

Pupil premium strategy statement

1. Summary information					
School	Old Buckenham High School				
Academic Year	2017-18	Total PP budget	£101,360	Date of most recent PP Review	January 2017 (External)
Total number of pupils	579	Number of pupils eligible for PP	111	Date for next internal review of this strategy	Feb 2018
2. Current attainment					
		Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)		
% achieving 5A* - C incl. EM (2015-16 only)		15% (45% 2016-17)	64.7%		
Progress 8 score average		-0.56 (-0.36 2016-17)	0.12		
Attainment 8 score average		37.73 (35.65 2016-17)	52		
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)					
A.	Attendance and behaviour for Disadvantaged students				
B.	Prior attainment in the basic skills of numeracy and literacy				
C.	Low aspiration of children & limited life expectations				
D.	Parental engagement				
E.	Low aspiration by school staff				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Difficult home learning environments (for some children) & lack of engagement with school work				
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)				Success criteria	
A.	Accelerated progress in all subjects			Tracking systems – 4Matrix	
B.	Improved attendance rates – target **			Go4Schools reports highlight improvement	
C.	Behaviour across the school ***			Go4Schools reports highlight improvement	
D.	Parents engaged with supporting children in their work			Family Liaison Officer. Tracking attendance at parent's evenings. Form tutors, Heads of Year	
E.	Aspirations are raised for the future			Student voice interviews/pupil questionnaires/ Staff voice/ Scholars Programme/Outside agencies in school	

5. Planned expenditure					
Academic year		2017/18			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Accelerated progress	Disadvantaged First Individual/Personalised Approach to PP students Professional Enquiry	Evidence has proven that this approach along with 'Quality first teaching' has a big impact with low cost implications. The EEF toolkit and articles from the Key and the TES have evidence supporting this action. This approach will allow for individualised instruction, personalised learning supported with quality feedback. Both which are seen as effective practises to accelerate progress by the EEF teacher toolkit. Professional enquiry will support teacher development.	<ul style="list-style-type: none"> Disadvantaged standard agenda item for CL Meetings and department meetings. Top 20 students identified – Highlight to CL priority of PPG Monitor and evaluate the impact of the number of and quality of interventions taking place. Teaching and learning priorities to ensure Disadvantaged students are highlighted within this with quality first teaching. Ensure SOW demonstrate targeted interventions for Disadvantaged students. Materials to aid learning. 	<ul style="list-style-type: none"> AD Curriculum Leads All Teaching Staff 	Half Termly <ul style="list-style-type: none"> Evidence from Data collected/Progress made Agenda item in CL meeting Evidence held on sharepoint. Student focus groups. T and L briefings. CPD Training Sharing of Practice.
Total budgeted cost					£25,000.00
ii. Targeted support					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Target students individual needs and raise aspiration	Literacy Support Numeracy support School trips Breakfast club Music lesson support	The EEF toolkit rates early years' intervention as a 5+ in progressing students understanding. Our support schemes of literacy and numeracy will target students from KS3. This will involve peer tutoring and reading comprehension strategies.	<ul style="list-style-type: none"> Identify individual barriers and work with specific students School to continue to focus on the progress matrices and to raise the expectations to match the increased expectations at KS 1 and KS 2. Track the usage of Beacon East with respect to Disadvantage students. The introduction of the Scholars Club/Brilliant Club. Liaise with IAG Lead to establish support required for Disadvantaged students to access strategies already in place through the school. Finance toward LOTC activities. Breakfast Club 	AD DG RH AH	During the review process in Feb 2018 students and staff will be interviewed to assess progress through these strategies. Literacy and numeracy progression will be documented by relevant staff involved.
Total budgeted cost					£22,000.00
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Improved attendance rates</p>	<p>Weekly attendance in classrooms.</p> <p>Regular recognition through year assemblies.</p> <p>100% prizes in success assemblies.</p>	<p>The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent.</p> <p>greatschools.org/gk/articles/school-attendance-issues</p>	<ul style="list-style-type: none"> • Attendance officer prioritise PPG students. • Identify individual barriers and work with families to overcome these. • Attendance awards introduced for form groups. • Priority follow up calls. • Monitor attendance at breakfast club. • Lates monitored and acted upon. 	<p>PH Heads of Year Form Tutors</p>	<p>Half termly</p> <ul style="list-style-type: none"> • Weekly year attendance published • Weekly form attendance in classrooms • Data from G4S. • Meet with Pastoral team.
<p>Behaviour across the school</p>	<p>New whole school approach implemented.</p> <p>G4S tracks individual student behaviour.</p> <p>New subject referral schedule introduced.</p> <p>Parent/Carer re-introduction meetings</p> <p>Introduction of a student reward system.</p>	<p>Behaviour interventions has a 3+ rating by the EEF toolkit.</p> <p>OBHS has had issues of low level behaviour, this has interfered with the progress of learning in some subject areas.</p>	<ul style="list-style-type: none"> • Update Go4 schools to monitor how disadvantaged pupils are behaving compared to other students. • Track specifically removals, isolation and exclusions for PPG pupils against whole co-hort. • Ensure new rewards system is in place and PPG pupils are prioritised. • Trips and visits used alongside PPG funding to link with rewards. • Monitor bullying for PPG pupils alongside all students. New reporting method required to streamline whole system 	<p>PH Heads of Year Form Tutors</p>	<p>Half termly</p> <ul style="list-style-type: none"> • Data from G4S used by all staff and Heads of year to apply school sanctions. • Report process being used through the data provided by teacher assessment. • Meet with Pastoral team.

