

GHCS Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Grindon Hall Christian School				
Academic Year	2018-19	Total PP budget	£67,265	Date of most recent PP Review	-
Total number of pupils (2018-19)	224	Number of pupils eligible for PP	62 (now 64 following student mobility)	Date for next internal review of this strategy	11-02-2019

2. 2018 Attainment		
	Pupils eligible for PP (your school)	All pupils (national average)
Progress 8 score 2018 average (based on 4 students)	-1.41	0
Attainment 8 score average	35.75 (National 41.1)	42.5(GHCS 46.51)

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers within school	
a	Some students need the highest quality of teaching in every classroom. There are currently inconsistencies in quality. Poor progress in the past needs high quality teaching to accelerate learning and 'catch up'.
b	Some students have low levels of literacy which impedes their learning and their confidence in many subject areas.
c	Some students have low levels of numeracy, this impedes their learning and their outcomes in maths.
d	Some students with high prior attainment need additional help to enable them to fully achieve their potential.
e	Some students have additional needs and need extra help to enable them to fully achieve their potential.
Additional barriers (including issues which also require action outside school, such as low attendance rates)	
f	Some struggle to attend regularly and of these some are persistently absent.

g	Some students need extensive pastoral support for a variety of reasons.
h	Some students struggle to manage their behaviour.
i	Some students face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning.
j	Some students have little aspiration for the future and so do not understand why they need to do well in their exams and so limit their own potential.
k	Some students do not have access to a healthy diet which impacts on their general well-being.
l	School uniform can cause significant challenges for some families
m	Some students lack access to the internet and the use of computers to support their studies.
n	Some students lack space to study with adult support.
o	Some students need to experience a wealth of enrichment experiences in-order to widen their horizons and unlock future opportunities.

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
a	Improve levels of progress in all subject areas	Reduced gap in each Assessment Point Achieve an average progress score of 0 for all PP pupils by the end of y11.
b	Improve the reading age of students	All PP pupils close the gap between their reading age and their chronological age.
c	Improve confidence and fluency in maths	PP gap at each Assessment Point is closing, An average progress score of 0 in for all PP pupils by the end of y11.
d	Improve the confidence levels of more able students so that they can reach their potential	Progress scores are at 0 or above
e	Improve the basic skill levels of SEN students so that they can make good rates of progress	Progress scores are at 0
f	Students get access to external support they need as quickly as possible	Reduction in the number of PA children

g	Improve the attendance of students so that they are in school to make good progress	The gap between PP and non PP attendance closes
h	The amount of lost learning time (as a result of low level disruption) is significantly reduced	Learning time is maximised, reduction in the number of C1 and C2 consequence codes.
i	Ensure that school provides a safe haven for students, and contact with adults who are trained to support them, or refer them to the appropriate external agency.	Children have stability within school.
j	Establish an enhanced culture of aspiration within school. Students are taught how to become resilient and how to develop a growth mindset.	Whole school assemblies set the culture of aspiration, backed up by form tutors, subject teachers and y11 mentors.
k	Set up breakfast provision which is free to PP students.	All parents of PP students know they can access this enhanced provision
l	Provide funded access to uniform essentials for all PP students	Increased numbers of PP parents claim for uniform costs.
m	Set up a new resources room with a suite of PCs and library books so that students can access these in within curriculum time and at lunchtime/breaktime.	Students have access to ICT during social times within the school day to allow them to develop their skill levels independently.
n	Provide staff to run an after school as a homework club in the new resources room. This will be aimed at all to ensure there is no stigma attached to its use.	Homework club is regularly attended by PP students. Homework completion rates improve.
o	Offer a range of opportunities for educational visits, in particular to enhance the CEIAG offer in order to raise aspirations.	An increasingly varied offer of trips and visits, with fully funded PP places.

5. Planned expenditure

Academic year

2018-19

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	Allocated budget	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Create a common planning format which specifies how support should be directed	Clarity of purpose and understanding Ensure appropriate differentiation for all	Ofsted 2017 Lesson Observations	£310	Shared planning expectations Guided planning Observation feedback	JM/CB	April 2019
Ensure staff have access to baseline information which ensures high expectations for all	High expectations for all, based on prior attainment data.	Lesson observations have previously shown that teacher expectations were lower than prior attainment capabilities indicate.	£180	Staff briefing sessions. Electronic and printed copies given to staff. Guided support to access the baseline data.	JM/DS	January 2019
Use staff meetings and CPD time to conduct share monitoring and	Staff reflect on the quality of feedback and marking. They ensure	Work trawls to identify the impact of feedback. EEF identifies that when given	£3,280	Lesson observations and work scrutiny	JM/DS	December 2018

