

Pupil Premium Grant 2018-19 - Planned expenditure:

What is Pupil Premium Funding?

“The pupil premium is additional funding for publicly funded schools in England. It’s designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers.” (DFE 2018)

Pupil Premium provides funding for students in the following categories:

- Those who are currently in receipt of FSM (£935 per student)
- Those who have been in receipt of FSM at any time in the last 6 years (£935 per student)
- Those who have been looked after continuously for a minimum of the past 6 months (£2300 per student)
- Those whose parents are currently serving in the armed forces (£300 per student)

Focus of funding allocation:

The aim of our Pupil Premium (PP) funding at Longdean School is to address the underlying inequalities between ‘disadvantaged’ and other students in our care. All PP students are individuals and the support and focus they will require as such, will be different year on year. Therefore, we have an ever-evolving PP plan that can be adapted to support students and combat barriers to learning that arise during any specific year. When identifying strategies and allocating funding to particular interventions we consider the impact of previous experience within our school context, as well as applying knowledge gained from external research including the Educational Endowment Foundation and the Sutton Trust. We are committed to using a range of measures to evaluate the impact of the spend as an ongoing process throughout each academic year.

Following our work with PP students in 2017-18 and a full review of our PPG plan for 2016-17, we have targeted funding in the following areas:

- *Focus one: Narrowing the achievement gap between PP and non-PP students at Key Stage 4*
- *Focus two: Narrowing the attendance gap between PP and non-PP students*
- *Focus three: Breakdown barriers to learning for PP students on transition and into Key Stage 3*
- *Focus four: Creative approaches to teaching and learning to ensure engagement and attainment of PP students*
- *Focus Five: Narrow the gap in numeracy and literacy at Key Stage 3*
- *Focus six: Develop Longdean’s cultural capital allowing access to extra-curricular/enrichment opportunities, raising aspirations through careers support and removing barriers to learning through integrated pastoral support*

Longdean School Pupil Premium Profile 2018-19	
Total number of students in the school (Key Stage 3 and 4) *6 th form are entitled to bursary	1053
Number of students eligible for PPG:	275
Percentage of whole school total:	26.1%
Total Pupil Premium Grant Received:	£257,125
Total Pupil Premium Grant budgeted:	£276,309

Focus one:	<i>Narrowing the achievement gap between PP and non-PP students at Key Stage 4</i>	
Barriers to learning:	Desired outcomes/ success criteria:	Rationale:
<ul style="list-style-type: none"> • PP progress and attainment 8 lower than their non-PP peers • PP students sometimes reluctant to take an active part in lessons and sometimes will not ask for help • Disengagement in the curriculum • Some disengagement in school, with lack of engagement from parents for traditional education routes 	<ul style="list-style-type: none"> • Improved progress of PP students at the end of KS4 • PP students empowered to seek support and attend targeted interventions • Improved achievement in all aspects of the curriculum and gap reduced between PP and NPP students • PP student empowered to access support • PP students identified for intervention much earlier 	<p>+ 3 months: Reduction in class sizes (English, Maths and Science classes reduced to allow for high-quality feedback and support lower attaining students and improve progress)</p> <p>+5 months: Small group intervention EEF research on-to-one and small group interventions shows significant improvements if monitored carefully</p> <p>+5 months: Social and emotional learning Improve attainment and students emotional attitudes to learning. Interventions can occur in and out of lessons</p>
Chosen action/ approach:		
<ul style="list-style-type: none"> • Appointment of PP champion for year 10 allowing current PP lead to focus on year 9 and 11 • Appointment of PP mentors in year 10 • Individual support plans for targeted students in year 10 and 11 • Extra Maths, English and Science group maintained in year 9, 10 and 11 to maintain smaller groups • Provision of an alternative curriculum for specifically identified students (college, Desc, work experience, reduced option programme) • Development High Achievers Group through 'The Brilliant Club' • Clear tracking of PP students through Go4schools and developing parental engagement through access on live data • 'How to help your child' sessions at all parents evenings • Resource availability for all PP students (including elements such as: catering ingredients, exam packs, revision guides; art packs; electronic devices (where appropriate)) • After-school SOS sessions for all subjects • High achievers form to raise aspirations and stretch and challenge views • Head teacher form to raise aspiration, support intervention and ensure progress for specific students 		

