



HARDENHUIISH SCHOOL PUPIL PREMIUM STRATEGY ACTION PLAN 2020-21 (FSM6, LAC and Post LAC)

September 2020. Next Review: January 2021

CONTEXT

Per person funding based on 2019-20 numbers. FSM6: £955, LAC: £0 (given to Virtual School), post LAC: £2,345, Service Children: £310

Number of pupils eligible for Pupil Premium Funding	Number of eligible males	Number of eligible females	Number of pupils eligible for free school meals (last 6 years)	Number of Looked After Children	Number of post Looked After Children	Number of Service Children	Total PP FSM, LAC, Post LAC Budget 2020-21
169	85	84	112*	8*	2	54*	£111,650

*2 pupils receive both services and FSM6 funding. 3 pupils receive both LAC funding and FSM6 funding

Attainment and Progress (KS4 2020)

	All PP Pupils	Non-PP Pupils	PP/Non-PP Gap	FSM6 only	FSM6/Non-FSM6 Gap
Attainment 8 average score	4.4 (2019: 4.14)	5.71 (2019: 5.24)	-1.31 (2019: -1.1)	3.9 (2019: 3.71)	-1.82 (2019: -1.48)
Progress 8 average	-0.2 (2019: -0.3)	0.4 (2019: 0.1)	-0.6 (2019: -0.4)	-0.35 (2019: -0.31)	-0.74 (2019: -0.41)
% achieving C/4+ in Eng. & Maths	53.6% (2019: 55.2%)	84.6% (2019: 76%)	-31% (2019: -20.8%)	50% (2019: 34.2%)	-33.5% (2019: -41.8%)

30 FSM6 Children. 207 Non FSM6 Children 2019-20

REVIEW OF PREVIOUS ACADEMIC YEAR – PRE-LOCK DOWN

Objective	Expenditure compared to Budget	Actions/Impact
1. Provide consistently high quality teaching and learning experiences in lessons for all PP pupils.	Contribution to staffing costs: £15,000 (£15,000) Educational Resources: £1,000 (£3,000) Total: £16,000 (£18,000)	<ul style="list-style-type: none"> ➤ There remained an expectation that all teachers have knowledge of who their PP pupils were and what their respective needs were (a new seating plan programme was embedded). ➤ Teaching staff were encouraged to ensure lesson plans took the needs of PP pupils into account (with teaching assistants deployed effectively to support where applicable). ➤ Teaching staff were encouraged to consider PP Priority on the marking and feedback provided. ➤ Heads of English and Maths held 2 meetings during the year with LM/PM of Year 11 to discuss the needs of all PP pupils and plan to support them accordingly. ➤ CLT meetings focused on the progress of PP pupils and discussed/shared successful strategies/activities.

		<ul style="list-style-type: none"> ➤ Progress data for Y11 showed that 50% of FSM pupils achieved the basics measure of grade 9-4 in both English and Maths, which was an improvement from only 34.2% in 2019. The gap between the percentage of FSM and Non FSM pupils who achieved the basics measure also reduced to 33.5% from 41.8% in 2019. The overall average Progress 8 figure of -0.35 for FSM pupils was similar to the figure achieved in 2019, which is disappointing. As the non-FSM cohort in 2020 had much higher average Progress 8 than in 2019 (+0.4), the gap has actually widened to 0.74 of a grade on average. However, of 30 FSM pupils in the 2020 cohort, 11 had positive Progress 8 figures, with 8 above 0.3 and 3 with a fantastic Progress 8 figure in excess of 1. There were 4 pupils in this cohort who had significantly reduced numbers of subjects due to either long term absences due to medical conditions or by following alternative curriculums with Wiltshire College. If these 4 pupils are removed from the calculations, the average Progress 8 figure for the other FSM pupils improves significantly to -0.1. ➤ Behaviour data for Terms 1 and 2 shows an increase in the amount of disruptive behaviour from PP pupils in the classroom. PP pupils were responsible for 26% of the behaviour incidents while making up less than 10% of the school's population. This marks a change from previous years where there has been no significant difference in the amount of behaviour incidents between PP and Non-PP pupils.
<p>2. Ensure an appropriate curriculum that provides aspirational future opportunities for all PP pupils (including alternative provision where necessary).</p>	<p>Contribution to staffing costs: £30,000 (£30,000) Contribution to Alternative Provision costs: £22,285.25 (£30,000) Total: £52,285.25 (£60,000)</p>	<ul style="list-style-type: none"> ➤ Additional classes were put on in Core Subjects in KS4 to provide smaller teacher/pupil ratios and more support of PP Pupils. ➤ 5 Team+ and Vocational Curriculum model in KS4 supports PP pupils (where relevant) with additional English, Maths, Statistics and study skills lessons. ➤ A review and restructuring of the school's support and intervention branches (SEN/Nurture Group and the Key Centre) took place. A number of new members of staff were appointed to better meet the needs of PP/FSM pupils. ➤ A further reduction of the need for provision being offered through alternative provision partners was made in order to ensure more pupils are placed on pathways where they can access appropriate number of and level of qualifications and retain school links if considered appropriate.

