

Pupil Premium: Impact Analysis (November 2017)

The main aim of this document is to analyse and evaluate the current strategies which are in place for Pupil Premium students. Firstly, an introduction and our context at Sherburn High School is explained below.

Introduction to Pupil Premium

Every school has a duty to ensure that all students are given the best possible chance of achieving their full potential.

The Pupil Premium (PP) is additional funding given to schools so that they can support disadvantaged students and close the attainment gap between them and their peers.

The Pupil Premium is allocated to schools based on the number of students known to be eligible for free school meals at any point in the last six years (known as 'FSM6') and children who have been looked after for one day or more, have been adopted from care on or after 30 December 2005 or left care under a special guardianship order or residence order.

It is for schools to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for individual students. This group of students are known nationally as Pupil Premium due to the implications of school finance, however, as a school, we also use the term 'disadvantaged' to encapsulate FSM, FSM6, looked after children and children adopted from care.

Eligibility for Pupil Premium and how to apply

Free school meals are available to children whose parents receive certain benefits. These include one or more of the following

- income support
- income-based Jobseekers' allowance
- income-related employment and support allowance
- income-based and contributions-based JSA or ESA on an equal basis
- child tax credit, provided you are not entitled to working tax credit, and have an annual household income (as assessed by HM Revenue and Customs) that does not exceed £16,190
- support under part VI of the immigration and asylum act 1999
- guarantee element of state pension credit or
- universal credit - during the initial roll-out of the benefit.

If you wish to apply for your child to receive free school meals, please print and complete the form [http://www.northyorks.gov.uk/media/4397/Assistance-with-free-school-meals-and-residential-visits/pdf/a.FMB1 - FSM APPLICATION \(APRIL 2016\).pdf](http://www.northyorks.gov.uk/media/4397/Assistance-with-free-school-meals-and-residential-visits/pdf/a.FMB1 - FSM APPLICATION (APRIL 2016).pdf) and send it into the school office.

At Sherburn High School the designated senior leader for Pupil Premium is **Andrew Stanton: Assistant Head Teacher**.

The named governors for disadvantaged students are **Carole Middleton** and **Tracy Perrin**; they are nominated to have an oversight of the Pupil Premium Funding and the full governing body are involved in making decisions about how the school spends the grant.

Our current context at Sherburn High School (Spring 2018)

Year group	Year Group Total Number of Students	Pupil Premium Eligible Students	% of PP students in the cohort
7	141	22	16%
8	133	22	17%
9	141	30	21%
10	129	26	20%
11	108	31	29%
Totals	652	131	20%

Pupil Premium Funding

Date	Pupil Premium Income
April 2012 - March 2013	£81,323
April 2013 – March 2014	£126,500
April 2014 – March 2015	£123,114
April 2015 – March 2016	£138,860
April 2016 – March 2017	£149,103
April 2017 – March 2018	£133,120

Service Premium

The Service Premium is another branch of the Pupil Premium although progress data is not scrutinised nationally. The Service Premium is extra funding for schools to support children and young people with parents in the armed forces.

Pupils attract the premium if they meet the following criteria

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools receive £300 for each eligible pupil. At present, we have 5 Service students in Years 7-11 and 1 Service student in the Sixth Form.

What is the impact?

The aim of this document is to highlight the impact of the approaches which have been chosen using the Pupil Premium budget. Impact data can come in the form of numbers (quantitative data) or words (qualitative data).

The school's strategy document lists the main outcomes as follows

- PP students have access to consistently high quality teaching, learning and assessment.
- Improved progress for disadvantaged students (in Maths but also across the curriculum).
- Improved literacy of PP KS3 students
- Improved attendance of PP students

Attendance

	% of sessions attended		
Group	14/15	15/16	16/17
Sherburn free school meals (FSM) students	94	93	92
National yearly figure (FSM)	93	93	93 (2016 average)
National yearly figure (whole school)	95	95	95 (2016 average)

Persistent absence

A student is classed as a persistently absent (PA) student when they miss 10% or more of sessions in school.

	% of FSM students persistently absent		
Group	14/15	15/16	16/17
Sherburn free school meals (FSM) students	6.4*	16.9	12.0
National figure (FSM)	10.9*	21.6	21.6 (2016)
National figure (whole school)	5.6*	12.4	12.4 (2016)

**PA data in 14/15 was based on students who missed 15% or more of sessions in school.*

Key points

1. FSM attendance data is showing that it nearly **matches national FSM attendance**.
2. Sherburn High School FSM attendance data historically has been better than national FSM data.
3. Current PA data shows that Sherburn FSM students are **below national whole school PA and well below National FSM**.

