

Pupil Premium Grant

Academic Year 2016- 2017

School lead: Janet Goodliffe

Funding: £116,390

Pupil information:

Qualifying pupils for pupil premium	Free school meals	Children in care	Service families
Numbers involved	127	2	1

Spending:

- Staffing costs related to additional intervention in English, maths and science.
- Funding for staff in the Student Support Team
- Funding for the joint appointment of the Health and Wellbeing Champion
- Family support for: uniform, trips, equipment and resources, private tutoring, transport and breakfasts

Targets for this Academic Year:

- To continue to work towards narrowing the gap in achievement between disadvantaged and non-disadvantaged students
- Increase the progress of mid-ability students in English
- Address the declining progress for PP students
- To increase the proportion of students making and exceeding expected progress
- To improve parental engagement, including attendance at parents' evenings
- To improve the attendance of disadvantaged students who are Persistent Absentees
- To support the personal development of students, particularly around mental health and resilience

Action plan:

Approach/resource	Description of support	Impact
Work towards narrowing the gap in achievement between disadvantaged and non-disadvantaged students	<ul style="list-style-type: none"> • Additional 20 hours per fortnight intervention provision each to English, maths and science departments to focus on small groups with particular weaknesses • Funded places for students to attend a school run residential revision weekend • Collapsed timetable from Easter enabling extended revision crammers for all Year 11 students 	<ul style="list-style-type: none"> • Improved school Progress 8 score • Significant improvement in P8 English • Student voice on residential revision weekend • Student voice on subject specific form groups

	<ul style="list-style-type: none"> • Creation of subject specialist Year 11 form groups for English, maths and science from Easter 	
Increase the progress of mid-ability students in English	<ul style="list-style-type: none"> • School lead link to teacher with responsibility following every data drop 	<ul style="list-style-type: none"> • 14 out of 16 students achieved at least a grade 4 in both English language and literature (87.5%)
<p>Address the declining progress for PP students</p> <p>To increase the proportion of students making and exceeding expected progress</p>	<ul style="list-style-type: none"> • Use Student Support Team to improve the attendance of students 	<p>8 students had an attendance of below 92%, 3 of which were below 68% despite a range of strategies for improving attendance.</p> <p>4 students had serious mental health issues and were involved with outside agencies.</p>
To improve parental engagement, including attendance at parents' evenings	<ul style="list-style-type: none"> • Phone calls, letters, emails to parents in advance of parents' evenings. • Non-attendance followed up by School lead. • Improved communication logging by Student Services team 	<p>Improved parental attendance at parents' evenings by:</p> <p>Year 7 - 96%</p> <p>Year 8 – 25%</p> <p>Year 9 - -6%</p> <p>Year 10 – 33%</p> <p>Year 11 – 5%</p>
To improve the attendance of disadvantaged students who are Persistent Absentees	<ul style="list-style-type: none"> • Weekly meetings for the Student Support Team to improve coordination of information • Timetabled line management meetings for Student Support Team members • Implementation of colour coded attendance percentages on parental reports. • Parental letter appropriate to student attendance percentage sent home. 	<p>Students below 90% in Year 11 included 4 school refusers, 6 with medical conditions and 8 with complex home situations.</p> <p>All these students were contacted at least once per week and appropriate work sent home.</p> <p>Where families were unable to fund school transport to school, we funded a termly bus passes (2 students in Year 11)</p> <p>See Case Study 1</p>

<p>To support the personal development of students, particularly around mental health and resilience</p>	<p>Southfield has been working with the Youth Sport Trust, First for Wellbeing (Northamptonshire) and the NHS since September 2015 to develop a school programme that tackles current mental health issues. With joint funding (PP), Southfield has a full-time Health and Wellbeing Champion specifically employed to manage and deliver targeted projects which aim to improve students' resilience and take on a preventative approach to young people's emotional and physical wellbeing.</p> <p>Students across KS3 & KS4 have been involved in several programmes and places were targeted at disadvantaged students.</p>	<p>Girls Active KS3: 57% improved attendance</p> <p>Girls active KS4: 60% improved attendance</p> <p>Young Health Champions: 61% attendance See Case Study 2 See Case Study 3</p>
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Case Studies:

Study 1

Student A had attendance at 90%. Although parents had actively chosen a single sex school for their daughter, circumstances meant that they could not afford the bus fare from their village. A termly bus pass was purchased and for the rest of the year she achieved 100% attendance. The student was a low ability student and she achieved a grade 4 on English language, grade D for dance and she passed health and social care, grade 3 on maths. This has enabled her to go on to a vocational course at a local F.E. college.

