

2017 -
2019



Pupil Premium Statement

2017-2019

Pupil Premium 2017-2019

For the financial year 2018/2019 we have 407 pupils that qualify for the Pupil Premium funding which equates to £374,935. This funding is intended to benefit students on free school meals, children who have been looked after continuously for more than six months, looked after children and service children. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way of ensuring that funding to tackle disadvantage reaches the pupils who need it most.

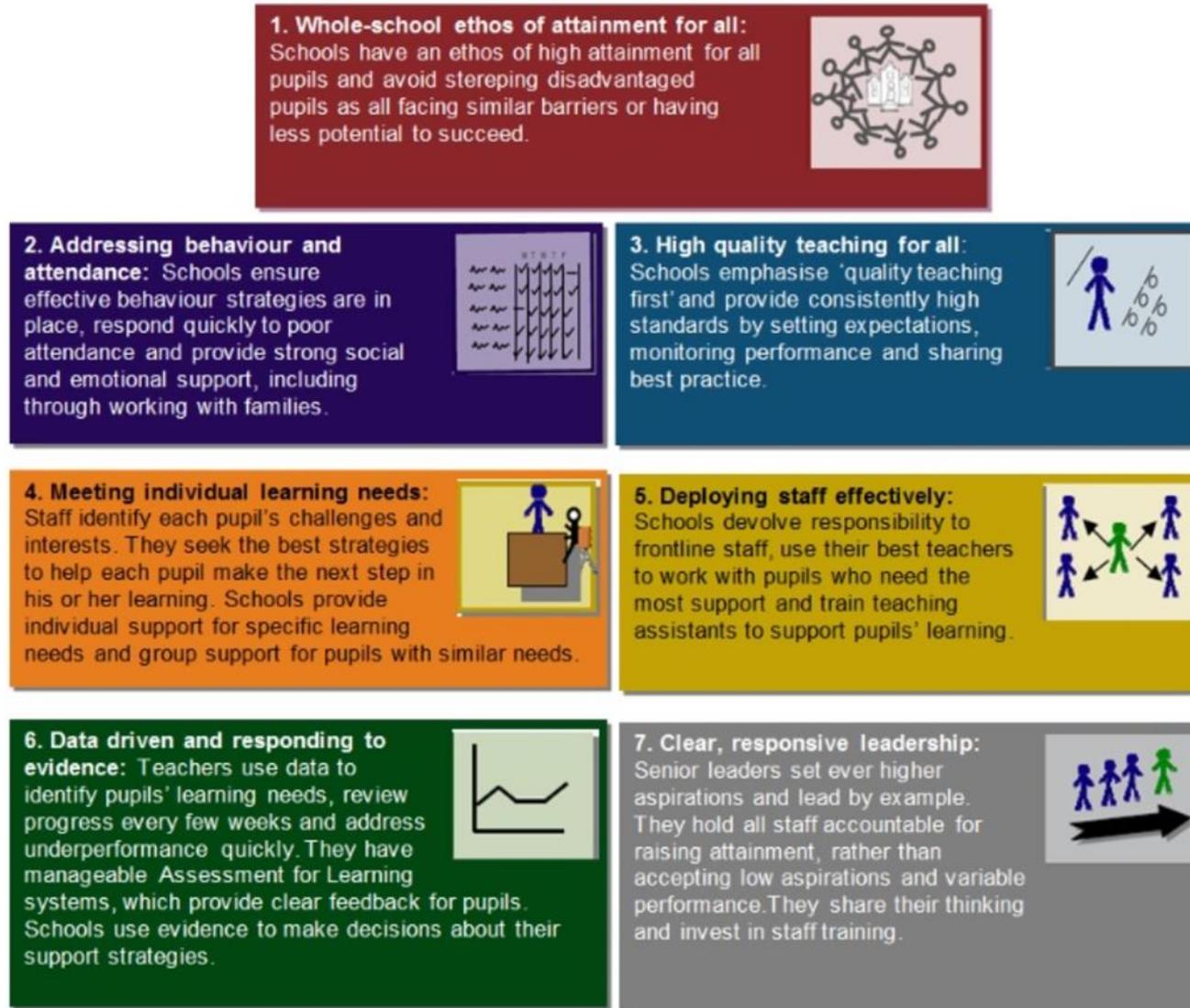
The government believes that it is for schools to decide how the Pupil Premium, allocated to schools per eligible pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Whilst schools are free to spend the Pupil Premium, they are held accountable for how they have used the additional funding to support pupils from low-income families. From September 2012, the government required schools to publish online information about how they have used, and are using, the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the premium.

