

### **Pupil Premium Provision Strategy and expenditure:**

The Pupil Premium is additional funding allocated to schools to help support disadvantaged students, diminishing the difference between them and their peers. At USH Pupil Premium is funding allocated to students who are currently children looked after (CLA), eligible for free school meals and who have been eligible for free school meals at any point in the last six years. This equates to 21.2% (163 students) of our school population. The funding has contributed to a wide range of resources designed to maximise student potential in every possible way, e.g. extra teachers in core subjects, strong inclusion team (mediation and Emotional First Aid, SEND specialists, including speech and language therapists, Life Coach, and accessing external support including education psychologists), and opportunities for extended school activities (boosters/clubs).

In addition the school also received an additional £500 for each year 7 students who did not achieve level 4 or better at Key Stage 2 in reading and/or maths (the expected Key Stage 2 attainment). This funding known as 'Catch Up Premium' is used to give these students valuable additional provision and is intended to help these students catch up in literacy and numeracy as early as possible in their secondary education and therefore enable them to access the secondary curriculum more fully.

### **Principles:**

All members of staff and governors accept responsibility for 'socially disadvantaged' students and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop his/her full potential, irrespective of need.

### **Background:**

The Pupil Premium targets extra funding for students from deprived backgrounds. Research shows these students underachieve compared to their non-deprived peers. The premium is provided in order to support these students to reach their potential. The DFE use students entitled to free school meals (FSM), children of service personnel and Looked After Children as an indicator for deprivation and have deployed a fixed amount of money to schools per student, based upon the number registered for FSM. At Upper Shirley High, we will be using the indicator of those eligible for FSM as our target children to diminish the difference in attainment and progress.

The Government have not dictated to schools how to spend this money, but are clear that schools will need to employ strategies that they know will support these students to increase their attainment.

### **Provision:**

In order to meet the above requirements, the Governing Body of USH will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all students. As part of the additional provision made for students who belong to the vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged students are adequately addressed.

How we spent the Pupil Premium Allocation 2015/16

Summary information					
School	Upper Shirley High School				
Academic Year	2015/16	Total PP budget	163,745	Date of most recent PP Review	July 2016
Total number of students	770	Number of students eligible for PP	168	Date for next internal review of this strategy	Jan 2017

Use of Pupil Premium funding	2015/16 expenditure	Impact	2016/17 proposed expenditure
<b>SEN</b>	<b>£24,000</b>	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.	<b>£24,000</b>
<b>Intervention teacher</b>	<b>£26,000</b>	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.	<b>£26,000</b>
<b>Attendance team</b>	<b>£16,000</b>	Daily monitoring of Whole School Attendance, 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 warning. 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 pupils eligible for the pupil premium, disabled pupils and those with special educational needs is increasing faster than that of others but more remains to be done to secure good levels of attendance of these groups Attendance – 2014/15 (01/09/14 – 13/02/15) = 94.9% Attendance – 2015/16 (01/09/15 – 12/02/16) = 95.6%	<b>£16,000</b>

