



Alderman Peel High School
Pupil Premium Action Plan 2018-2019



Section 1, Context and funding information

Year	Sept 2018 - August 2019	NOR - Free School Meals	125	£125,695.00
Pupil Premium Budget 2017-2018	£133,025.00	NOR - CLA (Via Norfolk County Council) (Census x3)	3 LAC, 6 Post LAC	£5,400
Principal	Alastair Ogle	NOR - Service Children	8	£2,400
Pupil Premium Lead	Bal Tawana (Asst Principal)	NOR - EAL	14	£1,426.40
Pupil Premium Governor Lead	David Riddle	NOR - APHS Vulnerable, not attracting funding (Red RAG)	(16)	0
School NOR	506 expected	Year 7 Catch up (based on 2016 figures)		£11,853 (not PP funds)
NOR below expected level (Maths or English) on entry		NOR - Total 17-18	151+ (16)	
Total Attracting Funding = 151 Pupils. PP pupils 31 % v (NA 29%)		Total Amount Allocated - based on October 2017 Census		£146,774.40

Context

- Improving the rates of progress and attainment of disadvantaged pupils is a priority for APHS and has been a SIDP priority for the last two years
- NOR has risen from 385 in January 2013 to 479 in April 2018, NOR will be over 500 for the first time in the school's History in September 2018.
- APHS attracts a large number of pupils from out of catchment and receives many in year admissions (36% of the cohort leading to a stability ranking in the lowest quintile), including a large proportion of children with SEN or other challenges who are attracted to the school for its inclusive and supportive ethos/reputation
- Very high numbers of children are known to social services (approx. 20%) and or suffer from mental health issues leading to specific action on a cluster basis
- A large number of children arrive below the expected standard in Reading, Writing or Maths, 65% in year 7, 2017 and a large proportion have SEN due to the inclusive reputation of the school. SEN: Yr11-25%, Yr 10-31%, Yr 31%, Yr8-39%, Yr7-40%: Sig above national average.
- 15 families are also tracked by Norfolk County Council due to family challenges regarding: youth crime, anti-social behaviour, employability, health, domestic violence and / or abuse.
- Prior to 2017 "Value Added" for PP pupils was very positive (1034 in 2016). The introduction of Progress 8 in 2017 due to different assessment methods demonstrated a significant gap in the progress of some students who attracted Pupil Premium funding

Local challenges

External Agencies and Support Services

- PCSOs across Norfolk now redundant (previously one day p.w. at APHS)
- Stonham Charity Family Improvement Partners made redundant.
- Action for Children Family Intervention Support has been withdrawn
- NCC Attendance Improvement Officers reduced by 50%
- Norfolk & Suffolk Health Care Trust, provider of CAMHS are “inadequate”
- Children’s Services support RI (previously inadequate)
- Referrals to NCC Point 1 Counselling service take approx. 9 weeks
- Referrals for Autism assessments waiting time in approximately two years
- All Complex Needs Schools are full.
- Thresholds for CIN and CP plans have risen again in October 2017
- “Early Help” service provided by Norfolk County Council are not effective
- There is no full time Alternative Provision available in Norfolk
- Cluster funding (£100k) ended August 2018. SEND Co (2 days p.w.) made redundant

Impact / Risk

- The withdrawal of local services provides a considerable risk in the lack of support for parents, particularly in light of the high number of parents with mental health and well-being challenges. Parents naturally approach school for support.
- There is a lack of leadership of Family Support Plans which is resulting in our Pastoral Team leading these processes.
- As a school we have had to conduct all Fast Track attendance meetings ourselves and collate all associated evidence for court, when required
- PP students with severe SEN issues are not able to access Complex Needs Schools meaning they remain at APHS, impacting on the capacity of the SEN and Pastoral Teams to support other students
- Changes in Thresholds have resulted in our Pastoral and Leadership Team finding solutions to Child in Need issues

Barriers to Learning identified by parents, students and staff

External

- Attendance and the value of good attendance is not consistently high enough. This is currently a SIDP whole school priority
- Large number of pupil’s subject to Early Help, Child in Need, Child Protection Processes (Approximately 20%)
- Inadequate support for families due to reduction of services in North Norfolk (Stonham, A4C, Early Help)
- Large number of pupils arriving below academic expected levels (approx. 60%) but funding not increasing (DfE)
- Large number of pupils arriving with multiple barriers. E.g. SEN, CP / CIN, Attendance, family breakdown, mental health challenges
- Increase in number of pupils with Special Educational Needs and those with Educational Health & Care Plans without additional funding due to funding lag

