



**THE HAMBLE SCHOOL**

ACHIEVING EXCELLENCE TOGETHER

# PUPIL PREMIUM

***“Our vision is for a high-educated society in which opportunity is more equal for children and young people no matter what their background or family circumstances.”***

- *Department for Education, vision statement*

The Pupil Premium was introduced by the Government in April 2011. From September 2012, schools have received specific funds to support students from low-income families who are eligible for free school meals (FSM) or have been at any point in the last six years (Ever 6), looked after children (CLA) and those from families with parents in the Armed Forces (SC), under the umbrella, Pupil Premium (PP).

## **The Hamble School Pupil Premium Vision**

Our school ethos is based on achieving excellence together; we care, we aim high, we learn and achieve together.

All students have high quality education through whole school strategies that benefit all students. The targeted and strategic use of Pupil Premium will help support students regardless of their starting point.

The vision:

- Work with teachers, parents/carers and governors to ensure students make expected or more than expected progress through high quality Teaching and Learning
- Students have personalised intervention to ensure economic disadvantage is not a barrier to success
- The profile of Pupil Premium students is high amongst staff members
- Rigorous tracking of Pupil Premium data to analyse gaps and implement interventions and support
- To provide the opportunity for students to have full access to the curriculum, extracurricular and enrichment programmes

## **Aim of the Funding**

Schools have autonomy to spend the funds as they wish, with the aim of reducing the attainment gap between Pupil Premium and non-Pupil Premium students. The Government and governors hold schools to account with regards to the impact of this spending and all schools are required to publish this information on their website.

## **Our School**

In order to ensure The Hamble School has a sharp focus on the attainment and progress of Pupil Premium students, a member of the Leadership Team (LT) has the responsibility for leading the strategies and managing the provision for this group of students. In addition, the Leadership Team is focusing on this area as part of their wider School role. There is also a designated member of middle leadership staff who has a role focusing on provision for these students.

The support that Pupil Premium students receive is informed by the latest documentation and research from: the **Department for Education, Ofsted, Education Endowment Foundation, the Westminster Briefing** and the **Sutton Trust**. In unison, they advocate that the most effective ways for reducing the attainment gap in student performance, include the following:

- Ensuring highly effective teaching
- Informative and constructive feedback
- Small group tuition and peer tutoring
- Setting high quality homework
- Transition support
- Mentoring

In light of these recommendations for best practice, the strategies implemented by the School include:

- Over staffing and reduction in class sizes in core subjects
- Access to counsellors, parent support advisor, home school liaison worker and other welfare and inclusion workers
- Access to after-school extra-curricular activities
- Support for targeted educational visits including enrichment opportunities, visits and collaborations with other schools and institutions
- Year 6 interviews by the LT, to aid the schools awareness of possible contextual factors which may influence how a student progresses
- Year 8 interviews by the LT, to advise students during the options process and to ensure that they choose and have access to courses that will allow them to achieve their potential
- After school homework clubs
- One-to-one and small group extra tuition in English and Maths
- February half term, Easter and May half term revision intervention
- Parent information, curriculum and revision evenings
- Specialised resources and intervention programmes
- Literacy and numeracy support
- Access to breakfast clubs, breakfast and after school revision sessions
- Academic support and extra tuition in English, Maths and other subjects
- PiXL Edge
- Attendance rewards
- Assessment and feedback stickers
- Use of electronic systems to record and organise homework

### Number of students eligible for the Pupil Premium

Total number of students eligible for Pupil Premium: 232 Year Group 2016-17	Number of PP students	Total pupils in the Year Group	% of Cohort
7	49	196	25
8	38	132	29
9	60	180	33
10	50	178	28
11	43	156	28
<b>Total</b>	<b>240</b>	<b>842</b>	<b>29</b>

### Amount of Pupil Premium Funding Received

Funding in £	2014	2015	2016
Free School Meals	935	935	935
Looked after child	1900	1900	1900
Service Child	300	300	300
<b>Total</b>	<b>208505</b>	<b>211655</b>	<b>234358</b>

