

South Holderness Technology College

PUPIL PREMIUM INFORMATION 2016-17

What is the Pupil Premium?

The Pupil Premium is a sum of money the school receives for each student who is either in receipt of Free School Meals (FSM) or has been at any point in the last 6 years (FSM6) or who is a Looked After Child (LAC) or adopted from care (Post-LAC). An additional category is children who have had a parent in the armed forces at any point in the last 5 years (Ever5 service child) or are in receipt of a child pension from the Ministry of Defence.

Nationally, the statistics show that students in receipt of Free School Meals or who are Looked After Children do less well than other students in external examinations. The aim of this money is to try and close that attainment gap.

We are required to publish how much Pupil Premium money we receive and how we have chosen to spend that money. We are also required to publish the results of students in receipt of FSM compared with their peers.

South Holderness have used the Pupil Premium funding to support the team of staff to closely monitor the progress of the pupil premium students and provide appropriate support and intervention as required. The Inclusion Department and Progress Leaders provide targeted support for the pupil premium students with emerging and unmet needs. This is coordinated by Assistant Headteacher in charge of Inclusion together with the Progress Leaders for each Year group. A monitoring and evaluation schedule is in place to track the success of the support and intervention programme through analysis student achievement and well being.

Overview of Pupil Premium Funding Streams			
	2014/15	2015/16	2016/17
Pupil Premium Years 7 - 11	£900 per child	£935 per child FSM6	£935 per child FSM6
Looked After children (LAC)	£1900 per child	£1900 per child	£1900 per child
Children adopted from Care after 2005	£1900 per child	£1900 per child	£1900 per child
Service children recorded as Ever 5	£300 per child	£300 per child	£300 per child

Details of pupil premium spending for 2016/17, alongside an evaluation of spending and impact are displayed below.

Income (rounded to the nearest £1000):

	2016/17	2015/16	2014/15
Pupil Premium/Forces	£268,000 (est.)	£264,000	£266,000

1. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school)		
A.		PP pupils accrue more behaviour points than their peers.
B.		PP pupils who have mid or high KS2 prior attainment are making less progress than others of a similar entry level.
C.		Literacy skills in KS3 are lower for pupils eligible for PP than other pupils, limiting progress.
External barriers (issues which also require action outside school)		
D.		Attendance for PP pupils is lower than that of their peers in the same year group.
2. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	PP pupils to improve their behaviour and become more in line with their peers.	For the percentage of behaviour points of PP pupils to decrease and come more in line and equal with non PP pupils across the whole school.
B.	Improved rates of progress for PP pupils who have mid and high KS2 prior attainment	Pupils eligible for PP identified as mid and high attaining from KS2 levels make as much progress as 'other' pupils identified as mid and high attaining in both KS3 and KS4, so that 65% or above are on track for 4 levels of progress by the end of KS4. Where they are not - High Quality Teaching will be monitored by Heads of Faculty and SLT - and appropriate intervention will be put in place.
C.	PP pupils to improve their literacy levels in KS3 and move in line with their peers.	PP pupils in KS3 to meet expected progress by the end of the academic year. Progress will be supported through specialist literacy programs
D.	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees (PA) among pupils eligible for PP. Increase PP attendance from 91% to 95% in line with 'other' pupils.

Area of Expenditure - Salaried Support	Implemented by	Projected Cost	Monitoring
<p>Assistant Headteacher /SENDco and Inclusion Salary contribution to Director of Inclusion to further develop individual student monitoring processes and intervention. This to include individual student profiles of support linked to intervention needs identified in the college's assessment processes.</p>	AH, & Deputy SENDco	£20,000	SLT line management by the headteacher
<p>5 newly appointed Progress Leaders whose Teaching and Learning Responsibility (TLR) is monitor the effectiveness of the intervention programme to ensure that all students work towards making expected progress or better than expected progress in line with their ability. (TLR provision cost x 5 posts) they will also instigate intervention programmes across faculties area if this is necessary.</p>	Designated Progress Leaders in Years 7 - 11	£32,000	TH Pastoral Assistant Headteacher oversees the PL's & monitors progress of individual students targets, actions plans & outcomes
<p>Progress Leader Admin Support To review disadvantaged students' progress and challenge subject staff to devise appropriate intervention (this to be closely linked to action planning in KS4).</p>	Admin Staff	£10,000	Progress leaders monitor the provision and budget
<p>Progress Support Manager This role has been put in place to provide a coordinated intervention programme for disadvantaged students. The role is to work in conjunction with the Inclusion Director & Progress Leaders to narrow the gap between disadvantaged and non-disadvantaged students. The Progress Support Unit is to provide bespoke support package for students who are struggling to make expected progress, due to behavioral/social or emotional needs.</p>	AF and PSU team	£25,000	Progress Leaders monitor progress of identified students working within the PSU, Faculty Assistants liaise and set work for completion in the unit.
<p>Child Protection Officer/LAC Manager Provides a drop-in support for all vulnerable students, liaising with the pastoral team regarding inclusion and emotional, mental health and general wellbeing. The CPO represents the college at all external CP meetings, liaises with external agencies including social workers, police and PET team. Also provides enhanced mentoring for LAC students, liaises with a variety of local authorities associated with the CLA students.</p>	AR	£22,000	Designated Safeguarding Lead works in liaison with CP officer to oversee all aspects of the role.
<p>English HLTA A new role on a temporary contract to provide one to one and small group support sessions for disadvantaged students to improve progress and outcomes in English.</p>	KL	£25,000	English Hof plans the intervention strategies implemented by KL
<p>Additional 0.5 Maths and English teachers to provide specialist English and Maths intervention, and provide support to focus entirely on disadvantaged students to develop student literacy/numeracy and confidence.</p>	Coordinated by HOFs for English and Maths	£25,000	Support & progress sessions monitored by the Hof.

