

PENSBY HIGH SCHOOL PUPIL PREMIUM REPORT 2016-17

This report includes

1. The Pupil Premium strategy adopted by Pensby High School for the academic year 2016-17
2. A breakdown of PPG expenditure for 2015-16 and planned expenditure for 2016-2017
3. An overview of some Performance Indicators for Disadvantaged students (Year 11 who left in June 2016)
4. An overview of areas for improvement for Disadvantaged students for the academic year 2016-2017 and progress to date.

AIMS

At Pensby High School our aim is to ensure that all pupils make good progress and that we have high aspirations and ambitions for our pupils regardless of their socio economic background. We believe that no child should be left behind and we are determined that our pupils are given every chance to realise their full potential. Pupil Premium funding represents a significant amount of funding to the school and this plan outlines how we will ensure it is spent to maximum effect.

BACKGROUND

The pupil premium is a fairly recent government initiative that targets extra money at pupils from deprived backgrounds. Research is unequivocal when showing that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The pupil premium is provided to enable these pupils to be supported to reach their potential.

The government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for this sum. The school also receive funding for those pupils who have been registered for FSM during the past six years (Ever 6).

CONTEXT

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers from FSM children can be less support at home, lack of ambition and aspiration, more frequent behaviour difficulties, and attendance and punctuality issues. The challenges are varied and there is no 'one size fits all'.

KEY PRINCIPLES

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

BUILDING BELIEF

We will provide a culture where:

- Staff believe in all children
- There are no excuses made for underperformance
- Staff adopt a solution focused approach to overcome barriers
- Staff support children to develop 'growth' mind-sets towards learning

ANALYSING DATA

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of the strengths and weaknesses across the school
- We use research (Education Endowment Foundation/Sutton Trust) to support in determining the strategies that will be most effective

IDENTIFICATION OF PUPILS

- All staff are aware of who the pupil premium children are
- All pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Pupil's individual needs are considered so that support is tailored where necessary

IMPROVING DAY TO DAY TEACHING

We will ensure that all children across the school receive good teaching by:

- Setting high expectations
- Ensure consistent implementation of the non-negotiables
- Share good practice within and across departments
- Providing in house high quality CPD
- Improve assessment through Schemes of Learning, assessment plans and moderation

INCREASING LEARNING TIME and PUPIL ENGAGEMENT

We will maximise the time children have to realise their potential by

- Improving attendance and punctuality
- Extended learning out of school hours

- Period 6
- Holiday sessions
- Breakfast club
- Offering a wide and varied extra curricular programme

MONITORING & EVALUATION

We will ensure that:

- A wide range of data is used – tracking data, pupil’s work, learning walks, lesson observations, pupil voice
- Assessments are closely moderated to ensure accuracy
- The pastoral team contribute to pupil progress by meeting following each tracking data, reviewing pupil progress, meeting with parents, planning interventions
- A designated member of SLT maintains an overview of spending

REPORTING

When reporting about Pupil Premium funding we will include:

- An overview of spending
 - Total PPG grant spent last year
 - Total PPG intended spend for this year
- A summary of the impact of PPG
 - Performance of disadvantaged pupils compared to non PP children
 - Implications for PP spending the following year
 - Case studies of examples of where PP funding has been spent

PUPIL PREMIUM PLANNED EXPENDITURE 2016/2017

ACTIVITY/RESOURCE	£
PUPIL PREMIUM MENTOR/EXTRA CURRICULAR LEAD	30,000
ADDITIONAL TEACHING SUPPORT	10,000
TRIP SUBSIDIES	6,000
INTERVENTION	5,000

SLT LEAD	30,000
ALTERNATIVE CURRICULUM	15,500
IAG	14,000
EXTRA CURRICULAR PROGRAMME	10,000
BRILLIANT CLUB	9,000
ENRICHMENT DAYS	10,000
REWARDS	4,400
REVISION SUPPORT	4,000
BREAKFAST CLUB	3,000
LIBRARY/READING RESOURCES	3,000
SUMMER SCHOOL	3,000
UNIVERSITY TRIPS	2,500
CURRICULUM RESOURCES	15,000
TOTAL EXPENDITURE FOR FSM	174,400

ACADEMIC YEAR 2015/16

The following is a breakdown of the PPG Expenditure for 2015/16 for the 181 students who were eligible to receive funding:

PUPIL PREMIUM EXPENDITURE 2015/2016

ACTIVITY/RESOURCE	£
PUPIL PREMIUM LEARNING SUPPORT WORKER	20,000

ADDITIONAL TEACHING SUPPORT YEAR 11	30,000
TRIP SUBSIDIES	6,000
NISAI learning credits	5,000
SLT LEAD	30,000
ALTERNATIVE CURRICULUM	15,500
IAG	14,000
EXTRA CURRICULAR PROGRAMME	10,000
BRILLIANT CLUB	7,000
ENRICHMENT DAYS	10,000
REWARDS	4,600
REVISION SUPPORT	3,000
BREAKFAST CLUB	4,500
EQUIPMENT	3,000
SUMMER SCHOOL	3,800
UNIVERSITY TRIPS	3,400
INTERVENTION	10,000
TOTAL EXPENDITURE FOR FSM	179,800

Pupil Premium Outcomes 2016 and priorities (Year 11)

The Inspection Dashboard for 2016 identifies the progress of disadvantaged pupils as a strength of the school. The reason for this was that 'disadvantaged pupils' Progress 8 was not significantly below national other (i.e. non disadvantaged pupils) overall or for any prior attainment group.

This means that the progress of our disadvantaged pupils in 2016 was broadly in line with the progress of their non-disadvantaged peers nationally. Furthermore, this was also the case for disadvantaged students in the school of Low Prior Attainment, Middle Prior Attainment and High Prior Attainment.

Additionally the attainment of disadvantaged pupils in the school in 2016 was broadly in line with their non-disadvantaged peers nationally (i.e. not indicated as being Sig+ or Sig- in the Inspection Dashboard).

However, information in the 2016 Inspection Dashboard identified the following improvement priorities in respect of disadvantaged pupils:

- (i) Disadvantaged boys progress.
- (ii) Attendance for the group: FSM (in the lowest 10% compared to all pupils nationally).
- (iii) Persistent absence was high for the group: FSM (in the highest 10%).

Disadvantaged Pupils Current Attendance, Persistent Absence and Progress.

Attendance:

In 2016 PP absence was 7.0% compared to the national figure of 5.0% (all pupils) and was above the overall figure of 6.51% which placed this in the lowest 10% group.

In 2017 PP absence has reduced and is currently 6.4% (Terms 1 and 2) which is lower than 6.51% from the 2016 Inspection Dashboard. It should be noted that this compares to a national average (RAISE 2016 Validated) of 7.2% for this pupil group.

Persistent Absence

In 2017 PP Persistent Absence was 23.2% compared to a national figure of 19.18% for the lowest 10%. In 2017 PP Persistent absence has reduced to 16.4% which is below the figure for the lowest 10% of 19.18% and is also well below the national average of 21.6% (RAISE 2106 Validated).

Progress and Attainment 2017

Due to the changes in the examination system it is not possible to make valid predictions of progress 8 for 2017.

However, the school is confident that both the progress and attainment of PP pupils will improve still further than the 2016 outcomes. The reasons for this are as follows:

- a. The school has in place a strong system for assessing and tracking the progress of pupils. Inspection of the 2015-16 tracking data shows that outcomes clearly related to the monitoring points through the academic year.

- b. In 2016 the prior attainment of PP and their non-PP peers within the school was very similar (KS2 En and MA average PP 4.5 and Non PP was 4.6). PP students in 2016 in the school made progress and attainment in line with their non-disadvantaged peers nationally.
- c. In 2017 the profile of ability of PP and Non PP in the school is virtually identical to the previous Year 11 cohort. However, when compared to the national picture prior attainment in the 2017 cohort is identified in RAISE as being Sig-.
- d. Despite Y11 being a demonstrably weaker cohort, compared to the national picture, current data indicates that attainment for PP pupils is set to improve in 2017 - PP students in Year 11 M3 data was an average grade C, which is an improvement on last year (D)
- e. If attainment rises with a weaker cohort the school believes that progress should go up, or at worst match, what was achieved last year which identified the progress and attainment of PP students as a strength.
- f. In regards to the other year groups: the school has a system of on or Off target for students across their subjects. Where PP students are off target in more than 4 or more subjects they are deemed to be underachieving and interventions are put in place including:
 - Mentoring system
 - Parents support evenings
 - Purchasing of text books/revision guides
 - In class support