How will we ensure implementation and monitoring?	Person Responsible:	Cost
<ul style="list-style-type: none"> • Regular meetings with PP champion and PP lead • ½ termly feedback to SLT • PP champion and lead to monitor • DoL meetings with Head teacher termly • Intervention meetings • Data downloads every 3 weeks 	<ul style="list-style-type: none"> • Mrs Embrey (PP champion) –oversee and analyse intervention strategies. Monitor, track and show impact. Evaluate overall impact related to student attainment and progress. • Mrs Segal – oversee teaching and learning and ensure departments are fully differentiating for all students • DoH/PaLs – work together to track progress and support students with specific needs. • DoLs – ensure departments are tracking data effectively and putting in departmental intervention, wave 1 (class) and wave 2 (out of class subject=-specific) 	<ul style="list-style-type: none"> • PP champion (year 10) - £4,458 • Maths, English, Science staffing for extra groups - £22,080 • Accelerate Programme - £5,608 • Elevate programme - £5,000 • “How can parents support” booklets - £384 • Alternative Curriculum - £18,000 • Year 11 Maths, English and Science intervention - £6,900 • Electronic device availability for key students - £2,000 • Go4Schools - £4,478 • PP mentors - £2,500 • SOS sessions - £8,846 • Head teacher form - £2,500 • Department specific plans - £2330 • Online tutoring for medical issues/ school refusers etc - £1000 • Exam breakfast and holiday revision - £6,000 <p>Total Allocation: £92,084</p>

Focus two:	<i>Narrowing the attendance gap between PP and non-PP students</i>	
Barriers to learning:	Desired outcomes/ success criteria:	Rationale:
<ul style="list-style-type: none"> • PP attendance lower than non-PP • Parental engagement and support at home in the mornings • Students/ parents do not comply with the school's strategies to improve attendance • Student/ parent do not understand link between attendance and attainment 	<ul style="list-style-type: none"> • Attendance gap reduced for targeted PP students • Persistent absence reduced for PP students • Targeted intervention has positive impact on attendance of PP students • Reward systems for improved attendance have a positive impact on attendance and motivate students • Improved parental engagement; an understanding of the link between attendance and attainment 	<ul style="list-style-type: none"> • Research shows that there is a direct link between poor attendance and poor examination results at Key Stage 4¹ • Education research shows that 95%+ attendance significantly impacts on student attainment
Chosen action/ approach:		
<ul style="list-style-type: none"> • PaLs to continue work with DoHs to track attendance and challenge poor attendance • PaLs and DoHs to perform home visits, where appropriate, to support families with poor attendance patterns • Family support worker allocated to families to support development of school ethos and its importance • Specific projects to target attendance in year groups: e.g. Year 11 prom passport; Year 7 achievement badges • Positive reinforcement through letters and postcards home • Effective curriculum planning to ensure students have an appropriate curriculum for their needs • Teachers to record attendance accurately and first day calling completed by PaLs 		
How will we ensure implementation and monitoring?	Person Responsible:	Cost
<ul style="list-style-type: none"> • Intervention meetings • DoL/PaL and PR meetings • ½ termly presentation of data to SLT 	<ul style="list-style-type: none"> • Mr Ratcliffe – oversee and analyse attendance and intervention strategies. Monitor, track and show impact. • DoH/PaLs – work together to track progress and support students with specific needs. Monitor, track and show impact. • DoLs – ensure departments are contacting parents to discuss need for improvement in attendance • FSW – work with specific families to support intervention strategies 	<ul style="list-style-type: none"> • House team attendance intervention budget - £2000 • 25% of pastoral managers allocations - £20,800 • Family support worker - £19,200* (linked with pastoral support) <p>Total allocation: £42,000</p>

