

Pupil Premium: Impact Analysis (May 2017)

The main aim of this document is to analyse and evaluate the current strategies which are in place for Pupil Premium students. Firstly, an introduction and our context at Sherburn High School is explained below.

Introduction to Pupil Premium

Every school has a duty to ensure that all students are given the best possible chance of achieving their full potential.

The Pupil Premium (PP) is additional funding given to schools so that they can support disadvantaged students and close the attainment gap between them and their peers.

The Pupil Premium is allocated to schools based on the number of students known to be eligible for free school meals at any point in the last six years (known as 'FSM6') and children who have been looked after for one day or more, have been adopted from care on or after 30 December 2005 or left care under a special guardianship order or residence order.

It is for schools to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for individual students. This group of students are known nationally as Pupil Premium due to the implications of school finance, however, as a school, we also use the term 'disadvantaged' to encapsulate FSM, FSM6, looked after children and children adopted from care.

Eligibility for Pupil Premium and how to apply

Free school meals are available to children whose parents receive certain benefits. These include one or more of the following:

- income support;
- income-based Jobseekers' allowance;
- income-related employment and support allowance;
- income-based and contributions-based JSA or ESA on an equal basis;
- child tax credit, provided you are not entitled to working tax credit, and have an annual household income (as assessed by HM Revenue and Customs) that does not exceed £16,190;
- support under part VI of the immigration and asylum act 1999;
- guarantee element of state pension credit; or
- universal credit - during the initial roll-out of the benefit.

If you wish to apply for your child to receive free school meals, please print and complete the form [http://www.northyorks.gov.uk/media/4397/Assistance-with-free-school-meals-and-residential-visits/pdf/a.FMB1 - FSM APPLICATION \(APRIL 2016\).pdf](http://www.northyorks.gov.uk/media/4397/Assistance-with-free-school-meals-and-residential-visits/pdf/a.FMB1 - FSM APPLICATION (APRIL 2016).pdf) and send it into the school office.

At Sherburn High School the designated senior leader for Pupil Premium is **Andrew Stanton: Assistant Head Teacher**.

The named governors for disadvantaged students are **Carole Middleton** and **Tracy Perrin**; they are nominated to have an oversight of the Pupil Premium Funding and the full governing body are involved in making decisions about how the school spends the grant.

Our current context at Sherburn High School (Spring 2017)

Year group	Year Group Total Number of Students	Pupil Premium Eligible Students	% of PP students in the cohort
7	132	21	16%
8	133	32	24%
9	121	26	21%
10	118	32	27%
11	126	32	25%
Totals	630	143	23%

Pupil Premium Funding

Date	Pupil Premium Income
April 2012 - March 2013	£81,323
April 2013 – March 2014	£126,500
April 2014 – March 2015	£123,114
April 2015 – March 2016	£138,860
April 2016 – March 2017	£149,103

Service Premium

The Service Premium is another branch of the Pupil Premium although progress data is not scrutinised nationally. The Service Premium is extra funding for schools to support children and young people with parents in the armed forces.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools receive £300 for each eligible pupil. At present, we have 5 Service students in Years 7-11 and 1 Service student in the Sixth Form.

What is the impact?

The aim of this document is to highlight the impact of the approaches which have been chosen using the Pupil Premium budget. Impact data can come in the form of numbers (quantitative data) or words (qualitative data).

The school's strategy document lists the main outcomes as follows:

- PP students have access to consistently high quality teaching, learning and assessment.
- Improved progress for disadvantaged students (in Maths but also across the curriculum).
- Improved literacy of PP KS3 students
- Improved attendance of PP students

Attendance

Group	% of sessions attended		
	14/15	15/16	Current
Sherburn free school meals (FSM) students	94	93	95*
National yearly figure (FSM)	93	93	93 (2016 average)
National yearly figure (whole school)	95	95	95 (2016 average)

**As the FSM attendance currently stands, it would match national whole school attendance.*

Persistent absence

A student is classed as a persistently absent (PA) student when they miss 10% or more of sessions in school.