		<ul style="list-style-type: none"> ➤ Successful Lives tutor programme was updated to improve growth mindsets in PP pupils. ➤ Review of Sixth Form provision saw the introduction of 3 new Post 16 courses (Criminology, Tourism and Film Studies). As a result, there was a small increase in the number of PP pupils remaining at Hardenhuish School compared to 2019.
<p>3. Where needed, support PP pupils to improve their literacy skills, learning skills, social/emotional intelligence and/or self-belief.</p>	<p>Contribution to staffing costs: £25,000 (£25,000) Contribution to counselling services: £7,503 (£10,000) Summer School (staffing and resources): £0 (£2,000) Elevate services (Y10): £2,384 (£3,000) Educational Resources: £432.38 (£1,500)</p> <p>Total: £35,319.38 (£41,500)</p>	<ul style="list-style-type: none"> ➤ CPOMs was introduced to better record and monitor the tutor mentoring programme (although this was cut short by the school closure caused by the Covid 19 pandemic). ➤ Pastoral Managers were employed in every year group to provide support and intervention for PP/FSM pupils if needed. ➤ Literacy and numeracy interventions were in place for students in need at both KS3 and 4 (with PP Priority). ➤ PP Operational Group pupil review meetings (LMs, PMs, Seconds in English and Maths, SENCO) occurred for Year 11 to discuss individuals and share good practice for strategies. Other years' meetings were disrupted by the school closure during the Covid 19 pandemic. ➤ Aspirational careers advice and guidance was available (PP Priority) ➤ The Successful Lives tutor programme was developed to improve PP pupils' learning skills and growth mindsets. ➤ Elevate services brought in to encourage self-belief and develop study skills of Y10 pupils in November 2019 ➤ Y6 into Y7 Summer School for PP pupils did not occur due to restrictions caused by Covid 19. ➤ Fewer pupils in Year 11 2020 are unable to cope in mainstream lessons/needing to access to full time alternative provision. ➤ Year 11 progress data showed a widening gap between FSM/Non-FSM pupils (see objective 1 review for details). ➤ Term 1 and 2 Behaviour data showed a deterioration in the behaviour of PP pupils (see objective 1 review for details).

<p>4. Encourage PP Pupils to be fully involved in the wider life of the school.</p>	<p>50% subsidy available to FSM/Services pupils for all extra-curricular opportunities (inc. trips and music lessons): £8,127 (£16,320)</p> <p>Total: £8,127 (£16,320)</p>	<ul style="list-style-type: none"> ➤ We continued to reduce financial barriers to accessing extra-curricular opportunities by offering a 50% discount to FSM pupils. Although the number of trips in the year was reduced due to the school closure. ➤ Attendance at revision sessions for Y11 was hampered due to the early school closure and change of assessment method due to the Covid 19 pandemic. ➤ Progress data for Y11 showed a widening gap (see objective 1 review for details). ➤ 40% of eligible pupils accessed an extra-curricular subsidy until the school closure. Opportunities for accessing the subsidy were limited by the school closure.
<p>5. Embed new Attendance Protocol across all year groups; prioritising PP pupils.</p>	<p>Contribution to staffing costs: £10,000 (£10,000) Resources/Expenses/Rewards: £200 (£500)</p> <p>Total: £10,200 (£10,500)</p>	<ul style="list-style-type: none"> ➤ We maintained the appointment of Attendance Support and Intervention Lead worker with 2 hours designated each day to track the attendance of identified PP pupils and to support pupils and parents to improve their attendance. ASIL and Attendance Officer continued with regular liaison with Pastoral Managers, Learning Managers and Deputy Headteacher leading on attendance. ➤ Term 1 and 2 data showed that PP attendance had declined compared to the same period in 2018-19 (both in terms of overall average percentage and the number of persistent absentees). This was due to a bout of cold/flu in December and has prompted a number of SAM1 and SAM2 meetings earlier in the year than normal. Early indications for Term 3 suggested a slight rebound but then, as focus on this was scheduled to continue, the school was closed due to the Covid 19 pandemic.
<p>6. Continue to build partnerships with parents of PP pupils.</p>	<ul style="list-style-type: none"> • Contribution to staffing costs: £7000 (£7,000) <p>Total: £7,000 (£7,000)</p>	<ul style="list-style-type: none"> ➤ Pastoral Managers positively engaged with parents in any necessary learning/behaviour/attendance support meetings. ➤ Post 16 Pathway IAG in November and December involved parents to encourage choices for PP pupils that are sufficiently aspirational. There are no PP pupils who are NEET in post 16 as of September 2020. ➤ The opportunities for parents to attend PCEs and PIAGs in the school was unfortunately cut short by the school closure caused by the Covid 19 pademic.

