

## Pupil premium strategy Review 2018/19

1. Summary information				
<b>School</b>	Hillside High School			
<b>Academic Year</b>	2018/2019	<b>Total PP budget</b>	£ 351,560	
<b>Total number of pupils</b>	675	<b>Number of pupils eligible for PP</b>	376	

2. Final Results 2019			
	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>
	<i>2019</i>	<i>2018</i>	
<b>Progress 8 Score</b>	<b>-1.06</b>	<b>-0.82</b>	<i>0.1</i>
<b>Attainment 8 Score</b>	<b>36.18</b>	<b>36.8</b>	49
<b>English and Maths Combined 4+</b>	<b>40</b>	<b>43</b>	73
<b>English and Maths Combined 5+</b>	<b>14</b>	<b>27</b>	57
3. Barriers to future attainment and progress (for pupils eligible for PP)			
In-school barriers			
<b>A.</b>	- Attendance and Punctuality (PP have significantly lower attendance than non-PP)		
<b>B.</b>	- Attitude to learning and Behaviour for learning – aspirations.		
<b>C.</b>	- Disadvantaged pupil group – poor literacy and numeracy levels.		

<b>External barriers</b>		
<b>D.</b>	Extreme poverty in the local area – lack of opportunities and aspirations.	
<b>E.</b>	Low expectations and lack of parental engagement in supporting pupils at home.	
<b>4. Desired outcomes</b>		<b>Success criteria</b>
<b>A.</b>	Achievement Gap is rapidly diminished between PP and National other	Target P8 Score 2019 of -0.6; 2020 – 0.2. <i>Year 11 2019 -1.08</i> <b>P2S3      PP      nPP</b> <b>Year 7   0.47   0.30</b> <b>Year 8   0.13   0.25</b> <b>Year 9   -1.01   -0.46</b> <b>Year 10 -0.28   -0.02</b>
<b>B.</b>	Attendance of PP pupils to be in line with national average.	Improved Attendance to at least National Average (94.8%) <i>2019: 90.51%</i>
<b>C.</b>	Improvement in the AtL and BfL of PP cohort.	Reduction of FTE.

5. Planned expenditure					
Academic year	2018/2019				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	IMPACT REVIEW
Pupil premium children's experiences and interventions are tracked more succinctly and impact is better measured for individual pupil premium spends	Investigate different tracking systems that will enable school to track pupil premium spend, attainment, achievement and progress for all pupils.	Improved evidence base of impact of PP spend.	Review impact of actions at each P2S cycle – Link Governor.	ME	<i>Tracking system developed and now being used to monitor additionality – provides comparative and coverage analysis – across the 'whole' package. One impact - increase opportunities to enhance pupils' Cultural Capital and experiences. This is now being migrated to SIMS.</i>
Outcomes for pupil premium students are high and managed	Launch new Teaching Learning Development	Quality First Teaching is the key to improving outcomes.	Review impact of programme – using full range of evaluation – data,	SWA	<i>Learning walks and departmental book reviews demonstrate that the quality of T&amp;L provision is improving; this is particularly relating to effective feedback and accurate</i>

better by teachers on a day to day basis in classrooms.	programme with staff.	Teaching and Learning Development programme based upon Leverage Leadership model.	book looks, learning walks, health checks, pupil voice.		<i>subject knowledge in line with new specifications. Fortnightly pupil book interviews continue to reinforce the need for high standards of presentation and some pupils are becoming more confident to talk about learning as oppose to 'doing'. Pupils particularly like the increase in teacher feedback and the use of the visualiser to aid the improvement in written responses.</i>
<b>ii. Targeted support</b>					
Outcomes for pupil premium students in maths are high. There are no gaps in student's attainment and learning and progress is in line with non-pupil premium students.	Deploy a pre-teach model of interventions for maths with a consolidation session at the end of each day.	Evidence from use of this in Primary setting shows very positive outcomes.	Monitor the impact through summative assessments, pupil voice, pupil books, staff feedback	SWA	<i>Positive staff and pupil feedback regarding the pre-teach programme delivered to Year 7. Focus for this shifted to Year 11 and there was a positive impact on the attainment in Maths at 9-4 increased from 26% at P2S1 to 46% final results for PP pupils.</i>
Outcomes in Maths for PP pupils improve rapidly.	Additional staffing Mathematics	One to one intervention and in class support – evidence from	Review impact – using full range of evaluation – data,	RP	Cost: £40,000

