

**“Education is the great engine of personal development. It is through education that the daughter or son of a peasant can become a doctor, that the son of a mineworker can become the head of a mine, that a child of farm workers can become the president of a great nation” Nelson Mandela**

## **RATIONALE**

In April 2010, the Government introduced the Pupil Premium. This additional funding is allocated to ensure that all pupils, from Reception through to Year 11, are given the same opportunities to achieve academically and so that no pupil is disadvantaged due to economic or social circumstances. From April 2014 the amount of the grant for pupils in secondary education is £935. The three identified groups entitled to the Pupil Premium are; 1) students who are currently, or who have been entitled to free school meals at any point over the past 6 years (ever 6), 2) children in local authority care or adopted from local authority care (CLA) and 3) students who have at least one parent working for the Armed Services or have had at some point in the past 3 years. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying socio-economic inequalities between children. For the academic year 2017-18, the school received £935 per Year 7-11 child, £1320 per Reception to Year 6 child and £1900 for CLA students. The allocation for 2018-19 is estimated to be £133,125. If you want to find out more about pupil premium, please go to:

<https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2016-to-2017> If you would like to enquire about your eligibility for free school meals, please go to:

<https://beta.hertfordshire.gov.uk/services/schools-and-education/at-school/free-school-meals/free-school-meals.aspx>