REVIEW OF PREVIOUS ACADEMIC YEAR – POST LOCK DOWN

Objective	Expenditure compared to Budget	Actions/Impact
<p>1. Support FSM pupils, LAC and Post LAC to successfully engage with Home Learning.</p>	<p>Contribution to staffing costs: £18,000 (£0) Rewards for engagement in Home Learning: £500 (£0)</p> <p>Total: £18,500 (£0)</p>	<ul style="list-style-type: none"> ➤ Home Learning Concerns were logged by teaching staff on SIMS if a pupil failed to submit their weekly home learning task. This data was analysed weekly from Easter until July and informed plans for follow up actions. If numbers of concerns were high, telephone calls were made from one of a team of pastoral and other support staff to offer support and encouragement and provide advice and guidance for pupils and parents about managing their home learning. Where numbers of concerns were fewer, teaching staff were encouraged to follow these up and contact the child and/or their parents to offer subject specific support. Rewards were given for pupils who engaged in the vast majority of their home learning. ➤ Counselling services, where needed, continued via video call during the school closure period. ➤ IT equipment was loaned by the school to pupils who had limited access and new laptops, provided by the government scheme, were given to pupils in need in Year 10. In total 55 devices were loaned and a further 12 given to pupils. 40% of loaned devices and 60% of given devices were to FSM pupils. ➤ There were 35,366 HLCs logged between Easter and the week ending the 13th July (an average of 3215 per week). There were identified gaps in the number of HLCs logged between groups, particularly for FSM pupils, who had a far higher average number of HLCs than non-FSM pupils (54.3 vs 32.1) in spite of the donations of IT equipment to support these pupils. Pupils who are both FSM and K code SEN had an average of 66.9 HLCs logged. These will be the focus for interventions to bridge the gap of the school closure in 2020-21
<p>2. Provide access to school setting for vulnerable pupils (including LAC) during school closure (including during school holidays).</p>	<p>Staffing costs: £5,178 (£0) Resources: £397</p> <p>Total: £5,575 (£0)</p>	<ul style="list-style-type: none"> ➤ All vulnerable pupils who required school access, received it during the period of school closure.

Total Spend compared to Budget 2019-20

Contribution to Staffing:	£110,178	(£87,000)
Contribution to Alternative Provision:	£22,285.25	(£30,000)
Extra-Curricular Subsidies:	£8,127	(£16,620)
Contribution to Counselling costs:	£7,503	(£10,000)
Resources (inc. rewards):	£2,529.38	(£5,000)
Elevate:	£2,384	(£3,000)
Summer School:	£0	(£2,000)
Total:	£153,006.63	(£153,620)

BARRIERS TO FUTURE PROGRESS AND ATTAINMENT OF PUPILS ELIGIBLE FOR PUPIL PREMIUM

A	Impact of school closure during Covid 19 Pandemic.
B	Lower attendance; there is a correlation between the lower attendance of PP pupils and their lower attainment and progress.
C	Alternative curriculum pathways that do not provide PP pupils with sufficient number of qualifications of an appropriate level of entry.
D	Statistically higher chance of Special Educational Needs, lower levels of literacy, social/emotional intelligence or less positive attitude toward school and self.
E	Less parental engagement; although improving, parents of PP pupils have statistically lower amounts of engagement with the school.