	department to allow more intervention and where possible smaller teaching groups.	EEF of positive impact.	book looks, learning walks, health checks, pupil voice. Data at P2S rounds demonstrates narrowing gaps and improving picture for PP pupils.		<i>With regards to progress in Maths at the end of the year, Year 7 – PP pupils (-0.01) were almost the same as non PP (+0.02) Year 8 – PP pupils (-0.12) were exceeding non PP pupils(-0.23). Year 9 both PP(-1.38) and non PP (-1.04) pupils need to make more progress in maths. Year 10 - both PP(-0.98) and non PP (-0.71) pupils need to make more progress in maths. Year 11 – PP (-1.33), non PP (-0.71), whilst this is disappointing it had improved from a low starting point of -1.98 at P2S1.</i>
Outcomes across the curriculum demonstrate rapid improvement for PP pupils.	Additional Teaching Assistants deployed to support PP pupils across the curriculum. Including targeted reading and literacy	Evidence from EEF that TA support when targeted towards specific areas such as reading comprehension has a positive impact on outcomes.	Progress data for pupils receiving support demonstrates rapid improvement at each P2S round.	MP,	Cost:£ 66955 (2TAs AV/ICT and Science Tech support) <i>Over 60 PP pupils received additional literacy support (63%) with very positive outcomes. 10 Year 8 pupils improved reading ages from &lt;12 to &gt;13. Three of these improved to &gt;17. 10 Year 7 pupils improved from &lt;11 to &gt;12.</i>

	support. Additional Technical support in Science and AV/ICT to support work of pupils.				<i>The Nurture group in Year 7 received additional staffing to support literacy of pupils – 61% PP pupils.</i>
Maintain a sharper focus with regards to monitoring and supporting the academic and pastoral progress of all pupils	Progress Leaders for each year group – Reviews to place to discuss performance of year groups agree ways forward. Day to day pastoral management essential in supporting PP pupils.	EEF evidence shows positive impact of : Parental engagement Behavioural Interventions Social and Emotional Learning	Daily meeting to discuss needs of individuals. Review of progress at each P2S round. Case studies developed to demonstrate impact on individuals.	NCR	Cost £ 73019 (50% of salary) <i>The pastoral team had daily meetings to identify pupils in need of immediate support – attendance/ behaviour / emotional – and act accordingly liaising with parents and other agencies.</i> <i>Year 11 had a weekly cycle of meetings that focus on individual needs and interventions required – this included the use of Option Drops for pupils (62% PP) and the deployment of additional maths intervention.</i> <i>The impact of this in maths was a 20% increase in attainment at 9 – 4 from P2S1 (19%) to final results (41%). Progress in</i>

					<i>maths improved from -2.2 to -1.4 for this group.</i>
Remove barriers to progress for vulnerable students as a result of behavioural and/or emotional support given to them and their families	Home Liaison and Safeguarding team to facilitate this.	EEF demonstrates positive impact of: Parental engagement Behavioural Interventions Social and Emotional Learning	Daily pastoral meetings Case studies developed	NCR	Cost: £38,666 <i>The pastoral team had daily meetings to identify pupils in need of immediate support – attendance/ behaviour / emotional – and act accordingly liaising with parents and other agencies.</i>
Improve the progress of the alternative provision cohort, all of whom are entitled to the pupil premium fund,	Small number of pupils in the Alternative Provision to have access to suitable curriculum and specialist teaching	EEF: Behavioural Interventions Social and Emotional Learning	Regular meetings regarding progress of pupils. Case Studies developed. Progress data reviewed in P2S Cycle.	TS	Cost: £30,650 <i>78% of pupils that accessed AP were PP. “In house” pupils- Y9=4, Y10=3, Y11=2 7 males/2 Females No FTE’s or PE’s. Pupils accessing at least 4/5 qualifications, and making relatively good progress in these.</i>
Improve behaviour and exclusion records. Support pupils who may	Inclusion manager to ensure timely and specific	EEF: Behavioural Interventions	Pastoral meetings Year Group Reviews Case Studies Behavioural data	NCR	Cost: £28,331 <i>Leadership team have weekly behaviour management updates and discuss ways forward for individuals / groups of pupils,</i>

be at risk of exclusion or need intensive help and support to maintain their place in mainstream education.	behavioural interventions are used to support the graduated response.	Social and Emotional Learning			<p><i>subject areas / areas of school where there are particular difficulties.</i></p> <p><i>This has been enhanced further by the development of the Inclusion centre and introduction of the new behaviour management system.</i></p> <p><i>This has supported the use of graduated response and is providing more rapid intervention to those needing intensive support. Records show that 68% of pupils accessing the Inclusion Base were PP.</i></p>
Increase participation in school music/uptake at GCSE music	Provide external music tutor to support the PP pupils through their music exams.	EEF: Arts Participation	High Participation and take up rates by PP pupils. Results from ABRSM.	NR	<p>Cost:£20,000</p> <p><i>89 PP pupils received peripatetic lessons (52% of pupils). Nearly all of these have accredited ABRSM grades.</i></p>
Improve attendance of pupils and reduce number at risk of PA	EWO and Attendance Officer to target pupils and their parents using range of strategies.	Clear link between attendance and attainment.	Attendance and PA for these pupils improves. Attendance Records – weekly reporting.	LC	<p>Cost: £38,873</p> <p><i>AVP links picked up pupils at risk of PA on a weekly basis. Pupils at risk of PA were highlighted to staff during briefing every Friday.</i></p> <p><i>Whole school PA figures:</i></p> <p><i>Whole school – 17.95%</i></p> <p><i>PP – 23.23%</i></p>

