



Southchurch High School

Pupil Premium Strategy Report 2018-2019

Date of next review: Autumn 2020

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 received 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.

• **Whole School Pupil Premium Figures 2018-2019**

Number of pupils on roll	560
Number of pupils eligible for PPG	266
Amount of PPG received per pupil FSM6	£935
Total amount of PPG received	£232815

(Figures correct October Census 2018)

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

Year Group	Number of students	PP %	EAL %	SEN K/E %	CLA
Year 7	168	50.0%	0.59	8.9	0
Year 8	134	48.5%	0	14.2	2
Year 9	90	57.7%	12.2	10.0	1
Year 10	88	60.2%	17.0	17.0	5
Year 11	80	52.5%	17.5	15.0	3
Whole School	560	57.8%	9.5	13.0	11

Academic Outcomes for Pupil Premium students 2018/19

Summer 2019 GCSE Results

	Cohort	Progress 8	A8
All	78	-0.06	39.67
Pupil premium	39	*-0.09	36.85

(National Pupil Premium Progress for Disadvantaged students 2018: -0.44)

Summer 2018 PPG Results

	2019 Whole School	2019 PPG
Maths 7+	5.13%	2.56%
English 7+	8.97%	12.82%
Maths 5+	30.77%	25.64%
English 5+	50%	41.03%
Maths and English Combined 5+	26%	21%
Maths 4+	53.85%	48.72%
English 4+	64.10%	58.97%
Maths and English Combined 4+	47%	41%
Progress 8 (P8)*	-0.06	-0.09

(National Pupil Premium Progress for Disadvantaged students 2018: -0.44)

Attendance Data

Year		Number of students	Attendance (%)
7	Pupil Premium	81	94.34
	Not Pupil Premium	90	96.39
8	Pupil Premium	58	92.37
	Not Pupil Premium	108	94.64
9	Pupil Premium	57	91.09
	Not Pupil Premium	57	93.55
10	Pupil Premium	53	89.89
	Not Pupil Premium	48	92.64
11	Pupil Premium	46	94.76
	Not Pupil Premium	39	96.13

Period: 04/09/2018 AM to 19/07/2019 PM

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

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

(Figures correct January census 2109)

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 Spend 2018-2019

Barriers to learning	Strategies	Impact	Cost (£)
Large number of 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.	178485
	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	8880
	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,	2000

		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	
Low levels to literacy and numeracy, limiting our students from making expected progress	A programme to assess, track and monitor the progress of students reading ages. Students are also supported with reading and provided opportunities to read for pleasure. LEAP/NEAP / Accelerated Reader	Students will reach at least their chronological age in reading and numeracy – narrowing the gap in attainment	13000
Many parents and 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 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	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

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.	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 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.	Duke of Edinburgh award is fully subsidised for our disadvantaged students to encourage participation throughout the Bronze Award.	Students are motivated to attend school and participate fully as they feel part of the school community.	1250
	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

Pupil Premium Plan 2019-20

Barriers to learning	Strategies	Impact	Cost (£)
Large number of 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.	185237
	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	8880
	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 students from making expected progress	A programme to assess, track and monitor the progress of students reading ages. Students are also supported with reading and provided opportunities to read for pleasure. LEAP/NEAP / Accelerated Reader	Students will reach at least their chronological age in reading and numeracy – narrowing the gap in attainment	13000
Many parents and 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 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	5000
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 and behavioural support staff.	Students attendance at school and lessons improves to national average – narrowing the attainment gap	18000
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 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.	Duke of Edinburgh award is fully subsidised for our disadvantaged students to encourage participation throughout the Bronze Award.	Students are motivated to attend school and participate fully as they feel part of the school community.	3500
	Funding will be used to subsidise the cost of educational and cultural visits to encourage participation in these events		5500
	Funding will be used to encourage participation from students across year groups.		1500
	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			271617

The impact of pupil premium spending for 2019-20 will be measured through:

- A greater percentage of the schools cohort of underperforming PP to receive targeted intervention.
- Gap in progress is further narrowed in 2020
- 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 e.g. Duke of Edinburgh