

HARTFORD CE HIGH SCHOOL: Pupil Premium Strategy Statement 2018 – 2019

1. Barriers to future attainment (for pupils eligible for PP including high ability)

Our approach to ensuring that our disadvantaged students achieve well in school is one that is based on focused support, evidenced by the needs of students as well as the growing body of educational research around this issue. Our approach is to try to replicate the general advantages held by non-disadvantaged students whose performance at the school is usually outstanding. The 2018 figures suggest we have had success in narrowing the gap from 2017 to 2018 with thresholds at English and Maths along with Baccalaureate passes been particularly successful. The data for current students suggests that we expect a positive trend to continue in future years as the approach is refined still further and the fruits of intervention with Pupil Premium students throughout their five years at Hartford are harvested.

In-school barriers (*issues to be addressed in school, such as poor literacy skills*)

- A.** **Literacy skills** on arrival in Year 7 are significantly lower for pupils eligible for PP.
Test scores, both KS2 tests and independent CATs tests, on arrival in Year 7 are significantly lower for students eligible for PP
 These 2 factors continue to impact on educational performance throughout their school life.
 The current Y11 (exam year 2019) show larger gaps than normal

2018 and 2019 Exam cohort at point of entry in Year 7

Yr GRp	Exam Year	APS (from Aspire) or KS2 SS			CATS norm=100			KS Read Test Mark (/50 or SS)		
		PPI	Non PPI	PPI Gap	PPI	Non PPI	PPI Gap	PPI	Non PPI	PPI Gap
Y11	2019	27.9	29.8	-1.9	99	106	-7	29.1	33.3	-4.2
Y12	2018	28.6	28.8	-0.2	100.2	100.8	-0.6	29.2	33	-3.8

- B.** The proportion of students who receive **fixed term exclusions** or time in the school's internal Referral Unit is higher amongst Pupil Premium students.

However the percentage of students who receive fixed term exclusions is lower than National Averages

2017 - 2018 Most recent national data available	Permanent Exclusions		Fixed Term Exclusions	
	School %	National average %	School %	National average %
PP	0	0.49	10.38	23
Non PP	0	0.1	2.65	5.72

External barriers (*issues which also require action outside school, such as low attendance rates*)

- C.** Attendance pupils eligible for the Pupil Premium is above the National average for PP

Attendance rate for students eligible for PP in 2016 – 2017 was 92.7% (non-PP = 96.7%) and in 2017 – 2018 was 89.9% (non PP = 95.9%). This was below the target for all children of 97%; although this figure is skewed significantly by the impact of a handful of students. This reduces effective learning time hours; and is a factor contributing to some students making less than expected progress.

2017 – 2018 data	Sessions absent		Persistent absentees absent for 10% or more	
	School %	National average %	School %	National average %
PP	9.7	7.8	25.6	23.5
Non PP	4.1	4.4	7.8	9.3

ADDITIONAL DETAIL

The Pupil Premium is finance given to schools with the specific aim of improving the outcomes of young people from less advantaged backgrounds. Nationally, there is a significant difference in the educational achievement of pupils who receive or have received Free School Meals than those who do not, for instance. The same is true of children who are in the care of Local Authorities.

2. Planned expenditure £ 197 905

Academic year

2018 - 2019

The headings below enable us to demonstrate how we are using the Pupil Premium to provide targeted support and support whole school strategies.

A LITERACY AND NUMERACY SKILLS: YEAR 7

Desired outcome	What will happen	Success Criteria	Implementation	Staff lead	Review
Improved Year 7 Literacy progress	<ul style="list-style-type: none">• Focused teaching and assessment that employs Purposeful Practice• Targeted intervention• Accelerated reader• NGRT and CAT assessment and analysis• Summer school	<ul style="list-style-type: none">• Students eligible for PP in Year 7 make at least as much progress by the end of the year as non-PP students.• This will be measured by how far from target pupils are expressed as a percentage.• This will be evidenced using accelerated reader assessments and English written assessments	<ul style="list-style-type: none">• Clear programme of M&E in place• Thorough M&E of the impact of teaching over time – lesson observations, exercise book scrutinies, assessment file scrutinies• Regular analysis of student and class level data at whole school level	CTLs English	January April July
Improved Year 7 Numeracy progress	<ul style="list-style-type: none">• Focused teaching and assessment that employs Purposeful Practice• Targeted intervention• CAT assessment and analysis	<ul style="list-style-type: none">• Students eligible for PP in Year 7 make at least as much progress by the end of the year as non-PP students.• This will be measured by how far from target pupils are expressed as a percentage.• This will be evidenced by using test results from Assessment Fortnight (x6)	<ul style="list-style-type: none">• Clear programme of M&E in place• Thorough M&E of the impact of teaching over time – lesson observations, exercise book scrutinies, assessment file scrutinies• Regular analysis of student and class level data at whole school level	CTLs Mathematics	January April July

