Pupil Premium Provision Strategy and expenditure:

Introduction
The Pupil Premium is additional funding allocated to schools by the Department for Education. The Pupil Premium is calculated according to: the number of children from low-income families who are known to be eligible for Free School Meals (FSM) now or at any point in the last 6 years; who have been Looked After Children (LAC); and Service children. This equates to 22% (168 students) of the USH school population. As a school we continually strive to ensure that teaching and learning opportunities meet the needs of all our students and appropriate provision is in place for those who need it most. This funding enables us to focus on some of our most vulnerable learners, utilising different strategies that promotes achievement and development. All schools are held accountable for how the Pupil Premium has been used and measures are included in the performance tables that capture the achievement of our students.

Overview of eligible students in our school
The information below outlines the number of students at USH (2016-17) that fall into the different categories:

	Year 7	Year 8	Year 9	Year 10	Year 11
Current Free School Meals	19	9	8	14	10
FSM 6 (eligible for Free School Meals in the past 6 years)	21	20	26	13	21
Looked After Children	0	0	0	3	1
Children who have been Looked After	0	1	2	1	0
Service Children	1	1	1	1	0

Different students have different needs regardless of why they are eligible for this funding and we aim to ensure support is created and utilised dependent upon what each student requires to achieve.

The Funding
Schools are free to spend the Pupil Premium as they see fit. It is used to raise achievement, to promote social skills and develop learning and behaviours for learning in order to increase the progress of eligible for students. In 2015-16, the school received an additional funding of **£163,745** for the **168** students who were eligible. Each year, the school is required to illustrate how this money has been spent and its impact.

We use this funding to support the eligible students through:
- 1:1 support in literacy and numeracy led by our SEN department
- Support from an intervention teacher who leads sessions in Maths and English as well as in other courses to support Key Stage 4 students
- Funding an attendance team (school and Trust based) to target support to improvement the attendance of key students
- Funding time for a Life Coach to work specifically with key PP students around school and out of school issues as well as ELSA support
- A specific focus on literacy utilising our library team and Accelerated Reader Programme
- Additional provision during twilights and holiday periods to support Year 11 students.
- Funding extra-curricular provision, including some curricular based trips
- The use of a Trust Family Support Worker and Educational Psychologist for students who require very specific identification of need and support

- Funding for any uniform or equipment that is required by the student. This includes resources such as those for cooking in Food Technology and any other requirements for other subjects.
- Specific tracking of achievement by a Data lead, who focuses on where there are differences in achievement for any PP students and then works closely with subjects to diminish this difference

Below is a more detailed analysis of the expenditure for 2015-16 and planned expenditure for 2017-18.

Summary information					
School	Upper Shirley High School				
Academic Year	2015/16 2016/17	**Total PP budget** **Total PP budget**	163,745 141,185	**Date of most recent PP Review**	March 2017
Total number of students	770 767	**No. of students eligible for PP** **No. of students eligible for PP**	168 171	**Date for next internal review of this strategy**	August 2017

Use of Pupil Premium funding	2015/16 expenditure	Impact	2016/17 proposed expenditure
SEN	**£24,000**	SEND students eligible for Pupil Premium performed well in their GCSEs. Students received support for dyslexia enabling them to access exam scripts and course content. All SEND/PP students were monitored closely and were tested in terms of ability and aptitude. For KS4 students, this included screening for Access Arrangements allowing additional time for exams. The Social, Emotional and Mental Health. This facilitated the referral of students to CAMHS so that we were better placed to support them. Small groups or to work 1:1 for intervention ranging from reading, writing, spelling, emotional support, social skills, anger management, to helping to 'Learn and Grow' in the garden, to targeted individual GCSE support added value as evidenced by case studies and GCSE success. In class support was directed initially to higher numbers of SEND/PP in the class. This was aimed at core subjects: English, Maths and Science. New students coming in to Upper Shirley benefited from additional transition days (at least 2 days instead of 1), personal visits were arranged prior to the official transition days. This has been well received by parents and students.	**£24,000**
Intervention teacher	**£26,000**	100% of PP students achieving a grade C or above in their English coursework. Case studies of PP students show they made progress from an E to a D in Maths, and some progressed from a D to a C in both English and Maths.	**£26,000**
Attendance team	**£16,000**	Daily monitoring of Whole School Attendance through: home visits, letters sent out to parents, meetings held in school with parents and to include either tutor, Head of Year and Attendance Support Officer. Regular contact/meetings with outside Agencies, Fixed Penalty Notice warnings. 7 serious attendance cases regarding PP students have resulted in liaison with the MASH team and or FPN as required. Attendance for PP on the whole improved with the use of the SOL attendance strategy. The attendance of students eligible for the Pupil Premium, disabled students and those with special educational needs is	**£16,000**

