

**St. Hild's Church of England School  
Pupil Premium Strategic Plan 2018-2019**

1. Summary information					
<b>School</b>	St. Hild's Church of England School				
<b>Academic Year</b>	2018/19	<b>Total PP budget:</b>	£315,290	<b>Date of most recent PP Review</b>	September 2018
<b>Total number of pupils</b>	707	<b>Number of pupils eligible for PP % of Cohort Yrs 7-11</b>	345 49%	<b>Dates of internal reviews of this strategy</b>	January 2019 March 2019 June 2019 September 2019
2. Current attainment and Attendance					
	Pupils eligible for PP (St. Hild's Church of England School)		Pupils not eligible for PP (St. Hild's Church of England School) <b>2018</b>		Pupils not eligible for PP (2017 national average)
	<b>(2017)</b>	<b>(2018)</b>			
<b>% achieving 5 x 5+ passes inc EM</b>	23.8	14.6	39.4	49.4	
<b>% achieving Standard Basics (4+ EM)</b>	39.7	39.6	66.2	71.2	
<b>% achieving Standard Basics (5+ EM)</b>	23.8	16.7	43.7	49.4	
<b>Average Progress 8 score</b>	-0.801	-0.702	-0.491	0.11	
<b>Average Attainment 8 score</b>	35.54	44.1	50.55	49.8	
<b>Attendance %</b>	26.6	31.6	13.2		
<b>PA %</b>					

<b>3. Barriers to future attainment (for pupils eligible for PP)</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 cultural and enrichment opportunities for pupils and 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	
<b>Outcomes</b>		
	<i>Desired outcome and how it will be measured</i>	<i>Success criteria</i>
<b>A</b>	Improved progress across the school by improving numeracy, literacy and communication through quality first classroom teaching	Pupils eligible for PP make measurable reading age gains by the end of the year. This will be evidenced using Reading assessments and English written assessments. Basic numeracy skills are improved as a result of Numeracy strategy Key Assessment data shows gaps are closing in each subject as a
<b>B</b>	Improved rates of pupils seeking to progress to appropriate post-16 provision as a result of improved behaviour for learning	Year 11 Leavers' destination data shows an increased number of eligible pupils progressing to higher level apprenticeships and A level/university.
<b>C</b>	Pupils are fully equipped for school and take part in cultural and enrichment activities	Pupils are able to access all areas of the curriculum. School behaviour records show eligible pupils are always fully equipped for lessons. Progress data shows pupils make good use of
<b>D</b>	Increased attendance rates for pupils eligible for pupil premium	Reduce the number of persistent absentees (PA) among pupils eligible for PP. Overall attendance among pupils eligible for PP improves and is 'in line' with 'other' pupils.
<b>E</b>	Pupils with mental health issues are supported in school and, where required, signposted to appropriate services	Pupil voice and internal and external referral records show pupils are receiving the required support

The plan detailed below has been drawn up to address the above barriers to learning and to reflect the action points detailed in the Pupil Premium Review February 2018 and Poverty Proofing Review July 2018.