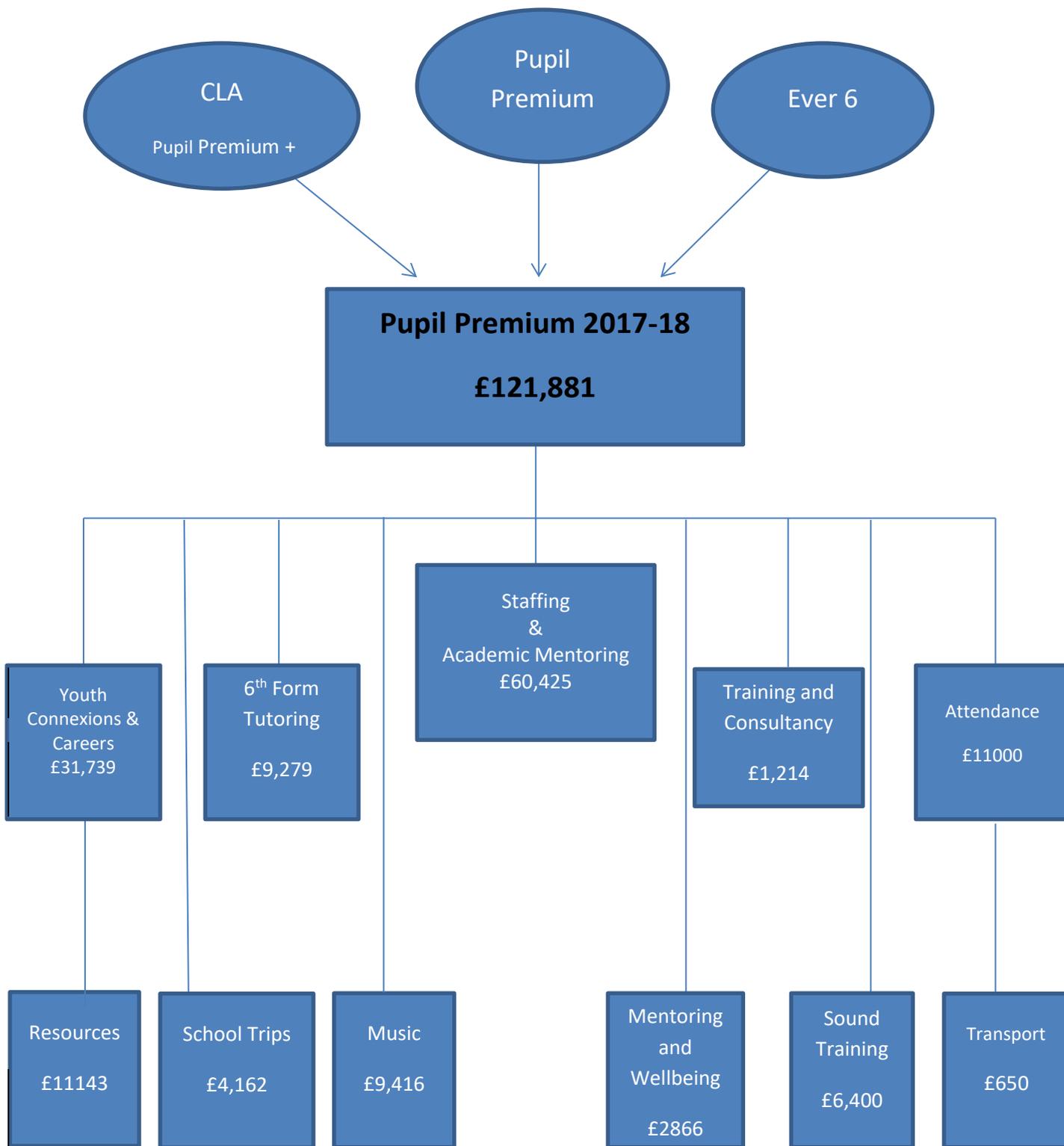
Chair of Governors – Paul Connelly

Governor for Pupil Premium – Rachel Kirk

**LAST YEAR'S BUDGET SUMMARY**

Allocation - £115,000

Actual expenditure - £113,109



## Expenditure breakdown

Item / Project	Cost (£)	What it involved	Impact	Key Stage
Staffing & Academic Mentoring	£60,425	1-1 and small group work sessions with Maths and English department.  Pupil Premium Co-ordinator.	Improving students' confidence and ability in core subjects. Year 11 – Results in maths - 2 above base and 3 below. Work also in Key Stage 3 on cultural capital (+5mths EFF)  Role created to ensure thorough monitoring of students and intervention put in place where needed. Links with parents forged and another point of contact for parents. Liaison with primary schools and new starters to ensure better transition. Development of Summer School.	3,4
Literacy intervention	£400	Accelerated Reader	A strategic investment was to buy in the Accelerated Reader Programme. This is a long term strategy to ensure that all students develop in their reading and literacy ensuring they are GCSE ready. Impact Year 7 +0.02 reading years. Year 8 +0.86 reading years. (EEF research Feb 2015 - additional three months progress in the reading age of pupils after 22 weeks.)	3
Literacy intervention	£6,400	Sound Training	Sound Training is a fast, focused and fun multi-sensory teaching method which breaks down words, delivered over a period of 6 weeks. It purports to significantly boost vocabulary development and literacy skills, with dramatic, sustained improvements in reading ages. This in turn opens up access to the entire curriculum and impacts on student overall attainments. It is also claimed to have very positive effects on student confidence and self-esteem. 35 PP students had Sound Training. The reading gains ranged from -5 to 46 and the standard score gain ranged from 0 to 16. All the students showed an improvement. Delivers externally assessed each year.	3
Training & Consultancy	£1214	National PP conference  Mentoring Training	Attended by Deputy Head and lead governor.  Attended by TA	

Connexions & Careers	£31,739	Youth Connexions provided interviews for all Yr 10s and 11s, with PP students being given priority. Year 8 and 9 PP students also had an interview. Year 10 and 12 careers fair with over 35 stands.	Giving informed direction to KS 4 students. Increased understanding of future pathways and career aspirations. Achieved Quality in Careers Standard Dec 2017. (DFE Report on Strategies to raise Aspirations in Pupil Premium students - 2014).	3 and 4
6th Form Tutoring	£9,279	"A/A*" or "7-9" grade 6th formers mentoring Year 11 in maths, English, science, MFL, humanities, before or after school. Using past papers and direction from HOD.	Massive increase in confidence with Yr 11s. Engagement was high. Many of the students said they liked the fact they were working with peers as they felt they understood the pressures they were under. 19% of the PP students went up a grade as a result of tutoring. 38.5% of those receiving tutoring hit their target grade. 100% of the parents who were questioned would recommend the tutoring to others. Case studies. (+5mths EFF)	4
Attendance	£12966	Employment of member of staff to focus on attendance. Working with SLT and HOY. Focusing on families with low attendance.	Overall attendance PP an increase from last year 94.83%  FSM attendance 95.4% (Up from 94.33%) FSM PA – 12% (Down 6%)	3 & 4
Resources	£11143	Text books, revision guides, art materials, food tech materials, revision packs, i-pads, stationery, software, licenses.	Enabled students who may otherwise be at a financial disadvantage have access to materials that assisted them with their learning.	3 & 4
School Trips and Cultural Capital	£4162	Residential trips and day visits.	Ensured all students had the opportunity to participate in spiritual, moral, cultural and character building school trips. For example to places such as Bawdsey Manor, the World War I battlefields and Shakespeare's Globe. (EEF Outdoor adventure trips +4mths)	3 & 4
Music	£9279	Individual lessons, equipment and exams.	38 students were given the opportunity to participate in extra-curricular activities regardless of their families' financial situation. 13 had ceased to have lessons by the end of the academic year. Of the remaining 25, 6 students (24%) have taken an exam, with 5 (20%) students achieving a grade, including 2 students who attained a grade 6 in Year 11.	3 & 4
Mentoring & Wellbeing	£900	Group mentoring sessions for vulnerable students.	Mentoring and well being specialists who run sessions to focus on helping	3 & 4