					<p><i>Whole school attendance – 92.4%</i></p> <p><i>PP – 90.51%</i></p> <p><i>Non PP – 94.89%</i></p> <p><i>Attendance relaunch to staff 29.01.19.</i></p> <p><i>Weekly Attendance summit meetings. Daily attendance updates to staff. Attendance flash every Friday in briefing. Attendance PP focus groups in every year group.</i></p>
<p>Improve behaviour, self-esteem, attendance, participation and academic performance. Mental health support for target groups of pupils.</p>	<p>Use of Educational Psychologist and Counsellor to support pupils with specific needs.</p>	<p>EEF: Behavioural Interventions Social and Emotional Learning</p>	<p>Develop Case studies to demonstrate impact.</p>	<p>NCR</p>	<p>Cost:£ £6,650</p> <p><i>Introduction of new behaviour management system in November – more proactive and systematic approach to managing behaviour. Heat maps now being used to forensically monitor patterns. Records show that behaviour in Year 10 and 11 was generally good. PP boys behaviour remains an area for improvement especially in Year 8.</i></p> <p><i>To support the behaviour and needs of the pupils, 195 PP pupils have accessed additional support / mentor so far this year, 4 are under the care of Ed Psych and 9 have accessed the counsellor.</i></p>

					<p><i>79% of pupils accessing the Inclusion base are PP.</i></p> <p><i>Behaviour points:</i></p> <p><i>Average number of 3 grades awarded per pupil:</i></p> <p><i>PP 5.03, nPP 4.14.</i></p> <p><i>Ave number of grade 4s:</i></p> <p><i>PP 0.65, nPP 0.40</i></p>
Increase number of disadvantaged pupils in sustained education or employment/training.	Extended use of Careers Advisor to ensure PP pupils receive additional support .	Aspiration of pupils are explored.	Records of meetings Pupils referred to MB following year group reviews.	AJ	<p>Cost:£3,250</p> <p><i>Latest data shows that 8.6% of PP pupils are currently NEET compared to 5.6% of non PP pupils based on the whole cohort. Based on the cohorts not accessing alternative provision, 5.7% of PP pupils are currently NEET compared with 5.6% non PP. The reporting window for NEET is still open so these are not the final NEET figures. These will be published later on in the year.</i></p>
Ensure all pupils have the same access to curriculum and chances as others .	Subject and Pastoral leaders can 'bid' for additional finance to support		Records of individual spends maintained and impact monitored.	ME	<p>Cost: £5,000</p> <p><i>Pupil Tracker records individual spends for pupils. Uniform, bus passes etc. In addition to this this additional funding has been used to support the purchase of Edlounge – already accessed by 9 PP pupils (82% of</i></p>

	individual needs.				<i>access is PP) ; provision of breakfasts for Maths Club, transport cost support for Year 7 University trips and Literacy day visit.</i>
<b>iii. Other strategies</b>					
<b>Evidence base of interventions at a pastoral level is underpinned by accurate case studies.</b>	Case studies show a depth of recording about pupils. Case studies are realistic, rich in information and contextually accurate.	Accurate case studies will allow evaluation of efficacy of spend and inform future planning.	Review case studies at each P2S cycle – at Year Group Progress Reviews	NCR	<i>Evidence base of interventions much enhanced by the tracker – to ensure coverage and an overview of levels of support. This needs further development to inform future planning including further development of case studies.</i>
Governors to examine and challenge when appropriate on impact statements in HT reports on PP children attainment and progress.	Leadership of Pupil Premium	Demonstration of clear progress from prior attainment for PP children	Governor minutes, action logs. Pupil premium challenge questions identified through governor minutes	ME, Link Governor RB	<i>Governors and Standards committee have received information and data regarding PP progress and attainment in the Exam Results presentation and Head-teachers report each term.</i>

Governors ensure good robust management of all teaching staff including discussions about all PP children's performance.	Leadership of Pupil Premium	PP progress reported per term in HT report demonstrating impact in attainment and progress.	Governor minutes, action logs. Pupil premium challenge questions identified through governor minutes	ME, Link Governor RB	<i>Class, Subject and Progress review meetings all have a systematic focus on the progress and attainment of PP pupils.</i>
<b>Total budgeted cost</b>					<b>£351,560</b>