



Pupil Premium strategy statement

1. Summary information							
School	Harrogate High School						
Academic Year	2018-19	Total PP budget	£145,000.00	Date of most recent PP Review	NA		
Total number of pupils	564 (Y7-11)	Number of pupils eligible for PP	181 (Yr7-11) – incl. 4 Serv. Pr.	Date for next internal review of this strategy	Sept. 2019	Last reviewed	Dec. 2018
Percentage of cohort PP	32%						

2. Current attainment				
	Pupils eligible for PP (HHS)			Pupils <u>not</u> eligible for PP (17/18)
	2015-16	2016-17	2017-18	
9-4 in English and Maths	50%	47%	15%	
% disadvantaged and attracted Catch up funding				

Progress 8 score average	-0.33	-0.06	-0.66	-0.53 RS3
Attainment 8 score average	39.32	37.92	26.17	
Progress 8 English Progress 8 Maths	-0.38 0.42	0.27 0.18	-0.60 -0.36	
Attendance	94.08%	95.01%	94.1%	

Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor literacy skills*)

A.	Some students in the PP cohort suffer from anxiety and other similar difficulties. This presents as a barrier in particularly in the lead up to exams.
B.	35% (64) of Pupil Premium students also have additional special educational needs, which can result in barriers to learning. 48% (87) of Pupil Premium students also transferred to secondary school without making the expected standard in English and/or Maths.
C.	Some students in the PP cohort have received fixed term exclusions, and more than one lesson removal.

D.	Some students lack knowledge and understanding of career pathways and careers in general and sometimes lack aspiration/direction as a result.
-----------	---

External barriers: Home and wider societal (*issues which also require action outside school, such as low attendance rates*)

E.	Some students in the PP cohort live in deprived locations – this presents a multitude of challenges such as problems funding equipment, learning resources and uniform.
F.	Some students in the PP cohort have a chaotic/unpredictable home learning environment.
G.	Some students in the PP cohort (as well as Post-16 Bursary students) have lower-than-average attendance and punctuality/lateness to school is a concern.

3. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	Success criteria
--	-------------------------

<p>A</p> <p>Students further develop their resilience and are aware of coping mechanisms when feeling low or struggling with work and organisation. They can access the curriculum and daily school life because of strong academic support, as well as support of their mental health and wellbeing.</p>	<ul style="list-style-type: none"> • Students are aware of, and use, coping mechanisms to combat low mood or disorganisation. • Attendance & punctuality are strong (97%+) and students access lessons and enrichment successfully. • Students access academic and pastoral support as needed, either through self-identification or strong intervention. • 1:1 holistic mentoring (SLT) in place for those students who are a cause for concern (from Y7 upwards). • Student Voice indicates positivity and wellbeing. Low numbers of students requiring interventions to improve wellbeing (counselling, Compass Buzz, CAMHS referrals, etc.). • Students are prepared early for exams, via revision sessions, tools and quality first teaching in the classroom
<p>B</p> <p>All PP students (and others) will make good progress in line with their peers in all curriculum areas.</p>	<ul style="list-style-type: none"> • Monitoring data and academic data suggest that PP students are on track and making good progress in all year groups. • Consistently good and outstanding teaching and learning, with support and challenge where expectations are not met. • All teachers aware and meeting the needs of disadvantaged students. • Timely intervention and support for key students. • Personalised curriculum for targeted students with complex needs. • Learning walks and work scrutiny to ensure appropriate pitch of Challenge Zone. • Regular Student Voice feedback regarding quality of education.
<p>C</p> <p>All PP students (and others) will not receive fixed term exclusions and will seek appropriate support when required, with effective support interventions in place.</p>	<ul style="list-style-type: none"> • New behaviour policy in place from December 2019 in line with a new praise and reward system, to create a culture of mutual respect, ensuring that students conduct themselves well in and out of the classroom. • Responsive interventions offered to reduce lesson removals and fixed term exclusions. • Alternative provisions on offer to re-engage students with career aspirations. • Classcharts in place from January 2019 to monitor rewards and sanctions and to provide an accurate record of in class and social time behaviour to ensure early intervention.
<p>D</p> <p>All PP students (and others) benefit from strong careers support and guidance.</p>	<ul style="list-style-type: none"> • PP students are targeted specifically for early/extra guidance and support, in order to raise aspiration and ensure an end goal is envisaged from Year 8 onwards. • All Years 11, 12 and 13 disadvantaged students will be targeted for the NCS programme. • Disadvantaged, more able students will be offered Shine trips, including residentials to aspire to higher education