## Costs and rationale

Targeted support	What does this do/provide?	Cost
Curriculum support	<p>This supports Pupil Premium students access the curriculum to fulfil their academic potential.</p> <ul style="list-style-type: none"> <li>• Disadvantaged Student Working Party</li> <li>• A link representative from the school governors</li> <li>• Action plans for PP students Years 7-11</li> <li>• Allocated curriculum spending</li> <li>• Targeted half term intervention</li> <li>• Targeted after school PP intervention</li> <li>• Targeted funding for trips</li> </ul>	£50,000
Pastoral support	<p>The Hamble School recognises the important research findings delivered through the Westminster Briefing regarding the positive impact that collaborative support and intervention can have on student attainment. In light of this, the School works with the following persons:</p> <ul style="list-style-type: none"> <li>• Parent Support Advisor</li> <li>• Home School Liaison Worker</li> <li>• Attendance Officer (salary part funded by Pupil Premium)</li> <li>• Attendance rewards</li> <li>• Welfare Officer (salary part funded by Pupil Premium)</li> <li>• Inclusion Manager</li> <li>• KS3 and KS4 Raising Progress and Attainment Leaders</li> <li>• Assistant Inclusion Manager</li> <li>• Behaviour Support Worker</li> <li>• Counsellor</li> <li>• CEIAG advisor to facilitate the provision of enhanced and personalised career and additional education pathway advice to raise aspirations and ensure that all PP students go on to fulfilling destinations when they have left College.</li> <li>• PP focus to increase parental contact</li> </ul> <p>Through pastoral support PP students also receive;</p> <ul style="list-style-type: none"> <li>• Uniform support</li> <li>• Equipment</li> </ul>	£62,000

Academic support	<ul style="list-style-type: none"> <li>• Learning Support Assistants</li> <li>• Higher Level Teaching Assistants in English</li> <li>• GCSE English one- to-one tuition and assistance</li> <li>• Designated PP teacher within Maths</li> <li>• GCSE Maths one- to-one tuition</li> <li>• Maths TLR responsibility for Pupil Premium</li> <li>• Whole School TLR responsibility for Pupil Premium</li> <li>• Leadership Responsibility for Pupil Premium</li> <li>• Over staffing in core subjects</li> <li>• Year 11 Mentoring</li> </ul>	60,000
Enrichment experiences	<ul style="list-style-type: none"> <li>• Targeted extracurricular activities</li> <li>• Core subject trip to Marwell Year 11 booster</li> <li>• Targeted funded trips</li> <li>• After school intervention</li> <li>• Homework club</li> <li>• Lunchtime clubs</li> </ul>	£5000
KS2/3 transition programme	<ul style="list-style-type: none"> <li>• Summer School (school funded)</li> <li>• LT Transition meetings</li> <li>• Transition days</li> <li>• Transition lunches</li> <li>• Support days</li> </ul>	£1500
Student Voice	<ul style="list-style-type: none"> <li>• Exit interviews Year 11</li> <li>• PP student panel</li> <li>• Meeting with Governors</li> </ul>	£0
Staff Development	<ul style="list-style-type: none"> <li>• Teaching, Learning and Assessment whole school CPD</li> <li>• Mentoring Whole school CPD</li> <li>• Identification of PP students</li> <li>• Department focused PP Teaching and Learning Support</li> <li>• Planning days to develop PP Pixl Strategies</li> <li>• Sharing good practice across local schools</li> <li>• Differentiation whole school training</li> <li>• External PP Review</li> </ul>	£1000

