



HARDENHUIISH SCHOOL PUPIL PREMIUM STRATEGY ACTION PLAN 2020-21 (Services)

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 Services Budget 2020-21
169	85	84	112*	8*	2	54*	£16,740

*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	Services Pupils only	Services/Non-Ser. Gap
Attainment 8 average score	4.4 (2019: 4.14)	5.71 (2019: 5.24)	-1.31 (2019: -1.1)	6.4 (2019: 4.6)	+1 (2019: -0.62)
Progress 8 average	-0.2 (2019: -0.3)	0.4 (2019: 0.1)	-0.6 (2019: -0.4)	0.61 (2019: -0.4)	+0.32 (2019: -0.5)
% achieving C/4+ in Eng. & Maths	53.6% (2019: 55.2%)	84.6% (2019: 76%)	-31% (2019: -20.8%)	66% (2019: 80%)	-13.3% (2019: +8.7%)

6 Services Children. 231 Non-Services Children 2019-20

REVIEW OF PREVIOUS ACADEMIC YEAR – PRE-LOCK DOWN

Objective	Expenditure compared to Budget	Actions/Impact
1. Raise awareness among the school's civilian population of what it is like to be a service child.	Contribution to staffing costs: £500 (£500)	➤ Pre-planning stages for PSHCE lessons and assemblies occurred but, due to the school closure for the Covid 19 pandemic, this objective was not met in 2019-20. It will remain an objective for 2020-21.
2. Ensure appropriate induction programmes are in place for Services children moving to the school.	Contribution to staffing costs: £5,000 (£5,000)	<ul style="list-style-type: none"> ➤ Pastoral Managers were utilised to support transition by taking a personalised approach to transition, which reflected the needs of the child, organising buddies and mentors and regularly checking in on their progress. ➤ Learning Managers supported the transition from a learning perspective by ensuring the transfer of records about attainment, needs, experience and topics covered was communicated to CLs and setting was appropriate. ✓ Pupil and parent feedback support the judgement that the small number of new Services children who joined the school in 2019-20 settled in well prior to the school closure during the Covid 19 pandemic.

<p>3. Where needed, support Services pupils to improve their social skills, emotional wellbeing and/or self-belief.</p>	<p>Contribution to staffing costs: £5,000 (£5,000) Contribution to counselling services: £3,000 (£5,000)</p> <p>Total: £8,000 (£10,000)</p>	<ul style="list-style-type: none"> ➤ Pastoral Managers were made aware if Services children’s parents had been deployed away from home and informed their teachers. ➤ Pastoral Managers ensured Services children were monitored and utilised school counsellors where needed. ➤ The Successful Lives tutor programme was updated to improve growth mindsets in PP pupils. ➤ Counselling was provided if required (this service continued, if needed, via video call during the school closure period). ✓ Progress data for Y11 Services children shows that they have a significantly higher Attainment 8 and Progress 8 figure than Services children in 2019 and these figures are also significantly higher than non-Services children (by 1 grade and 0.31 of a grade respectively). The percentage of Services children meeting the basics measure of 9-4 in both English and Maths is not as high as non-Services children. However, it is worth noting that the number of pupils in this cohort is not statistically significant (4 out of 6 achieved the measure with the other 2 achieving it in English but not Maths; both of these pupils still had positive Progress 8 scores). ✓ Behaviour issues for Services pupils was not significantly different in type or number than non-Services pupils from September 2019 to the school closure in March 2020 (average 2.7 behaviour incidents in Term 1 and 2 compared to 3 for non-Services children).
<p>4. Encourage Services Pupils to be fully involved in the wider life of the school (including additional revision sessions).</p>	<p>25% subsidy available to Services pupils for all extra-curricular opportunities (inc. trips and music lessons): £546.44 (£5,000)</p> <p>Total: £546.44 (£5,000)</p>	<ul style="list-style-type: none"> ➤ We continued to reduce financial barriers to accessing extra-curricular opportunities by offering a 25% discount to Services pupils. Although the number of trips in the year was reduced due to the school closure. ✓ Progress data for Y11 shows a positive gap between Services/Non-Services pupils (see above). ✓ A third of all Services children accessed a subsidy for extra-curricular activities during 2020-21. The early school closure meant opportunities for extra-curricular involvement were limited.

5. Set up a peer support group/club for Services children.	Resources/Expenses: £41.55 (£500) Total: £41.55 (£500)	➤ Pre-planning for a Services children club had begun but this was put on hold due to the school closure during the Covid 19 pandemic.
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REVIEW OF PREVIOUS ACADEMIC YEAR – POST LOCK DOWN

Objective	Expenditure compared to Budget	Actions/Impact
1. Support Services Children to successfully engage with Home Learning.	Contribution to staffing costs: £6,000 (£0)	<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. ✓ The average number of HLCs for service children over 11 weeks from Easter to mid-July was 33.9 per person compared to 34.6 for non-Services children.