			students' self esteem, confidence and mental health.	
Summer School	£142	A free Summer School for invited PP students.	Three day's activities for PP students to aid transition to secondary school. 20 students attended. The student questionnaire indicated a level of satisfaction of 82%. (+2mths EFF)	3
Transport	£650	Provision of funding towards school bus for PP+ student.	Attendance of 98.67% achieved by student.	3

### Primary Phase

Item / Project	Cost £	What it involved	Impact	Key Stage
Staffing	£793	PP intervention in lessons and additional support after school as a result of weaker areas identified in class.	-See impact data below	Reception, 1
Resources	£305	-Books purchased for home reading to suit individual PP needs. -Numicon (numeracy resources)	-Enabled students who may otherwise be at a financial disadvantage have access to materials that assisted them with their learning. -Closer parental liaison. Linking school with home. -See data below	Reception, 1
Trips	£140	Paying for cultural and socialising trips (inclusion)	Allowed PP students to take part along with their colleagues.	Reception, 1
Extracurricular Activities	£683	Music lessons, Speech and Drama Clubs, Play Aloud	Allowed students get an enriched education and help in socialisation.	Reception, 1

### DATA

#### GCSE

- Our progress 8 score for disadvantaged students is 0, (a gap of 0.2 with rest of cohort).

<u>Progress 8 Score</u> Lower -0.3 (9 students) Middle -0.01 (2students) Upper +0.71 (3 student)
---

<u>Attainment 8 Score</u> Avg 3.8 <u>Lower 2.62</u> <u>Middle 5</u> <u>Upper 6.7</u>
---

- Progress 8 score for disadvantaged students in English +0.1
- Progress 8 score for disadvantaged students in maths -0.1
- Progress 8 score for disadvantaged students in EBacc -0.2
- Progress 8 score for disadvantaged students in Open 0

This is with one student not attending exams despite numerous interventions.

#### Primary Phase

-50% of pupil premium students (number of students in cohort 4) made good level of development in reception.

-100% of pupil premium students (number of students in cohort 7), of those eligible to sit the test, passed their phonic screening in Year 1.

-100% of pupil premium students (number of students in cohort 2) made good / rapid progress in KS1 test from EYFS outcomes.

## **LESSONS TO TAKE FORWARD FROM EXPENDITURE**

### All phases

- Shift in academic intervention from KS4 to KS3 has been the right move. Huge focus on the basic skills and cultural capital.
- Sound Training to students has been beneficial in terms of data and confidence within the classroom. This has worked alongside accelerated reading.
- Sixth Form tutoring was expanded last academic year and overall success rate is still good. Need to tighten link between teacher and sixth form tutor to increase success rate. This will be continued for academic and social reasons.
- Attendance strategy has had some success but more to do. Interventions have had a varying degree of success and P.A have been hard to shift. Closer link with counselling needed and more emphasis now on lates.
- Music lessons good for enrichment and grading now taking place. This will need to be monitored year on year. Impact of music on the rest of their grades and aspirations seems to be positive. Music pathway for this group being developed.
- More emphasis on the primary section in terms of provision and capacity as the school grows.

## **YEAR 11 DESTINATIONS**

4 have stayed on at Simon Balle

10 are attending college

## **YEAR 13**

3 Students went on to complete their A-Level exams. Actual to target grade (+0.22)

2 students did vocational qualifications – Average grade per entry – Merit.

1 student did not take exams due to illness.

## **YEAR 13 DESTINATIONS**

3 students are attending university.

2 students have gone into work and 1 re-joined Year 13 due to illness.

## **PRIORITIES FOR ACADEMIC YEAR 2018-19**

### All phases

- Maintain the profile of PP across the school, in departments, and first wave teaching.
- Improve aspirations, understanding of future pathways and motivation of PP students.
- Additional specialist staff to raise achievement of PP in KS1.
- Increase use and closer links with subject staff of sixth form mentors for PP students.
- Tighter monitoring of PP+ students and CLA students (due to increased numbers). Use virtual school model for PP+ students.
- Improve attendance and lates of PP and FSM students, particularly PA students.
- Refine systems to monitor and track interventions for primary students in All Through School.
- More centralisation and coordination of tracking as intervention team expands.