Total budgeted cost					SEE BELOW
A LITERACY AND NUMERACY SKILLS: YEARS 8 – 11					
Desired outcome	What will happen	Success Criteria	Implementation	Staff lead	Review
Improved Year 8-11 Literacy progress	<ul style="list-style-type: none"> • Focused teaching and assessment that employs Purposeful Practice • Targeted intervention • CAT assessment and NGRT assessment analysis 	<ul style="list-style-type: none"> • Students eligible for PP in Year 8 - 11 make at least as much progress by the end of the year as non-PP students given their starting points 	<ul style="list-style-type: none"> • Clear programme of M&E in place • Thorough M&E of the impact of teaching over time – lesson observations, exercise book scrutinies, assessment file scrutinies • Regular analysis of student and class level data at whole school level 	CTLs English	January April July
Improved Year 8-11 Numeracy progress	<ul style="list-style-type: none"> • Focused teaching and assessment that employs Purposeful Practice • Targeted intervention • CAT assessment and analysis 	<ul style="list-style-type: none"> • Students eligible for PP in Year 7 make at least as much progress by the end of the year as non-PP students given their starting points 	<ul style="list-style-type: none"> • Clear programme of M&E in place • Thorough M&E of the impact of teaching over time – lesson observations, exercise book scrutinies, assessment file scrutinies • Regular analysis of student and class level data at whole school level 	CTLs Mathematics	January April July

Total budgeted cost	£74 700
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B FIXED TERM EXCLUSIONS AND USE OF INTERNAL REFERRAL UNI

Desired outcome	What will happen	Success Criteria	Implementation	Staff lead	Review
Reduction in on calls, fixed term exclusions/use of internal Referral Unit	<ul style="list-style-type: none"> • Ongoing analysis of data • Identification of on call hotspots • 1:1 work with students with behaviours leading to on calls and time in RU • Support for staff in developing BfL strategies • Pastoral Managers working with students on developing positive behaviour strategies 	<ul style="list-style-type: none"> • Fewer PP students being on called • Fewer PP students using internal RU • Fewer PP students with fixed term exclusions 	<ul style="list-style-type: none"> • Clear programme of M&E in place • Thorough M&E of the impact on BfL of teaching over time • Regular analysis of student and class level data at whole school level 	DHT/AHT pastoral	Ongoing Summer

Total budgeted cost	£21 300
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C ATTENDANCE

Desired outcome	What will happen	Success Criteria	Implementation	Staff lead	Review
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Improving attendance of PP students	<ul style="list-style-type: none"> • Ongoing analysis of data • Identification of students at risk of becoming PA • 1:1 work with students and families with traits linked to PA • Pastoral Managers working with students on developing positive attendance strategies 	<ul style="list-style-type: none"> • Reduce the number of persistent absentees (PA) among students eligible for PP to below 10% • Overall attendance among pupils eligible for PP improves to 94% 	<ul style="list-style-type: none"> • Clear programme of M&E in place • Regular analysis of student data and early identification of trends • Immediate intervention in place for low attenders at variety of levels within school • Effective use of external agencies • Thorough M&E of the impact on BfL of teaching over time 	DHT attendance	Ongoing Summer
Total budgeted cost					£32 100

D OTHER APPROACHES

Desired outcome	What will happen	Success Criteria	Implementation	Staff lead	Review
Improve attainment across the curriculum	<ul style="list-style-type: none"> • Specific 1:1 and small group tuition for targeted PP students • Wider curriculum support and intervention for PP students • Sundries 	<ul style="list-style-type: none"> • Improved progress for PP students • Improved attendance for PP students 	<ul style="list-style-type: none"> • Clear programme of M&E in place • Regular analysis of student data and early identification of trends 	AHT intervention	Ongoing Summer
Total budgeted cost					£69 800