¹ Dfe (March 2016)

Focus Three:	<i>Breakdown barriers to learning for PP students on transition and into Key Stage 3</i>	
Barriers to learning:	Desired outcomes/ success criteria:	Rationale:
<ul style="list-style-type: none"> • Disengagement in education of both students and parents • Poor attendance • PP students enter the school with significantly lower scores in English and Maths • Identification of barriers to learning happens too long into their school career and then gaps cannot be closed as effectively 	<ul style="list-style-type: none"> • Year 7 attendance to improve and be in line with their NPP counterparts • We know our year 7s and have identified barriers to learning • Progress gap in English and Maths to be reduced by the end of year 7 • A greater percentage of parents engaged with the school 	<p>+2 months: Arts participation engages students in creative practice and develops self-esteem</p> <p>+2months: Summer school EEF research shows summer school can significantly impact on students' progress and develops confidence when entering year 7</p> <p>+7months: Metacognition and self-regulation EEF shows clear evidence that 'learning to learn' is significant to student achievement</p> <p>Identifying student barriers earlier allows for more effective intervention</p>
Chosen action/ approach:		
<ul style="list-style-type: none"> • Appointment of PP champion for year 7 to assess and monitor barriers to learning and put programmes in place to reduce impact • Introduce '50 things to do before the end of year 7' and plan enrichment programme to run alongside this and give all PP students a chance to attend enrichment opportunities, e.g. theatre visits • Summer School to ensure ease of transition from Year 6 into secondary school • Hub programme to support students displaying poor behaviour and attitude to learning • Lunch club to allow students to complete work, be support socially and emotionally and get extra support academic support • Homework club to allow students to access quiet space and access to ICT • Learning to learn programme/ study skills in year 7 curriculum to support students ability to understand how they learn • Family support worker employed to support vulnerable students and families with transition • Departments purchase equipment and extra resources for specific PP students identified as requiring further support 		

How will we ensure implementation and monitoring?	Person Responsible:	Cost
<ul style="list-style-type: none"> • Intervention meeting every 2 weeks • PRA/ HKI to meet regularly (2 weekly) • Catch up meetings every 8 weeks • Data downloads every 3 weeks 	<p>Transition Lead (HKI) - track students attendance, emotional (behaviour) and academic progress</p> <p>DoLs – ensure departments are contacting parents to discuss barriers in specific lessons</p> <p>FSW – work with specific families to support transition</p> <p>PP champion – to track group of students and offer support</p> <p>Teaching staff – to identify barriers to learning and refer to HKI</p>	<ul style="list-style-type: none"> • PP champion (year 10) - £4,458 • 50 things to do before the end of year 7 booklets and enrichment programme - £2,100 • Summer School - £5,000 • Homework club - £3,200 • Lunch Club and Geek Club - £3,200 • Learning skills resources and transition support - £1,500 • Hub Programme - £6,000 • Department specific plans - £1,785 • Family support worker *see attendance <p>(Linked with catch up funding *see separate report)</p> <p>Total allocation: £27,243</p>

