

Pupil Premium Plan 2018

Background and National Context

Each school receives additional funding in the form of “Pupil Premium” for children entitled to free school meals in the last 6 years, children in care and children of parents in the armed forces. This provision was expanded in 2014 for pupils recently adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order will also be eligible for additional funding.

This plan highlights specifically: how much funding the school has received in 2017-2018; the school’s aims in spending the funding; the policies and procedures to ensure these aims are fulfilled and an analysis of previous results and trends for Pupil Premium pupils at Archbishop Holgate’s School.

In the 2017 to 2018 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:¹

| Disadvantaged Pupil | Funding Available |
|--|-------------------|
| Pupils in Year 7-11 entitled to FSM in the previous 6 years. (Ever 6 FSM) | £935 |
| Looked after children | £1,900 |
| Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order. | £1,900 |
| Pupils recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence (Service Children). | £300 |

Pupil Premium at Archbishop Holgate’s School

As a school, we are committed to ensuring all our pupils develop fully into the best people they can be; at the heart of all we do is a commitment to “Values, Care and Achievement”:

- Christian values that underpin all we do
- Outstanding pastoral care which is tailored to the individual
- Maximum achievement for all pupils, at all levels.

Pupil Premium is central to achieving these goals. We believe that every single child has the right to succeed and maximise their potential, regardless of circumstances outside of school. Pupil Premium students are supported and integrated within the whole school structures. However, they also have access to additional resources available in order to ensure their maximum inclusion in the everyday life of the school whilst maximising their academic and personal success.

In 2017-2018, we have 229 pupils who are classified as Pupil Premium², 11 pupils who are LAC and 18 in service pupils. This brings PP funding to the school of £214,15. At present, we intend to spend in excess of £227,000.

¹ <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

² As of January 2017 census, reflecting 2016-2017 lag funding.

Strategic Aims

- Enhance the education provision to raise the achievement (attainment, progress and personal development) of pupils who receive the Pupil Premium grant.
- Narrow (and ultimately close) the gap between the academic and personal achievements of the Pupil Premium pupils and their peers.
- Research, modify and address, as far as possible, the underlying inequalities that exist between Pupil Premium and other pupils.

There is no single solution to close the gap and ensure maximum achievement. This document highlights the separate strands which, when combined, provide a holistic strategy which maximises the school's ethos "Care, Values and Achievement". In summary, this centres on:

- The provision of outstanding teaching and learning for all students
- An inclusive, supportive and open approach to all aspects of school life
- Tracking and assessment of support to maximise achievement
- An enhanced pastoral and wider curriculum provision at the centre of all

Headlines from 2016/2017

We continue to be extremely proud of all our pupils' achievements and the results for 2016/2017 continue to highlight the impressive achievements of all our pupils. Pupil Premium has an extremely high profile in our school and pupils, staff and parents recognise the significance of this. We have worked to remove all barriers and stigma associated with PP and FSM. This is reflected yearly in our results:

KS5 Results

- Exceptional results and progression routes for all PP students.
- All vastly exceeded their UCAS point's predictions.
- Progression was extremely strong and all have moved on to university, further study or employment.

Further detailed analysis can be found in the summary of Results 2017 document on the school website.

2017 disadvantaged comparison locally and nationally

| Indicator | AHS 2017 | AHS 2016 | LA 2016 | National 2016 |
|---------------------|----------|----------|---------|---------------|
| Att8 | 41.4* | 45.6 | 40.8 | 41.1 |
| P8 | -0.08** | -0.20 | -0.44 | -0.37 |
| Eng prog residual | +0.34** | -0.10 | -0.49 | -0.33 |
| Maths prog residual | -0.38** | -0.08 | -0.35 | -0.33 |

*New scaling of 217 points scores

** SISRA estimates used generated from 23% of the national dataset

There is significant evidence of the gap closing. Particularly pleasing is the significant improvement of the P8 score for AHS in comparison to previous LA and National data in 2016.

