

Pupil Premium Grant (PPG) strategy and impact statement - SWCHS

| 1. Summary information | | | | | |
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| School | Saffron Walden County High School | | | | |
| Academic Year | 2019/20 | Total PPG budget | £125,000 | Date of most recent PPG Review | Spring 2019 |
| Total number of pupils | 1473 (7-11) | Number of pupils eligible for PPG | 161 (KtS) | Date for next internal review of this strategy | Spring 2020 |

| 2. 2018/2019 Outcomes | | |
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| | Pupils eligible for PPG (your school) | National results for PPG (National Average 2018) |
| % achieving Basic 5+ (English and Maths) | 21% | 24.9% |
| % achieving 5+ in EBACC | 12% | 7.2% |
| Progress 8 score average | +0.18 | -0.44 |
| Attainment 8 score average | 46.83 | 36.70 |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>) | |
| A. | Poor meta-cognition and learning skills including resilience and focus. Average Learner scores for PPG students are consistently lower across all year groups. Especially a concern for low prior attainers – Progress 8 DA is +0.18 compared to all pupils which is +0.43 |
| B. | High proportion of PPG pupils who are also SEN. 30% of PPG students have SEN as opposed to 15% of non-PPG. |
| C. | Challenging behaviour from some PPG students. 20% of SWCHS Fixed Term Exclusions (FTEs) were PPG pupils, compared with 3.81% for non-PPG pupils. |
| D. | Lower rates of engagement in school and extra-curricular opportunities including trips, clubs and school responsibilities. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |

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| E. | High levels of absence among some PPG students and higher proportion of PPG students who are PA. % of SWCHS PPG students who were in PA category by July 2019 was 11.8%. Total number of % of PA pupils who were PPG by July 2019 was 21.3%. National Average for 2018 was 23.6% |
| F. | Poorer parental engagement for some PPG students – lack of support with homework; non-attendance at curriculum evenings and Parents Evenings. |
| 4. Desired outcomes (<i>desired outcomes and how they will be measured</i>) | |
| | Success criteria |
| A. | PPG students exhibit stronger meta-cognition and learning skills. Monitor gaps in Average Learner Score at each PC and ensure PPG students are prioritised for intervention. |
| B. | PPG and SEN students receive the support they need to engage and progress positively. Ongoing liaison between YACs and SENDCO to ensure correct support is in place. |
| C. | Improved behaviour from PPG students leading to fewer FTEs, fewer periods in Isolation and fewer detentions. FTE and Isolation data to be analysed to track gaps. Wellbeing provision for PPG students ensures that student access to appropriate support, referrals to external agencies, alternative curriculum provision and home liaison/intervention is timely and conducive to improving the educational experience of those in need. |
| D. | PPG students are actively encouraged to take part in a wide range of trips, clubs and school responsibilities. |
| E. | PPG students achieve improved levels of attendance and there are fewer PPG students who are PA. Close intervention and monitoring from Inclusion Officer with lower thresholds for intervention for PPG students. |
| F. | Staff actively promote better relationships with parents of PPG students to improve engagement. Contact with some PPG parents before Parents Evening to encourage attendance. PPG students involved in Structured Mentoring which includes parental meetings in school. Development of new ideas to try and engage parents of PPG pupils. |

| 5. Planned expenditure | | | | | |
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| Academic year | | 2019-20 | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 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 | When will you review implementation? |
| Ensure all PPG students are making good progress in En and Ma, especially those with lower prior attainment. | Extra Maths and English group in all years with LSA support. This allows for smaller group sizes, especially for lower prior attainers. | EEF / Sutton Trust Toolkit findings: Reducing Class Sizes: +3 months progress. | TLWs and analysis of PC data for students in smaller En and Ma groups. Liaison with ACs for En and Ma. YAC oversight of Progress checks to highlight areas for intervention. | M Blayney PPG Co-ordinator ACs YACs | Summer Term 2020 |
| Ensure all PPG students are known by teachers and that they are supported to make good progress. | Clear best practice guidance on how to support PPG students in lessons (meta-cognition, learner behaviours, feedback ...) FT PPG questionnaires show areas of concern. Staff Information booklet identifying PPG pupils and strategies to assist them. | EEF / Sutton Trust Toolkit findings: Meta-cognition and self-regulation: +8 months progress. | TLWs and analysis of PC data for PPG students to monitor gaps in Average Learner scores. PPG Co-ordinator and M Blayney to keep this high profile for staff – staff briefings, staff meetings. Addition of PPG 'Tip of the Week' also maintained staff awareness. PPG staff booklet used to promote pupils who are in receipt of the PPG and offer strategies to best support them using findings from PPG Review (Deep Dive). | M Blayney P Lankester PPG Co-ordinator | Summer Term 2020 |
| Total budgeted cost | | | | | £55,000 |

