

Pupil premium strategy Impact Review 2019/20

1. Summary information					
School	Hillside High School				
Academic Year	2019/2020	Total PP budget	£ 328,105		
Total number of pupils	616	Number of pupils eligible for PP	351		

2. Final Results 2020				
		<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (2019 national average)</i>
		<i>2020</i>	<i>2019</i>	
Progress 8 Score		-0.18	-1.06	<i>0.1</i>
Attainment 8 Score		38.71	36.18	49
English and Maths Combined 4+		40	40	73
English and Maths Combined 5+		19	14	57
3. Barriers to future attainment and progress (for pupils eligible for PP)				
In-school barriers				
A.	- Attendance and Punctuality (PP have significantly lower attendance than non-PP)			
B.	- Attitude to learning and Behaviour for learning – aspirations.			
C.	- Disadvantaged pupil group – poor literacy and numeracy levels.			

External barriers		
D.	Extreme poverty in the local area – lack of opportunities and aspirations.	
E.	Low expectations and lack of parental engagement in supporting pupils at home.	
4. Desired outcomes		Success criteria
A.	Achievement Gap is rapidly diminished between PP and National other	Target P8 Score 2020 of -0.6; 2020 – 0.2 <i>Year 11 -0.18</i> P2S1 (January) PP nPP Year 9 -1.05 -0.47 Year 10 -1.00 -0.32
B.	Attendance of PP pupils to be in line with national average.	Improved Attendance to at least National Average <i>2019: 90.51%</i>
C.	Improvement in the AtL and BfL of PP cohort.	Reduction of FTE.

5. Planned expenditure

Academic year	2019/2020				
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 using SIMS and impact is better measured for individual pupil premium spends	Develop the use of SIMS Interventions to enable this.	Improved evidence base of impact of PP spend.	Review impact of actions at each P2S cycle – Link Governor.	ME	<p><i>SIMS used to record additional experiences and interventions.</i></p> <p><i>By March 2020 54% of pupils taking part in extra-curricular sports were PP.</i></p> <p><i>There was a wide range opportunities to develop their spiritual, cultural, moral and social understanding and awareness and their personal character including:</i></p> <ul style="list-style-type: none"> <i>• BAE Systems Careers Workshop</i> <i>• Careers in Hospitality event</i> <i>• Talk from Director of Museum of London (Sharon Ament)</i> <i>• Interview Skills Workshop</i> <i>• BBC – Safer Internet Day filming</i> <p><i>Analysis shows that PP pupils have equal access and involvement in these.</i></p>

					<i>Further impact of strategies limited due to lock down.</i>
Outcomes for pupil premium students are high and managed better by teachers on a day to day basis in classrooms.	UPP Groups established (Underperforming PP Pupils) – specific actions identified and implemented by teachers to improve progress. Continued development of the Teaching Learning Development programme with staff.	Quality First Teaching is the key to improving outcomes. Teaching and Learning Development programme based upon Leverage Leadership model.	Review impact of programme – using full range of evaluation – data, book looks, learning walks, health checks, pupil voice.	ME SWA	<i>The focus was been on ensuring the Hillside Core 5 T&L principles are implemented effectively and consistently and strong evidence from talking to pupils, regular lesson visits, HMI and challenge partners indicates that teachers are incorporating HC5 principles within planning. SIMS used to identify teacher strategies being used to ensure QFT. Evidence from book reviews which demonstrated some differences in pupil’s standards of work was used to improve the teaching strategies used. Regular focused pupil interviews with Principal and Vice Principal challenged underperforming pupils and raised levels of engagement.</i>
ii. Targeted support					
Outcomes across the curriculum demonstrate rapid	Additional Teaching Assistants	Evidence from EEF that TA support when targeted	Progress data for pupils receiving support	MP,	Cost:£ 20,639 <i>Progress data for Year 11 demonstrated a pleasing improvement in achievement and</i>

improvement for PP pupils.	deployed to support PP pupils across the curriculum. Including targeted reading and literacy support. Additional Technical support in Science and AV/ICT to support work of pupils.	towards specific areas such as reading comprehension has a positive impact on outcomes.	demonstrates rapid improvement at each P2S round.		<i>attainment – attributable to the continued improvements in Teaching and Learning. Year 10 and Year 9 PP data at P2S1 was similar to patterns in previous years. In Year 8 and 7 the P2S1 pupil data was very promising with PP pupils in Year 8 making better progress than nonPP. Due to there only being one set of data for last year it is difficult to make any quantitative conclusions regarding pupil progress.</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	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 £ 101,693 <i>The pastoral team had daily ‘Huddle’ meetings to identify pupils in need of immediate support – attendance/ behaviour / emotional – and act accordingly liaising with parents and other agencies. The re-design of the behaviour for learning strategy has helped to improve and support behaviour management.</i>

	day pastoral management essential in supporting PP pupils.				<i>Year 11 had cycle of meetings that focused on individual needs and interventions required – this included the use of Option Drops for pupils and the deployment of additional maths and English intervention. The improvements in attainment for PP pupils are very much attributable to this support.</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: £63,671 <i>The pastoral team had daily ‘Huddle’ meetings to identify pupils in need of immediate support – attendance/ behaviour / emotional – and act accordingly liaising with parents and other agencies. During the lock – down the pastoral team made weekly phone calls to pupils to check on welfare and needs and act where necessary to offer practical support.</i>
Improve the progress of the alternative provision cohort,	Small number of pupils in the Alternative Provision to	EEF: Behavioural Interventions	Regular meetings regarding progress of pupils.	TS	Cost: £31,430 <i>Year 11 Pupils accessing at least 4/5 qualifications, and making relatively good progress in these.</i>