Group	% of FSM students persistently absent		
	14/15	15/16	16/17
Sherburn free school meals (FSM) students	6.4*	16.9	12.0
National figure (FSM)	10.9*	21.6	21.6 (2016)
National figure (whole school)	5.6*	12.4	12.4 (2016)

**PA data in 14/15 was based on students who missed 15% or more of sessions in school.*

Key points

1. Current FSM attendance data is showing that it **matches national whole school attendance**.
2. Sherburn High School FSM attendance data historically has been better than national FSM data.
3. Current PA data shows that Sherburn FSM students are **below national whole school PA**.
4. Raise shows that Sherburn FSM PA students are under national FSM PA students for 2015/16.

Actions

As well as the attendance strategy listed below in the impact table (parental engagement), as a school there are other approaches which are being used which are not solely for pupil premium students. Some examples include:

- Attendance 1hour priority – 1st hour of every day the House Achievement Leaders telephone every absent student's parent/carer (with priority to FSM & SEN support)
- House Achievement Leaders collect students if necessary
- Weekly attendance meetings
- Panel meetings with parents and House Achievement Leaders, Senior Leadership and Governors
- Weekly reward opportunities
- Form tutor conversations with absent students to follow up on absences

Key stage 3 Progress Data (using comparisons to FFT20 estimates – which would put our school in the top 20% nationally)

	Progress data		
Cohort	Y7	Y8	Y9
Sherburn Disadvantaged	+0.07	+0.13	+0.12

The key stage 3 progress data is for all key stage 3 subjects combined and relates to students’ progress towards their estimate (set by FFT, an aspirational target which puts the student in the top 20% nationally). A positive score means students are making more progress than average.

Key points:

- Y7, Y8 and Y9 on average are exceeding FFT20 estimates.

Historic Year 11 External Attainment and Progress Data

- Progress – % of students making expected progress in English

Group	13/14	14/15	15/16
Disadvantaged at Sherburn	48	31	73
National non-disadvantaged	75	74	74
Gap between Sherburn disadvantaged and national non-disadvantaged	-27	-43	-1

- Progress – % of students making expected progress in Maths

Group	13/14	14/15	15/16
Disadvantaged at Sherburn	48	41	73
National non-disadvantaged	71	72	72
Gap between Sherburn disadvantaged and national non-disadvantaged	-23	-31	+1

- **Key measures**

Group	14/15	15/16
Overall P8 - Disadvantaged at Sherburn	+0.15	+0.03
National non-disadvantaged	+0.12	+0.12
Gap between Sherburn disadvantaged and national non-disadvantaged	+0.03	-0.09
English P8 - Disadvantaged at Sherburn	-0.41	+0.04
National non-disadvantaged	No national data	+0.09
Gap between Sherburn disadvantaged and national non-disadvantaged	N/A	-0.05
Maths P8 - Disadvantaged at Sherburn	+0.15	+0.30
National non-disadvantaged	No national data	+0.11
Gap between Sherburn disadvantaged and national non-disadvantaged	N/A	+0.19
% of disadvantaged students achieving a good pass in English & Maths	29%	55%

Summary of Progress 8 measures from 2016 GCSEs

- Overall the disadvantaged students achieved +0.03 compared to national non-disadvantaged of +0.12 and national disadvantaged of -0.40. Which means that disadvantaged students perform better than other disadvantaged students and all students nationally (average of 0.00).
- High prior attaining disadvantaged students performed well overall, including English where they were in the top 1% nationally.
- Disadvantaged students in Maths (+0.30) performed much better than national non-disadvantaged (+0.11).

- Although the external outcomes for disadvantaged were very pleasing, disadvantaged students performed under national average in the EBacc bucket (mostly due to MFL (exam sat early in 2015)) and Open bucket (DT, Art, (exam sat early in 2015) etc.).

