

**South Holderness Technology College**

**Pupil Premium Grant Strategy 2017/18**

# Pupil Premium Grant Strategy Statement:

1. Summary information					
School	South Holderness Technology College				
Academic Year	2017/18	Total PP budget	c£249,420	Date of most recent PP Review	October 2017
Total number of pupils	1340	Number of pupils eligible for PP	299	Date for next internal review of this strategy	January 2018

2. Current attainment – 2017 results				
Measure	National	Pupils eligible for PP (39)	Pupils not eligible for PP (184)	Evaluation
Progress 8 score	National Disadvantaged -0.32 National Other 0.12	-0.156	-0.716	Gap (-0.56) is narrower than in 2016 ()
Strong BASICS (% 9-5 in English and Maths)	National data n/a			
Progress 8 score – English Element		-0.737	-0.010	Gap (-0.727) is than in 2016 ()
Progress 8 score – Maths Element		-0.375	+0.246	Gap (-0.621) is than in 2016 ()
Progress 8 score – EBacc Element		-0.506	-0.209	Gap (-0.208) is in 2016 ()
Progress 8 score – Open Element		-1.138	-0.468	Gap(-0.67) is in 2016 ()
Attainment 8 score	National data n/a	32.67	45.16	Gap (-12.49)
% of students with Positive Progress 8 score		25.64 %		% of PP students made positive P8 score in 2016 (??)Increase)

3. Current attainment – internal data – needs updating Jan 2018			
	Gap	Pupils eligible for PP	Pupils not eligible for PP
Progress 8 Score – Year 11 (47 Disadvantaged Students / 194 Other)	+0.017	-0.427	-0.444

Progress 8 Score – Year 10 (56 / 167)	-0.041	-0.027	+0.014
Progress 8 Score – Year 9 (75 / 190)	+0.334	-3.643	-3.977
Number of students on track Year 8 (65 / 177)	<i>tbc</i>		
Number of students on track – Year 7 (57 / 142)	<i>tbc</i>		

#### 4. Barriers to future achievement (for pupils eligible for PP, including high ability)

##### In-school barriers

<b>A.</b>	The attendance of Disadvantaged student lags behind that of Other students causing breaks in learning and frequent disengagement when students return to school. The current figures (November 2017) are much improved on 2016 DA- 91.7%, Other 94.7%) but still indicate a gap.... 92.3% DA compared to 95.76% Other.
<b>B.</b>	Number of FTEs are disproportionately higher amongst the Disadvantaged cohort of students ( 52% of all FTEs in 2017 were DA students)
<b>C.</b>	Variable staff strengths in providing effective differentiated strategies for DA students through high quality first Wave teaching and learning.
<b>D.</b>	Whole school curriculum does not provide flexibility to meet the needs of changing cohorts and ability profiles consistently over time.

##### External barriers

<b>D.</b>	Parental support is typically lacking by a greater proportion of Disadvantaged students where the proportion of parents that entered Higher Education is significantly below the national average. This is also measured by attendance at parents' evenings (Attendance of parents of Disadvantaged students – 54% during 2016/17 compared to 73% for 'other' students). The attendance at Parent Information evenings is even lower (approx. 20%) amongst Disadvantaged families resulting in a lack of understanding of educational systems and processes. Opportunities to engage with parents in face to face meetings and information sharing sessions are limited for DA learners compared to non DA peers as a consequence of lower levels of attendance at a variety of in school events. Y11 Parents Evening DA 66% v Other 75%, Year 11 Revision Evening 50 DA % V Other 55% Year 7 tutor eve DA 44% v Other 56%
<b>E.</b>	A disproportionate number of Disadvantaged students are affected by issues of low self-esteem and mental health referrals (full details on file). This also manifests in a lack of resilience amongst Higher Ability Disadvantaged students when faced with aspirational targets and examination pressure.
<b>F.</b>	Out-of-school family responsibilities and commitments impact on the learning of Disadvantaged students in their ability to attend school based revision and learning beyond the school day and their free time to do so independently.

<b>G.</b>	The proportion of Disadvantaged students who do not have individual access to an electronic learning device or unlimited internet access is significantly higher than Other students and is more likely to impact on their learning.
<b>H.</b>	The lack of aspiration within DA families significantly impacts on their learning. E.g. family members who have ben to university ( CD research)

### 5. Desired outcomes for 2017/18

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve the progress of Disadvantaged students	A positive Progress 8 score for Disadvantaged students in GCSE results 2018 in maths and English.
<b>B.</b>	Continue to diminish the internal gap in progress	Reduce the Progress 8 gap between Disadvantaged students and Other students to -0.25 (from-0.56 in 2017).
<b>C.</b>	Improve attainment of Disadvantaged students	Reduce the gap between DA students and non DA by 10% for attainment 8. (-11.2)
<b>D.</b>	Maintain consistently low NEET figure	All DA learners make appropriate progression choices and are successfully placed in post 16 education or training
<b>E.</b>	Improve attendance of Disadvantaged students	DA attendance to be 93.5% or better. To reduce the proportion of Disadvantaged Students that are PA to below the national Average (20%).
<b>F.</b>	Reduce number of FTEs by Disadvantaged students (particularly boys)	To reduce the proportion of Disadvantaged Students that are FTE to 25%.( 2017 52%)

### Review of Expenditure 2016-17

The Disadvantaged Outcomes for the Year 2016/17 are significantly below national and their internal peers in all measures but especially regarding progress in English, the Open Element and Attendance.

