

**St. Hild's Church of England School
Pupil Premium Strategic Plan 2019-2020**

Summary Information				
Total number of pupils	721		Date of external Pupil Premium Review	February 2018
Total number of eligible pupils – based on Jan '19 census	398		Date of most recent Pupil Premium Review (internal)	September 2019
Total number of eligible pupils - current	383		Date of Poverty Proofing Review	July 2018
Percentage of cohort Years 7-11	53%		Dates of internal reviews of strategy	January 2020
				May 2020
Total Pupil Premium budget	£366,415			September 2020
Current attainment and Attendance				
	Pupils eligible for Pupil Premium (St Hild's Church of England School)		Pupils not eligible for Pupil Premium (St Hild's Church of England School)	Pupils not eligible for Pupil Premium (national average)
	2018	2019	2019	2018
% achieving 5 x 5+ Standard passes inc EM	33.3	31.1	47.8	67.3
% achieving Standard Basics (4+ EM)	37.3	34.4	55.1	71.3
% achieving Strong Basics (5+ EM)	15.7	9.8	30.4	49.0
Average Progress 8 score	-0.90	-1.01	-0.66	0.12
Average Total Attainment 8 score	35.4	33.7	41.1	49.9
Attendance %	90.9	89.8	94.2	95.0
PA %	26.5	30.6	13.2	11.2

Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school</i>)		
A	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	Lack of aspiration leading to poor behaviour for learning; this can then affect appropriate Post-16 progression	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C	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	
D	Poor attendance which contributes to poor attainment and therefore a lack of ambition	
E	Increasing levels of mental health issues	
Outcomes		
	<i>Desired outcome and how it will be measured</i>	<i>Success criteria</i>
A	Improved progress across the school through quality first classroom teaching with a particular focus on improving numeracy, literacy and communication	<p>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.</p> <p>Basic numeracy skills are improved as a result of Numeracy strategy</p> <p>Data capture shows gaps are closing in each subject as a result of improved teaching</p> <p>Data capture shows gaps are closing in each subject as a result of improved literacy and numeracy</p>
B	<p>Improved rates of pupils seeking to progress to appropriate post-16 provision as a result of improved behaviour for learning</p> <p>Pupils are supported with a robust and targeted careers programme.</p>	<p>Pupil voice demonstrates increased confidence in identifying suitable career pathways</p> <p>Careers advice and action plans in place for all eligible pupils</p> <p>Internal data for behaviour shows pupils are more engaged</p>

		with their learning Year 11 Leavers' destination data shows an increased number of eligible pupils progressing to higher level apprenticeships and A level/Level 3/university
C	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 resources available
D	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
E	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
Outcome A – Improved progress across the school by improving numeracy, literacy and communication through quality first classroom teaching				
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 19 Spring 20 Summer 20 Sept 20	CSe/DCr	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.	Review SEND procedures and amend where required Termly review of SEND action plan Progress of SEND pupils monitored and appropriate intervention in place	October 19 Termly As per assessment calendar	LAg / DCr 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 (MidYIS, YELLIS, Go4S) reviewed. Impact of intervention sessions evaluated. Develop system for identifying and recording ACEs	Each half term As per calendar As per calendar Autumn 19	SLT/ SL/ AYL/ YL SLT/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.
Clear focus on closing the gaps for disadvantaged pupils for both curriculum and pastoral progression from KS2-KS3	Disadvantaged pupils who are not 'secondary ready' are provided with specific intervention within the Nurture Group. Disadvantaged pupils identified as not yet 'secondary ready' access the Nurture group. Review the use of IDL and IXL programmes and investigate other interventions, approved	Sept 19	LAg/ NPo KBa/ DTu/ LAg	Disadvantaged Pupils are not 'secondary ready' are taught within the Nurture Group and show improved engagement. Disadvantaged pupils make progress in line with their peers as shown in the termly Data Captures.

	<p>by EEF</p> <p>Additional literacy lessons for identified pupils focussing on key skills</p> <p>Subject specific staff work closely with feeder primary schools on prior learning</p> <p>Schemes of work amended to offer appropriate challenge to all disadvantaged pupils by taking into account prior learning</p>	Term in advance	SL / SLT	<p>Subject staff have a clear picture of prior learning and build this into Schemes of Learning</p> <p>Pupils starting in Year 7 experience appropriate levels of challenge and build upon prior learning.</p>
<p>Develop numeracy, literacy and communication skills in all lessons using identified whole school and departmental strategies.</p>	<p>Whole school strategies monitored and reviewed, as per the Literacy and Numeracy Development Plans</p> <p>Review Accelerated Reader programme to encourage pupils to challenge themselves appropriately. Review impact of change.</p>	<p>Termly</p> <p>Nov 19</p> <p>Termly</p>	SLT / KBa/ DTu/ CMa/ DEl	<p>Disadvantaged pupils demonstrate improved numeracy, literacy and communication skills during lessons. Data from assessments, lesson observations, learning walks and work scrutiny demonstrates improved pupil talk, literacy and numeracy skills for disadvantaged pupils.</p> <p>The reading age gap between disadvantaged and non-disadvantaged is narrowed.</p>
<p>Evaluate the impact of Alternative provision to meet the needs of disaffected/vulnerable disadvantaged pupils</p>	<p>Full review of services provided by PRU, ACE, Respite and Bridge to determine the extent to which disadvantaged pupils' needs are met.</p> <p>Outcome of review reported to Governors</p> <p>Amendments made to placements as required following review</p>	<p>Spring term 20</p> <p>Easter 20</p>	<p>DRi/ LAg/ CSe/ TGi</p> <p>DRi</p> <p>DRi/ CSe</p>	<p>A clear picture of how each provision gives value for money in meeting the needs of disadvantaged pupils.</p> <p>Governors fully aware of provisions.</p> <p>Provisions provide appropriate support for disadvantaged pupils.</p>