<p>All PP students (and others) are 0% NEET and all students supported onto their chosen career pathway.</p>	<ul style="list-style-type: none"> • All Years 7-13 PP students receive a careers interview during the year as priority students. • The VMG programme for all year groups includes a specific programme of careers education. • All students will have meaningful encounters with employers and people who have taken varied career paths.
<p>E All Pupil Premium students (and others) fully access school, the curriculum, enrichment opportunities (including visits) regardless of family income and personal circumstances</p>	<ul style="list-style-type: none"> • PP students are supported to wear high quality uniform and have appropriate learning equipment for school. • PP students have full access to the educational visits programme and all take part in <u>at least one educational visit in the year to support their learning.</u> • PP students are supported to complete homework (independent learning) through Independent Learning Club and other study sessions/targeted support/opportunities.
<p>F All PP students (and others) can access additional curriculum opportunities, in addition to the school day.</p>	<ul style="list-style-type: none"> • PP students (and others) are supported to complete homework through Independent Learning Club. • PP students (and others) take part in clubs and extra-curricular activities.
<p>G Attendance of all PP students (and others) in line with the expectation for all (97%+). All students arrive on time and punctuality is exemplary.</p>	<ul style="list-style-type: none"> • Attendance for all PP students improves from 94% (2017-2018) and ideally to 97%+. • Attendance of key individual students improves. • Punctuality of key individual students improves.

4. Planned expenditure	
Academic year	2018-19
<p>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.</p>	
<p>i. Quality of teaching for all</p>	

Desired outcome/ Success criteria	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead & expected cost	When will you review implementation?
<ul style="list-style-type: none"> To further develop student resilience and awareness of coping mechanisms when feeling low or struggling with work and organisation. To access the curriculum and daily school life because of strong academic support, as well as support of their mental health and wellbeing. 	<ul style="list-style-type: none"> Whole school Teaching and Learning Appraisal target. Whole school focus on mental health and wellbeing continues across the curriculum/through teacher awareness as well as via pastoral means. Mental Health Award. VMG programme Learning Managers support students on an individual basis. Achievement team work with struggling students. Staff CPD enables all teachers to support students effectively. Curriculum support as well as extra-curricular provision help students to succeed and access the curriculum. 1-1 SLT mentoring, as appropriate. External counselling as appropriate. Y12 peer mentoring. Child Protection Online Monitoring System (CPOMS) to ensure accurate tracking of vulnerable students. 	<ul style="list-style-type: none"> Strong need for mental health support identified nationally and locally. EEF Toolkit – suggests supporting student social and emotional learning has impact. Developing culture of talking about mental health is enabling students to access more support. Achievement Team have experience of support and record of success. 1-1 support has benefitted many students previously. External counselling has enabled many students to achieve well previously, as has peer mentoring. 	<p>Continued area of priority in CPD. Key leadership focus.</p> <ul style="list-style-type: none"> HODs attendance at SLT each RS cycle. SLT briefings continue & monitoring to ensure it is happening. Senior leaders monitor student progress. Senior leaders plan/lead CPD. Year 11 Learning Manager to ensure SLT mentors are appointed as necessary. Y12 mentor training. Referrals to Just B as needed. 	<p>SLT VGR</p> <p>Student progress 1-1 support = £15,000 (part-payment of salary)</p> <p>Mental Health Award £1500</p> <p>External counselling = £5000 (Just B)</p>	<p>July 19</p>