2017 Subgroup Performance – Attainment and Progress

| Sub group | 2017 data | | | 2016 data | | |
|-----------------|-----------|-----------|-------------|-----------|----------------|-------------|
| | A8 | 4+ Eng/Ma | P8 Residual | A8 | A*-C in Eng/Ma | P8 Residual |
| AG&T | 84.5 | 100% | 1.89 | 78.6 | 100.0 | +0.82 |
| EAL | 59.6 | 86% | 1.78 | 46.1 | 36.4 | +0.44 |
| SEND Statement | 40.8 | 50% | 0.37 | 21.3 | 0.0 | +0.03 |
| SEND Monitoring | 32.8 | 43% | 0.01 | 34.7 | 22.2 | -0.57 |

Historic PP Performance

- In 2015 AHS VA for PP was 1006.6 compared to national of 976.3.
- Historically PP students have performed better than national average in English – 2013 +13, 2014 +17 and 2015 +17 for 3LP. Maths has shown improvement over time – 2013 -29, 2014 -2, 2015 +6. CAP8 again has shown historic strength – 2013 -7, 2014 +27, 2015 +30

Staffing and Tracking (£44,830)

In light of recent research and experience, we believe that staffing and a focus on high quality of teaching is the most effective way to remove the barriers to learning.

Deputy Head Teacher

The Deputy Head for Pastoral Care oversees Pupil Premium and line manages all staff with responsibilities linked to Pupil Premium. He ensures each member of staff understands their specific role and promotes the Pupil Premium agenda to the wider school and staff, ensuring all staff value and engage with strategies. Together with the Assistant Head for Pastoral Care, the deputy head will assess and evaluate the effectiveness of the annual Pupil Premium plan.

Assistant Head Teacher

The Assistant Head teacher takes the lead on disadvantaged students by raising their profile with staff, tracking their progress, achievement and attendance of all disadvantaged students. He will line manage

pastoral workers to ensure strategies are in place to close the gap pastorally and will support departments in creating departmental PP strategies to raise achievement in Pupil Premium.

Pastoral Support Workers: PP lead

The school employs 5 Pastoral Support Workers (PSWs). One of these acts as the Pupil Premium Officer (Mandy Mennell) and has oversight of the support in place for Pupil Premium. In short, working with the SLT, she supports the other PSWs to be the students' 'champion'. She works closely with pupils and acts as a liaison between the school and parents/carers to ensure a productive plan is in place, tracked and modified as necessary to ensure all pupils receive the same opportunities.

Her main priorities include:

- Tracking and monitoring all Pupil Premium pupils, identifying those students who need support.
- Communicating with parents/carer to ensure they are fully aware of all the support that is in place and offering them support outside of school
- Being a visible presence around the school, ensuring all Pupil Premium pupils know who to go to for support.

Attendance Officer

Our Attendance Officer works in a full time capacity to support pupils and parents in attending school. She monitors, tracks and provides intervention for pupils who are falling below the expected level of national attendance. The attendance officer will focus particularly on the attendance of Pupil Premium pupils. The attendance officer will work alongside the Pastoral Support Worker to track, identify and support pupils whose attendance is holding back their achievement. This may include: parental support; pick-ups and personalised transport arrangements and support plans.

Teaching and Learning (£147,000)

At Archbishop Holgate's School, we believe that the key to closing the gap is consistently outstanding teaching learning opportunities in and outside lesson each day. We aim, as in previous years, to spend the majority of our funding on developing our already outstanding teaching further.

1:1 Tuition in Maths and English

Pupil Premium students who are struggling in these subjects to fulfil their potential receive 1:1 support to improve their performance.

Departmental Plans

Each department is challenged to identify strategies that will make the most difference to Pupil Premium students. Funding is allocated to support these plans.

This has built on the work completed last year, where departments will review their plan from last year and measure its success before developing this year's plan. Further details on these plans are available on request.

Maths Numeracy Leaders

All students in danger of underachieving in KS3 (as identified through our trackers) are invited onto a 'mentoring' programme – we buddy them up with our Year 12 volunteers and they work on numeracy skills. Powerful role-model messages to our younger students who may respond better to a peer than to a perceived 'booster' session with staff.

Maths, English and Science Lead Practitioners

Employed to improve teaching and learning in key subjects. Their principal role will be the development of intervention strategies to close any gaps in Teaching and Learning whilst leading on department intervention strategies.

