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## Pupil Premium Grant Expenditure Report:

### Review of 2018/19

### Plan for 2019/20

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Number of pupils and PPG received 2019 - 20	
Total number of pupils on roll	396
Total number of pupils eligible for PPG	250
Eligible for FSM on census day	192
Amount of PPG received per pupil	£935
<b>Total amount of PPG received</b>	<b>£233750</b>

#### Analysis of Pupil Premium and Non-Pupil Premium Cohort

We commissioned a comprehensive deprivation report for our cohort. The picture it paints of the levels of deprivation faced by our students is a shocking one. The school itself lies within the most deprived band on virtually all measures except Education, Skills and Training.

In terms of our students, as a whole group, for the Index of Multiple Deprivation - 89.3% of our students lie in Band A, B and C. Close to 70% of them are in Bands A and B. The report also shows that for the IMD measure the difference between our Pupil Premium students and non pupil premium students is minimal. Therefore those students who do not qualify as Pupil Premium are living with equal levels of deprivation and disadvantage.

**Band A is most deprived and Band J is least deprived.**

Deprivation decile	All (Whole school) %	Pupil Premium %	Non Pupil premium %
Band A	12.7	12.3	13.3
Band B	56.6	57.9	54.9
Band C	20	18.9	21.4
Band D	4.2	4.8	3.5
Band E	2.5	2.2	2.9

Band F	0	0	0
Band G	0	0	0
Band H	0	0	0
Band I	0	0	0
Band J	0	0	0
No data	4	3.9	4

### Numbers of students in receipt of Pupil Premium:

Pupil Premium Breakdown by Year Group Current intake April 2020				Free School Meal Breakdown by Year Group Current intake April 2020			
2019/20	PP	Total	Percentage	2019/20	FSM	Total	Percentage
Year 7	37	81	46%	Year 7	36	81	44%
Year 8	51	83	61%	Year 8	42	83	51%
Year 9	47	74	64%	Year 9	32	74	43%
Year 10	46	79	59%	Year 10	34	79	44%
Year 11	35	79	44%	Year 11	30	79	38%
<b>Total</b>	<b>216</b>	<b>396</b>	<b>55%</b>	<b>Total</b>	<b>174</b>	<b>396</b>	<b>44%</b>

### Summary of the main barriers to achievement faced by Pupil Premium students

- The vast majority of students are from disadvantaged backgrounds but the statistics do not include all. This can make the comparative data for the two groups misleading.
- Literacy/numeracy skills are lower than non PP students on entry.
- Poor study and planning skills – many needed further support from school to ensure they make at least as much progress as other students
- Family issues and financial circumstances that had a significant impact on educational outcomes (for example: no permanent residence impacting on a place to study, social and emotional challenges being experienced in family households)
- Restricted access to resources necessary such as laptops/internet outside of school hours which is a barrier to PP students making as much progress as others
- Number of PP students
- Parental engagement for some PP students

### Summary of planned PP spend for 2018/19:

- No tracking or data appears to be available to be able to assess the relative impact of these provisions before CST took over responsibility for the school in November 2019
- Provisions below were those planned for 2018/19 and seem to indicate a continuation of those offered the previous year which had not had positive impact.
- The gap between disadvantaged and all students at HNS did narrow in 2018/19, but students overall performed more poorly so this does not indicate significant success

## Summary of planned spending for 2018/19

Provision	Comment
Speech and Language Therapy	Continued from 17/18
Learning Support Assistants	Continued from 17/18
Replace Pastoral Managers with Teaching Heads of Year	New provision
5 day summer school	Continued from 17/18
Uniform vouchers	Continued from 17/18
Music lessons	Continued from 17/18
Mentoring	Continued from 17/18
Small class sizes	Continued from 17/18
Texting parents	Continued from 17/18

### Summary Comparison Data of PP and All Students

Performance of disadvantaged pupils			
	2017-2018 Results	2018 -19 Results	2019 -20 Results
% of pupils achieving Basics (grade 5+ in English and maths)		PP: 34.78% All HNS: 36.36% Gap -1.58%	
% of pupils achieving grade 5+ in EBacc		PP:13% ALL HNS: 17% Gap -4%	
Progress 8 Score	All: 0.15 Disadvantaged: -0.21	All: -0.19 Disadvantaged: -0.1	
Progress 8 score in English: disadvantaged and all pupils - compared to non-disadvantaged pupils nationally OP8		PP: -0.07 All HNS: -0.17 Gap: +0.1	
Progress 8 score in Maths: disadvantaged and all pupils compared to non disadvantaged pupils nationally		PP: 0 All: -0.11 Gap: + 0.11	
Basics (9-5 EM) national Gap		All 43.4% - PP % = 40.2% <b>% Gap = -3.1%</b>	
Attainment 8	All: 46.7 Disadvantaged: 38.2	All: 41.7 Disadvantaged: 43.2	

# Summary of PPG spending 2019-20

## Objectives in spending PPG:

The key objectives: (linked to SDP)