all of whom are entitled to the pupil premium fund,	have access to suitable curriculum and specialist teaching	Social and Emotional Learning	Case Studies developed. Progress data reviewed in P2S Cycle.		<i>'In house' KS3 Alternative Provision – using the same model as KS4 AP was introduced with initially six KS3 pupils with more complex behavioural needs that were not improving under the previous system.</i>
Improve behaviour and exclusion records. Support pupils who may be at risk of exclusion or need intensive help and support to maintain their place in mainstream education.	Inclusion manager to ensure timely and specific behavioural interventions are used to support the graduated response.	EEF: Behavioural Interventions Social and Emotional Learning	Pastoral meetings Year Group Reviews Case Studies Behavioural data	NCR	Cost: £33,828 <i>The pastoral team had daily 'Huddle' meetings to identify pupils in need of immediate support – attendance/ behaviour / emotional – and act accordingly liaising with parents and other agencies. The re-design of the behaviour for learning strategy has helped to improve and support behaviour management.</i>
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	Cost:£7,500 <i>71 PP pupils received peripatetic lessons out of 137 pupils. ABRSM examinations were suspended.</i>

<p>Improve attendance of pupils and reduce number at risk of PA</p>	<p>EWO and Attendance Officer to target pupils and their parents using range of strategies.</p>	<p>Clear link between attendance and attainment.</p>	<p>Attendance and PA for these pupils improves. Attendance Records – weekly reporting.</p>	<p>LC</p>	<p><i>Cost: £40,743</i></p> <p><i>Autumn term 1 of 2019 there was an improvement in attendance from 93.6% (Autumn term 2018), to 94.4 %. There was significant reduction of PA for PP from 31.4% (Autumn term 1 18/19) to 25.0%. Autumn term 2 the improvement was not sustained due to a local outbreak of Norovirus which had an impact on attendance. The Spring Term of 2020 started positively with attendance for the first half of the Spring Term at 94.6% compared to 91.9 % the previous year. In March 2020 National Lockdown meant school closure so we have not been able to evaluate the impact and sustained improvements in attendance that we were starting to note.</i></p> <p><i>Overall for the academic year 2019/2020 from September to March attendance was 93.5% compared to 92.4% for the same period the previous year.</i></p> <p><i>Sept 2019 – March 2020 92.12 %</i> <i>Sept 2018-March 2019 90.56 %</i></p> <p><i>We are confident that the strategic approach and robust daily forensic monitoring that we have embedded since April 2019 will pay dividends and lead to improved outcomes in attendance for pp pupils. The culture was shifting within the</i></p>
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					<i>school community about expectations in terms of attendance, and as and when we return to a full school reopening we will continue to build upon this shift in culture.</i>
Improve behaviour, self-esteem, attendance, participation and academic performance. Mental health support for target groups of pupils.	Use of Educational Psychologist and Counsellor to support pupils with specific needs.	EEF: Behavioural Interventions Social and Emotional Learning	Develop Case studies to demonstrate impact.	NCR	Cost:£6,825 <i>Introduction of new behaviour management system had a positive effect and records show that behaviour in Year 10 and 11 was generally good. PP boys behaviour remains an area for improvement especially in Year 9. Pupils receiving additional support from the Educational Psychologist or counsellor were predominantly those entitled to Pupil Premium.</i>
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	Cost:£3,400 <i>Hillside is achieving 7 out of the 8 Gatsby benchmarks for Careers education. Latest data from 2019/2020 KS4 leavers cohort shows that 3.8% of PP pupils are currently NEET compared to 4.3% of non PP pupils based on the whole cohort. These are draft figures due to be conformed in Sprint 2021.</i>

Improve the 'Cultural capital' of the PP pupils to allow them to make better links in their learning to real experiences.	'Cultural Capital' audit of pupils. Identification of key groups and gaps in experiences. Strategic plan for giving pupils additional experiences as a rolling programme.		Records of individual spends maintained and impact monitored.	ME	<p>Cost: £10,000</p> <p><i>By March 2020 54% of pupils taking part in extra-curricular sports were PP.</i></p> <p><i>There was a wide range opportunities to develop their spiritual, cultural, moral and social understanding and awareness and their personal character including:</i></p> <ul style="list-style-type: none"> • <i>BAE Systems Careers Workshop</i> • <i>Careers in Hospitality event</i> • <i>Talk from Director of Museum of London (Sharon Ament)</i> • <i>Interview Skills Workshop</i> • <i>BBC – Safer Internet Day filming</i> <p><i>Analysis shows that PP pupils have equal access and involvement in these.</i></p> <p><i>Further impact of strategies limited due to lock down.</i></p>
iii. Other strategies					
Evidence base of interventions at a pastoral level is underpinned by accurate case studies.	Case studies show a depth of recording about pupils. Case studies are realistic, rich in	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>This needs further development to inform future planning including further development of case studies.</i>

	information and contextually accurate.				
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>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>
Total budgeted cost					£328,105