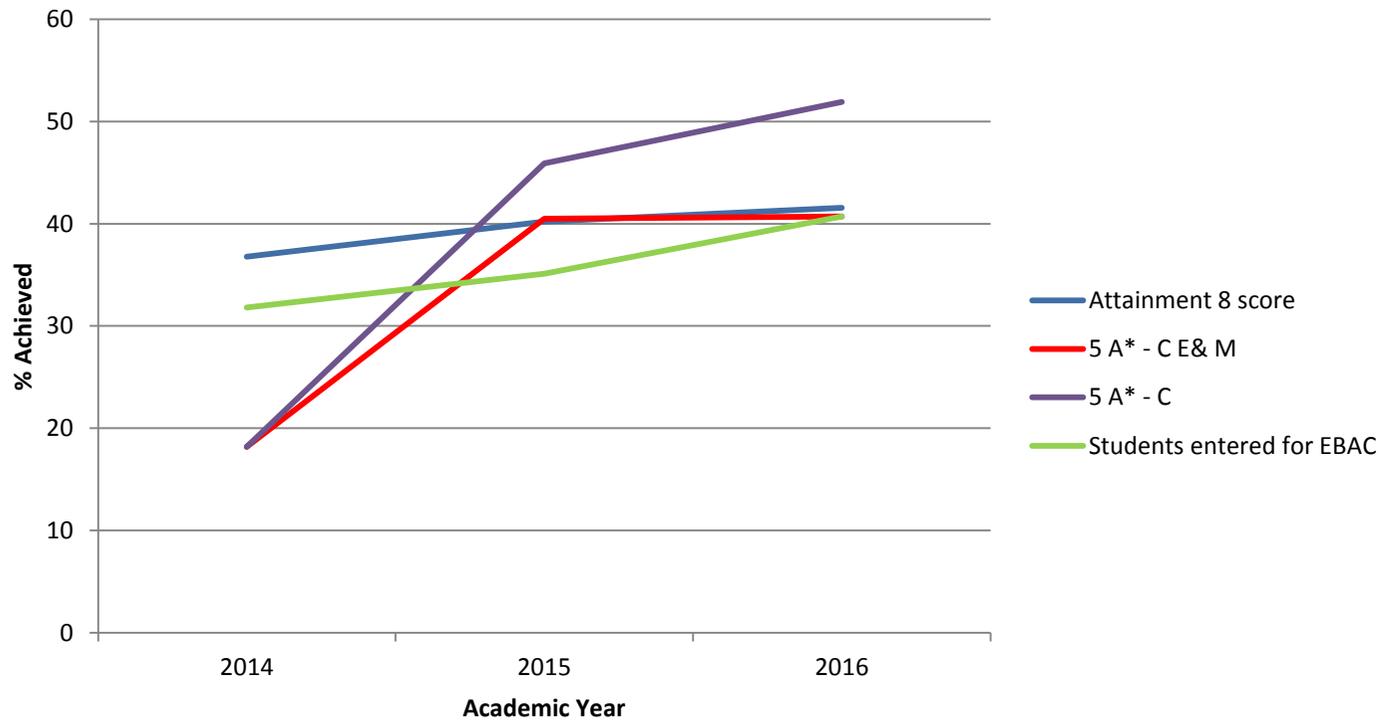
<b>Life Coach</b>	<b>£5,000</b>	The Life Coach focussed on developing self-esteem within the student body. Case studies clearly evidence that students felt better about themselves, had more confidence and understood that their choices affect both their academic performance and affect social mobility.	<b>£5,000</b>
<b>Library team support and literacy</b>	<b>£7,500</b>	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 pupils benefit from their work on the accelerated reading programme. Gains in literacy for pupils supported in this way are tracked with particular care and many are bought books in order to stimulate their joy in reading (Ofsted 2016)	<b>£7,500</b>
<b>Additional academic provision</b>	<b>£13,500</b>	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.	<b>£12,000</b>
<b>Extra-curricular support</b>	<b>£19,000</b>	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 years 7, 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	<b>£16,000</b>
<b>External support</b>	<b>£22,000</b>	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.	<b>£15,000</b>
<b>Additional pastoral support</b>	<b>£25,000</b>	Attendance is up slightly but we still need to focus teams on improving attitudinal scores to impact more on academic achievement	<b>£25,000</b>
<b>Data Lead</b>	<b>£6,000</b>	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.	<b>£6,000</b>
	<b>£164,000</b>		<b>£ 152,500</b>

**The impact of the expenditure on eligible and other pupils:**

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:

	<b>2014</b>	<b>2015</b>	<b>2016</b>
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

**Line Graph showing Pupil Premium Performance**



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

	<b>2014</b>	<b>2015</b>	<b>2016</b>
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%

<b>1. Summary information</b>					
<b>School</b>	Upper Shirley High School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	141,185	<b>Date of most recent PP Review</b>	July 2016
<b>Total number of students</b>	767	<b>Number of students eligible for PP</b>	171	<b>Date for next internal review of this strategy</b>	Jan 2017

