

Pupil premium strategy / self-evaluation (as at 01 Sep 19)

1. Summary information					
School	Harwich and Dovercourt High School				
Academic Year	2019-20	Total PP budget	£361,845	Date of most recent PP Reviews	01 May 19 07 May 19
Total number of pupils	1073	Number of pupils eligible for PP	429 (40%)	Date for next internal review of this strategy	01 Dec 19 (following Year 11 Mocks).

2. Attainment and Progress 2018-19 as at 01 Sep 19		
	Pupils eligible for PP (HDHS)	Pupils eligible for PP (national average similar demographic)
Progress 8 score average: -0.67	-1.11	-0.65
Attainment 8 score average: 45.16	41.29	32.1
3. Current Gaps in Progress (as at 01 Sep 19). Gap between disadvantaged and non-disadvantaged		
National Average P8 Score Gap:		-0.58
HDHS Year 11 P8 Score Gap:		-0.74
HDHS Year 10 P8 Score Gap:		-0.25
HDHS Year 9 P8 Score Gap:		-0.34
HDHS Year 8 P8 Score Gap:		-0.09
HDHS Year 7 P8 Score Gap:		-0.09
Barriers to future attainment (for pupils eligible for PP)		

Academic barriers		
A.	A number of PP pupils have low literacy skills on entry from primary school. 27% of the Year 7 cohort have a reading age of less than 9 years and 6 months (functional literacy) on entry. As a result vocabulary is very limited for a significant number of pupils.	
B.	A number of PP pupils have poor independent learning skills. Some PP students do not expect to work in their own time. Others lack skills such as note taking, revision, time appreciation and memory retention techniques.	
C.	An identified group of pupils are disengaged and have come to expect low level disruption as their classroom norm.	
Additional barriers		
D.	Some PP Pupils have lower than average attendance rates and are persistent absentees.	
E.	Some social issues for some students make progress more difficult. For example a number of PP pupils are young carers; many spend significant periods of time out of catchment area when parents are separated; some have fallen prey to 'county lines' or other criminality.	
F.	Due to family circumstances, many PP Pupils have limited experience of social and cultural activities which other more privileged pupils may take for granted (theatre, travel, music, literature).	
Intended outcomes		Success criteria
A.	Disadvantaged pupils make progress at least in line with national average rates	Gap with P8 is closed to that of at least national average
B.	Disadvantaged pupils' attendance is at least in line with national average rates	Gap with % attendance and PA figures is closed
C.	Literacy skills rise rapidly for all, particularly students with reading ages below functional literacy	All pupils have reading age above 9 years 6 months and majority have reading age at or exceeding their actual age
D.	Students develop independent learning skills as part of their learning.	All PP students make expected or better progress as an average across all subjects in P8 (relative to starting point).
E.	Students are better engaged, making progress academically and securing pathways post 16	PP Students all make expected or better progress as an average across all subjects in P8 (relative to starting point).
F.	PP students have high rates of attendance, take active part in the wider life of the school and are engaged in their learning	PP students achieve key progress measures, comparable attendance rates

		(at least national average/ gap to be no greater than national average), active membership of extra-curricular clubs and involvement in leadership positions.
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Planned expenditure

Academic year

2019-20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching, resources and curriculum for all.

Action and cost	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Method of review and impact
Introduction of Year group Progress Leaders £2400	Enhanced support and supervision of academic progress for all ages	Enhanced support and supervision of academic progress for all ages	Line-Management meetings and data analysis	CDO	At each data drop actions and next-steps will be reviewed. End of year analysis will inform next steps.
Train staff to become more expert in the delivery of literacy skills. £8600	PP pupils' reading, writing and communication makes rapid progress whilst at HDHS.	Internal reading data	Training sessions delivered by lead practitioners: Happy Talk' - Communication 'Words don't come easy' - Reading for purpose: Vocabulary Development 'Never Ending Story' - Reading for purpose in J2 Lyons Hall Braintree reading CPD for 6 members of staff (4 sessions)	Teaching and Learning Team	Teaching Team Meetings (monthly). Reading age analysis.
HDHS Teaching and Learning Team £60,000	Raise the quality of teaching across HDHS	All studies show that quality marking, planning, delivery and feedback are most cost-effective method of raising progress and	See SIP	Teaching and Learning Team	SLT reviews and QA