		increasing faster than that of others but more remains to be done to secure good levels of attendance of these groups Whole school attendance – 2014/15 (01/09/14 – 13/02/15) = 94.9% Whole school attendance – 2015/16 (01/09/15 – 12/02/16) = 95.6%	
Life Coach	£5,000	The Life Coach focussed on developing self-esteem within the student body. Case studies clearly evidence that students felt better about themselves, had more confidence and understood that their choices affect both their academic performance and affect social mobility. She seems a greater proportion of Pupil Premium students to non Pupil Premium.	£5,000
Library team support and literacy	£7,500	Book Buzz, World Book Day, Author visit, DEAR, Accelerated Reader and Library Lessons Reading ages increased by, on average 1 year with those students selected for the case study. The majority of disadvantaged students benefit from their work on the accelerated reading programme. Gains in literacy for students supported in this way are tracked with particular care and many are bought books in order to stimulate their joy in reading (Ofsted 2016)	£7,500
Additional academic provision	£13,500	PP students were well represented in year 11 for twilight workshops and holiday provision. Although we recognise that gaps are still too large in maths, they are closing. More family engagement will secure an even greater buy in. We need to ensure those students that have a lower attendance during school attend these sessions as this was the group that did not engage as readily with the programmes. Additional spending to support PP progress has benefited students and enabled them to access curriculum.	£12,000
Extra-curricular support	£19,000	This term 50% of PP students have attended clubs this term, compared to 54% of non PP students. The difference is now 4%, compared to 14% from last term. PP attendance at clubs has improved in all year groups, the lowest of which was year 10 with 52%, compared to over 80% in year 7. As a percentage within cohorts, we have more PP students attending clubs in years7, 8 and 10 than non PP students. The 50% reduction given to trips has helped students access educational trips, examples of which are English, Film studies and Drama, all high performing departments	£16,000
External support	£22,000	The Family support worker has worked well to support families and helped to raise attendance of individual students; 7 serious attendance cases regarding PP students that have resulted in liaison with the MASH team and or FPN as required. The educational psychologist has helped the school statement students and or fined alternative provision to enable them to access education including the Compass Programme. This has provided students with respite and alternative provision.	£15,000
Additional pastoral support	£25,000	Attendance is up slightly but we still need to focus teams on improving attitudinal scores to impact more on academic achievement	£25,000
Data Lead	£6,000	Identified underperformance of groups throughout the academic year in order to initiate support for Pupil Premium students. They also chaired RAP meetings facilitating the dissemination of best practice across teams.	£6,000
	£164,000		£ 152,500

The impact of the expenditure on eligible and other students:

Pupil Premium results have either stabilised over the past 2 years or improved in many of the main headline measures over a 3 year trend:

	2014	2015	2016
Attainment 8 score	36.77	40.2	41.56
English and Maths C and above	18.2	43.2	40.7
5 A* - C E& M	18.2	40.5	40.7
5 A* - C	18.2	45.9	51.9
English 3 LOP	61.9	75.0	73.1
Maths 3 LOP	28.6	44.4	38.5
Students entered for EBAC	31.8	35.1	40.7
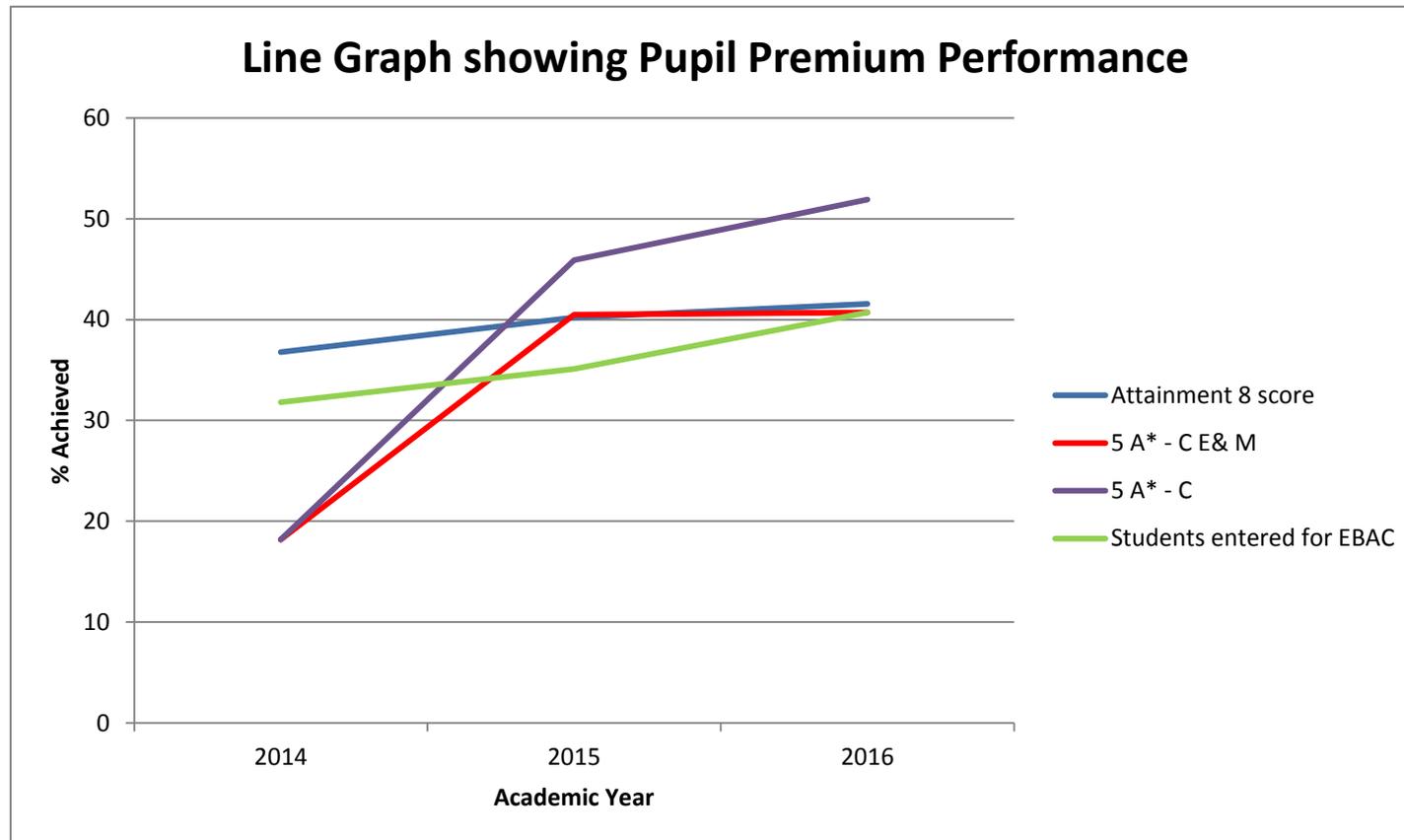
Even though the measure has now changed that Pupil Premium difference analysis is based on national figures rather than comparing Pupil Premium students with students who don't receive funding, considerable efforts have been made to ensure that the difference between PP and non PP students reduces