Rationale

The spending of pupil premium funding has been decided by external research such as the DfE study into effective use of Pupil Premium funding (Fig.1), the experience of staff as to what has worked well before and collaborations with other schools in order to ascertain where they have found success with the funding.

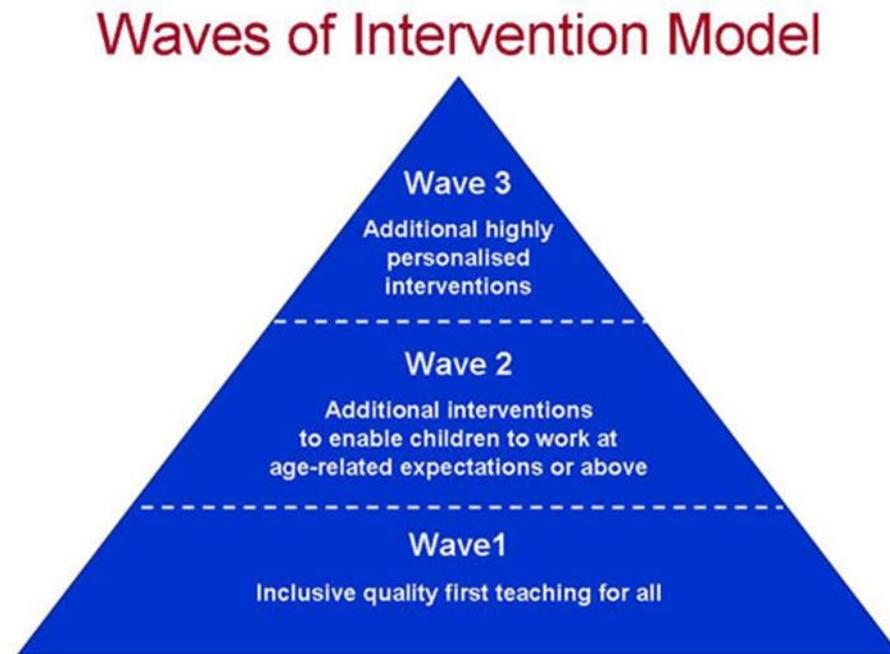
Figure 1 – What are the most effective ways to support disadvantaged pupils' achievement, DfE Report (November, 2015)ⁱ



Pupil premium Wave Support Model

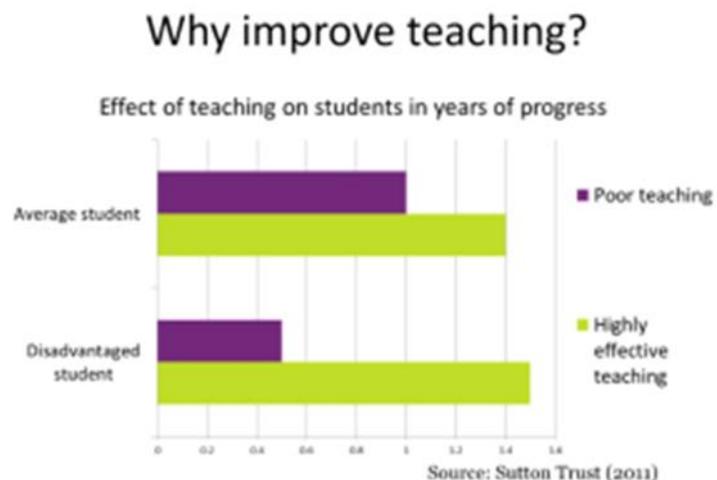
The funding received for pupils eligible for pupil premium will be utilised to develop teaching and learning in accordance with the Waves of Intervention Model (Fig. 2). The waves of intervention model describes how different levels of intervention can be understood and systematically implemented. While not all of the work required to develop teaching requires direct funding from the Pupil Premium allocation, it is important to highlight the wider work current being undertaken to improve progress and outcomes for our disadvantaged cohort.