feedback activities.	feedback uses praise and specific next steps.	properly, feedback improves progress by 8 months. https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/				
Carry out a curriculum audit to identify opportunities for reading in all curriculum areas.	All subject areas contribute to the development of strong literacy skills.	Some students have low reading ages in KS3 which act as a barrier to success at GCSE level. (GCSE papers have a reading age of 14-16)	£380	Appoint Literacy coordinator to take a lead on literacy across the curriculum.	JL	July 2019
Purchase maths booster materials	Use My maths to enhance homework provision. Booster maths material to improve the quality of small group interventions. Times table Rock stars – to improve fluency and agility of recall	A planned programme of homework can boost progress by up to 5 months. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-secondary/ Lesson observations and performance in key assessments indicated that many students lacked, speed and accuracy in recall.	£990	Specific homework tasks are planned to address areas of need. Instant feedback is given. Acting head of maths to lead this as a competition to encourage participation. Displays and regular feedback	HH	December 2018

				through form tutors and assemblies.		
Reduce the amount of learning time spent dealing with low level disruption	<p>Support a learning culture within school, so that students can make faster progress in lessons</p> <p>Set up a learning support room so that minor incidents can be dealt with in a solution focussed way, which does not hinder the learning of other students.</p>	<p>2017-18 –relatively high number of behaviour logs for low level issues.</p> <p>EEF suggests 3 month gain in progress when behaviour interventions are used effectively.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</p>	£8,060	<p>Change of leadership structure.</p> <p>Change in staffing arrangements.</p> <p>Introduction of clear Behavioural systems, including praise and consequences.</p> <p>Investment in Pivotal training to equip staff to deal with low level distractions.</p> <p>Use of behaviour specialist consultant in school.</p>	RC	April 2019
Provide high quality pastoral support	<p>Improve the quality of home school contact.</p> <p>Liaise more</p>	Increasing numbers of referrals and early help cases requiring	£29,190	Line managed by Vice Principal.	RC	July 2019

	frequently with students who need more intensive pastoral care in school. Ensure efficient and effective liaison with external agencies.	higher levels of interventions in school. Increasing case load for students who struggle with mental health issues. Ensure staff have received mental health first aid training.		Report caseload to AMC each term.		
		Total budgeted cost	£42,390.00			

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	Allocated budget	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provision of after school homework club	Remove excuses/confrontation for non-completion of homework.	To enhance provision in an inclusive way-removing barriers to completion of homework and having access to a member of staff to help/guide/support. EEF identifies that homework can add 5 months of progress. https://educationendowmentfoundation.org.uk/evidence-	£1,990	Amended timetable for staffing Purchase of computers for the new resources room.	JMA	Half termly

Use of Lexia to provide phonics interventions	Improve the reading age of students	EEF identifies a 5 month gain when such interventions are used https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	£4,550	Led by SENCO, supported by SD. Interventions are started in school and pupils given home access.	AE	Termly
Accelerated Reader programme	Improve the reading age of students	EEF identifies a 5 month gain when such interventions are used https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/	£1,600	Led by HOD English Interventions are started in school and pupils given home access.	AE	Termly
Targeted access to free breakfast provision	Improved attendance, punctuality, nutrition and behaviour.	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3737458/	£910	Work closely with new catering provider to ensure a wide menu choice and appropriate levels of staffing.	KT	Half termly
Revision evening & resources	Raise attainment by supporting exam & revision skills	Long standing bank of knowledge regarding school teaching	£1,000	Evening to share resources to aid revision, techniques – pupils and parents	SC	March 2019
Targeted revision sessions	Raise attainment by supporting exam & revision skills	Long standing bank of knowledge regarding school teaching	£2,920	For individual students to work on 'filling gaps' and making marginal gains	A range of staff – SC to lead	March – June 2019

				through effective revision		
KS3 & KS4 pastoral leader support	Provide pastoral care and interventions	Reduce additional home barriers which may preclude effective learning	£9,240	Time and support given to those students whose barriers to learning come from outside school	RC SC KG	All year long
		Total budgeted cost	£22,210.00			

iii. Other approaches

Subsidised music lessons	Create equality of opportunity for engagement in the arts	To ensure that cost does not prohibit PP children having access to a wide range of extracurricular activities.	£1,000	Basic teacher request form, on behalf of parents	KT	Termly
Subsidised revision guides and learning resources	Improve outcomes by improving access to out of school study opportunities	Lack of learning resources and books at home	£300	All staff are aware of how to access this funding-via central purchases.	KT	Termly
Subsidised school trips	Improve attendance and enrich learning	Lower participation rates for PP students. By subsidising the cost, the aim is to improve participation and enhance the range of cultural experiences.	£1,000	All staff are aware of how to access this funding-via central purchases.	KT	Termly

Access to subsidised uniform	Supporting families Improving parental engagement with school	Ward child poverty data indicates high levels of poverty in the immediate area. http://www.endchildpoverty.org.uk/wp-content/uploads/2018/01/North-East_LA-and-ward-data.xlsx Some parents tell us they struggle to buy the school uniform. A new supplier has been found and arrangements are in place for subsidised payments.	£365	Ensure parents of PP students know they can claim for the full cost of the basic uniform (blazer, hat, skirt/trousers, tie)	KT	Termly and in newsletters
		Total budgeted cost	£2,665.00			

This plan will remain under review and will be amended according to impact and best use of resources to maximise impact.