	2014	2015	2016
Attainment 8 score	-15.17	-15.6	-13.23
English and Maths C and above	-41.3	-30.8	-30.7
5 A* - C E& M	-36.1	-31.6	-29.0
5 A* - C	-43.0	-30.1	-25.4
English 3 LOP	-18.7	-14.9	-17.6
Maths 3 LOP	-38.4	-36.8	-33.5
Students entered for EBAC	-34.6	-28.4	-28.2

Even though results have consistently improved in headline measures for all students, there has also been a continued or closing and stabilising of the difference, suggesting that Pupil Premium students are achieving better results as a quicker rate of improvement than non PP students in many areas. The attainment difference in Maths and English closed by at least 10%

Strategy overview – each aspect of the strategy has a student level action plan that focusses on individual achievement and target setting. It is the Deputy Head Teacher's responsibility to ensure that progress in all the priority areas are tracked and have the desired impact. The KS4 targets for this year are as follows:

Targets for 2016/17

	PP	Non PP	Gap
Attainment 8 score	43.96	55.3	-11.34
% Basics: E&M 5 and above	51.6	72.13	-20.7
% taking EBAC	40	45.8	-5.8
% English grade 5 and above	64.5	77	-12.5
% Maths grade 5 and above	54.9	75.4	-20.5

We will achieve these by:

Priority Area	SLT support	Key objectives	Key Actions for Impact	Monitoring & Evaluation
1. Identification, Tracking and Accountability	PTA	Ensure the progress of all target students is tracked and that all relevant leaders are held accountable for the progress of these students 75% of Pupil Premium students make expected levels of progress in English, Maths and Science at all key stages.	Whole-school tracking. Provision Map in place and regularly updated for PP students • Tracking of progress in all subjects through PIC meetings and termly repots to DHT • Maintain a "Live" dashboard for each student (attendance, progress, removal data, extra-curricular uptake) • Explicit mention in departmental SEFs and action plans • Detailed exam analysis at teacher level using the individual class teacher exams analysis sheet (KS3/4) • Explicit focus in monitoring systems • Tracking of PP and Catch-up Premium funding • In Key Stage 4, booster intervention sessions focussed on raising achievement in core subjects and impact monitored closely • IAG at KS5 and KS4 options. Monitor Ebacc uptake by PP students • Academic and social questionnaire for all mid-term admission students identifying academic strengths and areas for development	KS4 outcomes; data from KS3 interventions charts impact DHT/Data Lead track performance of year groups in different key stages Peer Review Days for PP students Review ongoing evidence of effectiveness of Diagnose Teach Test approach to intervention in core subjects *yrs 7 – 10 make 90% of expected USH steps per subject / Yr 11 PP students 75% make their expected target*

2. **a) Literacy and b) numeracy and progress in maths**	CWI /PT A	**Lower prior attainment students** make rapid progress. Students who are not secure in reading, writing and mathematics on entry to the school receive targeted support from intervention team so they catch up with their peers quickly **Literacy and Numeracy** are embedded with consistent application of core principles for reading, writing, communication	• Yr 7 numeracy & literacy programmes, and deployment of TAs creates secure and effective network of support • KS3/KS4 PIC process used to identify students struggling with basic levels of literacy and numeracy • Interventions focussed on Catch-up Premium students using Maths/English/Science progress reports • Literacy and Numeracy catch-up • Regularly review staffing for lower sets • Improve accuracy of tracking given the new curriculum inclusive of the steps	QA of PICs, Yr 7 Nurture Group and small group interventions via ongoing progress assessments. KS4 outcomes; progress data from interventions All evidenced via Work Scrutiny, Assessment Learning Walks, Student Interviews, Lesson Observations Standardised scores from LASS testings meet age related expectations of 100
3. **Attendance and punctuality**	AFL	Guidance team to monitor students and follow up quickly on truancies. First day response provision.	• Regular meetings with KS3 and 4 YLs about existing absence issues, utilising the SOL attendance tracker. • Collaboration to ensure appropriate provision and standard school processes are in place. • Personalised support assigned to each PA student eligible for PP and supported by JET Family Support team as appropriate. • Letters about attendance sent immediately and Attendance officer to visit all PA at home to discuss attendance with parents/guardians and explore barriers (evidenced on the SOL Attendance tracker).	KS4 outcomes; data from KS3 interventions SLT track performance of year groups in different key stages Attendance >93% /lates <10%

