**Sandhill View Academy Pupil premium strategy / self- evaluation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **Academic Year** | 2019-20 | **Total PP budget** | 378,675 | **Date of most recent PP Review** |  |
| **Total number of pupils**  **(2018-19)** | 761 | **Number of pupils eligible for PP** | 405 | **Date for next internal review of this strategy** | Summer 2020 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **2018 Attainment** | | | | | | | | | | | | | |
|  | | | | | | | Pupils eligible for PP | | | Pupils NOT  eligible for PP | | All pupils | |
| **Progress 8 average** | | | | | | | **-0.5** | | | **-0.28** | | -0.4 | |
| **Attainment 8 average** | | | | | | | **35.21** | | | **41.64** | | 38.21 | |
| **Basics 9-4** | | | | | | | **35.6** | | | **58.2** | | 46.4 | |
| **Basics 9-5** | | | | | | | **20.7** | | | **35.4** | | 27.7 | |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | | | | | | | | |
| **Academic barriers within school** | | | | | | | | | | | | | |
| **a** | | | All students need the highest quality of teaching in every classroom. There have previously been inconsisencies in quality. | | | | | | | | | | |
| **b** | | | Some students have low levels of literacy which impedes their learning and their confidence across many subject areas. | | | | | | | | | | |
| **c** | | | Some students have low levels of numeracy, this impedes their learning and their outcomes in maths. | | | | | | | | | | |
| **d** | | | Some students with high prior attainment need additional help to enable them to fully achieve their potential. | | | | | | | | | | |
| **e** | | | Some students have additional needs and need extra help to enable them to fully achieve their potential. | | | | | | | | | | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | | | | | | | | | |
| **f** | | Some students struggle to attend regularly and of these some are persistently absent. | | | | | | | | | | | |
| **g** | | Some students need extensive pastoral support for a variety of reasons. | | | | | | | | | | | |
| **h** | | Some students struggle to manage their behaviour. | | | | | | | | | | | |
| **i** | | Some students face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning. | | | | | | | | | | | |
| **j** | | Some students have little aspiration for the future and so do not understand why they need to do well in their exams and so limit their own potential. | | | | | | | | | | | |
| **k** | | Some students do not have access to a healthy diet which impacts on their general well-being. | | | | | | | | | | | |
| **l** | | School uniform can cause significant challenges for some families. | | | | | | | | | | | |
| **m** | | Some students lack access to the internet and the use of computers to support their studies. | | | | | | | | | | | |
| **n** | | Some students lack access to a suitable space to study with adult support. | | | | | | | | | | | |
| **o** | | Some students need to experience a wealth of enrichment experiences in order to widen their horizons and unlock future opportunities. | | | | | | | | | | | |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | | | | | | | Success criteria | | | | | |
| **a** | Reduce inconsistencies in T&L within and across subject areas in order to improve levels of progress in all subject areas. | | | | | | | Appoint LP staff in the core subjects to contribute to the highest quality of provision in lessons.  All departmental staff have the opportunity to observe and be coached/mentored.  Termly assessment tracking shows a diminishing gap in progress from the KS2 gap on entry.  An average progress score between the national figure and 0 for all PP pupils by the end of y11.  All staff access high quality CPD.  Link closely with the local Research Schools to remain up to date with the latest evidence base.  Embed new learning structure, along with staff CPD to improve long-term memory. Ensure challenge and support is catered to the needs of PP students.  Monitoring of T&L is extended. | | | | | |
| **b** | Improve the reading age of students | | | | | | | The gap between reading age and chronological age for PP students decreases at every assessment point.  Embed a whole school approach to improving literacy across the curriculum.  Purchase of additional books to promote a positive culture for reading.  Purchase of additional reading tuition software to enhance current provision within interventions. | | | | | |
| **c** | Improve confidence and fluency in maths | | | | | | | The number of PP students who are ‘WA’ in maths at each Assessment Point is increased.  An average progress score of 0 in for all PP pupils by the end of y11.  Purchase additional maths tuition software to enhance current provision within interventions. | | | | | |
| **d** | Improve the confidence levels of more able students so that they can reach their potential | | | | | | | Assign Student Progress Mentors who have monthly meetings with MAT students.  PP MAT students are given regular access to the FE and HE experiences.  MAT PP students achieve an average P8 score of 0 or above | | | | | |
| **e** | Improve the basic skill levels of SEN students so that they can make good rates of progress | | | | | | | Support plans highlight specific approaches to improve attainment of SEN students.  SEN PP students have access to an improved reading intervention programme.  SEN students have access to a range of appropriate option choices at KS4.  The gap between reading age and chronological ages is reduced  Progress scores are at 0 or above for SEN pp students. | | | | | |
| **f** | Improve the attendance of students so that they are able to make good progress | | | | | | | Enhanced range of awards linked to excellent attendance.  PP attendance mentor makes regular contact with pupils who are at risk of poor attendance.  The gap between PP and non PP attendance closes (weekly updates via SLT meetings) | | | | | |