<p>Parents engaged with supporting children in their work</p>	<p>G4S access to all parents/Carers.</p> <p>Termly reporting to parents/Carers of students' progress and attitude to learning.</p> <p>Evenings with the Headteacher to discuss the school.</p> <p>Progress evening surveys.</p> <p>Increase the use of Social media to keep parents informed.</p> <p>Student reward system</p>	<p>Due to many changes in the management of the school, some parents view of the school has become less than positive. We need to rebuild our standing in the community.</p> <p>The EEF toolkit gives a rating of 3+ for parental involvement.</p>	<ul style="list-style-type: none"> • Ensure that Disadvantage students' parents/carers are phoned about parents'/information evenings. Make alternative arrangements where necessary – e.g.: email or phone, payment for taxis, crèche. • Monitor parents' levels of engagement e.g.: parents' evenings sign in sheet and share percentage of parents attended with all staff. • Go4Schools parents' information evenings on launch. Track usage by parents. • HOY monitor planner checking and signing. • Administration Costs 	<p>AH SLT</p>	<p>Review in Feb2018. This will involve feedback from the parent/Carer surveys issued at the progress evenings.</p>
Total budgeted cost					£53,981.00

<p>Desired outcome: Quality of teaching for all</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>
<ul style="list-style-type: none"> • Close the gap between the achievement of PP students and their peers. 	<p>The gap improved from 2016 being -0.45 to -0.31 in 2017.</p>	<p>We followed a PiXL approach with PLCs and a war board being used. This academic year Disadvantage first is a priority and regular meetings between the RSL and English and Maths CLs.</p>