PLANNED ACTION AND EXPENDITURE 2020-21

1. Provide consistently high-quality teaching and learning experiences in lessons for all PP pupils.

Barriers Targeted	Actions	Expenditure	Success Criteria
<p>A. Engaging classrooms provide pupils with a chance to bridge any gaps in knowledge and skills that may have occurred during the period of school closure.</p> <p>B. Engaging classrooms provide incentives for attendance.</p> <p>C. Engaged pupils will be more likely to remain at Hardenhuish and take an appropriate range of subjects.</p> <p>D. Teaching pupils personal, learning and thinking skills, removing barriers to progress.</p> <p>E. Positive and engaged pupils may improve parents' feelings towards school.</p>	<ul style="list-style-type: none"> ➤ Expectation that all teachers have knowledge of who their PP pupils are and what their respective needs are; including knowledge of Home Learning Concerns and related gaps in knowledge and skills from period of school closure (new seating plan programme embedded, PP Profiles reviewed and relaunched to all staff). ➤ Lesson plans take needs of PP pupils into account (teaching assistants deployed effectively to support where applicable). ➤ Focus of pupil wellbeing; teachers should use strategies a climate of stress due to missing work. ➤ PP Priority on marking and feedback provided. ➤ Tracking systems in place judge impact of teaching strategies. ➤ Heads of English and Maths to hold 3 meetings during the year with LM/PM of Year 11 to discuss the needs of all PP pupils and plan to support them accordingly. ➤ CLT meetings focus on progress of PP pupils 	<ul style="list-style-type: none"> • Contribution to staffing costs: £8,000 • Educational Resources: £2,000 <p>Total: £10,000</p>	<ul style="list-style-type: none"> ✓ Progress data shows the gap between PP/Non-PP Pupils closes. ✓ CLT Meeting minutes show regular discussions with PP focus occur throughout the year. ✓ Lesson observations/work reviews note evidence that PP pupils are prioritised in planning and feedback and are engaged in the learning. ✓ Behaviour data shows a reduction in the amount of disruptive behaviour from PP pupils in the classroom.

2. Ensure an appropriate curriculum that provides aspirational future opportunities for all PP pupils (including alternative provision where necessary).

Barriers Targeted	Actions	Expenditure	Success Criteria
<p>A. An engaging and relevant curriculum will support pupils with the transition from home learning to being back in school.</p> <p>B. Engaging and relevant curriculum provide incentives for attendance.</p> <p>C. Curriculum provides appropriate challenge and support and addresses issues of fewer P8 'baskets' for PP pupils.</p> <p>D. Teaching pupils personal, learning and thinking skills, removing barriers to progress.</p> <p>E. Positive and engaged pupils may improve parents' feelings towards school.</p>	<ul style="list-style-type: none"> ➤ Additional classes in Core Subjects in KS4 provide smaller teacher/pupil ratios and more support of PP Pupils. ➤ 5 Team+ and Vocational Curriculum model in KS4 supports PP pupils (where relevant) with additional English, Maths, Statistics and study skills lessons. ➤ Introduce school run programme to promote Higher Education to PP pupils with high prior attainment in Year 9 (Including visits to University). ➤ Continue to develop the school's support and intervention branches (SEN/Nurture Group and the Key Centre) to meet the needs of PP/FSM pupils; including the new role of Vocational and Life Skills Leader. ➤ Ensure school's knowledge of provision being offered through alternative provision partners is accurate and ensure pupils placed on such pathways access appropriate number of and level of qualifications. ➤ Successful Lives tutor programme continues to develop to meet the needs of pupils. ➤ Continue to review Sixth Form provision of accessible courses that enable more PP pupils to remain and be successful at Hardenhuish School. 	<ul style="list-style-type: none"> • Contribution to staffing costs: £20,000 • Contribution to Alternative Provision costs: £25,000 <p>Total: £45,000</p>	<ul style="list-style-type: none"> ✓ Progress data shows a closing gap between PP/Non-PP Pupils. ✓ Where appropriate, reduce number of empty 'baskets' on P8 measure (PP/Non-PP) (including pupils on alternative provision pathways). ✓ Positive pupil feedback from Year 9 pupils regarding their experience on the school run HE programme. ✓ Retention rates to Hardenhuish Sixth Form for PP pupils continue to increase.

