	2019 exam results demonstrate, gaps for disadvantaged pupils: <ul style="list-style-type: none"> <li>• in Basics standard reduced again by 4% (3 year reduction of 11%)</li> <li>• reduced by 7% in Basics strong pass (3 year reduction of 6%)</li> <li>• reduced again by 9% for 5 x Standard passes + EM (3 year reduction of 19%, gap has halved)</li> <li>• reduced by 4% for 5 x Strong passes + EM (3 year reduction of 4%)</li> </ul>	There is still need to be a clearer focus on quality first classroom teaching with improved staff understanding of how to address the needs of disadvantaged pupils
Revision sessions and resources for targeted pupils	£600	Providing high quality input and exam advice for targeted pupils		All disadvantaged pupils receive revision packs and all resources/ experiences required to achieve the best outcomes across all subjects
Remarks of GCSE papers for disadvantaged pupils	£3,455	Improving outcome grades for disadvantaged pupils close to all grade boundaries	7 disadvantaged pupils have had positive grade changes	Continue to review external marking
Use of Communications and Numeracy Coordinators work with departments to improve the skills of disadvantaged pupils	£1,388	Improving literacy, communication and numeracy skills for disadvantaged pupils	External reviews show that disadvantaged pupils are more confident when talking about their learning and are beginning to articulate what they need to do to improve	Communication and Numeracy Coordinators to continue to work with departments and targeted disadvantaged pupils. A clearer focus on the detail of what is to be improved is needed.
Additional Science lessons timetabled for pupils in Years 9 to 11	£12,249	Funding an additional Science teacher to improve outcomes in Science	External data for 18/19 demonstrates gaps are closing in all Sciences, in particular in Physics	Increase the focus on improving disadvantaged pupil progress in all subjects but specifically Science to improve attainment
Use of alternative provision (Bridge/Respite/PRU/ACE)	£80,738	Supporting the needs of low attaining and/or disengaged disadvantaged pupils	Pupils remained in education and were able to gain some qualification(s) /experience – case studies available. All have moved on to Post-16 provision IXL Year 7 – 17/32 pupils made	Develop provision at Space to Learn to ensure it provides value for money and meets the needs of identified disadvantaged pupils

Use of IDL and IXL packages to ensure Year 7 pupils are “secondary ready” Providing targeted support for identified Year 8 pupils	£600	Ensuring all Year 7 pupils are secondary ready and, along with identified Year 8 pupils, achieve their MEG in English and Maths by the end of the year	expected or better than expected progress IDL Year 7 – 32/36 pupils made expected or better than expected progress	Review the use of the IDL/IXL programmes and targeted support for identified Year 8 pupils. Use EEF toolkit to identify best practice for catch up. An alternative reading assessment which also evaluates reading comprehension is still to be put in place
SLSA to support primary transition and Nurture provision	£14,141	2 days per fortnight to support primary to secondary transition for vulnerable disadvantaged pupils	Pupil and parental voice along with good attendance shows vulnerable pupils have settled well into St Hild’s.	Continue to develop transition offer with an additional focus on engaging families of disadvantaged pupils
Nurture provision to support transition and enable pupils to become secondary ready	£22,302	Vulnerable pupils including those not yet secondary ready	The majority of pupils achieved attainment close to their peers and integrated fully into mainstream lessons	Continue to develop the Nurture provision by ensuring the needs of disadvantaged EAL pupils are met
Purchase of Go4Schools, MidYIS, Yellis, Accelerated Reading programme	£3,980	Ensuring robust and accurate data is available to support teaching and learning, along with appropriate interventions to maximise the outcomes for disadvantaged pupils	Outcomes at GCSE closely matched the school’s predictions Disadvantaged pupils are targeted for support both within and outside of the lesson Regular data capture allows intervention to be targeted and timely	Good use of data ensures all disadvantaged pupils receive appropriate, timely intervention which is evaluated for impact  Continue to develop intervention strategies and evaluate for impact. Identify best practice across the school and in other schools
Use of Alternative Curriculum Days, registration and PSHE to support the well-being agenda	£3,000	Ensuring pupils feel confident to attend lessons and school, and develop their emotional resilience	Pupils are aware that staff support is available and are beginning to show higher levels of resilience. More pupils are attending school, at times with support from Bridge and Respite as demonstrated by reduction in PA for disadvantaged pupils	Continue to make good use of Alternative Curriculum Days, registration. PSHE to support the well-being agenda.  Continue to develop strategies to encourage good attendance

<p>CPD and appraisal to focus on improving outcomes for disadvantaged pupil</p>	<p>£7,000</p>	<p>Meeting the Training Plans for Appraisal Objective 1 for teaching and in-class support staff</p> <p>Further improve the quality and consistency of feedback so it is effective in ensuring all disadvantaged pupils make progress</p> <p>Teaching and learning strategies targeted at improving outcomes for disadvantaged pupils</p> <p>Sharing best practice to identify “what works with disadvantaged pupils”</p> <p>Development and implementation of B4L strategy</p> <p>ELSAs and Bridge Manager well-being training to support disadvantaged pupils</p> <p>All staff trained on “The Teenage Brain”</p>	<p>Internal data shows gaps are closing and progress is improving External data shows gps are closing in all key indicators</p> <p>External and internal scrutiny demonstrates increased frequency and quality of feedback</p> <p>Staff training improved the use of data tracking systems and outcomes are beginning to show this is having an impact on learning Data shows gaps are closing and in-school progress is improving</p> <p>Good practice used to inform further CPD</p> <p>Learning behaviours of disadvantaged pupils have improved as evidenced by fewer incidents of high level poor classroom behaviour</p> <p>Case studies show pupils receive support to improve attendance, progress data, relationships etc</p> <p>Records of serious incidents show staff better understand pupil behaviours and are better equipped to deescalate poor behaviours</p>	<p>Appraisal objectives continue to focus on ensuring progress of disadvantaged pupils Quality first teaching by all staff to be a key focus Work scrutiny to continue to have equal focus on disadvantaged and non-disadvantaged pupils</p> <p>Interventions in 2018/19 to further focus on disadvantaged pupils. Research, implement, evaluate and share best practice.</p> <p>Stretch and challenge for disadvantaged pupils to close grade 5+ gaps</p> <p>Improve outcomes for mid ability disadvantaged pupils in particular</p> <p>Continue to develop learning behaviours</p> <p>Publicise the role of ELSAs and Bridge Manager to support mental health and well-being.</p> <p>Continue to develop understanding of pupil behaviours. Staff training on ACEs and how this affects pupil behaviours</p>
---	---------------	--	--	--