		attainment for all pupils and in particular PP Students.			
Embedding HDHS: A Reading School (Reading for Purpose; Reading for Pleasure). £1800	Enhanced reading culture in the school including positive publicity.	Students reading surveys show a negative response to reading from some PP students	Standing item on SLT agenda	RGA	Reading age analysis
Provision of smaller teaching groups. £65,000	Raise pupil progress through opportunities for greater “bespoke” feedback prioritising English and Maths	Opportunity for more “bespoke” lesson planning and feedback	Faculty review process Analysis of PPE data	SLT	All data-drops Case Studies <i>Sigma Review Feedback Dec 18</i>
Ensure that all teachers are: challenging students to identify the reason why an activity is taking place in the lesson; asking a large number of questions and checking the responses of all students. £12000	Marked improvement in teachers’ content knowledge, including their ability to understand how students think about a subject and identify common misconceptions	Sutton Trust: What Makes Great Teaching?	Work Scrutiny PMR Process Book Looks Climate Walks	LGE/ SGA	On-going through PMR, Learning Walks and Book-looks <i>Sigma Review Feedback Dec 18</i>
Ensuring staff are: spacing-out study or practice on a given topic, with gaps in between for forgetting;	Marked improvement in quality of instruction, which includes using strategies like effective questioning and the use of assessment	Sutton Trust: What Makes Great Teaching?	Work Scrutiny PMR Process Book Looks Climate Walks	LGE/ SGA	On-going through PMR process, learning walks and book-looks <i>Sigma Review Feedback Dec 18</i>

making students take tests or generate answers, even before they have been taught the material. Cost: £12000					
Introduction of Whole School Reading Book "Run Riot" by Nikesh Shukla. £400	Create a culture of shared pleasure in reading	RGG has visited a number of high achieving schools in which this has been a successful strategy	SLT monitoring	RGG	SLT meetings weekly. Reading age analysis Pupil Voice
Issue reading books to all KS3 readers. £3000	Create a culture of shared pleasure in reading	RGG has visited a number of high achieving schools in which this has been a successful strategy	SLT monitoring	RGG	SLT meetings weekly
Introduction of "Let's Think in English" £400	Increased confidence, resilience, reasoning skills and understanding of English.	Kings College London research www.kcl.ac.uk/ecs/research	Observations and data analysis	RGG	After English assessment periods using SMID data
"Bedrock" subscription continued. Bedrock to return to the auspices of the English department where greater impact can be made. £2000	Reading ages, communication skills and extended writing show better than national average improvement	Approx 25% of Year 7 pupils enter HDHS with reading age of less than 9 years 6 months (functional literacy) (Accelerated Reader data)	Data analysis of reading and spelling ages	RGG/ SGA	Half-termly Sep 18 24% Year 7 reading age of 9.5 or less Dec 18 16% Year 7 reading age 9.5 or less Mar 18 10% Year 7 reading age 9.5 or less Jul 18 4% Year 7 reading age 9.5 or less
Subscription to Tute £4000	Core lessons can be taught seven when a child is being educated	www..tute.com	Tute send written reports on a weekly basis showing progress	SGA	Weekly whilst students are enrolled