3. Where needed, support PP pupils to improve their literacy skills, learning skills, social/emotional intelligence and/or self-belief.

Barriers Targeted	Actions	Expenditure	Success Criteria
<p>A. Home Learning Concerns data shows that, on average, pupils who were FSM struggled to engage in learning during the period of school closure. Pupil feedback has shown that this has impacted negatively on their confidence about “catching up” when returning to school.</p> <p>B. More confident and resilient pupils reduces barriers to attendance.</p> <p>C. Pupils who are better equipped with the skills needed to make progress in a mainstream setting are less likely to need alternative provision.</p> <p>D. Teaching pupils personal, learning and thinking skills, removing barriers to progress.</p> <p>E. Successful targeted support will require parental engagement and support.</p>	<ul style="list-style-type: none"> ➤ Continue to embed and improve quality of tutor mentoring, utilising PASS Survey (PP Priority). Using CPOMs system to audit. ➤ Continue to employ Pastoral Managers in every year group to provide support and intervention for PP/FSM pupils if needed. ➤ Ensure literacy and numeracy interventions are in place for students in need at both KS3 and 4 (PP Priority). ➤ Regular PP Operational Group pupil review meetings (LMs, PMs, Seconds in English and Maths, SENCO) to discuss individuals and share good practice for strategies; selecting appropriate intervention/support if needed. ➤ Provide access to a counsellor if required (PP Priority). ➤ Ensure sufficiently aspirational careers advice and guidance is available (PP Priority) ➤ Develop Successful Lives tutor programme to improve PP pupils’ learning skills and growth mindsets. ➤ Elevate services brought in to encourage self-belief and develop study skills of Y10 pupils. ➤ Y6 into Y7 Summer School for PP pupils helps to successfully prepare pupils for transition to Hardenhuish. 	<ul style="list-style-type: none"> • Contribution to staffing costs: £20,000 • Educational Resources: £1,000 • Contribution to counselling services: £10,000 • Summer School (staffing and resources): £2,000 • Elevate services (Y10): £3,000 <p>Total: £36,000</p>	<ul style="list-style-type: none"> ✓ Progress data shows a closing gap between PP/Non-PP pupils. ✓ Behaviour issues for PP pupils not significantly different in type or number than Non-PP pupils. ✓ Fewer pupils unable to cope in mainstream lessons/needing to access alternative provision. ✓ FSM/Non-FSM attendance gap closes. ✓ PASS Survey data gaps reduced.

4. Encourage PP Pupils to be fully involved in the wider life of the school (including additional revision sessions).

Barriers Targeted	Actions	Expenditure	Success Criteria
<p>A. A targeted programme of revision sessions will support FSM pupils to overcome any barriers to learning caused by the school closure.</p> <p>B. Pupils accessing clubs and trips have more incentives for attendance.</p> <p>C. Pupils attending additional revision sessions have achieved better results historically.</p> <p>D. Involvement in clubs can help to build teamwork skills. Access to trips (that may not have been accessible without support) may help improve pupil attitudes to school and self.</p> <p>E. Parents appreciate support offered.</p>	<ul style="list-style-type: none"> ➤ Continue to reduce financial barriers to accessing extra-curricular opportunities by offering a 50% discount on costs for FSM pupils. ➤ Continue to monitor attendance at extra-curricular clubs and revision sessions to evaluate the impact of strategies to encourage PP attendance. ➤ Where PP pupils' attendance at extra-curricular activities is recognised as lower than Non-PP pupils, subjects develop strategies to counter this. 	<ul style="list-style-type: none"> • 50% subsidy available to FSM/Services pupils for all extra-curricular opportunities (inc. trips and music lessons): £12,150 <p>Total: £12,150</p>	<ul style="list-style-type: none"> ✓ Progress data shows a closing gap between PP/Non-PP pupils. ✓ A reduced gap exists between PP/Non-PP pupils accessing extra-curricular opportunities.

