

Pupil premium strategy statement

Summary information					
School	Sherburn High School				
Academic Year	2016/17	Total PP budget for 2016/17	£149,103	Date of most recent PP Review	12/2016
Total number of pupils	630	Number of pupils eligible for PP	133	Date for next internal review of this strategy	09/2017

Attainment & Progress (GCSE 2016)		
	<i>2015/16 Pupils eligible for PP (Sherburn High School)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving a good pass in English & Maths	55.0%	69.0%
Attainment 8 score average	43.05	52.00
Progress 8 score average	+0.03	+0.12
Progress 8 English	+0.04	+0.09
Progress 8 Maths	+0.30	+0.11

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Consistency of outstanding teaching, learning and assessment experienced by all PP students.
B.	Less developed learning skills of some PP students mean that they don't make as much progress as non-disadvantaged.
C.	Poor literacy skills (reading & writing) of some PP students mean that some students are making less progress in English GCSE (P8 values) and this literacy impacts on other subjects.

External barriers	
D.	Attendance gap of PP students is 2.0% lower than whole school (94.1% compared to 96.2%) but above national PP.

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP students have access to consistently high quality teaching, learning and assessment.	All disadvantaged students have consistently high quality teaching, learning and assessment. The success of this will be monitored through the schools QA process. The gap between PP student progress and non-PP student progress will be 0. National non-PP progress 8 will compare to PP progress 8 scores. The data will be analysed at each calendared tracking point, student data and teacher QA data will be analysed by each curriculum leader, SLT and with governors.
B.	Improved progress for disadvantaged students.	P8 score to at least equal P8 score for national non-disadvantaged students. Through improved progress for MPA, LPA and progress scores in the open bucket.
C.	Improved literacy of PP KS3 students.	The reading ages of KS3 PP students to be within 6 months of their chronological age by June 2017. The handwriting of KS3 PP students to have improved to a point where it is not a barrier to learning.
D.	Improved attendance.	PP attendance to match national non-PP attendance which was 95% in 2015-16.

Approaches being used have been split into 3 sections:

- i. Quality teaching for all
- ii. Targeted support
- iii. Other approaches

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 (& expected cost)	When will you review implementation?
Improved consistency of quality of teaching & learning	Internal and external CPD	Internal CPD will focus on aspects such as feedback, metacognition, homework and peer to peer interaction which are all effective strategies as identified by EEF and NFER/DFE Nov 2015.	Some staff will be guided towards external CPD which would benefit them. Internal CPD is planned with a group of expert practitioners and subsequently evaluated. Whole school internal CPD is then discussed in departments to help with its application.	Mrs J Summers and Mr D Kirkby (£14,000)	September 2017
Improving progress for PP students across year groups.	Small group tuition during lesson time. Maths HTLA is working with key groups of students in each year group.	EEF toolkit and NFER/DFE Nov 2015 for the targeted support approach. The progress data which shows that low prior attaining students perform less well in maths. These groups have been targeted.	The HLTA has been assigned to these groups/students based on discussions between the head of department and teachers.	Curriculum leaders lead their own HLTA or TAs. (£30,000)	September 2017
Total budgeted cost					£44,000

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead (& expected cost)	When will you review implementation?
Literacy development	Literacy intervention in Year 7, 8 and 9. Units of sound and reading buddies which is a peer reading scheme.	Previous success of peer reading and units of sound.	Students selected based on a reading test which is administered in Sept (students can also be raised as a concern which would trigger a reading age test). Reading buddies selected based on their suitability for the role.	Mrs C Atkinson (£13,000)	December 2016
Maths progress for PP students in Y8 & 9	Peer tutoring	EEF toolkit (peer tutoring) & also it has run in the school previously with good results	Tutors chosen carefully to make sure they are appropriate. Students receiving tutoring will be targeted and be those who will benefit the most. Training will be given to tutors.	Mrs L Beardsworth (£2,000)	On a continual basis with a mini review in Dec 2016.
Improving progress of PP students in Year 11	Extending school time (Period 6 runs from 3-4pm)	EEF toolkit (extending school time, small group tuition) and PiXL success stories	Students chosen have been carefully selected. It takes place in one room to avoid student confusion and a staff rota has been made. Contact made with parents. Student lists refined based on progress data and assessments. Small student to staff ratio.	Curriculum leaders (£1,000)	Year 11 progress data