				CPOMS =£1000	
--	--	--	--	-----------------	--

<p>All students are explicitly taught how to structure and deepen extended written responses effectively across relevant subjects. Extended written responses are therefore of a high quality.</p>	<ul style="list-style-type: none"> • Line management structures & Leadership training hold middle leaders to account for improving and developing teaching of extended writing skills in relevant subjects. This will include rigorous exam analysis and examination of marks for extended written responses. • 'Cross-Curricular Pedagogy' CPD strand will explore and develop use and extension of vocabulary with several key staff/subjects, then disseminate findings. • SENCO delivering catch – up booster classes all year round throughout year 7 from September 2019. 	<ul style="list-style-type: none"> • Many subjects involve extended written responses as part of the exam/assessment. • Some exam marks suggest extended written responses could be further improved. • Teachers frequently report that certain students find developing extended written responses to access top marks difficult. • PP students underachieved with a Progress 8 in English of -0.60 in 2018. • Little impact from 2017/18 intervention. 	<ul style="list-style-type: none"> • Line management meetings and exam analysis meetings. • Monitoring (learning walks, work scrutiny, etc.). <p>A class per week for a full year, instead of one class a week for one term only delivered by SENCO.</p>	<p>SLT line managers. Middle Leaders</p> <p>No additional cost.</p> <p>£3000</p>	<p>Sept. 2019</p> <p>Sept. 2019</p>
<p>All PP students (and others) make good progress in Maths (and Y11 make above national levels of progress).</p>	<p>Line management structures hold the Head of Maths to account for improving and developing teaching of Maths and support for PP students in particular.</p> <ul style="list-style-type: none"> • Maths leaders to seek external training/support re. achievement of PP students and explore good practice. 	<p>Maths PP students achieved -0.36 for Progress 8 in 2018.</p>	<ul style="list-style-type: none"> • Rigorous line management. • Monitoring. • External training/seeking out good practice: follow up. 	<p>CCL, NCO</p> <p>No additional cost.</p>	<p>September. 2019</p>

	<ul style="list-style-type: none"> • Rigorous monitoring of PP student progress and achievement in Maths + timely interventions to boost progress in all year groups. • Head of Maths to seek support from Senior Leaders with home liaison with regard to supporting PP students that are harder to reach. • Maths team to explore how to engage PP students more effectively lower down the school. • Maths revision guides provided for PP students • Online maths tuition -Corbett Maths • Academy 21 online learning curriculum-Maths • Staffing-small group bespoke revision for PP Year 11 • Mathematics online catch up intervention 			<p>£200</p> <p>Free</p> <p>£2000</p> <p>£3,000</p> <p>£1200</p>	
TOTAL ESTIMATED COST:				£37,500	

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead & expected cost	When will you review implementation?
All Pupil Premium students fully access school, the curriculum, enrichment opportunities (including visits) and home learning in an inclusive way, regardless of family income and personal circumstances and have high aspirations for their future.	<ul style="list-style-type: none"> Uniform allowance of £50 per Year 7 PP student (to be spent at the start of Y7). Educational visits subsidised/paid for (to the value of up to £50 per PP student – focus on HLL Week). Targeted revision with specialist resources (via curriculum areas) with use of the Virtual Learning Environment (VLE). Attendance/punctuality support via Attendance Manager and other key staff. Just B counselling where needed to support wellbeing. Access to Independent Learning Club. 	<p>All students have access to high quality uniform when they start secondary school.</p> <p>All to enable equity of the cultural curriculum.</p> <p>Support to coordinate revision and learn techniques</p> <p>All students to access education and barriers removed.</p> <p>Wellbeing support to enable learning to take place.</p>	<p>Finance team to liaise regularly with SLT/Leadership to ensure funding is provided where needed.</p> <p>SLT to work closely with HOD's to maximise support for PP cohort.</p> <p>SWI/Achievement team to work with staff leads to regularly evaluate impact and needs of individual students.</p> <p>Student voice to ensure students are</p>	<p>SWI and TCO Uniform = £2500 throughout year</p> <p>£7500 Year 7 bundles</p> <p>Visits = £9050 (HLL Week)</p> <p>Achievement Team (part salary) £80,000</p> <p>Independent Learning Club = £2000</p>	July 2019

	<ul style="list-style-type: none"> Personalised timetable for individual PP students. New behaviour and reward system Careers advisor 	<p>Extra- curricular support for those who may not receive it out of school.</p> <p>Bespoke learning packages tailored to individual's needs.</p> <p>All students are praised and rewarded in the same way to raise self-esteem and have a goal to work towards.</p> <p>Support and guidance for all students for future life choices</p>	<p>fully accessing the curriculum.</p> <p>Careers interviews from Year 8 onwards</p>	<p>External counselling =£5000 (included)</p> <p>Alternative provision NYBEP costs =(£50 per student)=£500 Classcharts =£1500</p> <p>£10,000 part salary contribution.</p>	
--	--	---	--	--	--

Approx. OVERALL TOTAL	£113,050.00
------------------------------	--------------------

6. Additional detail
<p>SLT member responsible for the achievement of Pupil Premium students: Ms S Wilkinson (Assistant Headteacher)</p>