

**Pupil
Premium
Report
2017 - 2018**

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1. Use of Pupil Premium Funding 2016/2017

1. Investment in Teaching Staff: £49,502.00

We continued to provide smaller class sizes for 2016/2017. Teachers continued to focus on enhancing interventions for PP students. The focus of teaching and learning at our school was for teachers to provide students with optimum feedback as an intervention which research shows can have a gain of 8+ months progress. We completed the Whole School Embedding Formative Assessment project with SSAT and the Education Endowment Foundation (EEF). The Beyond Study Leave programme of extra revision sessions was developed for 2016/2017 creating a complete study leave programme of support for Year 11 PP students.

2. Care, Guidance and Support: £15,844.00

The school continued to provide the services of three counsellors who were available to work with PP students to support them in developing self-esteem and personal and social skills. Pupil Premium students continued to have access to two Student Services Officers who support all aspects of students' pastoral needs at Hasmorean throughout the day.

For 2016/2017, our attendance officers continued to focus on the attendance of PP students, so that they can fully benefit from the provision.

We continued to implement the strategy of supporting Social and Emotional Learning/Development in 2016/2017 with our specialist at the boys' campus to support students with more complex behavioural difficulties.

The research shows that the strategy of Behaviour Interventions can have a gain of +4 months progress (EEF). The school also enhanced parental involvement through outreach work, which research shows can have a gain of +3 months progress.

The Year Leaders continued to carefully monitor and track the progress of PP students across the board including their social and emotional skills. Our behaviour for learning specialist continued to support staff in implementing meta cognition and self – regulation techniques. This strategy provided support for disadvantaged pupils across both our boys' and girls' sites. The research shows that the strategy of meta cognition and self-regulation can have a gain of +8 months progress (EEF).

3. Tracking, Monitoring and Analysing: £3,805.00

The tracking, monitoring and analysing of the data regarding the students supported the implementation and evaluation of all aspects of the research based interventions in place within the school. For 2016/2017 The Pupil Premium Team Leader continued to oversee and develop our PP provision based on this.

4. Whole school extra-curricular Activities, Books and Additional Resources: £9,679.00

In 2016/2017 we continued to fund extra-curricular activities for many PP students. Across the provision of extra-curricular activity there were Creative Arts activities, Sports activities and Outdoor Adventure Learning. The strategies of Arts Participation, Sports Participation and Outdoor Adventure Learning can have a gain of +2, +2 and +3 months progress respectively (EEF).

5. Narrowing the Gap Coordinator £3,918

In 2016/2017 we continued to fund the coordinator's post to have a strategic overview of the disadvantaged students in the school.

Total Expenditure for 2016/2017 £82,748

2. Looked After Children

In 2016/2017 there were four students in Years 7-11 looked after by their adoptive families. Looked After Children are each allocated Pupil Premium Plus (PPP) Funding of £1,900.00 supporting the students. We used the remaining PPP to provide some of the pupils with IT facilities at home, some of the pupils with specialist learning materials and all the pupils with one to one tuition or tailored learning packages which can have a gain of +5 months progress (EEF). Each of the interventions to be funded by the PPP linked directly to targets set in the pupils' Personal Education plans.

Year 11 students received individual tuition in English, Maths, Science and French to prepare them for the GCSE examinations.

Year 8 and 9 students received revision materials and supportive interventions to develop confidence and resilience; this included peripatetic music lessons.

3. Additional PP Funding: £2,000.00

In November 2016 all staff attended a training session on Attachment Awareness. This was primarily to enhance the support provided in schools for Looked After Children; however, around 40% of all children are affected, in varying degrees, by attachment, trauma related and resilience issues. The focus was on the neuroscience of development as well as how this practically affects students with attachment issues in school and the practical steps that a classroom practitioner can adopt to support the student.

4. Use of Year 7 Catch Up Funding 2016/2017

One to One and Small Group Tuition: £ 6,000

Year 7 Catch Up funding was used to fund the provision of Small Group or One-to-One Tuition which are both evidence based interventions (EEF); this can have a gain of +4 and +5 months progress respectively. We have appointed a specialist Maths and English support teacher who delivered these lessons at school and within school hours. Progress was closely monitored by the Student Support Unit (SSU).

Additional Digital Learning resources: £950

The SSU continued to invest in, develop and extend the use of Numicon, which is a programme providing research-based resources and rigorous teaching support for students struggling with numeracy. Numicon has been shown to create confident mathematicians in many schools. It exemplifies the principles of maths mastery with concrete apparatus and imagery to embed deep understanding. It also embodies the aims of the 2014 National Curriculum by developing conversation, reasoning and problem-solving. In addition, it ensures every child meets end-of-year expectations with robust and reliable assessment tracking which will provide the Year 7 Catch Up pupils with the opportunity to practice and extend their skills in Maths. This plugs the gap for numeracy provision and matches the literacy provision already accessible to year & catch-up pupils. This use of digital learning can have a gain of 4+ months progress (EEF).