Key points from the attainment and progress data:

- The attainment of Sherburn High School disadvantaged students is an improving three-year trend.
- The national attainment gap between Sherburn High School students and national non-disadvantaged is decreasing.
- The progress of disadvantaged students in English nearly matches the progress of national non-disadvantaged students (1% gap). The percentage of students making expected progress in English has more than doubled in one year.
- The progress of disadvantaged students in Maths exceeds the progress of national non-disadvantaged students. The percentage of students making expected progress in Maths has nearly doubled in one year.

Key points from the OfSTED report – April 2017

The headteacher is uncompromising in her drive to improve pupils' progress.

Leaders have taken decisive and successful action to improve the progress made by disadvantaged pupils.

Pupils make very good progress in mathematics as a result of consistently strong teaching.

Relationships between pupils and staff are very positive. There is a strong culture of support in the school.

Staff are proud of the way in which the school has improved. They are ambitious to improve further.

Since the last inspection, teaching has improved strongly in most subjects.

The school uses a 'period 6' session, when teachers provide extra teaching on specific topics that have not been fully mastered in class. As the result of leaders' actions, most pupils make good progress.

Leaders ensure that additional funding, including pupil premium, catch-up and funding to support pupils who have special educational needs and/or disabilities, is used well.

They (leaders) evaluate the effect of all aspects of the school's intervention programme to make sure that their actions are making a difference. The progress of disadvantaged pupils is now close to the progress of other pupils nationally and is improving in most year groups.

Impacts of the approaches used this academic year

This section of the document outlines the approaches we are using this academic year to improve the progress of disadvantaged students. Alongside the approach it uses current evidence to evaluate the impact of that specific strategy. This section is updated termly and currently shows impact from the winter and spring term.

i. Quality of teaching for all		
Desired outcome	Chosen action / approach	Impact evidenced <u>this academic year</u>
Improved quality and consistency of quality of teaching & learning.	Internal and external CPD.	<p>Summer 2017 - Seating plans are used regularly and consistently; these identify disadvantaged students to give staff greater awareness. One page profiles of key disadvantaged students are also being used to improve engagement in lessons and relationships between disadvantaged students and teachers.</p> <p>Summer 2017 - The quality of teaching and learning has been a positive feature of 2 external reviews and OfSTED which have taken part this academic year. QA has identified strong and developing practitioners which is informing future CPD. 241 QA events taken place so far. QA data is showing that as high as 44% of T&L is judged as 'mastering' (the top grade). QA data is showing the questioning and progress strands of teaching & learning has improved significantly since the start of the QA cycle (September). There are more positive judgements in 'Mastering' and 'Securing' over the latter part of the year and new year than the first few QA events (taking part in September and October). There have also been more 'Mastering' judgements in Challenge, Engagement, Progress and Questioning. 21 QA events since September have focussed on disadvantaged learners. Maths, Science & Geography were mostly 'mastering' & 'securing'. English, also positive, was mostly 'securing'. Overall T&L is good across the school for disadvantaged students, this is also supported by OfSTED who found teaching & learning to be 'GOOD' overall.</p> <p>Summer 2017 - Current internal progress data shows that disadvantaged students are making similar progress to national non-disadvantaged. Y7, Y8 and Y9 on average are exceeding FFT20 estimates. Y10 data shows that disadvantaged students are exceeding national non (+0.25 compared to national non +0.12). Y10 Maths P8 is exceeding national non (+0.19 compared to +0.11). Y10 EBacc P8 is above national non-disadvantaged students for all (and all ability bandings), progress of disadvantaged students in Chemistry, Science and Health & Social Care is exceeding non-disadvantaged in school. Y9 data shows that gaps (dis vs non) are closed or positive in Business, DT food, DT product, DT textiles, H&SC and performance. Y11 data is showing that Maths & EBacc P8 is exceeding national non. Y11 attainment 8 is closing between dis and national non (gap of -0.92 compared to 2016 gap of -9.67).</p>