Internal

- Recruitment and retention of staff to key positions in Pastoral Support and Science Teaching Assistant positions
- Lack of funds to provide Child and Adolescent Mental Health Support (Cluster funding)
- Inconsistent understanding of vulnerable students and high expectations for every single child irrespective of background
- The progress and attainment of disadvantaged students was good in 2017-18 but needs to be embedded over a period of time

Internal Quality assurance, challenge and support

- Pupil Premium Impact is an agenda item on every LT meeting (weekly)
- Pupil Premium Impact is an agenda on every LGB meeting (half termly)
- The named LGB member meets the named LT member responsible for PP Plans (termly)
- The CEO of Wensum Trust meets with the Principal to discuss attendance and progress of all students, including specifically PP students (monthly)
- Assistant Principal meets with counterparts across the Trust (termly)

External Review December 2017:

Findings

- The proportion of students eligible for support through the Pupil Premium is 149/454 (32.8%) which is above the National Average which is 28.9%.
- The school attracts a large number of pupils from out of catchment and receives many in year admissions, including a large proportion of children with SEN or other challenges
- The Pupil Premium Leader in school keeps a very close watch on the existing provision for those students supported by the Pupil Premium as well as the pupils supported by the Pupil Premium Plus

Key Actions to address

- Clarify individual and collective staff responsibilities and accountabilities
- Ensure clear monitoring and impact of actions, specifically the progress of PP students
- Develop and extend the use of Question Level analysis
- Develop teachers' understanding of students' prior knowledge, skills, and understanding so that they can build on them more fully

RESULTS 2018

Disadvantage Progress

Progress 8 Overall : +0.07

English: +0.29

Mathematics: +0.09

Ebacc: -0.02

Open: -0.02

ALPS Scores

2016/17 - ALPS GRADE for disadvantage =7 (less than satisfactory) but in 2017/18 ALPS GRADE= 4 (very good)

2016-17 ALPS Score for Disadvantage 0.85 (GAP -0.04) 2017/18 ALPS Score for Disadvantage = 0.98 (GAP -0.03)

Section 2a, Summary of Impact and Outcomes v Key Performance Indicators 2017-2018

2017/2018 PP = 29 Students (34 % of cohort) 2018 / 2019 PP = 24 Students (24 % of cohort)	2017-2018 RESULTS	2018-2019 Target	Autumn Term	Spring Term	Summer Term
Impact: Achievement: Staff predictions (in the new GCSEs) predict a significant improvement in progress. Attainment is lower than previous years due to the attainment ion entry being well below average. <u>TARGETS BASED ON KS2 ATTAINMENT</u>					
PP Predicted P8 (29 students, 33%)	+0.01	+0.25			
Non PP Predicted P8 (58 students)	+0.13	+0.25			
HAP 7% (2 pupils) Predicted P8	-0.26 (1)	+0.25			
MAP 55% (7 pupils) Predicted P8	+0.52	+0.25			
LAP 38% (20 pupils) Predicted P8	-0.12	+0.25			
% of P's on track to achieve grade 5 in Ma & En PP					
% of P's on track to achieve grade 5 in Ma & En Non-PP					
% of P's on track to achieve grade 4 in Ma & En PP					
% of P's on track to achieve grade 4 in Ma & En Non-PP					

% of Ps on track to achieve / exceed their target (En Lan) PP								
% of Ps on track to achieve / exceed their target (En Lan) Non-PP								
% of Ps on track to achieve or exceed their target (Ma) PP								
% of Ps on track to achieve or exceed their target (Ma) Non-PP								
Impact: Attendance: All systems in place and effective. Verified by recent audit. Three weeks of attendance below 80% due to illness in Nov / Dec 2017 has had a significant impact on overall figures.								
% Attendance PP	92.1%	96%						
% Attendance Non-PP	93.5%	96%						
% Persistent Absentees PP	31 %	10%						
% Persistent Absentees Non-PP	21 %	10%						
Impact: Behaviour: FEX reduction is positive. Maintained very low levels following significant reduction in recent years. x4 FEX Autumn Term PP accrued by x 2 students, x 1 managed moved to APhS and subsequently moved out of County. Only x2 PEX in 8 years. Removals have reduced by 50% in two years.								
Number of removals PP	43	25						
Number of removals Non-PP	80	40						
Fixed Term Exclusions PP	6	0						
Fixed Term Exclusions Non-PP	5	0						
Permanent exclusions PP	0	0						
Permanent Exclusions Non-PP	1	0						
Impact: Post 16: Accessing FT Employment / Education / Training immediately and 6 months after leaving. Due to high quality, varied and wide ranging programme more students are in full time education or full time employment with training. This is maintained over time due to post 16 readiness of all students.								
% FT Ed / Training PP	100%	100%						
% FT Ed / Training Non-PP	97%	100%						
Section 2b, Summary of impact and outcomes of specific action 2017-2018 (29 students)								
Action 2017-2018 Key recommendations from External PP Review are highlighted in green	Progress RAG rating	Summary of Impact						