Impact of Pupil Premium Spending on GCSE Results

KS4 Data Results 2017

	2017 Disadvantaged in Hasmonean	2017 Non- Disadvantaged (National)
Progress 8 score	0.16	0.1
Attainment 8 score	41.92	52.7
Percentage of Students Attaining 4+ in English & Maths	52%	70%
Percentage Attaining EBAC	14%	29%

The table below indicates the targets set from 2015/2016 data collection and analysis

Target Identified from 2015/16 Data Analysis	Action	Impact – measured using 2017 data
<i>Middle and high ability disadvantaged pupils scored below the national average for non- disadvantaged pupils for progress 8 and attainment 8 in the overall score, in the open element, in the English element and the Maths Element. Middle ability for the Ebacc element.</i>	Decreased pupil teacher ratio owing to investment in maths and English teachers. Investment in behavioural specialist to counter disruption to learning in the classrooms. Investment in additional support through counselling and emotional support.	The progress 8 and attainment 8 score for disadvantaged students in the English and Maths element is no longer identified as a weakness in any prior attainment group.
<i>Humanities VA for disadvantaged pupils is significantly different to all/other pupils. 0.40 or disadvantaged compared to 1.13 for all & 1.19 for other. In other subject areas the difference is not as significant. (2015-16)</i>	Investment in EFA programme which contributed to improved teaching, learning and feedback in the classroom. Investment in behavioural specialist to counter disruption to learning in the classrooms.	The value added score for Humanities subjects is significantly improved, with particular improvements in the high and middle prior attainment groups; both of these prior attainment groups have a value added score of above 2.
<i>Attendance FSM – overall absence and persistent absence above national average for FSM in secondary schools.</i>	Investment in Associate SLT attendance post. Investment in Narrowing the Gap Coordinator. Investment in Year Leader release time.	Attendance is much improved for the FSM group with 95.04% attendance compared to 96% attendance from those students who are not FSM.
<i>Percentage of pupils with 1 or more fixed term exclusion is significantly above national average for FSM in secondary schools 13.79 compared to 8.93.</i>	Investment in behavioural specialist to counter disruption to learning in the classrooms. Investment in year leader release time.	There were no students excluded from this group.
<i>Many of our disadvantaged pupils have limited IT equipment/ Wifi access.</i>	To address this issue additional IT resources have been purchased and placed in accessible areas such as the library and the student	Access to IT and internet resources has improved through access to laptops in the Library and a range of internet resources.

	support unit. This will allow those students who do not have access at home access, time and space to use the school facilities to support learning.	
<i>Teachers need further training, advice, support and accountability for differentiating for social, emotional and behavioural needs in the classroom.</i>	Teachers attended an attachment awareness/emotional understanding INSET course in November 2016. This was put in place to support the development of the teachers in the classroom and to support the learning and progress of the students in the classrooms.	On average, only 5% of class behaviour submitted by teachers described the behaviour of disadvantaged students as unsatisfactory. This is slightly below the non-disadvantaged average.
<i>On average in years 7-11 across all subjects only 81.33% of PP pupils met or exceeded their target.</i>	Investment in behavioural specialist, reducing disruption in the classroom. Investment in maths and English teachers. Investment in release time for year leaders.	On average in years 7-11 across all subjects 84.20% of PP pupils met or exceeded their target.
<i>The percentage of PP pupils with unsatisfactory behaviour is higher than non PP pupils in every year groups 7-11. In some year groups it is considerably higher.</i>	Investment in behavioural specialist Investment in release time for year leaders. Investment in counselling/emotional support access.	On average, only 5% of class behaviour submitted by teachers described the behaviour of PP students as unsatisfactory. This is slightly below the non PP average.

**Proposed
Use of Pupil
Premium
2017 – 2018**

ALLOCATION, ANALYSIS & TARGETS

In the Academic Year 2017-2018 we have been allocated £82,748 by the government for our Pupil Premium Students.

Below we have listed how we intend to spend the funding in order to directly address the barriers learning faced by our disadvantaged pupils. These barriers have been identified through in depth analysis of internal, local and national data as well as through feedback from disadvantaged pupils and their teachers. We have directly selected strategies which have been researched by the Sutton Trust - Education Endowment Foundation (EEF). The EEF research and collate evidence of the impact of the strategies. As a result of this, they are able to calculate the average impact of each intervention strategy researched. (Average impact is estimated by the EEF in terms of the additional months' progress you might expect pupils to make as a result of an approach being used in school, taking average pupil progress over a year as a benchmark.)

We measured the impact of last year's spending through a variety of means taking into account both hard and soft data. For example, we carried out learning walks as well as analysing progress, behaviour and attendance data recorded by teachers on our MIS. Impact was measured by assessment of how far whole school targets for progress, behaviour and attendance are met, consistency in meeting or exceeding those targets and also feedback rating from teachers, parents and students. Outcomes at KS4, as well as the overall percentage of our disadvantaged students going on to sustained education, employment or training were also key to measuring the impact of our strategies.