<p>Improving maths progress for PP students across year groups.</p>	<p>Small group tuition during lesson time. Maths HTLA is working with key groups of students in each year group. To allow the class teacher to focus on disadvantaged students.</p>	<p>Summer 2017 – In the Y11 group with HLTA support, 3 out of 8 disadvantaged students are predicted to achieve their FFT20 estimate. 3 of them, are one grade below their estimate.</p> <p>Summer 2017 - The Y10 group with HLTA support (with disproportionate amount of PP students, over 50%), disadvantaged students have a grade difference of -0.70 compared to FFT20 estimates. Non-disadvantaged students in the same group have a grade difference of -0.50.</p> <p>Summer 2017 – The Y7 group with HLTA support, the disadvantaged students have a grade difference of -0.46 when compared to their FFT20 estimate. This is a positive gap of +0.04 compared to non-disadvantaged in the same group.</p>
---	---	---

<p>ii. Targeted support</p>		
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Impact evidenced <u>this academic year</u></p>
<p>Literacy development.</p>	<p>Literacy intervention in Year 7, 8 and 9. Units of sound and reading buddies which is a peer reading scheme.</p>	<p>90% of students improved their reading age score on the programme, with some reading ages going up by more than 3 years.</p>
<p>Maths progress for PP students in Y8 & 9.</p>	<p>Peer tutoring.</p>	<p>Maths buddies is having a positive impact on most students' times tables skills as shown by the test results. Virtually all students have improved in their times tables and their confidence is also improving. 80% of Y10 'buddies' have said they would like to continue with the programme many requesting to keep with the same 'buddy' indicating strong relationships are being formed.</p> <p>Summer 2017 – 15 students have graduated the programme so far this year, as their test scores have reached a critical value of 45/55 on the test. Buddies and students participating in the programme is currently being reviewed to improve it further.</p>
<p>Improving progress of PP students in Year 11.</p>	<p>Extending school time (Period 6 runs from 3-4pm).</p>	<p>Disadvantaged students' progress 8 scores are currently showing a positive value of +0.18. This means that on average, disadvantaged students in Sherburn High School are performing better than the average for non-disadvantaged students nationally. The progress of these students will be analysed after the summer exam results.</p>

Improving progress of PP students across the school year groups.	Mentoring.	Mentoring has been shown to make a statistically significant difference to those who are involved in the approach. Students who were involved, increased their progress 8 score by +0.41. Students not involved (control group), increased their score by only +0.17. This statistical significance was calculated using the Educational Endowment Foundation evaluation tool.
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).	The homework 'prep' sessions have run in the second half of the Spring term. Originally 8 students were targeted with a small attendance success rate. After a refocus of which students we should be targeting, re-launching the programme was more successful and attendance at the sessions improved. In terms of the impact, the students who attended regularly had positive effects on multiple fronts. For example, school attendance improved for all, Progress 8 scores improved for all and attitude to learning and homework improved for most. Summer 2017 - The approach has been evaluated, modified and will continue with disadvantaged Y10 and Y9 students. SMHW is new this year. Overall, its effect has been very positive. Staff and students are fully engaging with the programme (seen in usage data) and it has made it easier for parents and mentors to monitor students' homework. Students speak very positively about it. Summer 2017 - In a recent student voice, students almost unanimously voted to keep it for next year. They commented on the usefulness of attaching links and documents which can be used to help homework completion. Many of them also spoke about it improving their organisation, as they could prioritise homework by sorting by due date.

iii. Other approaches

Desired outcome	Chosen action / approach	Impact evidenced <u>this academic year</u>
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.	In previous terms the Maths YR7 parent student project and YR9 MFL parent workshop have both been a success. In the Spring Term, a Y8 parent-student literacy event took place in the school library, with the aims of getting students reading more and to get parents involved in their child's reading. Students were chosen using feedback from their English teachers. Feedback on the day of the event was positive from students and parents. Summer 2017 - To assess the longer-term impact of this strategy, library records were checked and 50% of the students were borrowing more than previously. After follow up interviews, it also came to light that although one student was not borrowing library books, she was reading more at home than before the intervention.