Total Spend compared to Budget 2019-20

Contribution to Staffing:	£16,500	(£10,500)
Counselling:	£3,000	(£5,000)
Extra-Curricular Subsidies:	£546.44	(£5,000)
Resources:	£41.55	(£500)
Total:	£20,087.99	(£21,000)

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

A	Relatively high levels of mobility mean Services children may need support, starting new schools with different curriculums/exam boards/specifications.
B	Potential for impact on wellbeing when parents are deployed or working away from home. As a result, focussing in class can prove more difficult.
C	Potential for difficulty integrating socially with other pupils who don't appreciate the difficulties Services children experience.

The above barriers and their corresponding targets, below, have been contributed to by Services children, who met with school leaders and members of the Army Welfare Service in 2019 and provided feedback about what they perceive their difficulties are and what strategies could support them.

PLANNED ACTION AND EXPENDITURE 2020-21

1. Raise awareness among the school's civilian population of what it is like to be a service child.

Barriers Targeted	Actions	Expenditure	Success Criteria
C. Enabling pupils and staff to better understand the issues that Services children live with, will reassure these pupils that their experiences are understood by others.	<ul style="list-style-type: none"> ➤ Build in lessons into PSHCE programme regarding the lives of Services children. ➤ Utilise links with Army Welfare Service to present to staff regarding the specific needs of Services children (making sure all staff are aware of and recognise the impact of deployment on wellbeing and behaviour). ➤ Utilise links with Army Welfare Service school liaison team to arrange assemblies about service life (using Services children to support). 	<ul style="list-style-type: none"> • Resources: £500 	<ul style="list-style-type: none"> ✓ Lesson plans are in place to educate pupils about the lives of Services children. ✓ Feedback from Services children is positive about the actions taken. ✓ Progress data shows no negative gap between Services/non-Services pupils.

2. Ensure appropriate induction programmes are in place for Services children moving to the school.

Barriers Targeted	Actions	Expenditure	Success Criteria
<p>A. Services children who have moved to the school at a time other than the usual starting point, may struggle to make the transition a success unless provided with appropriate support.</p>	<ul style="list-style-type: none"> ➤ Pastoral Managers utilised to support transition by: <ul style="list-style-type: none"> ➤ Organising buddies and mentors. ➤ Taking a personalised approach to their transition (some children want to be overtly welcomed and their background explained, others would rather fit in quietly with unobtrusive support). ➤ Staying in touch and checking on their progress. ➤ Helping service and civilian pupils keep in touch with friends who have left. ➤ Learning Managers to support the transition from a learning perspective by ensuring the transfer of records about attainment, needs, experience and topics covered is communicated to CLs and setting is appropriate. 	<ul style="list-style-type: none"> • Contribution to staffing costs: £2,500 <p>Total: £2,500</p>	<ul style="list-style-type: none"> ✓ Pupils surveys reflect positively about the induction they have experienced. ✓ Progress data shows no negative gap between Services/non-Services pupils.

3. Where needed, support Services pupils to improve their social skills, emotional wellbeing and/or self-belief.

Barriers Targeted	Actions	Expenditure	Success Criteria
<p>A. Different courses and teachers may impact on Services children's confidence with learning.</p> <p>B. Services children struggling to focus due to concerns about their parents may need support to process their feelings and develop coping strategies.</p>	<ul style="list-style-type: none"> ➤ Utilise the PASS Survey to identify any issues regarding attitudes to self and school following lock down and home learning during Covid 19 pandemic. ➤ Pastoral Managers ensure Services children are monitored and utilise school counsellors where needed. ➤ Pastoral Managers help Services children write to deployed parents ➤ Staff know where and when parents are deployed. ➤ Successful Lives tutor programme updated to improve growth mindsets in PP pupils. 	<ul style="list-style-type: none"> • Contribution to staffing costs: £2,500 • Contribution to counselling services: £5,000 <p>Total: £7,500</p>	<ul style="list-style-type: none"> ✓ Progress data shows no negative gap between Services/non-Services pupils. ✓ Behaviour issues for Services pupils not significantly different in type or number than Non Services pupils. ✓ Follow up PASS Survey data show Services pupils have positive attitudes to school and self.