Focus four:	<i>Creative approaches to teaching and learning to ensure engagement and attainment of PP students</i>	
Barriers to learning:	Desired outcomes/ success criteria:	Rationale:
<ul style="list-style-type: none"> • Some PP students lack participation in lessons and become disengaged in their own learning • Skills deficit in staff to employ effective strategies to support disadvantaged students • Students lack ownership of their own targets and feel they are ‘set for them’ • SEND PP students under-achieve compared to their non-SEND counterparts • Non-option developed a ‘sink group’ attitude and did not enhance progress 	<ul style="list-style-type: none"> • All curriculum areas track, monitor and implement intervention for target students • Teachers are aware of PP students and employ strategies to ensure they take an active part in lessons • Greater differentiation evident in lessons • Students auctioning feedback and able to articulate what they need to do 	<p>+8months: Feedback EEF research shows a significant impact when using effective feedback techniques</p>
Chosen action/ approach:		
<ul style="list-style-type: none"> • Teaching and Learning briefings every week focussed on implementation of effective differentiation strategies • DTSA programme of staff development with T&L as key focus • Implementation of ‘student target’ scheme to raise aspirations of PP students • Use key worker scheme to enhance learning opportunities for all SEND students • Key whole school focus on feedback • Disband the ‘non-option’ group and develop a specific course for students in the lower ability groupings 		
How will we ensure implementation and monitoring?	Person Responsible:	Cost
<ul style="list-style-type: none"> • Student voice • Learning walks • Staff feedback • Appraisal system • 3 weekly data download 	<ul style="list-style-type: none"> • Teaching and learning lead (GSE) – tracks and monitors lessons and ensures support is in place to develop teachers development (effective CPD is implemented) • Curriculum lead (DLA) –to monitor curriculum changes and provide development opportunities in line with government strategies • DoLs – ensure teachers are differentiating effectively in lessons to ensure PP students can access all aspect of the curriculum (including enrichment) 	<ul style="list-style-type: none"> • 1/3 B² tracking programme - £900 • SEND key worker scheme - £23,700 <p>*Please note, spending between focus 1, 3 and 4 is interchangeable and linked</p> <p>Total allocation: £24,600</p>

Focus five:	<i>Narrow the gap in numeracy and literacy at Key Stage 3</i>	
Barriers to learning:	Desired outcomes/ success criteria:	Rationale:
<ul style="list-style-type: none"> • PP students have statistically lower literacy and numeracy levels than their peers on entry to Longdean • Impact on literacy levels in ALL subjects under new GCSE specs. • Disengagement due to difficulty in reading texts • English as s second language at home • Specific literacy needs affecting ability to access wider curriculum 	<ul style="list-style-type: none"> • Reduction in attainment gap in English and Maths at the end of year 7 • Students more confident in their own ability • Improved engagement in KS3 and beyond • More students read for pleasure and become independent readers • Students access wider curriculum and can transfer skills across different subjects 	<p>+5 months: Accelerated reader EEF research suggest a significant impact on weaker readers as a catch up intervention</p> <p>+4 months: Small group intervention EEF research suggests small group interventions for numeracy and literacy can significantly raise attainment of students below age related expectations</p> <p>+5 months: Reading comprehension Significant impact through focussing on learner's ability to understand texts</p>
Chosen action/ approach:		
<ul style="list-style-type: none"> • All students to use accelerated reader to target reading books at their particular level • Reading intervention programme for students identified as 'lower than age-group' on ART • Continuation of DEAR • Effective implementation of catch-up funding *see separate plan • Implementation of 'The Big Write' to get students to develop their creative writing skills • Use of literacy mats where appropriate • Intervention sessions in year 8 and 9 to reduce gaps in literacy and numeracy • Green pen programme for marking responses 		
How will we ensure implementation and monitoring?	Person Responsible:	Cost
<ul style="list-style-type: none"> • Student voice after each 'catch up' programme • Data download every 3 weeks • Intervention meetings every 2 weeks • ½ termly meeting with PP champion and catch up lead 	<ul style="list-style-type: none"> • PP champion – tracking data and implementing intervention and changes to programmes • Literacy lead – to analyse data from accelerated reader and put intervention into place • DoLs – ensure departments are use literacy strategies • Catch up lead – tracking and monitoring students accessing support and identify on-going intervention 	<ul style="list-style-type: none"> • Accelerated reader - £3,321 • Key Stage 3 Intervention Tutoring - £25,333 • Intervention postcards - £300 <p>* Effective use of catch-up funding *See catch-up plan</p> <p>Total allocation: £28,954</p>