Figure 2



- Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. Pupil Premium funding has and will primarily be used to improve the quality of this first teaching for all. The quality of first teaching is of particular importance to disadvantaged pupils as highlighted by the landmark Sutton Trust Research in 2011 (Fig.3)

Figure 3



Wave 2 describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions at Holly Lodge have included specialist subject specific form groups, reading intervention programs, attendance support, high attainers manifesto and support with revision materials for all year groups. Wave 3 describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This has included 1-1 support in English and Maths, masterclasses for high prior attainment students, support with extra-curricular enrichment, work with teaching assistants and the provision for additional resources. In addition children with complex social and emotional needs are given targeted support by learning mentors and groups such as BUZZ club.

This approach to the strategic deployment of pupil premium funding will be supported by the EEF toolkit and evidence from previous in school interventions to guide the spending plan for the current academic year.

1. Summary information					
School	Holly Lodge Girls' College				
Academic Year	2018-19	Total PP budget:	£374935,	Date of most recent PP Review	09/2015
Total number of pupils yrs 7-11	749	Number of pupils eligible for PP % of Cohort Yrs 7-11	407 (54.3%)	Date for next internal review of this strategy	09/19

2. Current attainment and Attendance			
	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average 2017 subject to amendment)
	(2017)	(2018)	
% achieving Grade 5 or above in English and Maths	31	23.1	49
% achieving Grade 4 or above in English and Maths	53	40.0	71
% of pupils entering EBAC	18	24.6	43.4
% of pupils achieving EBAC	12	20.0	28
Progress 8 score average	-0.82	-0.51	0.1 (-0.52 disadvantaged)
Progress 8 breakdown:			
Maths	0.59	-0.34	0.1
English	-0.37	-0.50	0.1
EBAC	-1.01	-0.77	0.1
Other	-1.1	-0.38	0.1
Attainment 8 score average	36	36	49
% of pupils staying in education or going into employment	94.6		
Attendance of pupil premium students 2017-18	94.0	93.8	
Persistent Absence Pupil premium	13.5	11.5	

Progress so far:

The tables below show the progress currently being made by disadvantaged students in Year 10 and Year 11 compared with the equivalent cohort from the previous year.

Current and Target attainment and Attendance					
	2017-18 Performance:	Current PP Performance (Predictions)		Target PP Performance	
		(2018-19)	(2019-20)	(2018-19)	(2019-20)
% achieving Grade 5 or above in English and Maths	23.1	31.8	44.9	35	45
% achieving Grade 4 or above in English and Maths	40.0	53.0	62.3	58	65
% of pupils achieving EBAC	20.0	30.3	31.9	35	35
Progress 8 score average	-0.51	-0.04	+0.20	0.0	0.05
% of pupils staying in education or going into employment	TBC	100	100	100	100
Attainment 8 score average	36	42.04	44.75	43	45
Attendance of pupil premium students	93.8	90.9	92.0	95	95
Persistent Absence	11.5	25.3	25.3	15	15

3. Barriers to future attainment (for pupils eligible for PP)

A.	Overall academic performance for pupil premium students lags behind that of non pupil premium students both within school and with similar pupils nationally. Facilities at home for private study, completion of homework etc are variable and the lack of these disproportionately affects pupil premium students
B.	Literacy and numeracy Levels on intake for pupil premium students are lower than for non-pupil premium students hindering access to the curriculum and attainment
C.	Low aspiration and limited awareness of career opportunities and associated academic requirements disproportionately affects pupil premium students
D.	High attaining pupils who are eligible for pupil premium are making less progress than compared to national figures for 'other' pupils
E.	Attitude to learning scores of PP students are on average lower than non PP students in all year groups
F.	Social, emotional and mental health issues disproportionately affect Pupil premium students, Attendance of PP students lags behind that of non PP students

2017/2018 Spending Plan

At Holly Lodge Girls' College Pupil Premium funding is deployed to either develop staffing provision or resource the learning of students in receipt of the fund