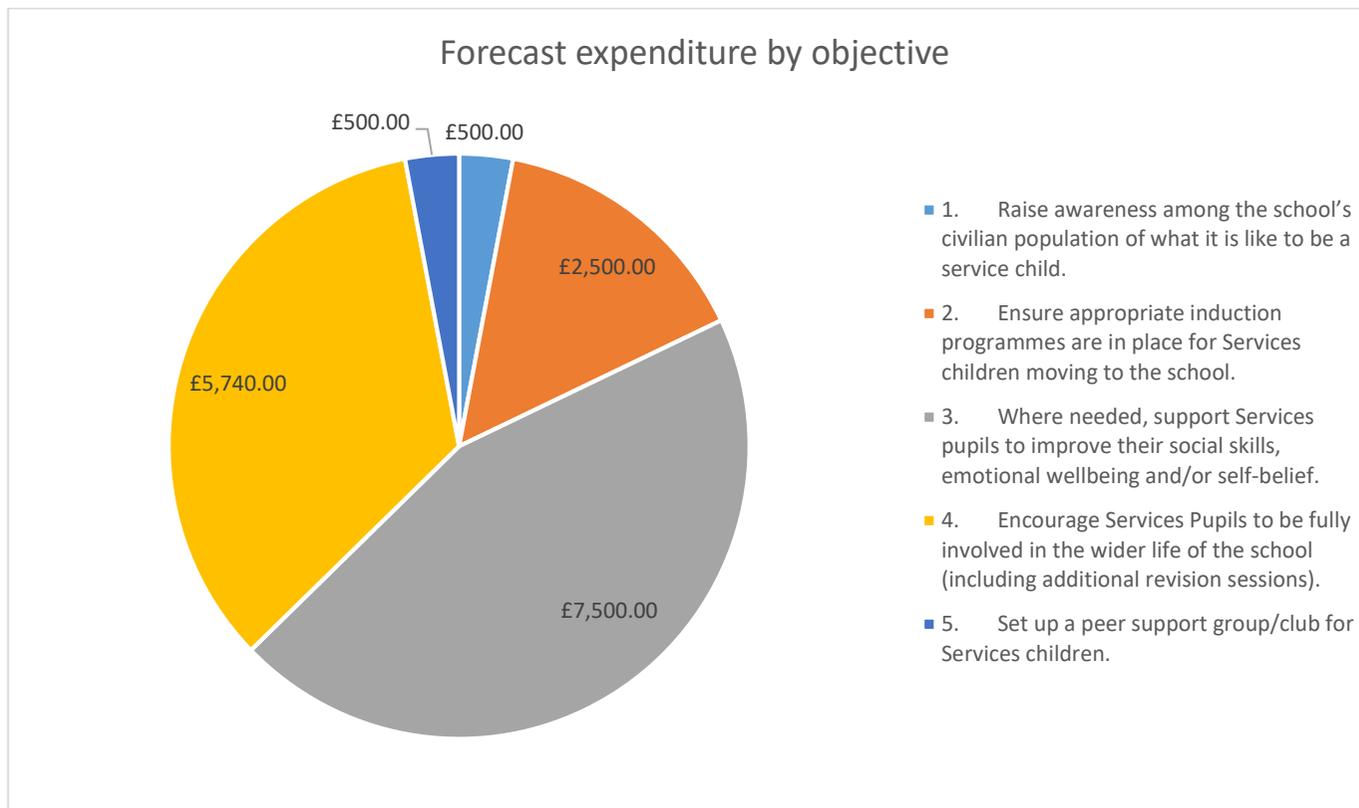
4. Encourage Services Pupils to be fully involved in the wider life of the school (including additional revision sessions).

Barriers Targeted	Actions	Expenditure	Success Criteria
<p>B. Giving the deployed parent a structure for keeping their children involved in their life when they're away will support relationships and keep children occupied in positive experiences.</p> <p>C. Involvement in clubs can help to social integration between Services and non Services children.</p>	<ul style="list-style-type: none"> ➤ Continue to reduce financial barriers to accessing extra-curricular opportunities by offering a 25% discount to Services pupils. 	<ul style="list-style-type: none"> • 25% subsidy available to FSM/Services pupils for all extra curricular opportunities (inc. trips and music lessons): £5,740 <p>Total: £5,740</p>	<ul style="list-style-type: none"> ✓ Progress data shows no negative gap between Services/non-Services pupils. ✓ No significant gap exists between Services/Non Services pupils accessing extra-curricular opportunities.

5. Set up a peer support group/club for Services children.

Barriers Targeted	Actions	Expenditure	Success Criteria
<p>A. Services children new to the school have a mechanism for meeting new pupils who may be experiencing similar issues.</p> <p>B. Peer support was considered an important mechanism by pupils struggling with emotional impact of deployment.</p> <p>C. Potential for Services children to invite non Services children to the club to learn more about the issues affecting them.</p>	<ul style="list-style-type: none"> ➤ Create a dedicated safe space for pupils to talk to each other regularly. ➤ Consider organising trips, treats and opportunities, particularly with a military theme. ➤ Support Services children to organise and take part in charity events. 	<ul style="list-style-type: none"> • Resources/Expenses: £500 <p>Total: £500</p>	<ul style="list-style-type: none"> ✓ Pupil surveys provide positive feedback on the group/club. ✓ Progress data shows no negative gap between Services/non-Services pupils.

FORECAST EXPENDITURE SUMMARY 2020-21



Forcase expenditure by category