Focus six:	<i>Develop Longdean's cultural capital allowing access to extra-curricular/enrichment opportunities, raising aspirations through careers support and removing barriers to learning through integrated pastoral support</i>	
Barriers to learning:	Desired outcomes/ success criteria:	Rationale:
<ul style="list-style-type: none"> • PP students are statistically less likely to go to university at post 18 • PP students are statistically less likely to access a level 3 course at post 16 • Low levels of aspiration, especially from our 'high' achievers • Limited uptake on extra-curricular opportunities • Social and emotional issues significantly impact on learning • Parents sometimes abdicating responsibility for social media issues 	<ul style="list-style-type: none"> • More PP students accessing careers guidance and making appropriate decisions at post 16 • Reduction in the number of PP students being NEET at end of KS4 • More students accessing enrichment clubs and trips • High ability students in year 9 and 10 access Brilliant club and student voice is positive • More PP students achieving DofE bronze • Reduced number of social issues affecting school performance 	<p>+2 months: Arts participation engages students in creative practice and develops self-esteem</p> <p>+2 months: Extending School time (linked to focus one and three) EEF shows after-school and before school clubs impact on students attainment by giving them smaller group environments where they are comfortable asking questions</p> <p>Social media and impacts on social and emotional development and on-going issues in school are significantly higher in PP students and have been proven to require greater support</p> <p>+2 months: Sports Participation EEF indicates a clear link with academic achievement and participation in extra-curricular sport</p>
Chosen action/ approach:		
<ul style="list-style-type: none"> • 'Connect' programme – supporting students to engage in enrichment activities • Staff to attend 'mental health first aid' course and disseminate to all staff • The Brilliant Club – Year 9 and 10 PP high achievers to attend workshops and mentoring with tertiary education providers • All PP students to have a careers interview and at least one follow up appointment (Year 9,10 and 11) • All PP students to have a post-16 interview to support their choices for post-16 study (Year 11) • All PP students to have industry professional interview and feedback (Year 11) • All PP students to access support for work experience choices + attend CV workshop (Year 10) • All PP students to attend employability skills day (Year 10) • All PP students to access support for work shadowing choices (Year 9) • All PP students to attend speed networking; developing understanding of careers and skills required (Year 8) • All female PP students to attend 'Inspiring Girls workshop (Year 7) • Students in Key Stage 3 to attend 'Chelsea's Choice;' a drama piece looking at teenage issues • All students to attend drug education sessions and follow up small group intervention given to identified students 		

<ul style="list-style-type: none"> • Duke of Edinburgh funding support • Enrichment opportunities funding support to ensure students do not miss out due to financial constraints • Pastoral support services for uniform, taxis etc to ensure all PP students are fully equipped for school and can get there 		
How will we ensure implementation and monitoring?	Person Responsible:	Cost
<ul style="list-style-type: none"> • ½ termly update of students accessing enrichment opportunities • Intervention meetings 2 weekly (enrichment update ½ termly) • BSE/ A2 weekly meeting to discuss career updates and enterprise opportunities • Careers advisor update ½ termly • DofE results in June 	<ul style="list-style-type: none"> • Mr Ratcliffe – monitor behaviour and assess need for social and emotional intervention • DoH/PaLs – as above • Careers coordinator – ensure all PP students access as much support as they need to make decisions for post 16 and develop an engaging programme of support ‘through school’ • FSW – work with specific families ensure they are accessing all the funding they are entitled to 	<ul style="list-style-type: none"> • Counsellor - £12,603 • Careers counsellor - £12,800 • Brilliant Club - £2,020 • Pastoral projects - £3,000 • Duke of Edinburgh support - £1,500 • Enrichment support - £18,975 • Personal support services - £2,530 <p>Total allocation: £53,428</p>

*NB. We have ensured that we allocated a 3% (approx. £8,000) contingency fund to allow for extra support/ individualised plans during the year