Assistant SENDco post Contribution to this position supports the SEND PP students to track monitor and support the intervention programme.	GY	£12,500	This role is under the supervision of the SENDco.
Area of Expenditure – Bespoke Support including admin and resources	Implemented by	Projected Cost	Monitoring
Learning Support Team (SEND) Provides bespoke support for the SEND pupil premium students which encompasses a range of strategies: Taught ASDAN Courses aimed at personal and social development Small group intervention and support Functional Skills course Small group teaching to support non-core options i.e. Child Development Foundation Learning Group in Year 11 Additional staffing deployed to deliver these sessions coordinated by SENDco and deputy SENDco	SENDco and SEN team oversee and deliver	£25,000	The SEN team in liaison with Pupil Premium champion identify students who need additional support put bespoke intervention in place and monitor progress levels in all subjects to track impact.
Read, write Inc. Programme aimed at developing the literacy skills of underperforming students who start Year 7 with below average point score in English.	SEND Team	£10,000	Planned & delivered Assistant SENDco & SEN team.
Education Welfare buy back to continue driving up attendance of disadvantaged students, additional EWO support to make home visits for hard to reach parents of disadvantaged students.	LB	£7,500	EWO & the head teacher, allocate support for students with PA.
Change of School uniform contribution of £10 to all Year 11 students and an additional £10 to all pp students in the college. Plus any additional in-year support needed for new students starting at the college who are pp.	JB in Finance	£15,000	Business Manager oversees all expenditure.
ALPS Alternative Learning Package provided for students one of whom was both disadvantaged and identified as in danger of becoming a NEET. Studying a vocational course supported by the Local Authority will support post 16 transition college place.	GT	£6,000	Monitored by QED and PSU visits to quality assure provision.
Bluesky It software package bought to provide efficient real time monitoring and evaluation of teaching and learning in order to identify underperformance and make rapid intervention.	GT	£3,500	Online reporting systems provide effective monitoring tool of T & L.
Faculty Resources To support disadvantaged students as required; with feedback from departments on how the allocation has been used to support disadvantaged students.	Faculty leaders bid for resources	£14,500	JR Business Manager oversees the implementation of the budget allocation
Funding for curriculum visits/Music Tuition/Extra Curricular Provision for supporting disadvantaged students to participate in curricular visits and school music tuition etc.	JR Business Manager	£15,000	A parental application process for this is applied.
Total Estimated Expenditure		£268,000	

2016 Examination Data
For Progress full cohort all students 261
Pupil Premium students 44

Measure	All Students	Pupil Premium
Progress 8	-0.1	-0.6
Attainment 8	49.60	40.87
Basics A* - C Grades English & Maths	60.7%	37%
English 3 levels of Progress	70%	46%
English 4 levels of Progress	32%	16%
English Progress 8	-0.3	-0.9
English Attainment 8	10.12	8.36
Maths 3 Levels of Progress	74%	57%
Maths 4 Levels of Progress	35%	16%
Maths Progress 8	+0.2	0.0
Maths Attainment 8	10.37	9.20

Evaluation of 2015/2016 spending

The success of this cohort lies in the fact of all students, with one exception, moved on to work based learning providers, Sixth Form College or further education. This is reflected in the excellent holistic care and support this cohort received who struggled with a variety of issues outside of school. A particular problem being mental health issues of a significant number of students. The support and guidance provided by the Pastoral Team allowed students to achieve who may well have not have been able to sit examinations. The year group as a whole achieved the best outcomes in English and Maths in the SHTC history. Maths was a particular strength, as all students made positive P8 progress and the cohort of PP students were in line with their expected P8 score. Whilst this is a success story for the whole cohort there is still a gap in the achievement and outcomes of the Pupil Premium students, particularly the boys. This led to the appointment of an HLTA in English appointed September 2016 to support the progress of underachieving students many of whom are boys in English many of whom are also disadvantaged students.

However, as individuals many success stories can be cited. A number of students within this cohort experienced challenging external situations often affecting learning, behaviour and social dynamics. These flourished at South Holderness through inclusion processes, staff and sixth form mentor allocations, aspirational work and visits to prospective employers, one to one provision and external providers for counselling and support alongside sensitive and inclusive pastoral care. In addition to this learners from the Pupil Premium cohort who also presented with learning difficulties were provided with smaller teacher to student ratios and a less diverse range of teaching staff. An alternative learning arrangement was also allocated. All of these strategies helped to support academic work, low attendance, anger management issues, bereavement, behavioural concerns and low self-esteem.