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve the performance of disadvantaged students in school to be near to national non-disadvantaged performance by improving the overall quality of teaching in the school	Assessment scores in all subjects and years show ever decreasing gaps until no gaps exist. Performance in external exams is as good or better than non-disadvantaged pupils nationally
B.	Improve the performance of disadvantaged students in school to be same as national non-disadvantaged performance by eliminating attainment gaps in numeracy and literacy and providing academic intervention where appropriate	Reading age as measured by ART to the gap between PP pupils and all pupils nationally. Performance in English assessments shows increasingly narrow gaps in both KS3 and KS4 and narrowing at a faster rate than national to eventually reach zero. Scores in maths assessments show gaps narrowing as pupils' progress through KS3 and onto KS4. KS4 outcomes show gaps narrower than the national gap and moving towards zero
C.	All pupils are aware of the range of careers and learning opportunities made possible through university and higher education. PP students are prioritised when accessing aspiration and IAG activities	IAG interviews are extended to cover all Pupil premium students through Y10 and Y11. All HAPP pupils make at least one university visit through the course of KS3. An Aspiration program of activities runs through all years for all pupils.
D.	High Prior attaining PP students perform as well as non-PP high attaining students in terms of progress and attainment by the end of KS4	90% of high attaining pupil premium pupils get a progress score of -0.25 or better, this represents a significant improvement from the current level of -0.88. Eventually both Pupil premium and non-pupil premium students attain in line with or better than national averages
E.	Behaviour and attitude to learning of pupil premium students is as good or better than that of all students and does not represent a barrier to academic progress. All pupils develop responsibility for their own learning.	All students are engaged in meaningful work. Evidence from learning walks and drop-ins show that staff engage PP student directly. Analysis of academic reports and of SIMs behaviour show that incidents of low level disruption declining for all student and significant disruption remains rare. Book scrutinies show no difference in presentation or progress between PP and non-PP and those standards are high for all pupils. Analysis of attitude to learning scores shows overall improvement over time and no difference between pupil premium and non-pupil premium pupils
F.	Ensure that attendance of pupil premium students is in line with that of 'other' students and at or above national average Pupil premium students affected by Social, emotional and mental health issues receive appropriate support and advice	Students with difficulties are identified quickly and appropriate referrals made. Absenteeism is reduced and where necessary academic intervention takes place to ensure progress is maintained. Detailed anonymised case studies are kept and reviewed to ensure that good practice took place and outcomes were positive. The gap between PP and Non PP attendance narrows and is in line with or better than the national average. Persistence absence figures show a narrowing gap. Punctuality of all students continues to improve and % gap narrows further

<u>Staffing Resources</u>	Key Areas	Budget Allocation from PP (£)
Numeracy and Literacy Coordinators TLR	A, B, C	£7,010
Learning mentors x 2	E, F	£83,628
Non-teaching year leaders x 5.4	A, E, F	£130,676
Attendance officer	A, F	£26,496
HLTA in English Maths and Science	A, B, C, E	£42,616
Education Welfare officer support	E, F	£20,160
EAL support	A, B, C, D	£18,784
Academic support provided for all pupil premium Students	A, B, C, D	£26,970
Aspiration Activities including, The Girls' Network and Hope Opportunity Trust	A, B, C, D	£10,500
Educational Psychology Services	E, F	£4,839
Additional Independent advice and Guidance (IAG) for all pupil premium students in years 10 and 11	A, C, F	£2,906
Provision Mapper software to map all provisions across the curriculum	A, B, C, D, E, F	£450
	TOTAL	£374,935
	Total Deprivation Funding received	£374,935

Desired outcome ‘A’: Improve the performance of disadvantaged students in school to be near to national non-disadvantaged performance by improving the overall quality of teaching and learning in the school

Actions:

1. Consolidation of CPD program to focus on key areas of Challenge, DIRT, Feedback, Higher achievers, and SLANT behaviour
2. Development of the monitoring of teaching and learning via themed learning walks, drop ins, work scrutinies and QA
3. Changes in appraisal system to focus more closely on development of pedagogy and support to ensure progress
4. Consolidation of progress made in teaching of science through continued support of the subject management in the faculty
5. Questioning manifesto, DIRT tasks and Challenge manifesto throughout the school to accelerate progress of all students
6. Provision of revision materials for all pupils in all years for use in calendared revision weeks
7. Shared departmental PPA in core subjects to jointly plan interventions
8. LT intervention and action plan to improve line management of teaching in Creative Arts and PE
9. Use external consultant with extensive experience to support the provision planning for disadvantaged pupils
10. Produce Holly Lodge Student/parent handbook to support study at home.
11. Distribute effective revision Guide and parents support guides to all parents and pupils in year 11
12. Teachers to target PP students who are making less progress through direct questioning and support in class
13. Staff to mark PP work first to ensure a greater focus on feedback to these students
14. Provision of support materials such as study guides, catering materials to support targeted students

Dates	Person responsible	Monitoring and Evaluation
CPD Twilights Learning walks	LCA AK LCa	<ul style="list-style-type: none"> • Continued monitoring of teaching and learning through calendared learning walks and book scrutinies using a new feedback approach designed to encourage a more focussed professional dialogue that will develop each individual teacher’s pedagogy. • A system of scheduled drop ins from curriculum leaders and SLT, will focus on identified cohorts E.g. HA and HAPP. • Teacher CPD in house twilights continue to focus on specific pedagogical areas of identified need E.g. Memory and study skills. Twilights will also focus on internal exam moderation to improve consistency of assessment. • New peer observation program will allow all teaching staff to share good practice.

<p>Systematic Monitoring of pupil progress</p> <p>Development of school appraisal system to reflect development in teaching</p>	<p>RD /RCT</p> <p>AK</p>	<ul style="list-style-type: none"> • Themed and departmental Learning walks scheduled through year, all teaching staff will experience two learning walks with the intention that visits will be paired including subject staff as often as possible. • Monitoring and evaluation of progress made by all pupils following each progress check comparing advantaged and disadvantaged pupils (years 7-10 and 12 twice a year, years 11 and 13 three times per year) Departments to focus on identified pupils • Development of SISRA at KS3 to allow rapid and accurate analysis of KS3 assessment results and identify gaps between PP and no-PP students • Appraisal procedures updated to place the quality of teaching and its' improvement to be at the Centre of the process. • Objectives designed to recognise the quality required in every day teaching, assessment and marking through incorporation of Learning Walks, Work Scrutinies and other QA processes. • Appraisal focuses on the steps taken by teachers to support the progress of all students as well as large sub-cohorts, of which the largest are PP.
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Desired Outcome B : Improve the performance of disadvantaged students in school to be same as national non-disadvantaged performance by eliminating attainment gaps in numeracy and literacy and providing academic intervention where appropriate

- Actions:**
1. Use ART reading tests to screen years 7, 8 and 9 and identify those with significant reading age deficits.
 2. A reading form to be introduced in years 8 and 9 to provide continued support for poor readers.
 3. Use LIFEBOATS scheme in year 7 to accelerate targeted students
 4. Use of LEXIA program to support targeted students
 5. Small group intervention at KS3 in English and Maths during form time throughout KS3
 6. Use of master classes in Key subjects focussed on pupil students who are falling behind
 7. Oracy, Literacy and Numeracy exercises in form time to boost these skills in all year groups
 8. Named Governor to be trained to have oversight of pupil premium progress, hold LT to account
 9. Governing body all understand ASP and the historic progress of pupil premium students through LA and in school training
 10. Use of Provision mapper to track and monitor all interventions for Pupil premium and SEND pupils

Dates	Person responsible	Monitoring and Evaluation
After each progress check	RD RCT	<ul style="list-style-type: none"> • Monitoring and evaluation of progress made by all pupils following each progress check comparing advantaged and disadvantaged pupils (3 times each year for examination years, 2 times for all other years) • Monitoring of attendance at revision classes and targeting of individuals • Use of SISRA to evaluate progress of high attainers and the gaps between HA advantaged and disadvantaged • Evaluation of narrowing of chronological gap in reading age for student who are concerns • Analysis over time of progress made by pupils in intervention group at KS3 • Evaluate the performance in key subjects of student in 'specialist forms' after each progress check