| ii. Targeted support | | | | | |
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| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| New role of 'PPG Achievement and Support Co-ordinator' created that has increased levels of directed time to provide wider as well as more targeted support. | <p>PPG Co-ordinator to work closely with the AC in Maths to help improve results for DA pupils.</p> <p>Development of action plans for certain DA pupils.</p> <p>Close liaison with all staff (including ACs and YACs) to ensure PPG pupils receive a 'Premium' service from the school.</p> | <p>Protected and Directed time will ensure that the PPG Co-ordinator can meet regularly with the AC in Maths as well as other members of staff to discuss support mechanisms for PPG pupils.</p> <p>EEF Pupil Premium Guide used to inform PPG Co-ordinator of best practice.</p> | <p>Fortnightly Line Management meetings with M Blayney to monitor progress and develop strategies.</p> <p>Regular meetings with ACs and YACs.</p> <p>PPG Co-ordinator reports back to SLT, ACs and YACs throughout the year.</p> <p>PPG Co-ordinator conducts 'Deep Dive' with SLT to assess impact of strategies used.</p> | M Blayney PPG Co-ordinator | Summer Term 2020 |
| To support targeted PPG students in developing skills and understanding in English and Maths. | PPG students nominated for Breakfast clubs in En and Ma with qualified teachers. 1:1 Tuition also sought in some cases. | <p>Positive impact of Breakfast Clubs and 1:1 in previous years – positive comments from classroom teachers following tuition.</p> <p>EEF / Sutton Trust Toolkit findings: One to one tuition: +5 months progress.</p> | Working with colleagues in En and Ma to ensure that alternative provision can be found to replace 1:1 Tuition that was cut due to funding constraints. Liaise with ACs for English and Maths. | M Blayney AC for English and Maths | Summer Term 2020 |
| To support targeted PPG students in developing improved learner behaviours | YAC/SSO Intervention groups (Homework Clubs, learning skills ...). FT PPG questionnaires show areas of concern. | EEF / Sutton Trust Toolkit findings: Meta-cognition and self-regulation: +8 months progress. | M Blayney and J Sims to discuss with YACs in line management meetings. Intervention strategies reviewed in all YAC PC analysis. | M Blayney J Sims YACs | Summer Term 2020 |

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| To support targeted PPG students by involving them in the Year 9, Year 10 and 11 Study Groups. | Selected PPG students removed from one GCSE option and have 5 hrs per cycle of study time with Senior Leader – Ma, En, homework, study skills. | Positive impact of previous Year 11 groups on student achievement, engagement, attendance and well-being. | M Blayney and J Sims delivering study support sessions. Frequent discussions to share best practice. Monitoring of PC data. | M Blayney J Sims J Watts J Millership | Summer Term 2020 |
| Total budgeted cost | | | | | £50,000 |
| 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 | When will you review implementation? |
| To improve the behaviour, wellbeing and personal development of PPG students. | Contributing to the salaries of Inclusion Officer, Student Support Officers, Counsellor and School Nurse (based on 11% of 7-11 students being PP). Delivering early intervention strategy to support with behavioural and emotional needs. | Concerns around PPG FTE rates. Experience shows that PPG students need an increased level of support from these members of staff. EEF / Sutton Trust Toolkit findings: Behaviour / SEAL interventions +4 months progress. | J Sims and M Blayney to discuss with YACs in line management meetings. Staff to log names of those students who have received high levels of support. Close liaison with all staff members to ensure they are aware of PPG students and how best to support them. | M Blayney J Sims | Summer Term 2020 |
| To improve the attendance of PPG students. | Contributing to the salaries of Inclusion Officer, Student Support Officers, Counsellor and School Nurse (based on 11% of 7-11 students being PP). | Concerns around PPG attendance rates. Experience shows that PPG students need an increased level of support from these members of staff. | M Blayney and J Sims to discuss with YACs in line management meetings. Staff to log names of those students who have received high levels of support. Close liaison with all staff members to ensure they are aware of PPG students and how best to support them. J Buckley to meet YACs regularly to discuss PPG PA concerns. | M Blayney J Sims J Buckley | Summer Term 2020 |