Period 6 and Additional Teaching

We invest heavily in extra teaching for Year 10 and in particular, Year 11 pupils during their preparation for the GCSE exams. We provide taught "Period 6" lessons four times a week which focus on every subject and provide intensive revision and support for all pupils. We use this resource, in particular, to support our Pupil Premium pupils and provide refreshments, transport and support to ensure these pupils can attend and further their learning with direct support.

Study Plus

KS4 students will benefit from a tailored study plus programme that will develop and extend essential English and Maths skills, whilst providing support communication and critical skills for all subjects.

Year 7,8 and 9 Nurture Groups

We plan to create 'Nurture group' in both Year 7 and 8 to provide an environment for the weakest students (of which over 50% are Pupil Premium). These are very small groups of students who arrive with very low levels. They are taught together in a classroom set out in a similar way to primary school. The staff have been chosen for their SEN or Primary background. The small group setting is to aid transition and encourage confidence and participation as well as academic progress. (See Year 7 Catch Up funding policy for further guidance).

Year 7 Catch up Funding

This is separate to Pupil Premium funding and is additional funding to support Year 7 students who did not achieve at least Level 4 in reading and/or maths at the end of key stage 2 (KS2). Our SEND coordinator and Assistant Head of Pastoral Care will run individual tuition and intensive small-group tuition as required. We have also introduced the Accelerated Reader programme in order to address issues caused by literacy/comprehension skills.

Small group tuition or 1 on1 tuition

We will look at a variety of projects that will allow our students smaller group contact. From our internal review we know the 1:1 tuition in Maths was successful and the aim is to find cost effective methods. These include paired reading and use of university students to help at Period 6.

Peer tutoring

This we will build on the work of our Paired-reading project and develop our volunteering opportunities for students (KS5 to work in departments with KS4 students and KS4 students to work with KS3 students).

Workskills

We plan to provide a Work Skills course for our weakest and most vulnerable pupils at KS4 and KS5. This group is made up of 65% Pupil Premium students; we are able to provide additional staff using the Pupil Premium budget. We have developed this further this year to establish a "Skills" provision with an outside provider.

Year 11 Revision weekends

We believe that closing the gap continues after the end of the school day. For many of our disadvantaged students, they are unable to work and revise productively outside of school. We have introduced funded revision weekends where students are provided with the support and opportunity to complete meaningful revision in the run up to exams. For further detail, see case study.

Inclusion, transition and pastoral care (£48,420)

“Care, Values and Achievement” underpin everything that we do at Archbishop Holgate’s School and show our commitment to developing the whole person. We believe that caring for the individual and developing the social, moral dimension of a pupil is central to their academic development and success. We therefore plan to support our Pupil Premium students in a way that allows them to fully access everything the school has to offer.

Our high standards, expectations and support ensure that attendance and behaviour of Pupil Premium students and non-Pupil Premium students are comparably high. High-level expectations and a new pastoral team will ensure all Pupil Premium students are challenged and relationships are established with parents that result in high expectations and aspirations. Where required we will cover the cost of items that could potentially stop a student from attending or make them unproductive. For example: uniform and equipment.

Pastoral Support Workers

The ‘Pupil Premium Officer’ is supported by four additional ‘Pastoral Support Workers’ (PSW). Each PSW is attached to a specific year group. Their role is to be the champion of pupils and ensure all barriers, where possible, are removed to maximise achievement. Working alongside their perspective Head of Year, each PSW supports pupils who are struggling with attendance, behaviour, attitude or achievement. In addition, PSW’s have additional responsibility for tracking and mentoring the designated Pupil Premium pupil for each year group.

Intensive Support Officer

Our ‘Intensive Support Officer’ offers intense support for the most vulnerable pupils. This member of staff will provide support for the following: attendance, social, family or welfare issues, parenting information, general support and guidance and referral to other services or agencies.

Homework Packs

In Year 7, all our Pupil Premium students are provided with a homework pack to help them with their learning. They are provided with advice and support in how to get the most from these from our Pupil Premium Officer.