Targets for 2017-18

From ASSET/ASP

- *PP students achieving the EBacc is significantly below our non PP students. We aim to decrease the gap between this group of students and the rest of the school cohort by assisting these students in making informed decisions about subject choices in Year 8.*
- *PP students score significantly lower in the open element of the Ebacc qualification. We aim to increase attainment in this area by supporting the students in their choices and offering them intervention in these subjects in order to achieve.*

From Internal Data Analysis

- *Decrease the disparity between disadvantaged students and non-disadvantaged students with regard to negative referrals received for disruptive behaviour.*

Proposed Spend 2017-2018

1. Investment in Teaching Staff: £47,327

We will continue to provide smaller class sizes for 2017/2018. Teachers will continue to focus on enhancing interventions for PP students. The focus of teaching and learning at our school focus will continue to be providing students with optimum feedback as an intervention which research shows can have a gain of 8+ month's progress. The Beyond Study Leave programme of extra revision sessions will continue to be developed for 2017/2018 working towards a complete study leave programme of support for Year 11 PP students.

2. Care, Guidance and Support: £16,002

The school will continue to provide the services of counsellors who are available to work with PP students to support them in developing self-esteem and personal and social skills. Additionally an Emotional Wellbeing Practitioner has been employed at the girls' school for this academic year. Pupil Premium students will continue to have access to two Student Services Officers who support all aspects of students' pastoral needs at Hasmonean throughout the day.

For 2017/2018, our attendance officers will continue to focus on the attendance of PP students, so that they can fully benefit from the provision. To continue to develop the strategy of Social and Emotional Learning, the specialist at the boys' campus will continue to support students with more complex behavioural difficulties. The research also shows that the strategy of Behaviour Interventions can have a gain of +4 months progress (EEF). The school will also be looking to enhance Parental Involvement, through outreach work, which research shows can have a gain of +3 months progress (EEF).

The Year Leaders will continue to carefully monitor and track the progress of PP students across the board including their social and emotional skills. For 2017-2018 our behaviour for learning specialist will continue to support staff in implementing meta cognition and self-regulation techniques. This strategy will provide support for disadvantaged pupils across both our boys' and girls' sites. The research shows that the strategy of meta cognition and self-regulation can have a gain of +8 months progress (EEF).

3. Tracking, Monitoring and Analysing: £3,843

This tracking, monitoring and analysing will support the implementation and evaluation of all aspects of the research based interventions in place within the school. For 2017/2018 The Pupil Premium Team Leader will continue to oversee and continue to develop our PP provision based on this.

4. Whole school extra-curricular Activities, Books and Additional Resources: £11,619

In 2017/2018 we will continue to fund extra-curricular activities for many PP students. Across the provision of extra-curricular activity there are Creative Arts activities, Sports activities and Outdoor Adventure Learning. The strategies of Arts Participation, Sports Participation and Outdoor Adventure Learning can have a gain of +2, +2 and +3 months progress respectively (EEF).

5. Narrowing the Gap Coordinator £3,957

In 2017/2018 we will continue to fund the coordinator's post to have a strategic overview of the disadvantaged students in the school. It is envisaged that they will maintain the profile of these students and measure the impact of the spending on the positive outcomes for our students and produce the Pupil Premium Report.

Total Planned Expenditure for 2017/2018 £82,720

Underspend £28

Looked After Children

Looked-after Children: £3,600

In 2017/2018 there will be students 2 in years 7-11 looked after by their adoptive families. Looked after children are each allocated Pupil Premium Plus Funding of £1,800.00. We will support the pupils with specialist learning materials and with one to one tuition or tailored learning packages which can have a gain of +5 months progress (EEF). Each of the interventions to be funded by the P PP will link directly to targets set in the pupils' Personal Education Plans.

Use of Year 7 Catch Up Funding 2017/2018

At the start of the academic year 2017/18 there were 26 Year 7 students eligible for the catch up premium. There are 17 Boys and 6 Girls. The funding allocation was £6,094 from central government. The proposed spending for the year is as follows:

One to One and Small Group Tuition: £5,500

Year 7 Catch Up funding will be used to fund the provision of Small Group or One-to-One Tuition which are both evidence based interventions (EEF) which can have a gain of +4 and +5 months progress respectively. Progress will be carefully monitored by the SSU.

Additional Digital Learning resources/Digital Licence renewal: £594

The SSU will continue to invest in, develop and extend the use of Numicon, which is a programme providing research-based resources and rigorous teaching support for students struggling with numeracy. Numicon has been shown to create confident mathematicians in many schools. It exemplifies the principles of maths mastery with concrete apparatus and imagery to embed deep understanding. It also embodies the aims of the 2014 National Curriculum by developing conversation, reasoning and problem-solving. In addition, it ensures every child meets end-of-year expectations with robust and reliable assessment tracking which will provide the Year 7 Catch Up pupils with the opportunity to practice and extend their skills in Maths. This plugs the gap for numeracy provision and matches the literacy provision already accessible to year & catch-up pupils. This use of digital learning can have a gain of 4+ months progress (EEF).

This report will be reviewed and updated upon the release of school and national data in November 2018.