Action	Milestones	By when	Staff Lead	Success Criteria
<b>Outcome A – Improved progress across the school by improving numeracy, literacy and communication through quality first classroom teaching</b>				
Appraisal objectives for teaching and in-class support staff (SLSAs) focus on high expectations for disadvantaged pupils.	Objectives agreed and standardised. Interim reviews completed in spring and summer terms.	October 18 Spring 19 Summer 19	CSe	Appraisal objective 1 met by all teaching staff and SLSAs to improve progress of disadvantaged pupils to at least meet their MEG
Provide appropriate CPD to staff to develop outstanding classroom practice	Staff receive CPD to support classroom practice to e.g. stretch and challenge middle ability disadvantaged pupils.	As per training calendar	SLT/ SL	Improvement in attainment is better than expected and lesson observations/learning walks/work scrutiny demonstrates that classroom practice is enhanced and disadvantaged pupils show good behaviour for learning.
SEND information and provision enables teachers and SLSAs to best meet the learning needs of SEND Disadvantaged pupils.	Update SEND procedures in light of Pupil Premium review. Termly review of SEND action plan Progress of SEND pupils monitored and appropriate intervention in place	October 18  Termly  As per assessment calendar	LAG   LAG/ SLT/ SL/ AYL	Staff receive information in a timely manner. Lesson observations, learning walks, work scrutinies and pupil voice show the SEND information is being effectively used. SEND disadvantaged pupils make appropriate progress in line with their non-disadvantaged peers.
Senior and Middle Leaders focus on support and challenge for disadvantaged pupils, in particular boys and middle ability	School Tour, learning walks and work scrutiny have a specific focus on disadvantaged pupils.  Interventions focus on meeting the needs of disadvantaged pupils  Pupil data (PASS, MidYIS, YELLIS, Go4S) reviewed. Impact of intervention sessions evaluated.	Each half term  As per calendar  As per calendar	SLT/ SL/ AYL/ YL	Good practice identified and shared via staff briefing and CPD sessions.  Disadvantaged pupils are supported and challenged to make progress in line with their peers.



### Outcome B – Improved rates of pupils seeking to progress to appropriate post-16 provision as a result of improved behaviour for learning

Disadvantaged pupils have opportunities to further develop behaviour for learning throughout the curriculum.	Review progress of B4L strategy and draw up revised action plan. Review progress of action plan making good use of all data capture points	Sept 18  As per plan and assessment calendar	CSe/ BMo/ AYL/ YL/ SL	Data captures, work scrutiny, learning walks and lesson observations demonstrate improving behaviour for learning and rising pupil attainment for Disadvantaged pupils. Appropriate intervention in place to support those with poorer behaviours for learning
Disadvantaged pupils have access to high quality careers information, advice and guidance and have high aspirations	Destination data is tracked by key groups Careers Action Plan drawn up to include talks and careers activities to KS3/4 pupils  All Y10 and 11 pupils meet with Careers advisor within the year - Y10 June 19 Y11 Jan 19 Tutor mentoring for all PP pupils throughout the year to discuss aspirations.  Data tracked at key points and careers intervention put in place	Oct 18 Oct 18  Termly review As per mentoring cycle  As per assessment calendar	GSa/ Ys/ AYLs /CSe  GSa  Ys/ BMo  TGi/ Ys/ GSa	Pupil passport and career action plan drawn up for all PP pupils; pupils encouraged to aim high  Year 10 and 11 pupils guided into best post-16 options and there is no pupil who is NEET  All pupils receive high quality tutor mentoring as demonstrated by mentoring records and pupil voice  Personalised provision and careers intervention in place as required