| **g** | Students get access to external support they need as quickly as possible | | | | | | | CPD updates for pastoral leaders (HOH).  SENCO and HOH meet on a two weekly basis to ensure effective transfer on information about vulnerable students and to ensure that internal interventions and external professional support is accessed quickly.  Reduction in the number of students being referred to the BSU/SSB.  Reduction in the number of permanent exclusions  Complete the Mental Health Charter Mark | | | | | |
| **h** | The amount learning time lost as a result of low-level disruption is significantly reduced | | | | | | | The number of on calls and requests for curriculum support reduce.  All staff attend Behaviour for Learning CPD to ensure the effective use of de-escalation approaches.  Learning ‘Lead Teachers’ to cascade the training approach via PEBL meetings.  Weekly updates to staff about positive behaviour management approaches. | | | | | |
| **i** | Ensure that school provides a safe haven for students and contact with adults who are trained to support them or refer them to the appropriate external agency.  Build working relationships with feeder primary schools to ensure key information is used to aid the transition process for the most vulnerable students. | | | | | | | Pastoral support staff have regular access to student welfare CPD.  Pastoral staff (HOH) visit primary feeder schools to meet face to face with students, families and a primary link during the summer term of y6.  Where required, students have a period of extended transition.  SENDCO makes additional visits to support transition for PP& SEN students.  Complete the Mental Health Charter Mark (Silver)  Staff development (emotion coaching) | | | | | |
| **j** | Establish an enhanced culture of aspiration within school. Students are taught how to become resilient and how to develop a growth mindset. | | | | | | | Whole school assemblies set the culture of aspiration, backed up by form tutors, subject teachers and y11 mentors. | | | | | |
| **k** | Set up free breakfast provision.  Improve the quality of school meals.  Improve access to drinking water during the school day to aid concentration. | | | | | | | All parents of PP students know they can access this enhanced provision.  Uptake increases.  Increased update of healthy options.  Increase the number of water fountains in accessible areas. | | | | | |
| **l** | Provide funded access to uniform essentials for all PP students | | | | | | | Increased numbers of PP parents claim for uniform costs.  Provide PE shirts for all new intake during transition days. | | | | | |
| **m** | Set up access to a resources room with a suite of PCs and library books so that students can access these for supervised study at lunchtime/breaktime and after school. | | | | | | | Students have access to ICT during social times within the school day to allow them to develop their skill levels independently.  Buy additional laptops which can be accessed by PP & SEN pupils during school. | | | | | |
| **n** | Provide staff to run an after-school homework club in the Resources Room. | | | | | | | Homework club is regularly attended by PP students. Homework completion rates improve (reduction in C1 codes). | | | | | |
| **o** | Offer a range of opportunities for educational visits, to enhance the CEIAG offer in order to raise aspirations. | | | | | | | An increasingly varied offer of trips and visits, with fully funded PP places.  To run a weekly ‘news’ quizzes via tutor time to improve cultural and general knowledge. | | | | | |
| 1. **Planned expenditure** | | | | | | | | | | | | | | |
| **Academic year** | | | | | **2019-20** | | | | | | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | | | | | | |
| **Action** | | | | **Intended outcome** | | **What is the evidence and rationale for this choice?** | | | **How will you ensure it is implemented well?** | | **Staff lead** | | **When will you review implementation?** | |
| a. Recruit a team of Lead practitioner staff in core subjects to consistently demonstrate outstanding T&L. | | | | Improved P8 scores in maths and English. | | School data highlights the need to improve progress in the core subjects. | | | Staff in place.  Routine monitoring identifies the impact of the provision. | | SG | | June 2020 | |
| a. Deliver a programme of high quality CPD to all staff (based on the Every lesson outstanding programme) | | | | Teaching is closely matched to the needs of all students, enabling them to make faster rates of progress. | | Ofsted March 2018, highlighted that ‘pupils are compliant and often passive because the demands placed on them are sometimes not high enough.’ | | | Built into school CPD calendar | | JM | | July 2020 | |
| a. Create a common planning format which sets out the basic expectations for all lessons | | | | Clarity of purpose and understanding  Ensure appropriate differentiation for all | | Ofsted March 2018, highlighted ‘inconsistencies in the quality of teaching and learning. | | | Shared planning expectations  Guided planning  Observation feedback | | JM & HM | | September 2019 | |
| a. Use staff meetings and CPD time to conduct collaborative monitoring and feedback activities. | | | | Staff reflect on the quality of feedback and marking. They ensure feedback uses praise and specific next steps. | | EEF identifies that when given properly, feedback improves progress by 8 months.  <https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/> | | | Lesson observations and work scrutiny | | JM & HM | | Weekly | |
| a. Ensure staff have access to baseline information which ensures high expectations for all | | | | High expectations for all, based on prior attainment data | | Ofsted 2018  Some lesson observations illustrate low expectations of capabilities | | | Give printed copies to staff.  Guided support to access the baseline data | | JD | | September 2019 | |