1. Ensure outcomes for PP pupils is in line with all other pupils nationally
2. Narrow in school variation for PP pupils to impact positively on P8 figure
3. All pupil interventions tracked monitored and evaluated to ensure positive outcomes and value for money

## Comparative performance of students 2018-19 results:

- The gap between the performance of all students at HNS and Pupil Premium students reduced this year in terms of progress with disadvantaged students making slightly more progress than all students.
- In terms of attainment, basics and EBACC measures, disadvantaged students did not perform as well as all students, although the gap was significantly reduced compared to the 2017/18 outcomes.
- Disadvantaged students are still not performing in line with all students nationally.
- The data that would allow us to ascertain which of the interventions from 2018/2019 PP plan had most/any impact has not been available so we can only look at overall outcomes.

## Areas to improve 2019-20

- Set up free hot breakfast for all students and track those that take it up ensuring take up increases
- Provide additional maths lessons for all year 11 students to compensate for previous lack of maths curriculum time
- Put in place an 'Exam skills' structure for year 11 to enable Bucket 1 and Bucket 2 subjects to deliver exam skills every week.
- Provide holiday and weekend intervention sessions for year 11
- Improve literacy skills of key groups of students including EAL through small group intervention
- Introduce enrichment projects, including Prestigious Colleges Programme, targeted for year 10 in to 11
- Develop a comprehensive MAS programme led by a Lead Practitioner overseeing in class practice of the most able as well as embedding a programme of experiences and opportunities that will engage, enthuse and challenge
- Train all teaching staff in the most effective teaching strategies to improve the quality of teaching across the school, to include EDI, based on evidence from sources such as the EEF and Ofsted
- Implement LG mentoring using DPR to track pupil progress of key pupils including weekly meetings and regular updates via the mentoring league
- Introduce and embed the use of 'SAF' (Seat - Ask questions - Feedback) for targeted students as a key part of classroom practice to ensure early intervention
- Improve parental engagement and maintain positive relationships with targeted families, through the pastoral team and a Family Support officer

- Recruit and develop an effective non teaching behaviour team to improve safety and behaviour
- Improve the physical outdoor environment to support all students maintain a healthy lifestyle.

**Notes and queries:**

- Due to CST arrival in July of 2019 in very difficult circumstances for HNS, and limited records of previous PP plans or spend, it is not possible to full evaluate the impact of PP spend for 2018/19
- Pupil Premium numbers have reduced over the last year due to changes in criteria, whilst deprivation amongst students remains very high as evidenced in the commissioned report.
- The 2018-19 results showed only small gaps between PP and All students within HNS, but wider gaps in many subjects between HNS PP and national non disadvantaged.

**Planned expenditure 2019/20**

Planned expenditure 2019/20 The figures below are approximate amounts			
	Item / Project	Budget	Objective
1	Effective breakfast club	£10000	To improve the attendance of students in the school overall, and to narrow the gap between the attendance of disadvantaged students and their peers. Pupils eligible for PP will have a positive progress 8 score. Pupils eligible for PP will achieve or exceed their target grades by the end of the year. This will be evidenced via outcomes from written assessments in December, March and their final GCSE outcomes in Summer.
2	The provision of a Family Support Officer	£25000	Home visits to be carried out by the Family Support Officer ensuring all families, especially to the hard to reach. Communication is regular and attendance improves. FSM applications are processed and advice and guidance on benefit entitlement given. A log of visits is kept and attendance of key students tracked and monitored.
3	Literacy/EAL intervention	£25000	Literacy and EAL intervention provided for those identified through appointment of a dedicated literacy/ EAL tutor/teacher.
4	LG mentoring for targeted students	£5000	To improve outcomes for key underperforming students
5	Additional LG/LP roles with a focus on MAS and Science	£50000	To improve outcomes for MAS students and outcomes in science for all students
6	A daily Exam skills programme	£20000	Full program to improve outcomes for all pupils
7	Enrichment projects to	£25000	Jack Petchey Speak Out

	develop cultural capital		Master Mission programme and staffing Cultural and educational visits
8	Weekend/holiday intervention for year 11	£25000	Weekend and holiday subject specific intervention targeted for students in need of additional support to ensure best possible grades for all y11 students. Attendance tracked.
9	Alternative provision programme	£30000	Provision of high quality alternative placements for those students at risk of permanent exclusion
10	Comprehensive Careers programme	£10000	Aspirations are raised for all students. All Year 11 students receive a careers interview led by a trained provider. Reduction in pupils being NEET
11	Improve outdoor space	£10000	Provide quality outdoor space within the confines of what is available within the school to improve health and wellbeing of all students
12	Post Covid19 addition: Ensure all students have access to online learning	£50000	The arrival of Covid19 in March led to a revisiting of this plan. Funds were diverted from some of the above and made available to ensure that our disadvantaged students had access to both the internet and a laptop to be able to study from home.
	Total spend	£235000	