Improved outcomes for students.	Assistant Head with responsibility for pupil premium students.	See impact of all approaches.
Raising aspirations and making a well-informed, aspirational decision for future education.	Careers interviews & enrichment opportunities.	<p>Summer 2017 - All Year 11 students have seen a careers advisor and had one-to-one interviews with members of the leadership team. 100% of disadvantaged students are moving on to post 16 education or an apprenticeship. All most able disadvantage students are going to appropriate post 16 providers and they are all planning to study A-levels.</p> <p>Year 8 students are having impartial and external advice from a careers worker. This is to help inform their option choices for GCSE.</p> <p>High achieving Year 11 students attended a raising aspirations trip to Selwyn College, part of Cambridge University. All most able disadvantaged students were invited and have received parental phone calls from an Assistant Head, which explained the trip and they were offered financial help if required. 5 more able disadvantaged students attended the trip. In the evaluation, a Year 11 disadvantaged student said "I found this visit really useful as I've always said I'm not interested in University but I feel really motivated to try harder after this." Other impacts included: students knowing what they needed to do to get into top universities & Cambridge, students feeling like there were others like them at University and feeling as if they would fit in at University. These results were shown by using a pre and post visit questionnaire.</p> <p>Similarly, high achieving Year 11s have also attended a 'Getting into top Universities' student conference in Leeds run by PiXL. All most able disadvantaged students were invited and received parental phone calls from an Assistant Head, explaining the trip and offering financial help if required. 2 more able disadvantaged students attended the event.</p> <p>Students in Y9 & 10 have been on Business and DT enrichments trips.</p>
Improving the transition from KS2 to KS3.	<p>Transition support staff, parental events and student visits to school.</p> <p>This approach involves Y7 students starting Sherburn High School early. Students start 3 weeks before the</p>	<p>We conducted a survey of all staff, students and parents involved. It was clear that this new initiative had been very well received. 100% of all students surveyed had found it a positive and enjoyable experience with their main reasons being they were able to make new friends and meet new people, and they were able to learn the layout of the school and find their way around. 99% felt that 3 weeks was better than two days with their main reasons being they were able to find their way around and felt less worried and were no longer scared about starting high school. Similarly, with parents, 70% gave a top score of 5 with how satisfied they were with the new transition process, citing their top reasons as it made their child less nervous about starting in September and allowed their child to make new friends. Finally, staff also spoke</p>

	end of the summer term to ensure a smooth move from Primary to High School.	highly of the new process, stating that most importantly, it allowed them to 'hit the ground running' with their schemes of learning in September, not having to go over basic start of the year admin.
--	---	---

Evaluation and refinement of approaches from 2015/16 into 2016/17

At Sherburn High School, approaches for disadvantaged students are at teacher, department and senior leadership level. After the recent GCSE results and internal data for all year groups, teachers, departments and the senior leadership team have evaluated the approaches which were used in the 15/16 academic year. The school wants to use approaches which have worked, either in research studies or in our own school, therefore this is a very important process.

After a recent survey of SLT, curriculum leaders and teachers, it was found that most thought that the most effective approaches were:

- A drive towards improving teaching and learning in the classroom
- A focus on quality feedback
- Intervention classes (outside of normal lesson time)
- Extra revision resources for disadvantaged students
- Revision sessions
- Use of a teaching assistant (with targeted support of disadvantaged students)

When asked about how they would move their department forward, here are some example comments: 'Targeting disadvantaged students through effective use of the TA and change setting to avoid having a group comprising of all low ability students', 'using more targeted revision sessions' and 'Increasing the opportunities for DIRT (improvement time), and celebrating more openly with students when they have progressed'.

An external review of pupil premium policy and provision took place in December 2016 where an external National Leader Of Education came into school to judge the quality of provision and support for pupil premium, to check that our students are getting the best deal possible. The findings have influenced modifications in the policy.

The next internal pupil premium review will take place in September 2017. This will allow for approaches to be embedded. They can then be evaluated using progress data and other measuring means which may include the collection of qualitative or quantitative data.