HARTFORD CE HIGH SCHOOL: Pupil Premium Strategy Review Statement 2017- 2018

1. Review of expenditure	
2017 - 2018	£184 705

2. Current attainment (YEAR 11 LEAVERS 2017 – 2018: 28 STUDENTS) Fig in red from FFT Fig in green from ASP			
	<i>Pupils eligible for PP (Provisional national: 2018)</i>	<i>HCEHS Pupils eligible for PP 2018</i>	<i>Pupils not eligible for PP (Provisional national: 2018)</i>
% Achieving Basics (4+ in both English and Mathematics)	43%	57%	71%
% Achieving Basics (5+ in both English and Mathematics)	24%	36%	49%
% achieving Bacculaureate (4+ EM / 5+ EM)	12% / 7%	21% / 18%	28% / 20%
APS Bacculaureate	3.1	3.4	4.4
% achieving 4+/5+ in English Lang	53% / 35%	57% / 36%	75% / 58%
% achieving 4+/5+ in Mathematics	53% / 31%	64% / 54%	77% / 57%
APS English Lang	3.9	3.8	4.9
APS Maths	3.7	4.1	4.9
Progress 8 score average (2018)	-0.4	-0.6	0.1

3. Review of expenditure				
2017 - 2018		£185 705		
A LITERACY AND NUMERACY INTERVENTION				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £70 121
Improve attainment in Literacy and Numeracy and across the curriculum	<ul style="list-style-type: none"> • Specific Literacy and Numeracy intervention across all year groups • Creating experience of non-PP students for PP students 	<p>PP student outcomes at the following thresholds were above the National PP average</p> <ul style="list-style-type: none"> • English 4+ and 5+ • Maths 4+ and 5+ • Achieving basics (4+ in both English and Maths and 5+ in both English and Maths) • English Baccalaureate 4+ and 5+ • Baccalaureate Average Point Score <p>Of particular note are PP Pupils attaining Maths at 5+ and English Baccalaureate Passes at 5+, both of which were broadly in line with National NON PP results (3% and 2% behind NON PP respectively)</p>	<ul style="list-style-type: none"> • This is a strategy that will be developed further in 2018 - 2019 	

B FIXED TERM EXCLUSIONS AND USE OF INTERNAL REFERRAL UNIT				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £20 000
Reduction in on calls, fixed term exclusions/use of internal Referral Unit	<ul style="list-style-type: none"> • Ongoing analysis of data • Identification of on call hotspots • 1:1 work with students with behaviours leading to on calls and time in RU • Support for staff in developing BfL strategies • Pastoral Managers working with students on developing positive behaviour strategies 	<p>Fixed term exclusions:</p> <p>2016 - 2017 15 students received fixed term exclusions of which 14 were PP students</p> <p>2017 – 2018 7 students (less than 1%) received fixed term exclusions of which 4 (less than 2%) were PP students</p> <p>Internal Referral Unit:</p> <p>2016-2017 99 students were referred to the RU of which 40 were PP</p> <p>2017-2018 80 students were referred to the RU of which 41 were PP</p>	<ul style="list-style-type: none"> • This is a strategy that will be developed further in 2018 - 2019 	

C ATTENDANCE				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £30 000
Improved attendance of PP students	<ul style="list-style-type: none"> Ongoing data analysis Identification of students at risk of PA 1:1 with students and families with traits linked to PA Pastoral Managers working with students on developing positive attendance strategies 	<ul style="list-style-type: none"> Persistent Absence for PP students 21.2% in 2016 – 2017 25.6% in 2017 – 2018 Overall PP Attendance 2016 – 2017 → 89.7% 2017 – 2018 → 90.3% 	<ul style="list-style-type: none"> This strategy will be developed further in 2018 - 2019 	

D OTHER APPROACHES				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £64 584
Improve attainment across the curriculum	<ul style="list-style-type: none"> Specific 1:1 support for targeted PP students in a variety of curriculum areas 	<ul style="list-style-type: none"> Year 11 outcomes suggest that this strategy was a partial success PP student progress across all Years 7 - 10 were generally positive 	<ul style="list-style-type: none"> This strategy will be developed further in 2018 - 2019 	