Support EAL students EAL (2 students)		Predicted Progress: Student P8 score of +2.36. Student (sig additional challenges) P8 score of -1.41
Support LAC (3 LAC, 5 post LAC)		NCC awarded green RAG rating throughout the year re PEPs for all LAC students Predicted Progress: LAC = P8 of 0, Post LAC student = P8 of +0.01
Support students who were below Expected Level on entry (Maths and English combined) (11 of 29 students)		Students arriving below Level 4 predicted P8 score of +0.37
Service Children (1 student)		X1 Service Child (Also EAL and other significant issues Predicted P8 of -1.4
Curriculum adjustments (7 students)		£12,000: Holkham and Easton College Partnership. ALL pupils achieved Level 1 accreditation in Horticulture from Royal Horticultural Society.
Appoint additional Pastoral Assistant from Jan 2018		Increased capacity, sharing attendance, behaviour and safeguarding across a suitably sized team. Systems, processes in place. Improvements in all three of these areas
Additional DSL, FSP and Signs of Safety training for Pastoral staff x 3		Maintained up to date knowledge of changes which have been successfully implemented. All statutory requirements are at least met.
Additional Mental Health training for two SEN TAs		Training complete. 5-10 students benefitting at present. Need to share expertise and impact of training
Mental Health Champion training for Pastoral Manager		Training complete, shared with other Pastoral staff, implemented in BSP and PEP processes. Benefiting small number of vulnerable students.
Additional funds directed to new joint SEN / Pastoral budget for commissioned services		Support from a range of providers used but not routinely implemented or time effective (due to capacity issues and reductions in services)
Additional TA time making TAs full time to provide consistency for pupils		Very successful, Students feel they make good progress due to the support they receive has risen from 87% to 93% (5% above National Average)
Application to Virtual School to employ HLTA to provide 50% alternative KS3 curriculum for specific students		Application successful and the school awarded the full costs of employing a HLTA/ on-costs
TLR for teacher to be Key Worker for LAC and EAL pupils.		In place from 1 st July 2018

Subject Specific Teaching Assistants in English and Maths.		Ma TA used very effectively delivering intervention, small groups, confidence building En TA effective, left and replaced. New TA (graduate) appointed to start June 2018
Provision of equipment and stationery. Provision of work books, revision books and text books		£4,000 No student has been negatively impacted by a lack of resources for learning
Meta Cognition, Self-Regulation and PiXL strategies		£6,000 Maximise, Exam papers, Resources, membership, walking / talking mocks, GCSE Pod
Equipment, access to trips, events, uniform, individual needs and resources to attend extra-curricular clubs.		£ 13,131. No student has been negatively impacted by a lack of resources for learning, Uniform, trips, revision books, ICT software and hardware have been provided as required
Supporting Success Programme (BMPS, WP&N) £1000		£1,000. Not successful due to lack of capacity to implement. Discontinued 18-19, Cluster model abolished in Norfolk. Discontinued
External Review		£2,000, Rigorous and challenging process. Recommendations are accepted and have been implemented.
Face to Face and on-line mentoring through "Connect"		£0. Slow to start due to external factors. Some signs of positive impact (anecdotal)
Brilliant Club and UEA Partnership		£1,200, A significant success. Behaviour, attendance, confidence, knowledge of University and aspirations all increased
HODs / DOLs not used as tutors to deliver specific daily intervention and support for PP students		Very successful, Students feel they make good progress due to the support they receive has risen from 87% to 93% (5% above National Average)
Attendance Rewards		£1,000, Weekly competition a huge success, involves all tutors and students. Attendance rising, PA reducing but hitting target %s yet
Bus contribution		£6,000. Bus service provided 2017-18
Strengthen accountabilities and responsibilities for all staff		Clarity provided for all staff, included in staff handbook, reinforced through training and reporting system implemented from September 2018
Use of KS2 and early KS3 data to inform schemes of work and lessons		KS2 SATS Question Level Analysis used but does not provide enough detail re KS3 and KS4 knowledge. GL Assessment purchased and used twice per year to monitor.
Provide staff training on how best to support vulnerable learners		Training delivered by AOG