	at home due to behaviour or health.				
Subscription to SAM Learning £800	Specialist provision online for pupils at home, in CASA or in REACH/ Iso	www.samlearning.com	SAM Learning generate written reports on all pupil activities showing progress	SGA	Weekly whilst students are enrolled
Subscription to SMSC for Schools including Thought for the Week £275	Improved Tier 2 Language skills. Enhanced SMSC awareness	www.smsc4schools.co.uk	Tutor checks daily	SGA	Daily
Provide a wide-range of quality learning support materials (eg SAM Learning/ Tassomai/ reading books/ musical resources/ revision materials) including extra-curricular support (eg Easter Revision). £19500	Learning within and outside the classroom is enhanced for all.	All studies show that high quality "Wave 1" provision is the most effective whole-school initiative	In-school quality assurance. External/ Sigma-wide quality assurance	KFI/ SGA	Half-termly
Implementation of proven literacy interventions eg GROW lessons Catch-up reading lessons Read-Write-Inc support £16000	Targeted pupils will improve their reading ages in line or above the rate of their peers.	Average reading ages required for GCSE Papers = 14 years 8 months and rising. Some year 11s have reading ages below this. Functional literacy not achieved until 9 Years 6 months. Some KS3 pupils have lower than this	Observed as part of internal reviews Progress data at KS3 Reading age data	RGG/ SGA	Data analysis and tracking

Struggling PP Pupils are assigned a mentor to support their learning, attendance, behaviour and safeguarding £263	Targeted PP students are better engaged, better behaved and securing strong pathways into post-16 education	One-to-one key worker acts as a key link between school and home. Supports with 'advocacy' in school. Aids application process for FE and supports with learning and revision habits.	Year Heads and Assistant Year Heads act as mentors for key pupils. Tracking of key attendance, behaviour and progress data	SGA	NEET and pathways data Dec CIC pupils exclusion figures: 3/14 pupils (21% have received FTE) Mar CIC Pupils exclusion figures: 0% Apr 19: CIC Pupils Year 11 - all have secure pathways into post-16 The PP pupils selected show improvement in attendance and/ or behaviour/ and or outcomes.

Total budgeted cost £211,438

ii. Targeted support

Action and cost (est = estimated approx = approximate)	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Introduction of pre-teaching groups for core lessons for a selected cohort of under-achieving pupils	To increase rates of progress for under-achieving pupils in core subjects.	In core subjects, some pupils make lower than expected progress in comparison to their peers.	Data analysis. Staff and Student Feedback.	CMA	Fortnightly via Line-management meetings.
Flexible and regularly assessed groupings £7645	Support is as inclusive as possible. Progress is incentivised. All students (especially those from	The Sutton Trust Best in Class 2018. Prevent "sink" groups in lower ability and complacency in more able.	Termly achievement boards	CMA/ SGA	Half-termly

	disadvantaged backgrounds) have work which fits their specific needs				
Breakfast clubs for all and revision-specific breakfast club for exam cohorts £12,800	Reduce lates and absences. Reduce absenteeism at exam time.	HDHS attendance is broadly in line with national average but needs to exceed.	Supervision by Assistant Heads of Learning Community and where relevant by Heads of Faculty	SGA	Half-termly
Provide more and better opportunities for parental engagement £4000	Parents/ carers of PPG pupils are better able to support their children's learning	Sutton Trust/ Educational Endowment Fund: Teaching Toolkit	Parent/ carer feedback. Liaison with partner schools.	SGA	Half-termly
Running homework club and staffing with 2 experienced members of staff every night £11700	Supporting PP students with out of school learning	Student and parent voice overwhelmingly supportive and positive	Continue to monitor attendance figures	SGA	Termly
Social skills courses (ie Risk Avert/ Outward Bounds/ Boys Club/ Girls Club/ "Club with no name!"/ gardening club). Intro of lunch clubs (Boys/ Girls/ Sports) £30500	Pupils	Improvement in attendance and morale for pupils	Supervision Student voice Attendance Data	JLO/ SGA	Half Termly
Exam support programme for Year 11 PPG pupils					
Introduction of Key Change Resources (KCR)	Enhanced support for vulnerable pupils	KCR have extensive data to show that they Ed Psych, coaching, intervention programmes improve	Supervision Data analysis	CMA	Weekly