Improving progress of PP students across the school year groups.	Mentoring	EEF toolkit and past experiences of success	Students identified using one-page profile and progress data. Mentors will not have a form so meetings can take place in form time. Resources provided for mentors to help structure the sessions. SMHW (show my homework) can also be used to check on homework.	Mr A Stanton (£17,103)	Various data points throughout the year. Student voice – December 2016
Improved completion and quality of homework. Improved independence.	Homework prep after school. Staffed with a ratio of between 1:6 and 1:8 staff to students. School subscription to show my homework (SMHW).	EEF – identification of homework being high impact. Teacher voice identifying homework as an issue.	Y10 students to be selected based on current homework quality and completion. Transport issues will be resolved. Staff selection will be key to the success of the approach. Refreshments given to students to help engagement. SMHW – staff and student workshops to upskill on its use. Parental contact with login details. Monitoring of usage and effectiveness.	Mr A Stanton and Mrs L Stockton-Pitt (£5,000)	April 2017
Total budgeted cost					£38,103

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead (& expected cost)	When will you review implementation?
Reduced attendance gap between PP and non PP students	Parental engagement. Opportunities for parents to come into school and engage in skills lessons with their child e.g. ICT skills and food technology.	NFER/DFE Nov 2015 identifying that attendance needs to be addressed. EEF toolkit used to select the approach and knowledge of issues which affect local families.	Attendance worker to be maintained. Contact with home to explain the concept. Carefully selected students with attendance less than 95% who will engage with the approach. Availability of the classrooms and resources to be checked.	Mr A Stanton. Ms R Marsh and Ms P Ma (£21,000)	February 2017
Improved outcomes for students	Assistant Head with responsibility for pupil premium students. This approach will also include funding of resources for PP students.	The group is a priority for the school, in terms of progress and attainment. The Assistant Head will oversee proactive and responsive strategies to help their progress and attainment.	Assistant Head (A Stanton) to meet with governors half termly, to report progress of disadvantaged group. Assistant Head line managed by Head Teacher. Performance appraisal targets of Assistant Head are linked to disadvantaged groups.	Mr A Stanton (£30,000)	July 2017
Improved aspirations and more informed	Careers interviews & enrichment opportunities.	This is one of the external barriers which we are trying to	Careers appointments to be prioritised for most vulnerable PP students. Starting in Year 11 but	Ms P Ma (careers oversight) and	March 2017

future education decisions being made.		overcome. This fits with strategies discussed in Sec Ed April 2016 p.11.	then also with a focus on Year 8 (option choices). Curriculum leaders are identifying enrichment opportunities using external facilitators.	curriculum leaders for enrichment. (£5,000)	
Improving the transition from KS2 to KS3.	Transition support staff, parental events and student visits to school.	The innovative 3 week transition programme has run successfully for the last couple of years.	Mrs H Oakes to continue to lead on the approach.	Mrs H Oakes (£10,000)	March 2017
Total budgeted cost					£67,000

Review of previous year's expenditure

i. Quality teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved progress and attainment.	Researching and developing effective T&L. Feedback. CPD focus on improving assessment and feedback.	The quality of student feedback improved, leading to improved learning. Progress and attainment increased across the curriculum for Y11s in external GCSE results when compared to historic results. For PP students - English 3LOP, English 4LOP, Maths 3LOP, Best 8 VA, Attainment 8, 5A*-C (E&M), Eng A*-C, Ma A*-C.	Departments are to advance this by further developing best practice in their own area with a move away from generic CPD sessions.	£2,500
Improved progress and attainment in English, Maths and Science.	Class size reduction through employing additional staff.	Improved progress of disadvantaged students in English and Maths external GCSE results (levels of progress, summer 2016).	The approach appears to have been successful with the positive external 2016 results, especially Maths and English, however, the approach was not cost effective so will not continue into the new year.	£48,000

