

Pupil Premium 2017–8 Strategy

‘Great schools tend to be great schools for all children in the school – the statistical correlation between who does well for FSM children and who does well for non FSM children is very high. Moreover, schools can make a difference to the life chances of FSM children – there are huge differences in attainment for these children across schools, far larger than there are for children from wealthy backgrounds who do pretty well in all schools.’¹ This is what we believe at Heartlands where 52% of our 1127 students are Pupil Premium.

Our approach is twofold. Firstly that we address underachievement where we see it but we are also acutely aware of national barriers faced by Pupil Premium students. These barriers are: low quality teaching, low expectations and aspirations, low literacy, low attendance lack of high quality advice and guidance as well as more narrow experience of life outside school. Haringey is the 6th most deprived borough in London and higher rankings for crime, barriers to housing and services.

Progress 8 figures since 2015 show that Pupil Premium students made more progress than those not identified as Pupil Premium in 2015 and 2016 but a gap opened up last year. We have used this as opportunity to review our Pupil Premium spend, to close this gap and ensure the fund is having maximum impact on student achievement.

	2015	2016	2017
Pupil Premium	0.46	0.47	-0.02
Non Pupil Premium	0.38	0.49	0.16

Best practice and national research

There is considerable research and best practice to show what is the most effective way of supporting the progress and achievement of Pupil Premium students. ‘Good provision and outcomes are the key contributory factors to good overall effectiveness’² Ofsted says that where this is done well, schools do the following:

1. Prioritise the achievement of disadvantaged pupils and ensure there are consistently high expectations of students. There is a senior leader and governor to champion the profile of pupil premium pupils and governors are involved in the decision making process.
2. Prioritise consistently good and outstanding teaching, offer a broad and rich curriculum, track and monitor achievement data to check progress
3. Prioritise literacy across the school
4. Highly train support staff (teaching assistants) to have maximum impact.
5. Ensure good attendance and value pupils personal development, behaviour and welfare and ensure high levels of parental engagement.
6. Plan carefully at points of transition (Year 7 and GCSE to KS5)
7. Offer full access to broad educational experiences .

¹ Sutton Trust, July 2015

² Ofsted

2017–18 Strategy at Heartlands

Heartlands receives PPG funding based upon the number of students enrolled and who are eligible for Free School Meals, as outlined below:

Total number of students on roll (Census January 2017)	1,121
Number of students eligible for the PPG	594
% Eligible for PP funding	52.9%
Value of PPG received per student (£)	£935
Total value of PPG to received (£)	£555,390

Our pupil premium strategy is in line with national research, best practice and is part of our School Improvement Plan. Based on best practice, research and what our school data tells us our strategy fits into these seven areas.

1). Prioritise the achievement of disadvantaged pupils- there is a senior leader and governor to champion the profile of pupil premium pupils and governors are involved in the decision making process.

Our pupil premium strategy is part of the whole School Improvement Plan and Plan on a Page devised by our Head of School and Executive Headteacher. The Deputy Headteacher – Standards and curriculum oversees the Pupil Premium strategy and Governors review both plans and their impact annually.

2). Prioritise consistently good and outstanding teaching, offer a broad and rich curriculum and track and monitored achievement data to check progress.

Part of our School Improvement Plan priorities ensures that no child is left behind. We do this by a rigorous system of assessment and tracking. All students are set highly aspirational targets then in four assessment points students are assessed. The data is then analysed and through a line management cycle teachers are held to account and gaps identified and addressed.

To improve the quality of teaching and learning across the school at Heartlands we also:

- Triangulate data on the quality of teaching - sharing effective practice and
- Prioritise the recruitment and retention of high quality staff
- Follow a programme of research led professional development ‘Teaching Shapes’
- Promote an open door culture that leads to a culture of feedback
- Put in place intensive support for Geography and MFL departments to raise achievement

We have used the Education Endowment Foundation Teacher Toolkit, which assesses the impact of different interventions to prioritise the following for this year. Research from the Sutton Trust also showed students were ‘nine times more likely to get good A-levels when they did daily homework.’ This is why we have set the following priorities for this year.

