



Southchurch High School

Pupil Premium Strategy Report 2018-2019

Date of next review: September 2019

About the school

Southchurch High School is an inclusive school. We hold high expectations and aspirations for all of our students; we strive to offer a rich academic experience to each and every student alongside a wide programme of enrichment opportunities. We have a relentless focus on improvement and measure our success by the achievement of all our students and our expectation is that no student is left behind. Our determination for ensuring all our students reach their potential means we have to provide students with access to an extensive range of programmes and pathways and we focus on what staff need to facilitate student success.

Context

All schools receive a payment known as Pupil Premium (PP), for each child who is either currently registered for free school meals (FSM) or have received FSM in one or more of the previous six years (FSM6). Pupil Premium Plus is received for students who have been in continuous care for six months or more, as well as for the children who are 'Looked After' (LAC).

In schools across the country, there has been a growing momentum to overturn generations of stereotyping as research has shown that children who have been on or currently on FSM do not attain as highly as other children in school. Our mission is clear and, simply put, aims to ensure that what a young person's family does or where they are born should not determine their life chances. As such, we have a relentless focus on improvement and measure our success by the achievement of all our students and our expectation is that no student is left behind.

The government provide a grant so that we, as a school, can allocate additional support to ensure progress is made by all. The support can be in a short burst or over a longer period such as a term, two terms, a year or more and it may take the form of small group teaching or may be an evidence based intervention. It can even equate to additional resources, enrichment or access to opportunities that enhance learning and aspiration.

The PP amount payable to school was £935.00 per student and £2,300 for LAC for 2018-2019. At Southchurch High School, 46.02% of our students are eligible for PP in this academic year, based on the January Census. The allocation of funding that we receive during the academic year of 2018-2019 is £246615.

Southchurch High School achieved academy status on 1 July 2018 and therefore only received Pupil Premium funding for the months of July and August 2018. The school received a total of £41102 for the period 1 July – 31 August 2018.

Barriers to Learning

Potential barriers to learning and future attainment at Southchurch High School:

- Pupils start from below age related expectations when entering at year 7 which could impact on their long term achievements. Pupils begin with a lack of experience of independent learning, reading ages are generally below expected and low levels of literacy and numeracy are generally apparent.
- Social, emotional welfare needs impact on independence, confidence, resilience and the ability to problem solve in everyday situations requires support at every stage of the curriculum to ensure that pupils are fully prepared for life beyond Southchurch High School. Social and emotional well-being is of vital importance to ensure safety and engagement; this could be a potential barrier to future attainment if issues are not addressed.
- Attendance and punctuality are crucial for continued progress but could present as a barrier due to difficult family circumstances.
- Financial constraints often mean that students need to be supplied with uniform in order to enable them to feel secure in school and funds to ensure that they can fully participate in school life including extra- curricular activities.

Academic Year 2017- 2018 Figures correct at annual January census 2018

Whole School Pupil Premium Figures 2017-2018	
Number of pupils on roll	473
Number of pupils eligible for PPG	272
Amount of PPG received per pupil FSM6	£935
Total amount of PPG received	£41102 (July – Aug 2018)

Year Group	Number of students	PP %	EAL %	SEN K/E %	CLA
Year 7	124	45.97%	0.00%	12.90%	1
Year 8	85	61.18%	14.12%	8.24%	0
Year 9	88	63.64%	15.91%	11.36%	1
Year 10	82	58.54%	17.07%	15.85%	2
Year 11	94	62.77%	6.38%	19.15%	1
Whole School	473	57.51%	9.73%	13.53%	5

Comparison 2017 – 2018 KS4 results

Gap PP - Non PP	Standard Pass %			Strong Pass %		
	English	Maths	Both	English	Maths	Both
2015-2017	-6.19	5.82	-15.5	-10.62	-4.52	-7.77
2016-2018	11.22	-9.91	-14.49	-0.98	-2.94	-3.92

Gap PP - Non PP	Progress 8			5 grades at 9-5 %	
	Score	English	Maths	Any	Inc En & Ma
2015-2017	-0.22	-0.42	-0.08	-9.22	-9.2
2016-2018	-0.49	-0.21	-0.8	-12.75	-5.77

Pupil Premium Spending 2017-2018

Barriers to learning	Strategies	Funding
Large number of disadvantaged students coming in with severe learning needs and face difficulties accessing the curriculum	Additional qualified teachers were recruited to improve contact ratios by dividing the cohort of 117 students into five forms for all teaching. This generated 50 additional hours of teaching per week year 7.	£29033
Low levels to literacy and numeracy, limiting our disadvantaged students from making expected progress	The hiring of additional Teaching Assistants in order to provide extra withdrawal lessons and in class support in literacy and numeracy for our lower attaining students Accelerated Reader programme / LEAP/NEAP	
A small number of disadvantaged students find mainstream schooling challenging and need a smaller more bespoke learning environment.	Provision of alternative curriculum pathways	£1987
Financial constraints for disadvantaged students so they are unable to receive the same extra curricula opportunities as non-disadvantaged pupils. For example, music tuition	Music tuition for violin, trumpet and piano. Financial support for educational visits. Resources to support academic intervention.	£ 3170
Often disadvantaged students arrive at school hungry which has a negative impact on their education.	Supervision for Breakfast Club	£ 700
Some disadvantaged students need extra emotional support in order to help them make progress.	Student support assistants help support our most vulnerable students	£2382
Many parents and students have low aspirations.	The School covered the cost of a range of other activities including home tutoring, attendance rewards and strategies, music tuition and Homework Club, Visits to Post 16 providers; apprenticeship show; university visits.	£3830
	Total cost	£41102