Study 2

A disadvantaged student in Year 11(also EAL) had excellent attendance, she attended 1:1 sessions with the health and wellbeing champion as she lacked confidence and was struggling with communication. She was on the YST RAIR project (Raising Aspiration improving resilience programme) She came to school on her bike every day but by June 2017 her bike was no longer roadworthy. The student is due to take up a course at a local FE college and to ensure that she didn't become a NEET we funded a new bike.

Study 3

A year 9 student was in the Girls Active group and as a result of the programme she was able to do a presentation to the leadership team and help support students in years 7 & 8 who were joining the programme. She exceeded her target levels this year and her attendance improved to 98% from 92%. "the girls active group has given me the motivation to come to school as I have found the weekly meetings so supportive and I feel I have gained in confidence"

Academic Year 2017- 2018

School lead: Mark Grimsey

Expected Funding: £124,355

Pupil information:

Qualifying pupils for pupil premium	Free school meals	Adopted from care	Children in care	Service families
Numbers involved	135	5	2	4

Spending Plan:

- Staffing costs related to additional intervention in English, maths and science
- External Organisation to run TalentEd programme
- Funding for staff in the Student Support Team
- Family support for: uniform, trips, equipment and resources, private tutoring, transport and breakfasts

Targets for this Academic Year:

- To continue to work towards narrowing the gap in achievement between disadvantaged and non-disadvantaged students
- To improve the aspirations and outcomes of high ability students
- To improve parental engagement, including attendance at parents' evenings
- To improve the attendance of disadvantaged students who are Persistent Absentees
- To support the personal development of students, particularly around mental health and resilience

Action plan:

Approach/resource	Description of support	Measuring Impact
Work towards narrowing the gap in achievement between disadvantaged and non-disadvantaged students	<ul style="list-style-type: none">• Additional 20 hours per fortnight intervention provision each to English, maths and science departments to focus on small groups with particular weaknesses• Funded places for students to attend a school run residential revision weekend• Collapsed timetable from Easter enabling extended revision crammers for all Year 11 students• Targeted form time intervention programmes in English, maths and science• Creation of subject specialist Year 11 form groups for English, maths and science from Easter	<ul style="list-style-type: none">• Analysis of student results

<p>To improve the aspirations and outcomes of high ability students</p>	<ul style="list-style-type: none"> • Run a TalentEd programme for selected Year 9 and Year 10 students 	<ul style="list-style-type: none"> • Student voice • Internal data analysis
<p>To improve parental engagement, including attendance at parents' evenings</p>	<ul style="list-style-type: none"> • Phone calls, letters, emails to parents in advance of parents' evenings. • Non-attendance followed up by School lead. • Improved communication logging by Student Services team and other staff 	<ul style="list-style-type: none"> • Compare year on year Parents' evening attendance • Monitor Communication Logging
<p>To improve the attendance of disadvantaged students who are Persistent Absentees</p>	<ul style="list-style-type: none"> • Weekly meetings for the Student Support Team to improve coordination of information • Timetabled line management meetings for Student Support Team members • Implementation of colour coded attendance percentages on parental reports. • Parental letter appropriate to student attendance percentage sent home. 	<ul style="list-style-type: none"> • Analysis of pupil attendance data
<p>To support the personal development of students, particularly around mental health and resilience</p>	<ul style="list-style-type: none"> • Appropriate sessions on Personal Development days • TalentEd programme • Senior Mentoring 	

Pupil Premium Strategy Review:

The Pupil premium strategy will be reviewed in April 2018