## Strategic plan for disadvantaged students at Simon Balle School 2018-2019

The school is already building on some strong outcomes for disadvantaged students.

### Barriers to learning secondary phase

- 1) Aspirations of some of disadvantaged students. Our context means that many students become first generations in families to stay at Sixth Form and progress to University.
- 2) The ability of our parents to be able to support students academically and pastorally at home.
- 3) Attendance of some disadvantaged students is hindering progress.
- 4) Basic literacy and numeracy levels in key stage 3 are often too low and not embedded.

### Barriers to learning in the primary phase

- Lack of parental engagement in out of hours learning
- Applying academic skills of PP students across the curriculum

The allocation for 2018-2019 is £133,125. Formal review termly to governors.

### Secondary

Target Area	Chosen actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance	-Central monitoring system in place. -Weekly analysis of data. -More robust systems in place for tracking lates. -Counselling and parent work to complement attendance monitoring.	94.71% PP attendance with a lower FSM attendance (94.33%).  -Direct correlation between attendance and achievement (DfE).	- Data analysis termly to assess impact of strategies. - New attendance officer line managed weekly by Assistant Headteacher – linking research on improving attendance to new role. - Daily follow up on non-attendees -Governor body scrutiny.	JP	On-going but termly to governors.
Year 7 and 8	Continue with strategy to focus on support in literacy, numeracy and cultural capital in Year 7+8.	-In line with early intervention strategy. -Larger numbers of PP in these cohorts. - A lot of PP students in Year 7 at the lower academic ability range. New vocabulary box for lower attainers for Sound Training (Phonics +4mths) (Key Stage 2 grades) (1:1 tuition +5mths EFF)	.-Session breakdown shared on line. -Sound training impact data. External assessment of delivery by Sound Training. -Student progress grades.	MM	-External support report at end of session.  -TA impact ongoing.

		(Ofsted an update - July 2014)			
Year 10 +11	-Extra TA and staff intervention in the core and some EBAC subjects.	-Parental support at home and the work ethic and organisation to prepare revision and notes is not always good enough.  -EEF research evidence. (+5mths EFF)	-Online central monitoring system filled in after each session. - Close communication with subject staff. -Teachers and support staff who have a track record of success.	Core heads MM	Ongoing
Peer tutoring	Sixth form tutoring 1:1	Evidence over the last 3 years shows this intervention was a success. Priority is in the core subjects (EEF peer tutoring - +5months)	-Student and parent feedback. -Observations of tutoring. -Sixth form teaching log. - On-going current Go4Schools data	MM, TN	- On-going record of intervention. -Data harvests - Report at end of academic year.
Raising aspirations of PP students	Careers education	Careers fair, Connexions, 1:1, careers work in Year 8 and 9.  (DFE Report on Strategies to raise Aspirations in Pupil Premium students – 2014).	-1 day sessions evaluated before and after. -Student voice.	DB,MM, TN	-Review at the end of events.

### Primary

Target Area	Chosen actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Lack of parental support in education at home	-Interactions with students after school once a week. -Additional support in class (TA) or class teacher for PP students. -Additional resources for parents to supplement intervention work.	-Professional conversations with staff. -Lack of reading evident from work set by the school.  (EEF on parental engagement +3 months)	-Teacher feedback. -Progress data. -Conversations and feedback from parent.	Teacher Primary Lead	On-going but specifically at data collection points (school assessment calendar)
Curriculum enrichment	- Paying for trips (inclusion)	-Cultural capital by ensuring students	-Monitor attendance on trips / clubs.	Teacher Primary	Ongoing

activities	-Outside of school clubs e.g. drama, music, football etc	understand the world around us, the different ways people live etc. -Inspire creative writing. (EEF Outdoor learning +4mths)	-Parent and student feedback	Lead	
Extra support in primary phase	Employment of extra hours for in class support	-Some students need more specific explanations, time for reading etc. -Apply skills across the curriculum. -TA impact +1months EEF (limitations noted from the research)	-Primary lead to deploy based on data and professional feedback from staff. -Review of impact based on on-going data.	Teacher Primary Lead	-Assessment calendar -External exams

Of course, this is not an exhaustive list of the work we will be doing with our students but highlights some of the key foci we will be working on this year. In addition, we will be working with our parents to ensure that they can support their child and working hard to reach out to the parents who perhaps do not attend school events. We will of course continue to support, track and intervene with all groups of students including the most able to maximise their opportunities and outcomes at our school.