Academic Year 2018- 2019 Figures correct at annual January census 2019

Whole School Pupil Premium Figures 2018-2019	
Number of pupils on roll	556
Number of pupils eligible for PPG	249
Amount of PPG received per pupil FSM6	£935
Total amount of PPG received	£232815

Year Group	Number of students	PP %	EAL %	SEN K/E %	CLA
Year 7	167	48.50%	2.99%	12.57%	0
Year 8	146	37.67%	3.42%	15.75%	1
Year 9	95	49.47%	14.74%	9.47%	0
Year 10	92	47.83%	17.39%	14.13%	3
Year 11	78	50.00%	16.67%	15.38%	2
Whole School	578	46.02%	9.17%	13.49%	6

Strategy for this academic year, 2018-2019

Schools are held accountable for the spending of this funding: performance tables will capture the achievement of students covered by the PP and money is given to the school to be used in ways that they consider to have the most impact on their students. At Southchurch High School, PP funding is used to support the learning of disadvantaged students based on the barriers experienced by our students and the strategies needed to overcome these.

Pupil Premium Plan 2018-2019

Barriers to learning	Strategies	Impact	Cost
Large number of disadvantaged students coming in with severe learning needs and face difficulties accessing the curriculum	Every member of the teaching staff will be allocated a teaching and learning coach to support them on their journey to outstanding teaching. Investing in experienced and effective classroom teachers and a rich CPD programme to train staff.	Good or better teaching benefits disadvantaged students.	165065
	Teacher assistant support for targeted students with key subjects enabling small group work and facilitating smaller class sizes based upon a setting system.	Smaller supported set in each year group enabling students to access the teaching, learning and support best suited to their needs.	15000
	Additional lessons for all year 11 students. Year 11's are given an additional hour of schooling every day in a subject in which they need extra support. They also receive support with knowledge retention and exam preparation from staff during this time. We invest in raising attendance, extended day provision, supervised study rooms and tutoring.	Students who are behind will have additional learning time to catch up – to enable gaps in attainment to narrow.	5000
	SLT to liaise with Heads of Department and Heads of Year to ensure focus of select students is across the board and monitored closely. Early identification and intervention; investing in work with parents and students during Key Stage 3.	Early intervention at KS3 gaps in attainment to narrow	6500
	Allocating SLT responsibility for the outcomes of PP students; tracking, targeting and observing to develop effective pedagogical provision.	Effective tracking enables timely intervention - by individually monitoring pupils for both progress, as well as attainment, we aim to intervene before gaps in attainment widen, as well as support FSM students of all abilities in making accelerated progress	2000
	Low levels to literacy and numeracy, limiting our	A programme to assess, track and monitor the progress of students reading ages. Students are also	Students will reach at least their chronological age in reading and

disadvantaged students from making expected progress	supported with reading and provided opportunities to read for pleasure. LEAP/NEAP / Accelerated Reader	numeracy – narrowing the gap in attainment	
Many parents and disadvantaged students have low aspirations.	External visitors meet with a focus group of students and discuss possible revisions strategies and helpful tips in preparing for their exams. Invest in visiting experts, residential experiences and cultural activities.	Life experiences and cultural literacy raise aspirations.	3000
A small number of disadvantaged students find mainstream schooling challenging and need a smaller more bespoke learning environment.	Provision of alternative curriculum pathways	Students will be maximise their attainment at KS4 and will not be NEET post 16	3000
Social, emotional welfare needs impact on independence, confidence, resilience and the ability to problem solve in everyday situations requires support at every stage of the curriculum to ensure that pupils are fully prepared for life beyond Southchurch High School. Social and emotional well-being is of vital importance to ensure safety and engagement; this could be a potential barrier to future attainment if issues are not addressed.	Student support assistants help support our most vulnerable students. Students benefit from advice and guidance – as a result we invest in additional staffing, including student services; teaching assistants.	Students attendance at school and lessons improves to national average – narrowing the attainment gap	15000
Attendance and punctuality are crucial for continued progress but could present as a barrier due to difficult family circumstances.	Investment in attendance monitoring provision which includes a dedicated attendance support officer and an Associate Assistant Headteacher to work alongside Heads of Years and pastoral SLT.	Students attendance at school improves to national average – narrowing the attainment gap	5000
Financial constraints often mean that some	Duke of Edinburgh award is fully subsidised for our disadvantaged	Students are motivated to attend school and	1250

disadvantaged students need to be supplied with uniform in order to enable them to feel secure in school and funds to ensure that they can fully participate in school life including extra- curricular activities.	students to encourage participation throughout the Bronze Award.	participate fully as they feel part of the school community.	
	Funding will be used to encourage participation from students across year groups.		1000
	Funding will be used to encourage positive student competition and engage our disadvantaged students with the house system. Inter-house events being held termly to promote wider participation.		1000
Total Cost			232815

The impact of pupil premium spending for 2018-19 will be measured through:

- A greater percentage of the schools cohort of underperforming PP to receive targeted intervention.
- Gap in progress is narrowed in 2019
- Attainment in Literacy improves further particularly for boys
- Gap in reading ages reduces
- Increased focus in lessons
- Vulnerable students allocated suitable and coordinated welfare support and this is monitored and reviewed
- Reduction in the % of PP students who receive 1 or more fixed term exclusions
- Increased participation in extra-curricular and enrichment activities eg D of E