4. **Behaviours for Learning inclusive of homework**	AFL / CWI	Identify a targeted behaviour intervention for identified students. Identify an appropriate support programme for students with SEMH	• Targeted interventions matched to specific students with specific behavioural issues so that they are engaged in lessons and make the expected progress. • Develop Guidance team to engage with parents before academic intervention begins and ensure they know how best to support their children • Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. • Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Achievement/effort points to be a focus for all staff through a focus month of positive praise/effort cards through tutors, leading to raised achievement points. • G&A will provide good opportunities and take up of Extended Schools provision by learners entitled to PP, including before and after school clubs, and Homework Club during the day. • RP will be used to engage studnents including Guidance diaries, Target for Success cards, meetings with parents as well as clear consequences to reinforce clear messages. • These students will also be allocated time with the Guidance team where there could be Emotional First Aid, problem solving, small group teaching for the core subjects. • Life Coach could also be employed as well as the No Limits team who support students with social and emotional issues.	KS4 outcomes; data from KS3 interventions SLT track performance of year groups in different key stages YL/SLT hold regular student panels and monitor data captures and impact of actions Average ATL <2.1 including homework
5. **Parental engagement**	JPR	Parents work collaboratively with the school to help their children; they understand how to help their child make progress	• Targeted parents invited to attend student collections • YLs and Guidance team to maintain effective relationships with parents of Pupil Premium students • Parents evening booking system opened earlier for selected parents • Pupil Premium students parental opinions collected as part of the PP review for yr11 then yr7-10	Attendance at events; parental voice; student voice 80% of parents to attend Parents Evenings and workshops where targeted

6. **Curriculum provision KS3 and 4**	PTA	Ensure curriculum meets the needs of vulnerable students who have become extremely disengaged with school. All students in the IG to make expected levels of progress in English, Maths and Science.	• High quality key stage 4 provision focussing on re-engagement, literacy, numeracy, English, Maths, and Core Science. Bespoke support for college and work experience applications • Small-group tuition provided by intervention teacher, TAs and additional tutors where relevant • YLs dedicated to supporting the needs of this group of learners	All evidenced via Work Scrutiny, Review Days, Learning Walks, Student Interviews, Lesson Observations 95% of PP students fill all Attainment 8 'buckets' / *50% PP students take full EBAC*
7. **Teaching and learning**	PTA	Ensure all lessons meet the needs of all students and engage target groups; raise expectations of staff and students TAs and other additional adults are used effectively to secure high rates of progress for students	Ensure all teachers and MLs follow guidance for PP students • Use feedback from learning walks to support teacher reflection • Literacy and Numeracy Strategy adhered to • PP PPA for staff working with PP students • Explicit reference to 'diminishing the difference' for students in lesson evaluation paperwork • All seating plans and class overviews to be annotated with details of 'diminishing the difference' for students • Bespoke CPD provided for additional adults working with PP students	Outcomes; student voice; literacy and numeracy levels; monitoring data All evidenced via Work Scrutiny, Peer Review Days, Assessment Learning Walks, Student Interviews, Lesson Observations *yrs 7 – 10 make 90% of expected USH steps per subject / Yr 11 PP students 75% make their expected target*

Reporting and monitoring:
• Reports on progress in each key area of the strategy collated by DHT with overall responsibility
• Reports fed back to SLT and Governors/ YLs/SLs
• YLs to host student panels and report findings to SLT
• Progress of PP students is a regular item in LM meetings