Desired Outcome D: High Prior attaining PP students perform as well as non-PP high attaining students in terms of progress and attainment by the end of KS4

Actions:

1. Raise expectations of staff and students as with school’s mission statement “Expect to Achieve”
2. HA-PP cohort monitored individually by producing profiles detailing issues and support
3. After school revision program Y11 to be focused on those students most in need of support
4. Purchase of revision materials in English and Maths for pupil premium students
5. Pre- Exam Revision sessions for English and Maths HA-PP cohort
6. Introduction of Girls’ Network mentoring programme to support HA pupils and raise aspiration

Dates	Person responsible	Monitoring and Evaluation
Autumn 2017	RCT ST, Year Leaders	<p>Evaluation</p> <ul style="list-style-type: none"> • Senior leaders to carry out daily ‘drop-ins’ to form time to monitor pupil attitudes • Attitude to learning grades to analysed and evaluated after each progress check and acted on by SLT and Year Leaders. • Attendance monitored by Year Leaders. SLT year link and evaluated in weekly meetings • SIMS behaviour logs evaluated weekly by Year leader and SLT year link and intervention put in place to support student displaying poor behaviour

Desired Outcome E: Behaviour and attitude to learning of pupil premium students is as good or better than that of all students and does not represent a barrier to academic progress. All pupils develop responsibility for their own learning

Actions:

1. Ensure that all staff are aware of the disadvantaged pupils in their classes
2. Enhanced use of SISRA to closely monitor the performance of pupil premium students throughout the year
3. Regular basics checks during form-time to ensure all pupils are equipped and ready to learn
4. Provision of revision materials for all pupils in all years prior to internal assessment weeks
5. Study skills sessions for year 11 to support organisation and preparation for examinations (ELEVATE)
6. Improved monitoring of attendance of pupil premium students and focus resources on this cohort
7. Intervention by LT engagement links to support behaviour of pupil premium students as a focus
8. Senior staff evaluate Attitude to Learning scores of pupil premium students and intervene where appropriate
9. All staff to have seating plans identifying pupil premium students and their current rates of progress which are available always
10. Introduction of SISRA to KS3 to support rapid analysis of performance and inform intervention strategies
11. CLA students to have necessary resources (text books etc.) purchased as requested

Dates/ frequency	Person responsible	Monitoring and Evaluation
Progress checks through the year	RD RCT All SLT	<ul style="list-style-type: none"> • Evaluate the progress of all students in KS4 three times a year in Progress checks (SISRA). Compare pupil premium with non-pupil premium to evaluate extent of gaps • Learning walks show that staff are aware of pupil premium students and are targeting their progress • Wider knowledge of SISRA and how it can be used amongst subject staff to allow rapid analysis of data. • Regular Pop in to form time to check on basics and • Evaluation of Revision sessions and materials provided through student voice

Desired Outcome F: Ensure that attendance of pupil premium student is in line with that of ‘other’ students and at or above national average Pupil premium students affected by Social, emotional and mental health issues receive appropriate support and advice

Actions:

1. Employment attendance officer to work full time on improving attendance
2. Regular weekly attendance meetings with senior staff and year leaders with a focus on disadvantaged pupils
3. School text message service to provide immediate contact with home
4. Attendance assemblies and end of term certificates to be delivered by attendance officer
5. SLT engagement link to support attendance focussing on those in the 90-95% attendance range
6. Employment of non-teaching year heads to provide close pastoral support
7. Employment of two specialist learning mentors to provide 1:1 mentoring of pupils with pastoral issues
8. Assembly themes around aspirations, role models, British values, resilience and study skills
9. Specialist HLTA to run Buzz club for students who need to improve socialisation and communication skills
10. System of stratified responses linked to attendance levels with clear responsibilities for each cohort

Dates/frequency	Person responsible	Monitoring and Evaluation
Weekly and termly evaluations	ST KT Year leaders Learning Mentors	<ul style="list-style-type: none"> • Weekly meetings • Termly evaluations of attendance • Comparison of school figures with national figures for all pupils • Regular student voice exercises on attitudes to school and learning • Termly ‘Team around the school’ meetings to discuss key pupils • Analysis of SIMS behaviour records to pick up emerging concerns