The PPG Strategy for 2016/2017 made limited impact on the outcomes for DA learners as identified in the OFSTED report June 2017. For further details please see the OFSTED report on our website ([www.shtc.org.uk](http://www.shtc.org.uk)) or at ([www.gov.uk/OFSTED/FindanInspectionReport/](http://www.gov.uk/OFSTED/FindanInspectionReport/))

Senior Leaders within the school have commissioned a Pupil Premium Review (October 2017) as a direct result of the findings of the OFSTED Inspection Team.

**Planned Expenditure 2017-18 - £249,420; Allocation £221,895**

**i Quality of Teaching for All - £63,760**

<b>Desired Outcome</b>	<b>Chosen Action / Approach</b>	<b>Estimated Cost (Proportionate spending on Disadvantaged Students)</b>	<b>Expected Measurable Impact</b>	<b>Responsibility</b>
High quality intervention for all students	Provision of progress support unit facility	<b>£46,760 (£10,288)</b>	Improved progress of vulnerable and SEND students	IM/SR/PLs/
Improved delivery of high quality intervention by all staff	CPD for all teaching staff brokered through MAT	<b>£7000</b>	Improved outcomes for all students including DA.	SY/IM/NP
Accelerated progress and higher attainment	Membership of PIXL / CPD for staff	<b>£9,000 (£1,980)</b>	Improved EBacc element P8 scores due to support given to Science, MFL and Humanities subject areas	GT / NP/IM

**ii Targeted Provision - £168,126**

<b>Desired Outcome</b>	<b>Chosen Action / Approach</b>	<b>Estimated Cost</b>	<b>Expected Measurable Impact</b>	<b>Responsibility</b>
Strategic decisions made that has an impact on all PP outcomes	Designated SLT member with strategic responsibility for DA students within the college. TA – 15%	<b>£13,580</b>	Implementation of cost effective and efficient actions resulting in improved DA outcomes ( behaviour, attendance and progress)	GT
Improved attendance, understanding	Appointment of Pupil Premium Champion	<b>£23,380</b>	Improved engagement of PP students leading to improved attendance, behaviour and progress	GT / CD

of external barriers with Year 11 students				
Improved tracking and monitoring of attendance of DA students leading to improved attendance.	Appointment of an Attendance Officer – Paula Jennings TA – 40%	<b>£5,126</b>	Improved attendance for DA students.	GT/TH/PJ
Improved attendance, understanding of external barriers	Development of Progress Leaders SEF process. IM to further train Progress Leaders to use data to track the progress of students in their Year.	<b>£55,390</b>	12 identified students in each year group to make improved progress due to tracking and monitoring by Progress Leaders.	GT/TH/IM /Progress Leaders
Aspiration / Expectations	Train tutors in the use of Attainment 8 estimates for tutor reflection sessions. (January 2018)	<b>(&lt;£100)</b>	Improved progress of Most Able students where awareness of national expectations may be lacking	IM
Improved study skills	Free study skills books for all Disadvantaged students in Year 11 plus subject specific revision booklets for other subjects	<b>(£1200)</b>	Students more confident of revision techniques, using time in LRC more effectively	CD/PLs/DB
Successful completion of key pieces of work/intervention/ and revision.	Purchase of 10 Chrome Books for use by DA students.	<b>£2,000</b>	Improved outcomes for DA through equal opportunities to electronic devices and/or the internet.	CD
Improve wider measurable outcomes for DA students.	Ian Wilkinson – advisory teacher – supporting tracking, monitoring and reporting of attendance and behaviour DA v Non DA	<b>12 x£300 £3,600</b>	More effective and efficient systems in place allowing for more focused actions and interventions to address attendance and behaviour issues.	GT/TH

'Yip-Yap' staff	Employment of two 'Yip-Yap' staff (LEAP and Maths) to work with vulnerable students	<b>(£20,000)</b>	Improved progress of students involved	CD / AL/GSL/IM
Improve behaviour / attitudes / self esteem	Group of students enrolled on SMASH programme	<b>(£500)</b>	Improved attendance, ATL and engagement with school	SR/IM
Equal opportunities for enrichment	Subsidies for educational and cultural trips and excursions	<b>(&lt;£500)</b>	Ensuring no students are disadvantaged due to financial reasons with coursework/extra-curricular trips.	GT
Providing a bespoke curriculum	Use of Commissioned Places	<b>4 x £6,000 £24,000</b>	Avoiding permanent exclusions for DA students and providing personalised learning/curriculum for specific DA students	LC/TH/GT
<b>lii Other Approaches - £300</b>				
<b>Desired Outcome</b>	<b>Chosen Action / Approach</b>	<b>Estimated Cost</b>	<b>Expected Measurable Impact</b>	<b>Responsibility</b>
Careers / IAG	Enhanced Y8 Seminar programme focusing on educational pathways from KS3 to employment	<b>(&lt;£300)</b>	Greater understanding of educational pathways; better informed KS4 pathway choices	RB / EB

*\*The Senior Leader with responsibility for the PP Strategy is acutely aware of the need for rapid progress in achievement and school commitment and has therefore been proactive in seeking additional funding to support PP Strategies with partners including East Riding of Yorkshire Council and the Wolds Teaching School Alliance.*