Homework Club

All pupils are invited to attend the KS3 or KS4 homework club. This is a safe space that is supervised by at least two school assistants who can provide 1:1 support for homework. This provides ICT access and refreshments.

LSC and Inclusion Provision

Archbishop Holgate’s prides itself on supporting all, including the most vulnerable. This year we have reviewed and extended our inclusion provision. We now provide a distinct support room for those needing care and support and cannot be in lessons for a range of reasons: illness, injury, emotional needs and support. This is staffed full time by staff to offer support. The room is used to aid attendance of all pupils, particularly Pupil Premium.

Removing Physical Barriers to Learning

Wherever a barrier to learning might exist, our PSWs, with support from the Assistant Head, will try to remove them. For example, those students who cannot afford equipment or revision resources, these pupils will automatically be supplied with them. A small selection of students might benefit from ICT equipment and resources.

Parental Engagement

We believe consistent liaison and communication with parents is vital to close the gap. We plan to improve parental engagement through:

- The work of our Pupil Premium Officer in developing a culture of trust and challenge. Parents and students know someone in school who is dedicated to supporting them.
- A Welcome Evening for Pupil Premium students and parents to find out how the school can support them and how to access support throughout the year.
- Attendance by our Pupil Premium Officer at events throughout the year, wherever we can increase our profile or parents need support. We will have a Pupil Premium stand at these events.
- Improved profile through newsletters, website, social media other official publications.
- Challenge over attendance, punctuality, behaviour and academic performance. Financial support will be increasingly linked to meeting high expectations in all aspects of school life and removing the barriers to learning.
- Achievement for all – see above.
- Family matters – workshops on supporting the development of parents to improve pupil outcomes.
- Developing links with the local community, in particular Tang Hall, to ensure stronger communication with parents.
- Support to ensure all Pupil Premium parents attend Parents Evening. This includes liaising before the events; supporting with transport and appointment; 1:1 meetings with Pupil Premium officer and senior staff.

Breakfast Club

Each morning, we plan to provide a Breakfast Club to ensure that all Pupil Premium students can start the day in the right way. We provide

Cashless Catering

Last year we moved to “Cashless Catering”, with the prime reason for the change to remove the stigma of collecting a “Free School Meals” voucher and allowing Pupil Premium students to have a healthy meal at lunchtimes. This year we will start to analyse the data this provides and identify patterns of intervention that are required.

Inclusive Trips

As a school, we have a rewards system, where students who have worked hard and contributed to the school community are rewarded with trips to a local Shopping Centre and a local Theme Park. Pupil Premium students, who meet the criteria, are entitled to go on the trips for free.

Transition

The Head of Year 7, SENCo, Pastoral Support Worker and Pupil Premium Officer will work with Primary Schools and parents to ensure that the process of transition runs smoothly for these vulnerable students. We are convinced that this will aid transition for these students and give them the additional academic support they need to achieve their full potential.

New students

Our Pupil Premium Officer and PSW's provide ongoing support throughout the transition period for new pupils joining throughout the year.

IAG and aspirations

Our Careers Coordinator provides our students with opportunities and information about the careers they can have. This includes "Enrichment days" for Year 8 and 10 about careers, mentoring and workshops for Years 9 and 10 for our most troubled students. Year 11 have support in making the next choices and are supported by IAG meetings with members of SLT.

Strategic Vision and Long Term Aim

We continually strive to develop and improve the provision we provide for all our pupils and aim to provide all pupils with the best possible education.

Our strategic plan this year includes:

- Further research and investigation into the needs of a developing school demographic.
- Develop the Year 11 PP Support package to provide bespoke intervention and support from the Mock period to final exams.
- Further development of the Year 7 Catch Up Funding Money, focusing specifically on reading comprehension through the Accelerate Reader programme and Mastery of Maths.
- Enhance the PSW role to ensure on-going tracking of PP and early intervention across year groups.
- Build upon work started last year to increase parental engagement and develop more effective ways to work within the local community.
- Develop a robust system to track and evaluate the impact of various PP strategies within the school.

Further Guidance: Please feel free to contact Mr Mike Williams (Assistant Head teacher: Pastoral Care)