Actions

As well as the attendance strategy listed below in the impact table (parental engagement), as a school there are other approaches which are being used which are not solely for pupil premium students. Some examples include:

- Attendance 1hour priority – 1st hour of every day the House Achievement Leaders telephone every absent student's parent/carer (with priority to FSM & SEN support)
- House Achievement Leaders collect students from home (if necessary)
- Weekly attendance meetings
- Panel meetings with parents and House Achievement Leaders, Senior Leadership and Governors for students whose attendance isn't as good as it should be
- Weekly and termly reward opportunities
- Form tutor conversations with absent students to follow up on absences

Current Key stage 3 Progress Data (using comparisons to FFT20 estimates – which would put our school in the top 20% nationally)

	Progress data		
Cohort	Y7	Y8	Y9
Sherburn Disadvantaged	Progress data not collected yet	+0.07	+0.13

The key stage 3 progress data is for all key stage 3 subjects combined and relates to students' progress towards their estimate (set by FFT, an aspirational target which puts the student in the top 20% nationally). A positive score means students are making more progress than average.

Key points

- Y8 on average are exceeding their aspirational FFT20 estimates, which would put them in the top 20% of progress.
- Y9 on average are exceeding their aspirational FFT20 estimates, which would put them in the top 20% of progress.

Current KS4 Progress Data

A +1 means that students are one grade above, a -1 means students are one grade below, 0.5 is half a grade etc.

Group	Current Year 10	Current Year 11
Overall P8 - Disadvantaged at Sherburn	+0.10	0.00
National non-disadvantaged	+0.11	+0.11
Gap between Sherburn disadvantaged and national non-disadvantaged	-0.01	-0.11
English P8 - Disadvantaged at Sherburn	-0.35	-0.06
National non-disadvantaged	+0.11	+0.11
Gap between Sherburn disadvantaged and national non-disadvantaged	-0.46	-0.17
Maths P8 - Disadvantaged at Sherburn	+0.46	-0.06
National non-disadvantaged	+0.12	+0.12
Gap between Sherburn disadvantaged and national non-disadvantaged	+0.34	-0.18
EBacc Progress 8	+0.56	+0.13
National non-disadvantaged	+0.13	+0.13
Gap between Sherburn disadvantaged and national non-disadvantaged	+0.43	0.00
Open Progress 8	-0.29	-0.07
National non-disadvantaged	+0.09	+0.09
Gap between Sherburn disadvantaged and national non-disadvantaged	-0.38	-0.16

Summary of progress data

The overall progress data for Y10 and Y11 show that students have nearly closed the gap between themselves and non-disadvantaged students nationally. The EBacc group of subjects (Science, History, Geography and MFL) is a particular strength for both year groups, whereas there is work to be done in English to close the gap.

Historic Year 11 External Attainment and Progress Data

Group	14/15	15/16	16/17
Overall P8 - Disadvantaged at Sherburn	+0.15	+0.03	-0.72
National non-disadvantaged	+0.12	+0.12	+0.11
Gap between Sherburn disadvantaged and national non-disadvantaged	+0.03	-0.09	-0.83
English P8 - Disadvantaged at Sherburn	-0.41	+0.04	-0.98
National non-disadvantaged	No national data	+0.09	+0.11
Gap between Sherburn disadvantaged and national non-disadvantaged	N/A	-0.05	-1.09
Maths P8 - Disadvantaged at Sherburn	+0.15	+0.30	-0.22
National non-disadvantaged	No national data	+0.11	+0.12
Gap between Sherburn disadvantaged and national non-disadvantaged	N/A	+0.19	-0.34
% of disadvantaged students achieving a good pass in English & Maths	29%	55%	24%
National non-disadvantaged			49%
Gap between Sherburn disadvantaged and national non-disadvantaged			-25%

Summary of historic data

Over the last 3 years, progress data has fluctuated for the disadvantaged group, several individual students in the 16/17 cohort (some who didn't sit exams) have affected the overall progress of the group.

The current Y11 group are showing a more positive picture, with indications that disadvantaged performance will return to 15/16 levels, showing 16/17 to be a blip in the trend.

