

# St Hilda's Pupil Premium Planned Expenditure 2020-21



**ST HILDA'S**  
CE HIGH SCHOOL

This strategy statement is produced to outline the barriers to achievement for those pupils entitled to Pupil Premium funding at St Hilda's CE High School. The strategy focuses on the actions that will be taken to ensure that PP students at St Hilda's CE High School achieve well and are prepared for the next stages of their education and career. Furthermore, it will look to diminish the difference in progress between PP and Non PP pupils.

WISDOM  
HOPE  
COMMUNITY  
DIGNITY  
EQUALITY

## Summary Information

<b>School</b>	St Hilda's High School				
<b>Academic Year</b>	2020-21	<b>Total PP Budget</b>	<b>£196 125</b>	<b>Date of most recent PP review</b>	Sep 2020
<b>Total No on Roll</b>	<b>835 (yrs 7-11)</b>	<b>No of PP students &amp; %</b>	<b>180 21.55%</b>	<b>Date for internal review of strategy</b>	March 2021
<b>2019-20 outcomes Unvalidated (CAGs)</b>	Disadvantaged P8	<b>-0.06</b>			

## Barriers to future achievement for PP

### In-school barriers -

<b>A</b>	<b>Teaching and Learning:</b> Disadvantaged pupils on average make less academic progress in school than their peers – gap widens in lockdown.
<b>B</b>	<b>Attendance:</b> Average attendance rate for disadvantaged pupils is lower than that of other students, and school target for all children of 97%. This reduces their learning time and diminishes progress. This gap widens through lockdown.
<b>C</b>	<b>Aspirations:</b> Some disadvantaged pupils do not benefit from the cultural capital experiences or opportunities to help them have high aspirations for their future career
<b>D</b>	<b>Behaviour for learning and mental health:</b> Some disadvantaged pupils need additional support to improve their attitudes and behaviour for learning – lack of school structure in self isolation and lockdown impacts on student welfare, mental health and behaviour.
<b>E</b>	<b>Parental engagement:</b> Some parents/carers need additional information, support and guidance to help their child to learn and make progress – especially with remote learning.

## Desired Outcomes

Focus	Success Criteria
<b>Core Strategies</b>	
<p><b>A. Further improve teaching and learning:</b> to ensure consistently high standards in every classroom through adaptive teaching, effective feedback and appropriate challenge in every lesson. To provide targeted academic interventions through the effective use of Pupil Premium Intervention (PPI).</p>	<p>GCSE outcomes indicate increasing attainment and progress for disadvantaged pupils, with differences in outcomes diminishing between disadvantaged pupils and non-PP students. Disadvantaged pupils' attainment is improving in each year group. Pupil Premium Intervention with PP mentor shows positive impact. Students will all have the technology, data and access to remote learning that they need to progress through self-isolation/lockdown</p>
<p><b>B. Improve attendance:</b> to embed strategies to improve PP attendance and punctuality and address the attendance gap between PP and non-PP students.</p>	<p>Attendance figures for 2020-21 will show that the gap between PP and non-PP students are diminishing. Disadvantaged pupils' attendance is in line with the national average for all pupils (given the national context of COVID-19 restrictions).</p>
<b>Additional Strategies (Wider Outcomes)</b>	
<p><b>C. Build aspiration and positive engagement:</b> to provide a range of opportunities for students to access learning opportunities outside the classroom, build cultural capital and provide appropriate careers guidance.</p>	<p>Pupils speak positively about the school and feel safe and happy at St Hilda's. Students receive helpful careers advice that leads to broad opportunities, with all pupils entering further education, training or employment post-16. Students are offered additional support to access</p>
<p><b>D. Promote positive attitudes to learning and positive mental health:</b> to embed strategies to promote and support positive attitudes and behaviours for learning and break down individual barriers to progress such as low self-esteem, anxiety, COVID 19 and home issues etc.</p>	<p>Student outcomes improve in terms of attainment, progress, attendance, behaviour and attitude to learning. There will be a reduction in the number of PP students who receive a fixed term exclusion and the percentage of PP students with a positive attitude to learning increases through our Chance 2 Change strategy.</p> <p>Student safeguarding referrals and CPOMS records show personalised support impacting on wellbeing which in turn will impact positively on learning behaviours.</p>
<p><b>E. Parental Engagement:</b> To improve parental engagement and provide parents/carers with the opportunity to be involved more in their child's learning journey.</p>	<p>Parents/carers voice is positive regarding their child's education and they will feel that they are more able to help/support their child to achieve. Increased parent-school positive interaction.</p>