### Outcome C – Pupils are fully equipped for school and take part in cultural and enrichment activities

Parents/carers/pupils are educated on resources available and encouraged to ensure that financial constraints are not a barrier to learning	Ys, Attendance Officer play a lead role in identifying specific pupils and families and provide appropriate support  Letter to parents re Pupil Premium allocation and FSM eligibility to include contribute to the costs of transport home  Interviews with Year 11 PP	Sept 18 On-going  Oct 18  Jan 19	Ys/ Ees/ JHu  CSe/ TGi  Ys	All PP pupils come equipped to school, with correct uniform/kit and take an active part in all opportunities offered to them such as school uniform, educational support material, enrichment experiences such as theatre visits, educational visits abroad and in the UK Disadvantaged pupils have the opportunity to attend Breakfast club Attendance at after school revision classes is high; pupil attainment at KS4 improves and gaps narrow.
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	Pupils spoken to as a matter of course in tutor and lesson time to make sure they have access to all resources needed to further their learning	On-going	YLs/ SLs	Higher uptake of disadvantaged pupils on extra-curricular offer
	Meetings with Finance Office to track spend and ensure pupils needs are met	Half termly	TGi/ EEs	Targeted disadvantaged pupils needs are met
Plan Alternative Curriculum Days to provide exposure to careers, Cultural visits and engage with local organisations.	Alternative Curriculum Days are planned and reviewed termly.	As per calendar	YLs/ BMo/ CSe	Disadvantaged pupils are engaged during Alternative Curriculum Days.
Provide pupils in KS3 with Drama lessons, delivered by a subject specialist, in order to explore theatre productions and plays.	A School Production is accessible to disadvantaged pupils – both to watch and take part in	Feb 2019	DCr/ CNe	Disadvantaged pupils are engaged in Drama and develop effective communication skills. Disadvantaged pupils attend theatre productions e.g. Woman in Black and Shakespeare School Festival. Disadvantaged pupils attend and/or participate in the School Production.
Train key staff in family liaison to support disadvantaged pupils and their families	Staff are trained in family liaison Support is targeted at hard to reach families	Jan 19 As required	JFI/ LHo/ DTo	The percentage of disadvantaged parents/carers at parents' evenings increases and home school communications improve. Identified families attend community events such as Christmas Fayre and Awards' Assemblies

### Outcome D – Increased attendance rates for pupils eligible for pupil premium

Review and update the whole school Attendance Action plan to ensure a clear focus on disadvantaged pupils	Data capture points focus on attendance as well as progress	As per assessment calendar	TGi/ CSe	Weekly attendance reports show that the attendance of disadvantaged pupils is improving rapidly
	Review and update Attendance Action Plan	Nov 18	CSe	Disadvantaged attendance comparable with non-Disadvantaged attendance
	Plan monitored and amended as required Attendance a key item on Governors meeting agenda	Termly Half termly	CSe/ TGi	The school works closely with the LA attendance team to improve outcomes for disadvantaged pupils Governors are fully aware of attendance requirements and closely monitor the school's actions to improve attendance
Work with parents/carers to improve attendance of those pupils	Same day calls regarding pupil absence. HOLs to target each PA pupil eligible for PP	Daily	JHu/YL	Reduce the number of persistent absentees (PA) among eligible pupils

whose attendance falls below 95%	Attendance Action Plans (AAP) in place beginning with PA disadvantaged pupils  Letters about attendance to parents / carers to discuss and explore barriers; AAP initiated where attendance shows decline	As required  Below 90% by half term 2		Attendance of disadvantaged pupils does not fall below 90%
Work with partner primary schools through transition to be aware of the children who are potential poor attenders and have strategies in place to act on this from the beginning of Year 7.	Attendance of identified disadvantaged pupils is monitored weekly  SLSA visits to partner primary schools to support disadvantaged vulnerable pupils Programme of support for vulnerable disadvantaged pupils is in place	weekly  fortnightly  Sept 18	YLS/ JHu/ CSe  SWo/ YLS Yls/ CSe	Attendance, monitoring and tracking; improved attendance rates on a half termly basis. Improved attendance for identified pupils in Year 7.  Parental engagement and pupils attendance improved by the end of the academic year.  The needs of disadvantaged vulnerable are better met.

### Outcome E – Increasing levels of mental health issues

Staff are trained to provide mental health and emotional well-being support for disadvantaged pupils	Pupil voice is gathered to determine how they feel about their mental health and well-being	Nov 18	GCr/ DT0/ DCr	Pupils are more emotionally resilient; where there is a need to continue to target pupils academic/well-being appropriate intervention takes place to ensure progress will be maintained. Pupil voice is positive in relation to the intervention received
	3 members of staff are trained in mental health first aid	Sept 18	LAg	
	SLSAs are ELSA trained and have an assigned group of pupils	As per calendar	BMo/ CSe/ YLS	Pupils are aware of how to be emotionally healthy and have a clear understanding of how to access support
	Alternative Curriculum Days have an element of well-being for all pupils	As per calendar		All staff are aware of the emotional well-being agenda and are better equipped to address their own well-being so they can better support the children.
	Well-being Champion is appointed and works with the LA on the well-being agenda	Sept 18	TGi/ DT0	Well-being Champion leads on whole-school activities.