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| <p>To promote involvement in extra-curricular activities and wide life of the school and ensure that PPG students are at least proportionately represented in all activities, trips and roles.</p> | <p>FT PPG questionnaires show areas of concern. 'PPG SIP' staff actively promote opportunities to students (including Student Voice, Prefects). Funds made available to support with trips, DOE, music lessons etc. Best practice guidance given to all staff.</p> | <p>Experience shows that individual conversations with students is the best way to overcome a 'it's not for the likes of us' attitude which prevails amongst some students. EEF / Sutton Trust Toolkit findings: Sports and Arts participation: +2 months progress. Development of ways in which to encourage parents to apply for funding without making them ask directly i.e. some may not ask because they are too embarrassed to do so.</p> | <p>M Blayney to meet with PPG Co-ordinator every two weeks. Staff to log those who have benefited from intervention to promote involvement. M Blayney to coordinate allocation of funds.</p> | <p>M Blayney PPG Co-ordinator</p> | <p>Summer Term 2020</p> |
| <p>To help PPG students make successful transition from primary schools to SWCHS.</p> | <p>High profile of PPG students in transition arrangements – sharing of information. PPG Summer School activities offered to all.</p> | <p>Experience shows that PPG students have benefited from PPG Summer Schools in terms of confidence and familiarity with school / staff. EEF / Sutton Trust Toolkit findings: Summer School: +2 months progress.</p> | <p>M Blayney to liaise with incoming YAC for Year 7 to share previous structures and plan activities.</p> | <p>M Blayney Incoming YAC for Year 7</p> | <p>Summer Term 2020</p> |
| <p>Total budgeted cost</p> | | | | | <p>£20,000</p> |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 2018 - 19 | | |
| i. Quality of 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 |
| Ensure all PPG students are making good progress, especially in En and Ma. | Extra Maths and English group in all years with LSA support. This allows for smaller group sizes, especially for lower prior attainers. Engagement with LIFT programme to develop provision for DA students. | <p>DfE Key Performance Table Figures 2019</p> <p>Positives</p> <ul style="list-style-type: none"> PPG Attainment 8 remains steady at 46.83 compared with a NA of 36.7 in 2018. PPG Progress 8 DA score is +0.18 improving from 0.0 in 2018. Progress in the English element is +0.37 up from 0.35 in 2018. Progress in the Maths element has also improved to -0.22 up from -0.49 in 2018. This represents a continued trend in improvement. | <p>To continue in 2019-20 with ...</p> <ul style="list-style-type: none"> Continue monitoring of PC data for En and Ma, especially for groups including lower prior attainers. Continue close liaison with ACs for Ma and En. PPG Co-ordinator to develop regular meeting slots. TLWs and Deep Dives by SLT / MXB / BXF / PL in order to assess successful interventions for PPG pupils and gaps that require filling. Increased monitoring of PPG learner scores following PCs across all year groups. YACs to report PPG concerns to SLT. | £23,000 |
| Ensure all PPG students are known by teachers and that they are supported to make good progress. | Guidance on how to support PPG students in lessons (meta-cognition, learner behaviours, feedback ...) | <p>Concerns</p> <ul style="list-style-type: none"> The Maths P8 for Disadvantaged of -0.22 (although an improvement of -0.49 from 2018 and -0.90 in 2017) remains a concern. Grade 5 or above in English & Maths [Basics] is down to 21% compared with 53.57% in 2018. Attainment 8 is down slightly compared with last year's score of 49.57. | <p>To continue in 2019-20 with ...</p> <ul style="list-style-type: none"> New PPG Co-ordinator to develop strategies to continue to develop PPG support at SWCHS. FTs to prioritise PPG students for academic tutorials. Increased guidance for staff through PPG booklet sharing good practice. Regular briefings to staff to share tips and good practice re. teaching PPG students (PPG tip of the week). PPG review (Deep Dive) to continue to seek best practice and also identify what PPG pupils communicate as being beneficial to their learning and progress. | £16,000 |

| ii. Targeted support | | | | |
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| 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 |
| To support targeted PPG students in developing improved learner behaviours | YAC/SSO Intervention groups (Homework Clubs, learning skills ...). | Positive impact on some of the targeted PPG students in terms of learner scores, reduction in Comment Codes (e.g. H/D codes following intervention linked to homework) | To continue in 2019-20 with ... <ul style="list-style-type: none"> - Meetings between ACs & PPG Co-Ordinator to support interventions across the school. - Line management meetings standing agenda item - Formalised discussions at YAC meetings to share good practice - PPG Tutorials prioritised in order to provide early interventions for PPG pupils. | £61,000 |
| 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 |
| To improve PPG student engagement, learning and progress as well as boosting parental engagement. | Engagement with the Achievement for All Structured Conversation Mentoring – PPG students involved in this programme. Range of staff acting as mentors. | <p>Within some of the PPG cohort that took part in this, some staff reported individual successes (e.g. improved GCSE outcomes and post-16 progression).</p> <p>Many staff struggled with parental engagement with some parents not attending arranged meetings despite efforts being made to make these convenient.</p> | <p>Details of the Structured Mentoring programme for 2018-19:</p> <ul style="list-style-type: none"> - PPG pupils involved in mentoring projects. - PPG Tutorials prioritised in order to provide early interventions for PPG pupils. - Some PPG pupils who took part in the LIFT project as mentees are now mentoring younger pupils. | £10,000 |