Key points from the OfSTED report – April 2017

- The headteacher is uncompromising in her drive to improve pupils' progress.
- Leaders have taken decisive and successful action to improve the progress made by disadvantaged pupils.
- Pupils make very good progress in mathematics as a result of consistently strong teaching.
- Relationships between pupils and staff are very positive. There is a strong culture of support in the school.
- Staff are proud of the way in which the school has improved. They are ambitious to improve further.
- Since the last inspection, teaching has improved strongly in most subjects.
- The school uses a 'period 6' session, when teachers provide extra teaching on specific topics that have not been fully mastered in class. As the result of leaders' actions, most pupils make good progress.
- Leaders ensure that additional funding, including pupil premium, catch-up and funding to support pupils who have special educational needs and/or disabilities, is used well.
- They (leaders) evaluate the effect of all aspects of the school's intervention programme to make sure that their actions are making a difference. The progress of disadvantaged pupils is now close to the progress of other pupils nationally and is improving in most year groups.

Impacts of the approaches used this academic year

This section of the document outlines the approaches we are using this academic year to improve the progress of disadvantaged students. Alongside the approach it uses current evidence to evaluate the impact of that specific strategy. This section is updated termly and currently shows impact from the winter and spring term.

i. Quality of teaching for all		
Desired outcome	Chosen action/approach	Impact
Improved quality and consistency of quality of teaching & learning.	Internal and external CPD.	<p>Feb 2018</p> <ul style="list-style-type: none">• Progress data for all year groups is in line with the national average, showing that teaching & learning must be positive (as nationally disadvantaged students make less progress than average).• Teachers are currently in the middle of a CPD project, focussing on metacognition, memory for learning or literacy. Staff have produced some high-quality project work so far. Early signs are that it is having a positive impact on classroom practice and student learning.• Quality Assurance (lesson observations and looking at student books) is positive. Between 40 and 60% of all events are either in the top or second top category (out of a possible 5).

Improving progress for PP students across year groups.	<p>Small group tuition during lesson time.</p> <p>Maths HTLA is working with key groups of students in each year group.</p>	<p>Feb 2018</p> <ul style="list-style-type: none"> Progress data for all year groups is in line with the national average. Small group tuition is currently taking place in Maths, MFL, Science and Geography
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ii. Targeted support		
Desired outcome	Chosen action / approach	Impact
Literacy development.	<p>Literacy intervention in Year 7, 8 and 9. Units of sound and reading buddies which is a peer reading scheme.</p> <p>PiXL code (phonics)</p>	<p>Feb 2018</p> <ul style="list-style-type: none"> All students (Year 7 to 11) on the PiXL phonics programme have improved. The average improvement was 9% on a phonics assessment which is marked out of 211.
Maths progress for PP students in Y8 & 9.	Peer tutoring.	<p>Feb 2018</p> <ul style="list-style-type: none"> Maths buddies has developed to tackle a wider variety of topics this year with a more tutoring/teaching approach from the maths buddies. It on a smaller scale only focussing on 10 students and buddies at once. The first round is complete which focused on arithmetic and types of number. Almost all students have improved. A new set of students from Y7 and 8 will chosen shortlv.

Improving progress of PP students in Year 11.	Extending school time (Period 6 runs from 3-4pm).	<p>Feb 2018</p> <ul style="list-style-type: none"> Y11 Students have been attending Period 6 (P6) since the summer. Key disadvantaged students have been targeted and most are attending. A Stanton is contacting parents of non-attending disadvantaged students to maximise their progress. Overall, the progress data for Y11 students, shows that the progress of disadvantaged students, matches the national average.
Improving progress of PP students across the school year groups.	Mentoring.	<p>Feb 2018</p> <ul style="list-style-type: none"> Key disadvantaged students across the year groups have been identified and have been having regular mentor meetings since September. A Stanton has been mentoring students in Y7 – 10, whereas other Senior Leaders have been mentoring Y11 students. Using the mock exam data, a few more Y11 students have been targeted and assigned Senior Leaders as mentors. Overall, the progress data for all year groups, shows that the progress of disadvantaged students at least matches the national average.
Improved completion and quality of homework. Improved independence.	<p>Homework 'prep' after school. Staffed with a ratio of between 1:6 and 1:8 staff to students.</p> <p>School subscription to show my homework (SMHW).</p>	<p>Feb 2018</p> <ul style="list-style-type: none"> A review of SMHW was completed by L Stockton-Pitt in November. There has been a significant improvement in quantity of homework set since last review (May). Most teachers are marking on SMHW whether homework has or has not been submitted Notable that disadvantaged students are much more likely than other students to not complete homework. A homework support club has been set up since Christmas, which has been funded. Year 7 and 8 students with poor homework quality and/or completion have been invited. Attendance has been very good and student engagement is high.