<b>Staffing Resources</b> Partial funding	<b>Intended Outcome</b>	<b>Budget Allocation from PP (£)</b>	<b>Barrier</b>
5 x Pastoral Assistant Year Leaders	Using tracking and assessment methods to monitor academic progress of pupils and secure effective interventions for 'target' groups identified.	<b>£6,802</b>	A, B, C, D
5 x Pastoral year leaders	To ensure practices in their year group reflect a commitment to high levels of progress, teaching and learning, pupil care and behaviour. To provide full time pastoral support for pupils and to be an immediate liaison with parents/carers, to address the needs of pupils to overcome barriers to learning so improving motivation and self-esteem.	<b>£99,396</b>	A, B, C, D
Communications Coordinator	Responsible for developing communication across the school, including oracy. Key areas for improvement are linked to marking and pupil responses to feedback across all subjects and improving reading ages.	<b>£1,361</b>	A
Numeracy Coordinator	Responsible for developing numeracy across the school. Key areas for improvement are linked to improving numeracy skills and number fluency.	<b>£1,361</b>	A
SLSA to focus on Transition	To ensure effective transition from KS2 developing high quality partnerships and to identify barriers to learning and underachievement; to enable co-ordination of improvement strategies, linking parents, advisors, SENDCo, teachers, SL, and external agencies.	<b>£13,428</b>	A, C, D, E
SLSAs/ELSA's x6	To ensure that pupils are provided with all support necessary to limit the negative effect that external problems may have on academic success and to provide additional in-class support.	<b>£77,345</b>	A, B, C, D, E
Bridge Manager	To ensure pupils are provided with support for emotional and mental health issues	<b>£17,732</b>	A, B, C, D, E
Careers advisor	To provide additional careers guidance and support transition post-16	<b>£10,804</b>	A, B, C, D, E
Attendance officer	To ensure that all attendance issues are addressed immediately and that attendance statistics are in line with or better than national averages.	<b>£15,924</b>	A, B, C, D
Nurture Teacher	To provide a small group from KS2 developing high quality learning and achievement. Pupils to boost progress so pupil premium pupils are closing the gap with non-pupil premium pupils at this stage.	<b>£20,346</b>	A

Alternative Provision – Respite	To ensure that pupils with social, emotional, mental health issues including behavioural support are supported and mentored to overcome their barriers to learning, through bespoke learning programmes.	<b>£22,041</b>	A
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£300,908 (£14,382)

<b>Other Resources</b>	<b>Intended Outcome</b>	<b>Budget Allocation from PP (£)</b>	<b>Barrier</b>
Alternative provision	To meet the needs of disengaged pupils by providing an appropriate curriculum offer at other providers: ACE x2 PRU x2	<b>£12,950</b>	A,B,C,D,E
Assessment tools	MidYIS Yellis Hodder Reading assessment Go4Schools	<b>£2,545</b>	A
Books and equipment	Response to Poverty Proofing including <ul style="list-style-type: none"> <li>• Specialist equipment (e.g. Art sets and folders)</li> <li>• Revision books</li> <li>• Stationary</li> <li>• Sporting equipment</li> <li>• Musical equipment</li> </ul>	<b>£5,000</b>	A, B, C, D
Staff CPD	ELSA training Mental Health First Aid Staff well-being training Improved classroom practice to meet the needs of disadvantaged pupils	<b>£4,473</b>	A, B, C, D, E
Other Resources	To raise aspirations, broaden life experiences and promote a positive learning attitude – theatre visits, trips, clubs Uniform and cost of transport	<b>£3,782</b>	A, C
	<b>Total</b>	<b>£315,290</b>	