**A summary of the main barriers to educational achievement faced by eligible pupils at the school:**

- Lower attainment on average in reading, writing and SPAG in KS2 results
- Lower attainment on average in maths in KS2 results
- A higher proportion of pupil premium students have additional SEN
- Lower reading standardised reading scores on average on entry
- Lower CAT scores (all 4 batteries) on average on entry
- Attendance of PP students is lower than for non PP students, and the gap historically widens as student's progress through the school
- A larger proportion of PP students are Low Attenders (<90%)
- Pupil premium students who do not start in Yr 7 make less progress than any other monitored key group.
- The standard of homework and completion of tasks is lower for PP students.
- A disproportional number of PP students feature in the bottom third of Attitude to learning rankings
- Average Attitudes to learning in all 4 areas on average are lower than for non PP students

Strategy overview – each aspect of the strategy has a pupil 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
<b>Attainment 8 score</b>	<b>43.96</b>	<b>55.3</b>	<b>-11.34</b>
<b>% Basics: E&amp;M 5 and above</b>	<b>51.6</b>	<b>72.13</b>	<b>-20.7</b>
<b>% taking EBAC</b>	<b>40</b>	<b>45.8</b>	<b>-5.8</b>
<b>% English grade 5 and above</b>	<b>64.5</b>	<b>77</b>	<b>-12.5</b>
<b>% Maths grade 5 and above</b>	<b>54.9</b>	<b>75.4</b>	<b>-20.5</b>

We will achieve these by:

Priority Area	SLT support	Key objectives	Key Actions for Impact	Monitoring & Evaluation
<b>1. Identification, Tracking and Accountability</b>	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 <ul style="list-style-type: none"> <li>Tracking of progress in all subjects through PIC meetings and termly reports to DHT</li> <li>Maintain a “Live” dashboard for each student (attendance, progress, removal data, extra-curricular uptake)</li> <li>Explicit mention in departmental SEFs and action plans</li> <li>Detailed exam analysis at teacher level using the individual class teacher exams analysis sheet (KS3/4)</li> <li>Explicit focus in monitoring systems</li> <li>Tracking of PP and Catch-up Premium funding</li> <li>In Key Stage 4, booster intervention sessions focussed on raising achievement in core subjects and impact monitored closely</li> <li>IAG at KS5 and KS4 options. Monitor Ebacc uptake by PP students</li> <li>Academic and social questionnaire for all mid-term admission students identifying academic strengths and areas for development</li> </ul>	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  <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"><i>yrs 7 – 10 make 90% of expected USH steps per subject / Yr 11 PP students 75% make their expected target</i></div>

<p><b>2. a) Literacy and b) numeracy and progress in maths</b></p>	<p>CWI/PTA</p>	<p><b>Lower prior attainment students</b> make rapid progress.</p> <p>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</p> <p><b>Literacy and Numeracy</b> are embedded with consistent application of core principles for reading, writing,</p>	<ul style="list-style-type: none"> <li>• Yr 7 numeracy &amp; literacy programmes, and deployment of TAs creates secure and effective network of support</li> <li>• KS3/KS4 PIC process used to identify students struggling with basic levels of literacy and numeracy</li> <li>• Interventions focussed on Catch-up Premium students using Maths/English/Science progress reports</li> <li>• Literacy and Numeracy catch-up</li> <li>• Regularly review staffing for lower sets</li> <li>• Improve accuracy of tracking given the new curriculum inclusive of the steps</li> </ul>	<p>QA of PICs, Yr 7 Nurture Group and small group interventions via ongoing progress assessments.</p> <p>KS4 outcomes; progress data from interventions</p> <p>All evidenced via Work Scrutiny, Assessment Learning Walks, Student Interviews, Lesson Observations</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Standardised scores from LASS testings meet age related expectations of 100</p> </div>
<p><b>3. Attendance and punctuality</b></p>	<p>AFL</p>	<p>Guidance team to monitor students and follow up quickly on trancies. First day response provision.</p>	<ul style="list-style-type: none"> <li>• Regular meetings with KS3 and 4 YLs about existing absence issues, utilising the SOL attendance tracker.</li> <li>• Collaboration to ensure appropriate provision and standard school processes are in place.</li> <li>• Personalised support assigned to each PA student eligible for PP and supported by JET Family Support team as appropriate.</li> <li>• 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).</li> </ul>	<p>KS4 outcomes; data from KS3 interventions</p> <p>SLT track performance of year groups in different key stages</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Attendance &gt;93% /lates &lt;10%</p> </div>