HODs to work more effectively together		HODs of En, Ma and Science (Core Group) meet with Principal and Vice Principal every month. Learning Board also meet every month.
Provide suitable a nurture environment		Costs for repair to Pastoral building slow and too expensive. Alternative solution found for 2018-19
Total Spend		£133,088

- Total staffing cost £86,757 including on costs

Section 3, ACTION PLAN 2018-2019.

Key recommendations from External PP Review are highlighted in green

Success Criteria	Lead	Actions	Cost	Monitoring (how and when)	Impact Measures
ACHIEVEMENT					
Pupil Premium Pupils make faster progress in English and Maths reducing the P8 score gap to less than 0.3	SMU WBO	Provide flexible, skilled and targeted support for pupils in English and Maths	£41,000	Analyse data after each data drop (see school calendar). MHA to support and challenge in link meeting. Minutes to AOG	<ul style="list-style-type: none"> • GCSE results • Termly data drops • ALPS Reports
		HODs to deliver tutor time intervention to support small groups with specific gaps in knowledge, skills or exam technique	£0	Half termly reports from HODs to BTA	<ul style="list-style-type: none"> • Core Group minutes • Data drops • Faculty Reviews
Students in Key Stage 3 below expected levels on attainment make “greater than expected progress” At least 80% making greater progress in En and Ma	SLE HBA	Lead Literacy Co-ordinator and Maths Across (MAC) Co-ordinator to implement specific plans to maximise the impact of these funds (See Literacy and MAC plans) - Catch-up Premium budget (not from PP budget)	£11,853	Post every data drop analyse progress and implement appropriate intervention based on need across English and Maths. MHA to support and challenge in link meeting. Minutes to AOG See MAC and Literacy Plan	<ul style="list-style-type: none"> • Core Group minutes • Data drops • Reading Age assessments/ Arrow • GLS Assessments • Faculty Reviews

Students with EAL to make at least expected progress with at least 95% attendance	CBE	Newly appointed LAC and EAL Co-ordinator to implement plans to achieve the success criteria. (see LAC and EAL Plans)	£1,426.40	CBE to attend appropriate training CBE to agree and implement action plans	<ul style="list-style-type: none"> • Data drops • Attendance report to Governors 			
LAC children to behave well, make at least expected progress with at least 95% attendance						£5,400	CBE and BTA to link fortnightly to provide support and challenge. Minutes to AOG	<ul style="list-style-type: none"> • PEPs for LAC students are rated GREEN by LA • Scheduled Data drops • BTA/Principal Link minutes
Service children to behave well, make at least expected progress with at least 95% attendance						£2,400	CBE to provide termly report (to BTA) on action and impact See Service Children, LAC and EAL Plans	
Provide additional targeted support to raise progress and attainment in Key Stage 4, addressing the needs of all pupils including those who joined us after year 7.	MHA	Implement assessment, intervention and support as required utilising PiXL strategies and external support (see Raising Standards record, MHA)	£11,021	AOG and MHA to discuss plans fortnightly through link meeting (see minutes) MHA to produce termly report detailing action and impact.	<ul style="list-style-type: none"> • Data drop • BTA/Link Governor Meetings • MHA termly report of PIXL impact • LT Minutes 			
Monthly meetings of HODs En and Ma with Vice Principal to share expertise and strategies to improve rates of progress	BTA	Meet monthly to share expertise, challenge and support each other to provide a co-ordinated support programme.	£0		<ul style="list-style-type: none"> • Core Group Minutes • EN/Maths Report termly to BTA 			
Provision of The Brilliant Club for MAGT PP students to raise aspiration and motivation.	SBR	Register appropriate students, attend all events and ensure 100% of participants attend all sessions	£1,500		<ul style="list-style-type: none"> • Brilliant Club evaluation • Student evaluations 			
ATTENDANCE								