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| <p>To improve the behaviour, attendance, wellbeing and personal development of PPG students.</p> | <p>Contributing to the salaries of Inclusion Officer, Student Support Officers, Counsellor and School Nurse (based on 11% of 7-11 students being PP)</p> | <p>YACs, SSOs and Pastoral Team much more aware of PPG students and support available.</p> <p>Some positives:</p> <ul style="list-style-type: none"> - FTE: PPG: 2018-19 15 out of a total of 75 pupils (20%) compared with 2017-18: 13 out of a total of 26 pupils (50%) representing a significant decrease in FTEs for PPG. <p>The following concerns remain around the following:</p> <ul style="list-style-type: none"> - Attendance: PA for PPG is 19 out of 89 (21%) meaning a very small increase in PPG PA compared with 16 out of 79 (20%) in 2018. | <p>M Blayney, J Sims and PPG Co-ordinator to continue to work with YACs, SSOs and Pastoral Team to raise profile of PPG students. Ongoing early intervention with selected PPG students to resolve problems at early stage and avoid the need for FTE / Isolation.</p> <p>Developments for 2019-20</p> <ul style="list-style-type: none"> - FT PPG questionnaires to identify areas of concern – RAG rating for Academic, Emotional, Social, however, Financial section removed due to parental feedback. - Discussions around PPG tutorial paperwork. - YACs and PPG Co-ordinator to then consider intervention. - Relevant staff to keep log of PPG students who have received support . - All to maintain focus on PPG students and carry out early interventions - PPG Co-ordinator to deliver staff training on PPG during academic year. - Inclusion Officer to meet regularly with YACs to monitor PPG PA figures and implement improvement. | <p>£15,000</p> |
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| <p>To promote involvement in extra-curricular activities and wide life of the school.</p> | <p>PPG Co-ordinator to actively promote opportunities to students (including Student Voice, Prefects). Funds made available to support with trips, DOE, music lessons etc.</p> | <p>Increased awareness of PPG students and the support on offer. Evidenced by increased contact with colleagues regarding opportunities and increased contact with parents regarding the support on offer.</p> | <p>Ongoing work to promote engagement for all in range of extra-curricular activities.</p> <p>Enhanced guidance to all staff regarding the involvement of PPG students in school activities; includes sample passages for letters.</p> <p>Intervention from PPG Co-ordinator, to promote activities to PPG students.</p> | <p>£5,000</p> |
| <p>To ensure that all PPG students have access to necessary curriculum resources.</p> | <p>Area Curriculum Assistants allocate resources to PPG students (in some cases parents can choose to pay). Claim forms to M Blayney.</p> | <p>Increased awareness among staff of entitlement to resources at KS3 and KS4. Spending on resources included Voluntary Contributions, Course books, Revision materials at KS4, and laptops.</p> | <p>To continue in 2019-20... Staff reminded on termly basis of what PPG students can claim for through the additional funding available.</p> <p>PPG 'Tip of the week' to reinforce PPG entitlement.</p> <p>Climate Walks and Deep Dive to assess how PPG pupils are progressing in class</p> | <p>£4,000</p> |
| <p>Total Spend for 2018-19</p> | | | | <p>£134,000</p> |

7. Additional detail

SWCHS participates in a local PPG networking group within the Saffron Alliance. Termly meetings are held with Senior Leaders from local schools to share best practice and address concerns.

Y11 2018-19: 24 students (DfE 'Disadvantaged')

Progress

Progress 8 for our Disadvantaged cohort = +0.18 (an improvement on the 0.0 in 2018, when national Disadvantaged was -0.39)

English element= +0.37 (up from 0.35 in 2018); Maths= -0.22 (up from -0.49 in 2018); EBacc= +0.35 (up from +0.10 in 2018); Open= +0.16 (up from -0.08 in 2018)

The progress of our Disadvantaged students is significantly better than the progress of Disadvantaged students nationally and is also better than the progress of 'all' students nationally. The progress of Disadvantaged students is positive in the English, EBacc and Open elements and is rapidly improving in Maths (remarks are likely to make this figure positive).

Attainment

Attainment 8: 46.83

Basics 5+: 21%

EBacc ASP: 4.17

Maths Interventions

A particular focus over the last two years has been the progress of the Disadvantaged cohort in Maths. In 2017-18, all PPG students received a series of 1-2-1 tuition sessions from our 1-2-1 tutors. In 2018-19, PPG students had additional tutor support during study periods, we employed a teacher to provide additional support during withdrawal sessions and we put additional maths support in place for PPG students during the Easter revision sessions. All of this was in addition to the primary focus on PPG students in lessons. We are pleased that this focus has resulted in a rapidly improving picture (P8 improved from -0.94 in 2017, to -0.49 in 2018 to -0.22 in 2019, although this figure will improve with the positive remarks that have already come in). The progress of this group in this subject remains our number 1 priority.