5. Continue to embed Attendance Protocol across all year groups; prioritising PP pupils.

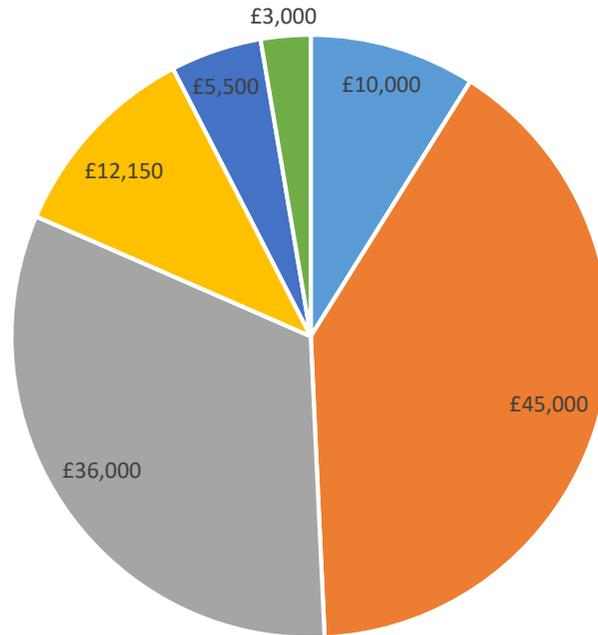
Barriers Targeted	Actions	Expenditure	Success Criteria
<p>A. Follow government guidance on Covid 19 related absences.</p> <p>B. Attendance Protocol provides incentives and support/intervention for improving attendance.</p> <p>C. Reduced timetables, where needed, (PEPs) look to utilise online learning to maximise number of subjects pupils take.</p> <p>D. Higher levels of attendance proven to improve pupils' social skills.</p> <p>E. All stages of Protocol require parental support to be successful.</p>	<ul style="list-style-type: none"> ➤ Maintain the appointment of Attendance Support and Intervention Lead worker with 2 hours designated each day to track the attendance of identified PP pupils and to support pupils and parents to improve their attendance. ➤ ASIL and Attendance Officer continue with regular liaison with Pastoral Managers, Learning Managers and Deputy Headteacher leading on attendance. 	<ul style="list-style-type: none"> • Contribution to staffing costs: £5,000 • Resources/Expenses/Rewards: £500 <p>Total: £5,500</p>	<ul style="list-style-type: none"> ✓ Number of PP pupils below 90% attendance continues to reduce. ✓ Average attendance gap between PP/Non-PP closes. ✓ Progress data shows a closing gap between PP/Non-PP pupils.

6. Continue to build partnerships with parents of PP pupils.

Barriers Targeted	Actions	Expenditure	Success Criteria
<p>A. Identified gaps in learning due to Covid 19 school closure must be communicated with parents so parents can support and encourage attempts to overcome these.</p> <p>B. Positive and supportive parents are crucial to encouraging high attendance.</p> <p>C. Parental input into the most appropriate provision will help it to be successful.</p> <p>D. Close relationships between school and parents helps make additional support for pupils successful.</p> <p>E. Greater parental involvement will support pupils to make better progress.</p>	<ul style="list-style-type: none"> ➤ Research good practice in schools for improving parental involvement. ➤ Utilise Pastoral Managers and Learning Managers to positively engage parents in any necessary learning/behaviour/attendance support. ➤ Ensure Post 16 Pathway IAG involves parents to encourage choices for PP pupils that are sufficiently aspirational. 	<ul style="list-style-type: none"> • Contribution to staffing costs: £3,000 <p>Total: £3,000</p>	<ul style="list-style-type: none"> ✓ All PP pupil parents will have had at least one face to face meeting to discuss the progress of their child during the year. ✓ Attendance rates at PPEs and Parent Tutor meetings (in person or electronic) of parents of PP pupils has improved. ✓ No PP NEET pupils post 16. ✓ Progress data shows a closing gap between PP/Non-PP pupils.

FORECAST EXPENDITURE SUMMARY 2020-21

Forecast Spending 2020-21 by Objective



- 1. Provide consistently high-quality teaching and learning experiences in lessons for all PP pupils.
- 2. Ensure an appropriate curriculum that provides aspirational future opportunities for all PP pupils (including alternative provision where necessary).
- 3. Where needed, support PP pupils to improve their literacy skills, learning skills, social/emotional intelligence and/or self-belief.
- 4. Encourage PP Pupils to be fully involved in the wider life of the school (including additional revision sessions).
- 5. Continue to embed Attendance Protocol across all year groups; prioritising PP pupils.
- 6. Continue to build partnerships with parents of PP pupils.

Forecast spending 2020-21 by category