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 19 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 19 Oct 19 Termly review As per mentoring cycle As per assessment calendar	GSa/ YLS/ AYLS /CSe GSa YLS/ BMo TGi/ YLS/ 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	Yls, Attendance Officer play a lead role in identifying specific pupils and families and provide appropriate support Letter to parents re Pupil Premium and EVALAC allocation and FSM eligibility to	Sept 19 On-going Oct 19	YLS/ EEs/ JHu CSe/	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
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	<p>include contribute to the costs of transport home</p> <p>Interviews with Year 11 PP</p> <p>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</p> <p>Meetings with Finance Office to track spend and ensure pupils needs are met</p>	<p>Jan 20</p> <p>On-going</p> <p>Half termly</p>	<p>YLS</p> <p>YLS/ SLs</p> <p>TGi/ EEs</p>	<p>Disadvantaged pupils have the opportunity to attend Breakfast club</p> <p>Attendance at after school revision classes is high; pupil attainment at KS4 improves and gaps narrow.</p> <p>Higher uptake of disadvantaged pupils on extra-curricular offer</p> <p>Targeted disadvantaged pupils needs are met</p>
Plan PSHE, Registration and Alternative Curriculum Days' activities to provide exposure to careers, Cultural visits and engage with local organisations.	<p>Alternative Curriculum Days are planned and reviewed annually</p> <p>PSHE and Registration sessions are planned and reviewed termly</p>	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 20	DCr/ MCo	<p>Disadvantaged pupils are engaged in Drama and develop effective communication skills.</p> <p>Disadvantaged pupils attend theatre productions e.g. Woman in Black and Shakespeare School Festival.</p> <p>Disadvantaged pupils attend and/or participate in the School Production.</p>
Train key staff in family liaison to support disadvantaged pupils and their families	<p>Staff are trained in family liaison</p> <p>Support is targeted at hard to reach families</p>	<p>Jan 20</p> <p>As required</p>	LHo/ CSe	<p>The percentage of disadvantaged parents/carers at parents' evenings increases and home school communications improve.</p> <p>Identified families attend community events such as Christmas Fayre and Awards' Assemblies</p>

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

<p>Review and update the whole school Attendance Action plan to include appointment of additional Attendance Officer to ensure a clear focus on disadvantaged pupils</p>	<p>Data capture points focus on attendance as well as progress</p> <p>Appointment of Attendance Officer Review and update Attendance Action Plan</p> <p>Plan monitored and amended as required Attendance a key item on Governors meeting agenda</p>	<p>As per assessment calendar Sept 19 Sept 19</p> <p>Termly Half termly</p>	<p>ROR/ CSe</p> <p>CSe</p> <p>CSe/ TGi</p>	<p>Weekly attendance reports show that the attendance of disadvantaged pupils is improving rapidly</p> <p>Disadvantaged attendance comparable with non-Disadvantaged attendance</p> <p>The school works closely with the LA attendance team to improve outcomes for disadvantaged pupils</p> <p>Governors are fully aware of attendance requirements and closely monitor the school's actions to improve attendance</p>
<p>Work with parents/carers to improve attendance of those pupils whose attendance falls below 95%</p>	<p>Same day calls regarding pupil absence. YLs to target each PA pupil eligible for PP Attendance Action Plans (AAP) in place beginning with PA disadvantaged pupils</p> <p>Letters about attendance to parents / carers to discuss and explore barriers; AAP initiated where attendance shows decline</p> <p>YLs trained in parental engagement</p>	<p>Daily</p> <p>As required</p> <p>half termly</p> <p>Autumn 19</p>	<p>JHu/YL</p> <p>LHo/ CSe</p>	<p>Reduce the number of persistent absentees (PA) among eligible pupils</p> <p>Attendance of disadvantaged pupils does not fall below 90%</p> <p>Increased contact with families. PA for identified pupils/families reduces</p>
<p>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.</p>	<p>Attendance of identified disadvantaged pupils is monitored weekly</p> <p>SLSA visits to partner primary schools to support disadvantaged vulnerable pupils Programme of support for vulnerable disadvantaged pupils is in place</p>	<p>weekly</p> <p>fortnightly</p> <p>Sept 19</p>	<p>YLs/ JHu/ CSe</p> <p>SWo/ YLs Yls/ CSe</p>	<p>Attendance, monitoring and tracking; improved attendance rates on a half termly basis. Improved attendance for identified pupils in Year 7.</p> <p>Parental engagement and pupils attendance improved by the end of the academic year.</p> <p>The needs of disadvantaged vulnerable are better met.</p>

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 19	GCr/ DTo/	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 Bridge systems and structures are in place and understood by staff Pupils are aware of how to be emotionally healthy and have a clear understanding of how to access support 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 leads on whole-school activities.
	Further develop the role of staff trained in mental health first aid	Sept 19	DCr LAg	
	Well-being Champion work is reviewed and action plan updated for 19/20	Sept 19	DCr/ DTo	
	Review use of Bridge provision Clear systems and structures in place and understood by staff	Oct 19 Jan 20	DCr/ LAg	
	SLSAs are all ELSA trained and have an assigned group of pupils	As per calendar	BMo/ CSe/ YLs	
	Review of ELSA operation	Oct 19		
	SLSAs and all staff are ACE trained	Sept 19		
Alternative Curriculum Days have an element of well-being for all pupils	As per calendar	BMo/ YLs/ DTo		