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improving literacy	Literacy programmes (Lexia and reading buddies)	Nearly all students on the literacy programmes improved their reading ages. Most students moved their reading age up to their chronological age either using the Lexia programme or using reading buddies. This was true for PP and non-PP students.	Approach to be continued although it will be modified slightly. The course did run continuously throughout the year; however, it will be modified to run in 6 week blocks to allow students to apply the skills learned. After a short break to do this, it will start again for targeted students.	£3,000
Improving attendance and behaviour	Additional pastoral support	The overall number of C3 (removals) in the school decreased in 15/16 and the number of students in isolation decreased too. The number of PP students being removed is in-line with their representation in school (around 20%).	The pastoral team will continue with their behaviour interventions and this will vary from student to student depending on their needs.	£19,180
Improving progress and attainment	HLTA support in English, Maths and Science.	In year 11, Maths and English GCSE progress dramatically increased (external results) to the extent that there is no real gap between Sherburn PP and non-PP national (levels of progress). There is also virtually no gap in Y7, 8 and 9.	This approach will be continued. Support will be redistributed by curriculum leaders, depending on the needs of students.	£19,000

Improving progress and attainment	Mentoring	The mentoring happened for Year 11 students. Every major progress and attainment figure (except 5 A*-C (Eng&Maths) and 4LOP in Maths) increased on the previous year.	This approach will continue, however it will be mostly SLT who will be used, as they have more time available to meet students, curriculum leaders will also be utilised. Mr A Stanton, overseeing disadvantaged students, will mentor students from Y9 to Y11 on a one to one needs basis. Only key students with negative progress 8 scores (or major individual needs) will be mentored. Saving time and money.	£16,600
Improving progress, attainment and aspirations.	Funding or part funding for educational trips or revision equipment/resources	The funding happened for Year 11 students. Every major progress and attainment figure (except 5 A*-C (Eng&Maths) and 4LOP in Maths) increased on the previous year.	This will continue on a case by case basis where it may become a barrier to learning.:-	£500

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved outcomes for students	Assistant Head with responsibility for pupil premium students	The assistant head co-ordinated a lot of the approaches. As stated previously, external and internal data show good progress of the PP students compared to national non and in school non-PP.	The approach will be continued, albeit with a new staff member in this position.	£4,810

Improved attendance	Attendance monitoring	Pupil premium attendance stayed relatively stable in 15/16 compared to 14/15, which were both better than 13/14. The gap between PP and non-PP got larger, although this was because non-PP attendance improved. The additional pastoral support worked.	Approach to be continued although attendance for PP students didn't improve from the previous year, the PP attendance was just under the non PP national average. The approach will be modified. The first hour of the school day will be used to chase attendance. Parents will be contacted in the first hour whether or not they've contacted school to get more information and confirm. Parents of PP PA students will have a meeting within the first week back at school. Year 11 students who have missed a school day, are required to attend P6, which enables them to catch up on missed teaching. Whole school rewards (including reward trips) now also have an attendance criteria attached to them.	£12,570
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Raising aspirations	Careers guidance and information	Overall raising aspirations events had a positive impact on student aspiration. The university trips offered throughout the year had good student evaluations in terms of raising aspirations. Careers guidance offered to students has given them more information about the correct KS4 & 5 path or careers route for them.	This approach will continue, however, it is not central to the pupil premium strategy of the school (due to low gains referenced in the EEF toolkit) it has been modified so PP students in year 8 will get careers guidance before their option choices for the start of GCSE study in year 9. Previously, this wasn't in place. Also, for disadvantaged students who are most vulnerable, parents will be invited in for their careers interviews.	£12,700
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