| b. Develop a whole school approach to supporting literacy development. | | | | Students have greater fluency and confidence in terms of speaking and listening and the use of formal language.  The range of vocabulary in use is broadened. | | Many students are unable to adapt their language skills for different audiences and purposes.  Ofsted 2018- ‘Errors in literacy are often corrected in line with the school’s policy, but, even when they are, errors persist in some books.’ | | | Staff CPD  Access to support materials.  Whole school launch of programme. | | JM and JA | | September 2019 | |
| c.Purchase maths booster materials | | | | Use My maths to enhance homework provision.  Booster maths material to improve the quality of small group interventions.  Use Timestables rockstars at KS3 – to improve fluency and agility of recall | | High number of students arrive in KS3 below national expectation in maths. Improving confidence and rapid recall enhances progress.  <https://ttrockstars.com/home> | | | KS3 Progress leader to monitor impact after each Assessment Point. | | AG | | July 2020 | |
| h.Reduce the amount of learning time lost dealing with low level disruption | | | | Support a learning culture within school, so that students can make faster progress in lessons  Restructure staffing so that each year group has a pastoral lead | | High number of behaviour logs.  EEF suggests 3 month gain in progress when behaviour interventions are used effectively.  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/> | | | Change of leadership structure  Change in staffing arrangements  Investment in Pivotal training to equip staff to deal with low level distractions.  Use of behaviour specialist consultant in school. | | RC | | January 2020 | |
| **Total budgeted cost** | | | | | | | | | | | | | 281,835 | |
| 1. **Targeted support** | | | | | | | | | | | | | | |
| **Action** | | | | **Intended outcome** | | **What is the evidence and rationale for this choice?** | | | **How will you ensure it is implemented well?** | | **Staff lead** | | **When will you review implementation?** | |
| Provision of after school homework club | | | | Remove excuses/confrontation for non-completion of homework. | | To enhance provision in an inclusive way-removing barrier to completion of homework and having access to a member of staff to help/guide/support.  EEF identifies that homework can add 5 months of progress.  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-secondary/> | | | Amended timetable for staffing  Purchase of computers for the new resources room. | | JM | | Half termly | |
| Purchase lexia to provide phonics interventions | | | | Improve the reading age of students | | EEF identifies a 5 month gain when such interventions are used  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/> | | | Led by SENCO, supported by LB.  Interventions are started in school and pupils given home access. | | Senco | | Termly | |
| Purchase Accelerated Reading | | | | Improve the reading age of students | | EEF identifies a 5 month gain when such interventions are used  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/> | | | LJ  Interventions are started in school and pupils given home access. | | JD | | Termly | |
| Access to free breakfast provision | | | | Improved attendance, punctuality, nutrition and behavoiur. | | <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3737458/> | | | Work closely with new catering provider to ensure a wide menu choice and appropriate levels of staffing. | | PD | | Half termly | |
| Access to subsidised uniform | | | | Supporting families  Improving parental engagement with school | | Ward child poverty data indicates high levels of poverty in the immediate area. <http://www.endchildpoverty.org.uk/wp-content/uploads/2018/01/North-East_LA-and-ward-data.xlsx>  Some parents tell us they struggle to buy the school uniform. | | | Ensure parents of PP students know they can claim support for basic uniform essentials (blazer, tie) | | PD | | September 2019 | |
| Appoint a Y11 Progress and Pastoral Leader. | | | | Assign underperforming PP students to Progress mentor support. | | P8 score in 2019 is negative, with a wider gap for disadvantaged students. | | | Weekly monitoring meetings between Progress and Pastoral Leader and DHT . | | JD | | July 2020 | |
| Access to additional learning resources/school equipment. | | | | Equal access to the curriculum. | | Some students are unable to buy some of the additional materials that are required to support their learning out of school. | | | DHT allocate money to departments as needs are identified. | | JD | | July 2020 | |
| **Total budgeted cost** | | | | | | | | | | | | | 95,000 | |
| 1. **Other approaches** | | | | | | | | | | | | | | |
| **Action** | | | | **Intended outcome** | | **What is the evidence and rationale for this choice?** | | | **How will you ensure it is implemented well?** | | **Staff lead** | | **When will you review implementation?** | |
| Subsidised music lessons | | | | Create equality of opportunity for engagement in the arts | | To ensure that cost does not prohibit PP children having access to a wide range of extracurricular activities. | | | Basic teacher request form, on behalf of parents | | JD | | June 2020 | |
| Subsidised revision guides and learning resources | | | | Improve outcomes by improving access to out of school study opportunities | | Lack of learning resources and books at home | | | All staff are aware of how to access this funding-via central purchases. | | JD | | June 2020 | |
| Subsidised school trips | | | | Improve attendance and enrich learning | | At times there are lower levels of engagement in extracurricular activities for PP students. | | | All staff are aware of how to access this funding-via central purchases. | | AB | | June 2020 | |
| **Total budgeted cost** | | | | | | | | | | | | | **5,510** | |