£24000 (part cost)		outcomes for pupils with specific needs			
Employment of Attendance Solutions £4000 (part cost)	Increased attendance figures and reduced persistent absenteeism	HDHS attendance data is at or slightly below national average. Attendance Solutions have a good track record of improving overall attendance % and reducing numbers of PAs	Line-Management and data analysis	JLO/ SGA	Weekly attendance review
Employment of Children in Care Keyworker with enhanced salary £28000	Enhanced support for Children in Care	With a second care-home opening in the town, HDHS has seen increasing numbers of troubled CIC and increasing numbers of CIC mid-year admissions	Personal Education Plan reviews	SGA/ Sue Helm	Half-termly
Total budgeted cost					£122,645

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide high quality extra curricular activities. In particular aspirational activities and boosts to “cultural capital” (eg Speakers for Schools/ Youth Speaks/ Young Citizens Mock Trial/ Theatre visits/ performing arts/ chess club/ Outward Bounds/ University Outreach projects/ Chelsea FC/ London “Extravaganza”/ Half	Boost to essential life-skills that facilitate academic outcomes and future success	Rebecca Montacute: “Potential for Success” July 2018 shows that high achieving disadvantaged pupils are much more likely to fall behind high achieving other pupils between KS2 and KS4 but that tutoring and access to further and higher education can prevent this gap occurring.	Coordination with JBA and the 7Up programme. Review of Target room data to inform review of extra-curricular activities. Are pupils involved in extra-curricular activities (eg Chelsea Foundation/ Boys and Girls Clubs of Essex/ Outward Bounds/ NCOP) seeing reduced instances of anti-social behaviour?	JBA/ SGA	PPG entries to target room reduced by 60%

	Week beginning	PPG	S
1			
3	21-1-19	37	
4	28-1-19	33	
5	4-2-19	15	
6	11-2-19	18	
7	25-2-19	12	
8	4-3-19	12	
9	11-3-19	20	
10	18-3-19	12	
11	25-3-19	15	

Term Food and Fun). Ensure fair representation of PP Pupils £22,187					
Support for pupils in financial need (eg through purchase of uniform, resources, travel costs, equipment) £8,400	Boost to wellbeing and confidence	Barriers to attendance and to concentration in lessons can include hunger, inadequate uniform, inadequate equipment	Close coordination of pastoral and academic teams to ensure recommendations, referrals and resources are appropriate	SGA	On-going: daily <i>Student Voice Survey Term 1</i> <i>Student Voice Survey Term 2</i> <i>Student Voice Survey Term 3</i> Pupils have been supported with half price places on the Italy trip, the Belgium trip, Outward Bounds and a number of extra-curricular activities. Taxis have been provided throughout the exam period for Year 11 pupils in financial need. 3 Chrome Books have been purchased this year for pupils who have been evicted from their family housing and are struggling to keep up with school work. Travel has been paid to the value of £1185 for pupils such as these who may have spent some time out of catchment area due to family circumstances.
Support for Performing Arts initiatives	Enhanced “cultural capital”, confidence and self-esteem leading to	Some students engage better with school via the arts	Student-voice following (for example) the school performance	SPA/ SGA	Termly

£800	increasing academic outcomes				
Increasing PP representation on student leadership bodies £200	Raise pupil aspirations and self-belief. More than half of student leadership team will be FSM/ Ever 6.	Some pupils express little faith in their own abilities and life-chances	Support from outside bodies specialising in student aspiration (eg NCOP, Make-it-Happen, National Citizen Service, Outward Bounds, Speakers for Schools) as well as robust all-inclusive leadership within HDHS	SGA	After selection process for Head Students/ Student Leaders.
Run "Risk Avert" programme for selected Year 8 pupils Free course. Staff costs: £975	Pupils are less at risk of falling into criminality and dangerous behaviours. Pupils emotional health and resilience is improved. Pupils feel better connected to school and better equipped to make safe choices.	Liaison with local police, crime stoppers and Harwich Crime Prevention Panel confirms that "County Lines" are a significant risk in Harwich and Dovercourt. A number of pupils have been exposed to criminality, such as cannabis use.	Risk Avert is run in-house by Assistant Heads of Learning Community under the guidance of The Training Effect (TTE),, Essex University and Essex County Council.	SGA	
Pupil Premium Intent and Impact to become standing items for SLT and Governors £200					
Total budgeted cost					32,762