Utilising the skills and abilities of the extended Pastoral Team (x2 Pastoral Assistants) Improve attendance to 96%, Reduce % PA to below 15%	AOG	Reward excellent and or rapidly improving attendance through the use of positive points tutor weekly prizes and postcards to parents.	£41,000	AOG to produce termly report detailing impact and action of pastoral staff. AOG to meet with Pastoral Manager fortnightly in link to support and challenge AOG to report to Governors and CEO re attendance, as part of whole school priority.	<ul style="list-style-type: none"> • Improve attendance to 96% each term • PA to be below 15% • Attendance Reports to Governors
		Follow all Attendance panel and Fast Track procedures as appropriate as identified in the school policy			
			Raise profile of the importance of attendance around the school and provide rewards for students		£2574
BEHAVIOUR					
Continue to reduce the number of removals of PP students from lessons	ESP	Employ Mental Health systems and support to provide proactive solutions.	£0	AOG to evaluate impact in Spring Term 2019 to seek the views of students.	<ul style="list-style-type: none"> • Less class removals • No exclusions - termly report to governors
Reduce the number of FEX of PP students			Staff training through INSET time allocated		£0
		To commission assessments from Educational Psychologists and other specialists for PP students	£4526		
		Share expertise through Year 11 CORE lessons and whole school assemblies			
No PEX for PP students	AOG	Share with all staff and students the amended expectations, Values and School Policies as relevant	£0		<ul style="list-style-type: none"> • Principal Report to Governors
	ESP	Follow all procedures in the school policy	£0		

POST 16					
No PP students to have their learning, curriculum or extra-curricular opportunities restricted by lack of funds	BTA	Fund trips, events, uniform and resources for specific students based upon need and feedback from parent survey	£7,000	BTA to record what is approved and provide termly record	<ul style="list-style-type: none"> • Newsletter • Student evaluation • Parent evaluation
No NEET students by providing alternative accredited courses to prepare them for their career choices post 16.	MHA	Provide an enhanced KS4 curriculum for students in partnership with Holkham Estate	£10,000	MHA to produce termly report on action and impact for year 10 and 11 with predicted outcomes	<ul style="list-style-type: none"> • Norfolk LA destinations report • Student evaluations • MHA report each term
MONITORING					
Clear systems in place to hold to account all staff regarding all PP KPIs (above) including the flow of information to PP Lead, Principal, LGB and the Wensum Trust	AOG	Implement all systems with consistency and clarity to ensure all appropriate evidence is gathered informing future work to support PP students	£0		<ul style="list-style-type: none"> • Staff Job Descriptions • Core meeting/ Pastoral/ other PP meetings
Seek external verification of success and maintain rates of progress in all areas	LGB	External review	£2,000		<ul style="list-style-type: none"> • External PP Review Report
Staff Training and Updates	BTA		£2,000		<ul style="list-style-type: none"> • BTA/Governor meetings
Seek parent/student views in order to maintain rates of progress in all areas	BTA		£500		<ul style="list-style-type: none"> • Parent/carer/ student evaluations
Contingency	BTA		£2,574		
			£146,774.40		

Alderman Peel High School – Pupil Premium Monitoring and Reporting 2018-2019

<p>All Teachers and TAs</p> <p>(From Staff Handbook)</p>	<ul style="list-style-type: none"> • Know all PP pupils (using Classcharts) • Meet all teacher standards • Provide the highest quality education for pupil premium children and all others • Use additional support provided including TAs to increase the rates of progress PP pupils make • Use different strategies and resources to increase the rates of progress PP pupils make
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Support and Challenge Through Link LT meetings		Half Termly Reports to BTA To Bal the last week of every half term		LT	Co-ordination and reporting
Maths:	WBO & MHA	Literacy	SLE	AOG and BTA link fortnightly PP Plan progress is weekly standing agenda item on LT meeting	BTA writes Half Termly report to LGB BTA and Lead Governor (David Riddle) meet every term prior to half termly LGB meeting
English:	SMU & MHA	Maths Across the Curriculum	HBA		
Science:	SKE & AOG	EAL, Service, LAC	CBE		
Hum & MfL:	FLA & AOG	Behaviour	AOG		
Pastoral:	ESP & AOG	Attendance	AOG		
Arts & Tech:	MWO & KLH	Curriculum provision	MHA		
MAGT:	SBR & KLH	Achievement	MHA		
ICT & Comp:	RCO & BTA	HoDs / DOLs meetings	AOG		

SEN:	KNO & BTA		PiXl and raising attainment strategies	MHA		
PE	JWI & BTA					
LAC, Service, EAL:	CBE & BTA					