2017/18 Pupil Premium priorities for teaching and learning

- Teaching supports and challenges all students to make progress in every lesson eg. Landscapes/seating plans clearly identify pupil premium students
- Expectations by teachers are high in every class, for every lesson, for every piece of home learning
- Ensure all home learning is challenging and deepens students' understanding of the work
- Make sure pupils know where they are in their learning (feedback), what they need to do and that they are self motivated to get there through use of PLCs

The Sutton Trust points out the importance of 'Improved teacher training and professional development so that all school leaders and classroom teachers understand how to use data and research effectively.'³ Our programme of 'Teaching Shapes' is based on the Japanese lesson study programme. Teachers involved in their own development is shown to be a high impact strategy. (John Hattie) The programme is explained in our Teaching and Learning blog.

Staff training and development through 5 twilight sessions	£10,000
Coaching for teacher development – Associate AHT position	£10,000
One to one intervention in English & Maths	£68,000
Show My Homework (50%)	£3,000
Tassomi Science – Personalised Learning Checklists (50%)	£3,000
Maths Watch – home learning aimed at closing gaps	£3,000
Text books for KS4 for every KS4 student (50%)	£60,000
Home learning club for Pupil Premium	£10,000
Easter revision Year 11 classes	£20,000
Student revision residential	£2,000
Brilliant Club Year 9 for Prior High Attaining Pupil Premium students	£5,000
Whole school prior higher attainer coordinator (50%)	£2,000
MINT seating plans to identify PP students	£1,400
Assessment box for moderation for GCSE for English, History, Geography	£5,000
	£202,400

³ Sutton Trust, July 2015

3). Prioritise Literacy – Whole School Reading

An independent [study conducted by the Education Endowment Foundation and Durham University](#) in 2015 found that students using Accelerated Reader achieved an additional three months growth in reading age compared to their peers, over a 22-week period. Low-income students were found to achieve an additional five months growth with AR – outperforming their peers and closing the gap between them.

Our Beyond Words whole school reading programme has led to:

- An increase in reading ages for pupil premium students in the last year of 13 months within a 9-month period
- The library saw a 106% increase in the number of books borrowed by pupil premium students following introduction of reading scheme.
- At risk students (those with reading ages in bottom 15% of their age group) who qualify for Pupil Premium reduced from 40% to less 19% across KS3/4 from 2015-2017
- Access to free books from the school library
- Provision of additional revision guides for Pupil Premium students
- Progress in Literacy Specific interventions for disadvantaged students: 2015 – 7%; 2016 – 3%; 2017 – 15%

Priorities for this year

- VT engagement interventions for pupil premium students
- Use of Renaissance Home Connect to support parents of pupil premium students
- Literacy interventions for pupil premium students targeted at key areas of weakness

Beyond Words	
Accelerated Reader Programme	£35,000
Library assistant to support programme 50%	£13,000
Reading book for every Year 7	£2,000
	£50,000

4). Highly trained support staff (teaching assistants) to have maximum impact.

Our pupil premium fund part funds Higher Level Teaching Assistants. We believe that these highly trained staff are having an impact on pupil achievement. Research from UCL; ‘The Deployment and Impact of Support Staff’ (DISS) Project’ and the subsequent collaboration with the EEF – ‘Maximising Impact of Teaching Assistants’ shows that the most effective way to use these staff are to:

- Use HLTAs to add value to what teachers do, not replace them
- Use HLTAs to help pupils develop independent learning skills and manage their own learning
- Ensure HLTAs are fully prepared for their role in the classroom
- Use HLTAs to deliver high quality one-to one and small group support using structured interventions

- Adopt evidence-based interventions to support HLTAs in their small group and one-to-one instruction
- Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions

Priorities for Pupil Premium for 2017/18 for teaching assistants

- Supporting all staff to ensure 'Quality First Teaching'
- QTS mentoring to deliver alternative curriculums
- Carry out assessment of needs and creating support materials and advice (SUCCESS Passports)
- SEND specific training using 'NASEN FocuonSEND' online training tool
- External CPD in areas of specialisms
- Delivery of SEND specific in school CPD to all staff and key groups (NQT, Teach First etc)
- Training school

Faculty based HLTAs (Focus: Raising achievement of disadvantaged pupils)

£199,000

5). Ensure good attendance and value pupils personal development, behaviour and welfare and ensure high levels of parental engagement.

87% of students who have over 97% attendance achieve 5 good grades at GCSE. We know good attendance is a key barrier for Pupil Premium students. This is why our attendance strategy has changed this year and we have seen an increase of 1% on pupil attendance from this stage last year and it is currently at 95.16% (compared to Nat ave. 94.8%). Pupil premium attendance this year has dramatically increased to

- Full time attendance officer
- Whole school attendance tracker

Attendance officer

£23,000

6). Plan carefully at points of transition (Year 7 and GCSE to KS5)

To ensure Pupil Premium students make smooth and successful transitions from primary school the Deputy Headteacher - ethos leads a transition programme from primary school. Our work includes

- Working with primaries providing taster sessions - leadership role for middle leader
- Whole day of transition
- Summer school

The Head of Faculty for Business has responsibility for KS4–5 transition and we use Pupil Premium funding to part fund this and another member of staff to ensure students have high quality places for 6th form. We are also trying to set up a 6th form, which we believe would particularly benefit Pupil Premium students.

Priorities for Pupil Premium for 2017/18

- Every child at Heartlands visits a university in Year 7 and KS4

Summer school (50%)	£10,000
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7). Offer full access to broad educational experiences

Research from the Sutton Trust showed that the students were 'They were much more likely to get good grades if they read books at home for pleasure – not just those books they had to study for school. And their results improved if they had visited museums, galleries and went on outings with their families or schools.'

- University visits
- Assemblies and tutor time
- AFA days
- SEARCH days
- Ski trip
- Extra curricular club for every year 7

Opportunities fund (for visits eg. Strasbourg and school ski trip for PP students)	£30,000
Extra curricular clubs	£5,000
Subsidised music lessons and instrument loans	£5,000
Instruments for loans to Pupil Premium students	£5,000
	£45,000

8). Autism Provision

Funding for parent liaison role which will support those families to support the needs of their children in accessing the curriculum and support in the home environment

References

The Pupil Premium Next Steps – The Sutton Trust July 2015

<https://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT-1.pdf>

Pupil Premium Awards 2017

<http://www.pupilpremiumawards.co.uk/ppawards2017/en/page/fullhurst-community-college>

Education Endowment Foundation: Teaching and Learning toolkit showing efficacy of different strategies

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

What Ofsted looks for in Pupil Premium

<https://www.slideshare.net/Ofstednews/pupilpremiumwhatofstedlooksfor>

Indices of Multiple Deprivation 2015 for Haringey

<http://www.haringey.gov.uk/social-care-and-health/health/joint-strategic-needs-assessment/other-factors-affecting-health/deprivation>

Using Pupil Premium to improve literacy

<http://www.ucl.ac.uk/international-literacy/reading-recovery/school-case-studies/exceptional-use>

Effective ways to use Pupil Premium Awards judge

<https://www.tes.com/news/school-news/breaking-views/teachers-appetite-research-best-use-pupil-premium-cash-growing>

Creating cultural capital

<https://www.suttontrust.com/newsarchive/creating-cultural-capital/>

Making the best use of Teaching Assistants EEF:

<http://maximisingtas.co.uk/resources.php>

Schools across England are maximising the value of the Pupil Premium with Accelerated Reader and STAR Reading

<http://www.renlearn.co.uk/funding/pupil-premium/>