iii. Other approaches		
Desired outcome	Chosen action / approach	Impact
Reduced attendance gap between PP and non PP students.	Parental engagement. Opportunities for parents to come in and engage with the school.	Feb 2018 <ul style="list-style-type: none"> So far this year, parental engagement sessions have been hosted by Maths and English. Additionally, D Sladen has hosted a parental session on supporting boys progress.
Improved outcomes for students.	Assistant Head with responsibility for pupil premium students.	See impact of all approaches.
Raising aspirations and making a well-informed, aspirational decision for future education.	Careers interviews & enrichment opportunities.	Feb 2018 <ul style="list-style-type: none"> All Year 11 students have had independent careers advice, from an external careers advisor. A school 'drop down' day on careers is happening in March to raise awareness of education and employment possibilities. Sheffield Hallam University are hosting a roadshow at Sherburn for Year 9 in March, with the aim of raising aspirations.
Improving the transition from KS2 to KS3.	<p>Transition support staff, parental events and student visits to school.</p> <p>This approach involves Y7 students starting Sherburn High School early. Students start 3 weeks before the end of the summer term to ensure a smooth move from Primary to High School.</p>	<p>We conducted a survey of all staff, students and parents involved. It was clear that the initiative had been very well received. 100% of all students surveyed had found it a positive and enjoyable experience with their main reasons being they were able to make new friends and meet new people, and they were able to learn the layout of the school and find their way around. 99% felt that 3 weeks was better than two days with their main reasons being they were able to find their way around and felt less worried and were no longer scared about starting high school. Similarly, with parents, 70% gave a top score of 5 with how satisfied they were with the new transition process, citing their top reasons as it made their child less nervous about starting in September and allowed their child to make new friends. Finally, staff also spoke highly of the new process, stating that most importantly, it allowed them to 'hit the ground running' with their schemes of learning in September, not having to go over basic start of the year admin.</p>

Evaluation and refinement of approaches from 2016/17 into 2017/18

Desired outcome	Lessons learned (and whether you will continue with this approach)
Literacy development	The literacy pathways in school have been modified by the literacy lead Lydia Jackson. Reading tests and relevant interventions will be part of the literacy programme. Intervention range from Units of Sound (for the weakest readers) to Reading Buddies and PiXL code (phonics) for those who are more able.
Maths progress for PP students in Y8 & 9	This approach will be continued with new buddies and new students. Instead of the focus on times tables, it will now focus on different areas of the Maths curriculum, bespoke to each student.
Improving progress of PP students in Year 11	This approach will be continuing this year. It will be made more flexible for departments to tailor it to students' needs. For example, some departments are requiring all teachers to be available so they can work with their classes/students, whereas others are combining groups and using team teaching.
Improving progress of PP students across the school year groups.	Mentoring has been modified this year to make it more successful. Leadership and teachers (who opt in) will act as mentors to key students in Y10 and Y11. Staff will be limited to 1 student to ensure that their time isn't spread too thinly. This should increase the quality that students are receiving. Also, there is now more structure to the process, with a model now formalised which comes with resources to use during the sessions.
Improved completion and quality of homework. Improved independence.	The use of SMHW will continue this year. A new homework policy is now in place to tackle non-completion. It has a supportive element which involves the pastoral team meeting with students if non-completion is common and then bespoke support will be put in place.

i. Other approaches

Desired outcome	Lessons learned (and whether you will continue with this approach)
Reduced attendance gap between FSM and non-FSM students	This approach will continue this year, with English, Maths and Literacy events taking place. Science will look to add another parental engagement event in 2018.
Improved outcomes for students	The progress and attainment of disadvantaged students is still a priority at Sherburn as the disadvantaged students don't yet match national non-disadvantaged in most subjects. Therefore, having an Assistant Head responsible for their progress is necessary.
Improved aspirations and more informed future education decisions being made.	This approach will continue next year in the same format due to its success (student's leaving school in Y11, all went to appropriate destinations).
Improving the transition from KS2 to KS3.	This approach will continue next year in the same format due to its success.