## Record of PPG spending by item/project

Record of PPG spending by item/project				
Item/project	Budget	Spend	Objective	Outcome
<p><b>1. Breakfast club</b></p> <p><b>Breakfast Club Attendance link:</b></p> <p><b>SDP Ref: 10, 18, 21</b></p>	£10000	£	<p>To improve the attendance of students in the school overall, and to narrow the gap between the attendance of disadvantaged students and their peers.</p> <p>Pupils eligible for PP will have a positive progress 8 score.</p> <p>Pupils eligible for PP will achieve or exceed their target grades by the end of the year. This will be evidenced via outcomes from written assessments in December, March and their final GCSE outcomes in the Summer.</p>	<p><b>Objective met/not met?</b></p> <p>Breakfast club successfully set up in the Autumn term.</p> <p>Numbers attending are now recorded and tracked.</p> <p>Numbers increased from 10/15 in the first instance to numbers between 60 and 100.</p> <p>The provision supports all pupils and especially the Y11 with early morning exam skills throughout the exam season.</p> <p><b>EEF recommendation 3:Wider strategies</b></p>
<p><b>2. The provision of a Family Support Officer</b></p> <p><b>SDP Ref: 2, 10, 21</b></p>	£25000	£	<p>Home visits carried out by Family Support Officer ensuring all families, especially the hard to reach, are contacted and communication is regular and attendance is improved and maintained. FSM Applications processed and advice and guidance on benefit entitlement given.</p>	<p><b>Objective met/not met?</b></p> <p>L Purcell working effectively with a wide range of vulnerable families.</p> <p>Visits taken place thus far:</p> <p><b>EEF recommendation 3. Wider strategies</b></p>
<p><b>3. Literacy and EAL provision</b></p>	£25000	£	<p>Provision of bespoke teaching of EAL students to develop language and</p>	<p><b>Objective met/not met?</b></p>

			literacy so students can progressively their mainstream classes.	<b>EEF recommended strategies 1, Recruitment to support high quality teaching.  2, Structured interventions</b>
<b>SDP Ref: 10, 23, 32</b>				
<b>4. Additional LG/LP roles with a focus on MAS and Science</b>	£5000	£	To improve outcomes for all pupils in the core by adding additional leadership capacity within science to focus on developing pedagogy.	<b>Objective met/not met?</b>
<b>SDP Ref: 9, 10, 12</b>			To improve outcomes and expectations for all MAS students and provide a range of activities to encourage ambitious college applications in clouding the Prestigious colleges programme	<b>EEF recommended strategies 1, Recruitment to support high quality teaching.</b>
<b>5. LG Mentoring</b>	£50000	£	LG to mentor those year 11 students with the largest gap between current and expected giving advice and targets.	<b>Objective met/not met?</b>
<b>SDP Ref: 9, 10</b>				<b>EEF recommended strategies 2, structured interventions</b>
<b>6. Exam skills</b>	£20000	£	Provide daily subject specific Exam Skills practise for Year 11 to improve outcomes for all y11 pupils	<b>Objective met/not met?</b>
<b>SDP Ref: 9, 10</b>				<b>EEF recommended strategies 2, Structured intervention</b>
<b>7. Enrichment Projects</b>	£25000	£	Offer a range of music, art and careers enrichment projects for students to increase cultural capital and confidence	<b>Objective met/not met?</b>
<b>SDP Ref: 10, 25, 26, 28,</b>				<b>EEF recommendation 3. Wider strategies</b>
<b>8. Weekend and holiday subject specific intervention</b>	£25000	£	Provide a programme of weekend and holiday subject specific revision	<b>Objective met/not met?</b>

<b>SDP Ref: 9, 10</b>			sessions to y11 students and improve outcomes.	<b>EEF recommended strategies 2, Structured intervention</b>
<b>9. Alternative provision</b>  <b>SDP Ref: 10, 22</b>	£30000	£	Provide an alternative curriculum with quality providers for those students failing to access mainstream curriculum.	<b>Objective met/not met?</b>  <b>EEF recommendation 3. Wider strategies</b>
<b>10. Careers</b>  <b>SDP Ref: 10, 26</b>	£10000	£	Reduction in pupils being NEET.  All year 11 students have made college applications  All year 11 have had a bespoke Careers interview	<b>Objective met/not met?</b>  <b>EEF recommendation 3. Wider strategies</b>
<b>11. Improve outdoor space</b>  <b>SDP Ref: 10, 17 and 19</b>	£10000	£	Provide play and seating facilities for students.  Make the space more attractive and user friendly to support students wellbeing.	<b>Objective met/not met?</b>  <b>EEF recommendation 3. Wider strategies</b>
<b>12. Strategy post Covid19</b>	£50000	£	<b>Provide laptops and dongles so all PP students have access to online learning.</b>	<b>Objective met/not met?</b>  <b>EEF recommendation 3. Wider strategies</b>

<b>Total PPG received</b>	£233750
<b>Total PPG expenditure</b>	£TBC
<b>PPG remaining</b>	£TBC
<b>Date of next review of Pupil Premium Strategy</b>	September 2020