<ul style="list-style-type: none"> Ensure all teachers know which students are eligible for PPG. 	<p>We met as a staff termly to highlight the action needed to support our PP students. I met with CLs every half term and core leaders every week.</p>	<p>We focused on KS4 and not much time was spent on KS3. Our actions proposed will include KS3, particularly focusing on literacy and numeracy. This will be through our one on one and peer mentoring programmes.</p>
<p>Desired outcome: Targeted support</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>
<ul style="list-style-type: none"> Closely track and monitor the progress of PP students. 	<p>This was vastly improved with the introduction of 4matrix and later in the year G4S. A war board was also used to inform students and teachers of the students' progress.</p>	<p>Departments were encouraged to keep their own boards with English being the only departments to really do this. The English results were much higher than the National average; particularly 5 and above. PiXL Wave will be used by Core subjects 2017-18</p>
<ul style="list-style-type: none"> Provide parents/carers and students with high quality information, advice and guidance to raise student aspirations and achievement. 	<p>Information evenings were held for year 10 and 11. A careers day was held for all students and a post 16 evening. A scholar's programme was introduced and weekly assemblies for Y11. Focused around their motto of 'Yes we can!</p>	<p>The focus needs to now shift from Y11 and KS4 to include KS3. Transition also needs to be prioritised. TH has been given a role to develop this area.</p>
<ul style="list-style-type: none"> Fund enrichment opportunities for PP students. 	<p>Music, sport and enrichment week., including other trips have been arranged and part funded by the PPG.</p>	<p>Not all students benefit from their allocation. Music students tend to get more due to weekly funded lessons. The process of allocation is currently underway. A more individual approach is an option we are considering.</p>
<ul style="list-style-type: none"> Provide focused additional educational support to improve progress and raise achievement. 	<p>Assertive mentoring introduced. Change from a house system to heads of year, leading to an appointment of a Head of Y11. After school study provision provided.</p>	<p>The focus needs to now shift from Y11 and KS4 to include KS3. Form tutors will play a bigger role in intervention/behaviour and support. Extra time has been added to PM registration. CR updating our data policies and procedures.</p>

Desired outcome: Other approaches	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<ul style="list-style-type: none"> Provide Careers/Post 16 information advice and guidance, work experience and employability skills. 	<p>The school has worked hard to broaden the students aspirations and understanding of opportunities available.</p>	<p>Joining a sixth form could enable regular visits for students would help to broaden students understanding that Y11 is not the end of their educational journey.</p>
<ul style="list-style-type: none"> Secure high levels of literacy and numeracy. 	<p>English A-C (4+) improved from the previous year of 58% to 70%. Decreasing the gap from 26% in 2016 to 11.3% in 2017.</p>	<p>The English department supported the Director of RA and actively worked to include the new schemes in to their practice.</p>
<ul style="list-style-type: none"> Provide pastoral support and mentoring for PP students. 	<p>Assertive mentoring in KS4 and pastoral support through assemblies. An outside provider worked with 40 Y11 students.</p>	<p>The focus needs to now shift from Y11 and KS4 to include KS3. Mentoring programmes for Y10 and Y11 are now running. This involves the older students working with the younger students.</p>

6. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

	% OBHS Non Pupil Premium achieving threshold			% OBHS Pupil Premium achieving threshold			% OBHS Within School gap		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
A8 Score	55	49.85	45.98	46	37.73	35.65	-9	-12.09	-10.33
P8 Score	+0.33	-0.11	-0.05	+0.06	-0.56	-0.36	-0.27	-0.45	-0.31
5 A* - C Including English and Maths	65	65	62.9	47	15	45	-18	-50	-17.9
Basics (English and Maths C+)	68	70	71	47	46	55	-21	-24	-16
English A*-C	73	84	81.33	56	58	70	-17	-26	-11.33
Maths A*-C	85	79	71.97	59	62	60	-26	-17	-11.97
5 A*-G	100	96	100	95	92	95	-5	-4	-5

Green = Improvement on previous year

Amber = Same as previous year

Red = Decrease on previous year

Percentage of Students Achieving 3 and 4 Levels of Progress in 2016 and 2017

	% OBHS Non Pupil Premium achieving threshold			% OBHS Pupil Premium achieving threshold			% OBHS Within School gap		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
3 Levels of Progress for English	69	77	73.64	65	69	52.63	-4	-8	-21.01
4 Levels of Progress for English	21	43	31.82	18	15	26.32	-3	-28	-5.5
3 Levels of Progress for Maths	85	77	69.09	56	77	68.42	-29	0	-0.67
4 Levels of Progress for Maths	54	36	21.82	19	15	10.53	-35	-21	-11.29

Green = Improvement on previous year

Amber = Same as previous year

Red = Decrease on previous year