<p><b>4. Behaviours for Learning inclusive of homework</b></p>	<p>AFL/CWI</p>	<p>Identify a targeted behaviour intervention for identified students.</p> <p>Identify an appropriate support programme for students with SEMH</p>	<ul style="list-style-type: none"> <li>• Targeted interventions matched to specific students with specific behavioural issues so that they are engaged in lessons and make the expected progress.</li> <li>• Develop Guidance team to engage with parents before academic intervention begins and ensure they know how best to support their children</li> <li>• Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</li> <li>• 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.</li> <li>• G&amp;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.</li> <li>• RP will be used to engage students including Guidance diaries, Target for Success cards, meetings with parents as well as clear consequences to reinforce clear messages.</li> <li>• 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.</li> <li>• Life Coach could also be employed as well as the No Limits team who support students with social and emotional issues.</li> </ul>	<p>KS4 outcomes; data from KS3 interventions</p> <p>SLT track performance of year groups in different key stages</p> <p>YL/SLT hold regular student panels and monitor data captures and impact of actions</p> <div data-bbox="1771 866 2170 983" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Average ATL &lt;2.1 including homework</p> </div>
<p><b>5. Parental engagement</b></p>	<p>JPR</p>	<p>Parents work collaboratively with the school to help their children; they understand how to help their child make progress</p>	<ul style="list-style-type: none"> <li>• Targeted parents invited to attend student collections</li> <li>• YLs and Guidance team to maintain effective relationships with parents of pupil premium students</li> <li>• Parents evening booking system opened earlier for selected parents</li> <li>• Pupil Premium students parental opinions collected as part of the PP review for yr11 then yr7-10</li> </ul>	<p>Attendance at events; parental voice; student voice</p> <div data-bbox="1771 1201 2170 1358" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>80% of parents to attend Parents Evenings and workshops where targeted</p> </div>

<p><b>6. Curriculum provision KS3 and 4</b></p>	<p>PTA</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Small-group tuition provided by intervention teacher, TAs and additional tutors where relevant</li> <li>• YLs dedicated to supporting the needs of this group of learners</li> </ul>	<p>All evidenced via Work Scrutiny, Review Days, Learning Walks, Student Interviews, Lesson Observations</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>95% of PP students fill all Attainment 8 'buckets' / 50% PP students take full EBAC</p> </div>
<p><b>7. Teaching and learning</b></p>	<p>PTA</p>	<p>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</p>	<p>Ensure all teachers and MLs follow guidance for PP students</p> <ul style="list-style-type: none"> <li>• Use feedback from learning walks to support teacher reflection</li> <li>• Literacy and Numeracy Strategy adhered to</li> <li>• PP PPA for staff working with PP students</li> <li>• Explicit reference to 'diminishing the difference' for students in lesson evaluation paperwork</li> <li>• All seating plans and class overviews to be annotated with details of 'diminishing the difference' for students</li> <li>• Bespoke CPD provided for additional adults working with PP students</li> </ul>	<p>Outcomes; student voice; literacy and numeracy levels; monitoring data All evidenced via Work Scrutiny, Peer Review Days, Assessment Learning Walks, Student Interviews, Lesson Observations</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Yrs 7 – 10 make 90% of expected USH steps per subject / Yr 11 PP students 75% make their expected target</i></p> </div>

**Reporting and monitoring:**

- Reports on progress in each key area of the strategy collated by DHT with overall responsibility
- Reports fed back to rest of 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