		Year Leader trained as parent/carer champion	Training completed. Dissemination of training with other Year Leaders has begun	Further develop the role of the parent/carer champion and put in place a clear timeline for training all Year Leaders
		In-house teacher training for 2 SLSAs	Both staff achieved NQT status	Share good practice linking in-class support to teacher in-class intervention
Educational Psychology and specialist behaviour support	£16,575	Promoting well-being and mental health Developing confidence and self-esteem  Teaching pupils coping strategies  Developing pupils' behaviour for learning	The Bridge Manager/ The Respite Centre have successfully re-engaged identified pupils with their learning (case studies as evidence)  SLSAs trained to deliver sessions to identified pupils Trained ELSAs working with identified pupils Educational Psychologist and SENDCo supported training of SLSAs in engaging pupils with learning  Psychologists and behaviour specialist worked closely with the pastoral team to put in place systems and structures to support disadvantaged pupils	Develop both provisions in liaison with the team of Educational Psychologists around pupils who are at risk of fixed term and permanent exclusions of disadvantaged pupils, including working with parents/carers  Feedback from target pupils and parents at the end of the intervention. Modify intervention where required following evaluation of impact. Good practice identified and shared across the team to allow more disadvantaged pupils to receive bespoke intervention Continue to develop this area of work. Review data in more depth to fully evaluate the impact and identify best practice.
Careers advisor ensures that disadvantaged pupils have access to high quality careers information, advice and guidance and have high aspirations	£14,576	All pupils but more time allocated to ensure disadvantaged pupils' Career Action Plans are robust and support post-16 progression  Visits to external providers including colleges, employers and training	All pupils visited post-16 provisions with identified disadvantaged pupils having a bespoke programme of visits – case studies available  All pupils had an appropriate Career Action Plan All but 2 pupils have progressed to	Ensure post-16 provision for disadvantaged pupils is aspirational  Greater focus on developing career aspirations for disadvantaged pupils lower down the school.

		providers.	post-16 provision	
Maintain contribution to access / welfare fund	£3,000	Provide materials, resources or funding to attend visits/trips e.g. DoE, Geography Field trip, and Theatre trip. IT equipment and support. Learning resources Additional funding allocated based on need	All Disadvantaged pupils are offered the opportunity to participate in Educational visits and trips with a contribution to the costs. Analysis of pupils attending trips and visits shows that this is still not widely taken up by disadvantaged pupils  Contribution to the costs of uniform, resources, travel etc have been made for disadvantaged pupils	Raise awareness amongst parents/carers/pupils of how to access these funds, ensuring financial constraints are not a barrier to learning Actively encourage Disadvantaged pupils to take part in trips and visits
Staffing costs to work with targeted pupils to raise attainment and improve attendance.	£125,026	Year Leaders, Assistant Year Leaders - closely tracking and monitoring disadvantaged pupil progress, putting in place appropriate intervention.  Year Leaders, Assistant Year Leaders and Attendance Officer – improve attendance and reduce PA  Bridge Manager and SLSAs - provided appropriate support and mentoring to identified pupils SLSAs - activities working with identified pupils to improve key areas  Respite provision to	See 2019 exam results above**  Internal data shows gaps are closing and progress is improving.  Whole school attendance for disadvantaged pupils has not improved. PA for disadvantaged pupils has reduced by 6%  Internal data and case studies show the impact of this work Pupils in alternative provision gained qualifications appropriate to their needs, abilities and circumstances  Pupils remained in education and were	Ensure progress of disadvantaged pupils is constantly monitored to allow for timely, targeted intervention where required Evaluate the impact of intervention for disadvantaged pupils  Continue to implement the Attendance Action Plan Develop the role of the Attendance Officer to work with disadvantaged pupils and their parents/carers  Evaluate the impact for SLSA training on pupil learning and adapt training as appropriate  Increased mentoring for targeted disadvantaged pupils to improve engagement and progress  Evaluate the impact of alternative

		reengage disaffected disadvantaged pupils.  Librarian - to ensure lunchtime and after school support for revision	able to gain some qualification(s)/experience – case studies available  Pupils attend Library provision lunchtime and after school to complete homework and revision as well as engage in intervention. Fewer incidents recorded of homework not being completed	provision and ensure the provision gives value for money and meets the needs of identified disadvantaged pupils  Continue to monitor the use of the Library by disadvantaged pupils and identify potential need Continue to make use of the Library and support staff to improve reading and literacy of disadvantaged pupils
--	--	---	--	--