## Planned Expenditure 2020-21

Desired Outcome	Cost	Chosen Action / Approach	Rationale (EEF Toolkit & School Evidence/Context)	Staff Responsible	Monitoring & Review
<b>A. Further improve teaching and learning:</b> to ensure consistently high standards in every classroom, with effective feedback and appropriate challenge in every lesson. Through the effective use of intervention (PPI), subject differences and class-by-class variation will reduce.	£7,000	Quality First teaching – CPD for all staff to ensure remote education provision including assessment and feedback is effective in meeting student’s needs.	Effective Feedback is high impact for low cost. Based on moderate evidence.	Lead by SHA Subject teachers	SISRA analysis QA Results SIMS data
	£50,000	Additional staffing capacity across the school used strategically for Pupil Premium Intervention. This capacity can be used to provide 1:1 and small group tuition, in-class support and team-teaching, additional teaching groups, enhance feedback and enable academic mentoring support. Additional Pastoral and well-being support Promote effective literacy and numeracy through whole school strategies and individual support.	1:1 and small group tuition shows moderate impact for moderate cost. Wellbeing and support of students also impacts on mental health and so on learning.	HOD SHA LM SG HOH	
	£30,000	Support teachers’ planning by ensuring pupil information is readily available and easily accessible. Support pupils in ICT, technology and resource provision to develop learning strategies to improve revision and home-learning	Students who cannot access home learning because of lack of UCT or resources will already have a barrier to learning – this would be addressed.	RAB LM J Rudge	
	£10,000	Deployment of TA provision to support SEND pupils who are disadvantaged.	52/180 of SEND pupils are eligible for the Pupil Premium.	KEP	

<p><b>B. Improve attendance:</b> to embed strategies to improve PP attendance and punctuality and address the attendance gap between PP and non- PP students.</p>	<p>£40,000</p>	<p>School Attendance support worker employed to monitor and track attendance, support with welfare calls, home visits, attendance meetings and support for school in addressing students with poor attendance. Liaison with EWO.</p> <p>Two additional House officers to support each House and HOH alongside PP mentor, focused on improving attendance and punctuality to reduce the gap between PP and non PP students.</p> <p>Rewards and Incentives.</p>	<p>Additional capacity and focus assigned to improving attendance led to an increase of Good attendance is crucial to academic success and wider social wellbeing.</p>	<p>HB/LM/CRM</p> <p>LM Lead by SHA</p>	<p>Weekly Attendance Data</p>
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Wider Outcomes					
<p><b>C. Build aspiration and engagement:</b> to provide a range of opportunities for students to access learning opportunities outside the classroom, build cultural capital and provide appropriate careers guidance.</p>	<p>£15,000</p> <p>£20,000</p> <p>£5,000</p> <p>£5,000</p>	<p>Careers guidance and support to ensure all disadvantaged pupils are supported in making choices for future employment, education or training.</p> <p>Uniform and transport hardship funding and provision of curriculum supplies for students to ensure positive engagement in school life. (Budget increased this year in anticipation of greater financial hardship arising from COVID 19)</p> <p>Subsidised school trips and experiential virtual and live learning opportunities to ensure access to wider opportunities and extra- curricular activities. (Reduced budget due to restricted trips under COVID 19 restrictions)</p> <p>Free peripatetic music tuition for all disadvantaged pupils who choose to learn an instrument in school.</p>	<p>By providing aspirational careers advice and supporting pupils at key stages, pupils are more likely to engage positively in their studies.</p> <p>Subsidies ensure financial barriers are removed so that pupils can engage fully in school life.</p> <p>Increased opportunities raise aspirations and increase enjoyment and engagement</p> <p>Instrumental tuition builds cultural capital and opportunities for positive engagement in wider school activities which build self-confidence and good relationships.</p>	<p>AS</p> <p>LN, LM, SHA Depts</p>	<p>Gatsby Benchmark records</p> <p>Pupil Voice</p> <p>Financial tracker</p> <p>Destinations data</p> <p>Attendance reports</p>
<p><b>D. Promote positive behaviour and attitudes to learning:</b> to embed strategies to promote and support positive attitudes and behaviours for learning</p>	<p>£5,000</p>	<p>Leadership roles focused on providing support for disadvantaged pupils (proportion of salaries)</p> <p>Specialist pastoral support through team of Learning Mentor and School Counsellor (see staffing prev)</p> <p>Rewards and recognition to positively reinforce and incentivise good behaviour</p>	<p>Effective leadership is crucial to maintaining high standards and provision.</p> <p>Barriers such as mental health and behavioural issues diminish academic progress.</p>	<p>SHA</p> <p>JMM</p> <p>HOH</p> <p>SG and LM, House offices</p>	<p>C2C data</p> <p>Exclusion rate</p> <p>Attendance reports</p>

<b>E. Increase parental engagement:</b> To improve parental engagement and provide parents/carers with the opportunity to be involved more in their child's learning journey.	£10,000	Learning mentor and family support provider – link school to home	EEF indicates moderate impact for moderate cost. Parental engagement is crucial to supporting pupils pastorally and academically.	LM SHA Pastoral team	Parent voice Attendance reports
<p>Additional funds will be allocated to support strategies and activities to meet needs of pupils as they arise, including Alternative Provision, tuition and mental health services as lockdown proceeds and individual need changes. The distribution of PP funds may change following on from data capture points and when additional support is required.</p>					
<b>Total Planned Expenditure</b>	£197000				