Behaviour watch	Behaviour watch is an advanced web based system that enables the school to centralise the behavior recording information. From this information we are then able to give personalised support to individuals and link with the support outlined in the pastoral support section.	£500
Accelerated reader	This a reading programme that we use for our younger students. It is used to encourage reading and develop reading and comprehension skills. Reading programmes were identified by the Sutton trust as having significant impact on developing students' literacy skills and	£500
Assessment and feedback stickers/forms	As part of the recommendations from the Sutton Trust, purposeful marking has been identified as making a significant contribution to high student attainment. In light of this additional resources are in place to ensure students know how to make progress.	£300
Alternative provision	At times, a small number of our students require fixed periods of time in alternative education provision so that they can address issues and to ensure that they can return to school ready to make progress. The money allocated here includes transport costs for some	£50,000
Attendance rewards	Rewards and incentives to improve attendance. Good attendance is vital to achieving well at school.	£800
PiXL membership and PiXL Edge for Year 7	<p>PiXL (Partners in Excellence) Membership allows the College to keep abreast with the latest thinking and research in education to ensure that staff are equipped to deliver the most appropriate curriculum and teaching.</p> <p>PiXL Edge is a framework to develop and accredit students with those personal attributes essential for employability and life. The scheme focuses on five key attributes: leadership, organization, initiative, resilience and communication. The aim of this programme is to ensure that students are able to gain employment and progress in their careers.</p>	£2,000

<p>SISRA performance analysis subscription</p>	<p>SISRA is web-based software that enables us to forensically analyse our performance data to ensure that we can target interventions appropriately to ensure suitable progress.</p>	<p>£1400</p>
<p>Show My Homework subscription</p>	<p>This web-based system allows our more vulnerable students to be clearly directed for homework tasks and helps them to plan and organise their time. Additionally, Show My Homework is used to post resources and web links for students to use.</p>	<p>£500</p>
<p>Revision and intervention software: SAM Learning, My Maths, Maths Watch, Maths Box, GCSE</p>	<p>These resources help students to be more independent and can provide them with flexibility in both how and where they revise and complete work. The resources are also used to facilitate mentoring and small group teaching.</p>	<p>£1500</p>

## Performance measures: Student progress and attainment 2015- 2016

Key Groups	English NA	English 2015 Result	Result 2016	Difference to 2015 result	Maths NA	Maths 2015 Result	Result 2016	Difference to 2015 result
Disadvantaged	57	34	70	+41	49	39	49	+10
Non disadvantaged	74	60	86	+28	72	76	76	0
Gap	-17	-26	-16	+13	-23	-37	-27	+10

	EP PP (%)	Expected Progress National Other (%)	Difference (%)
English 2015	34	74	-40
English 2016	70	74	+4
Improvement			+41
Maths 2015	39	72	-33
Maths 2016	49	72	-23
Improvement			+10

The specific improvement agenda for disadvantaged students has yielded superb results – this is evidenced below with a **closing of the gap by 13% in English and 10% in maths and by a 1006.7 value added score (906.7 in 2015).**

When comparing the progress in **English** of disadvantaged students to 'other' (non-disadvantaged students) nationally the **gap has closed by 41%** (Gap in 2015 = -40%. Gap in 2016 = -4%).

When comparing the progress in **maths** of disadvantaged students to 'other' (non-disadvantaged students) nationally the **gap has closed by 10%** (Gap in 2015 = -33%. Gap in 2016 = -22%).

### Expected outcomes 2016-2017

The gap between pupil premium students and non-pupil premium students will continue to close, through focused personalised support.

As a result of the strategies that are in place, the achievement and progress of pupil premium students will continue to be higher than the National Average.

## Destination measures

Please see next page for a table showing destination measures for Pupil Premium students in 2014, 2015 and 2016.

Destination	Pupil Premium (2014)	Pupil Premium (2015)	Pupil Premium (2016)
Barton Peveril <b>Sixth Form College</b>	11%	20%	9%
City College <b>FE College</b>	15%	16%	22%
Eastleigh College <b>FE College</b>	16%	2%	6%
Fareham College <b>FE College</b>	20%	7%	7%
Itchen <b>Sixth Form College</b>	25%	31%	33%
Richard Tauntons College	0%	2%	7%
Sparsholt <b>FE College</b>	2%	2%	4%
Apprenticeship	7%	14%	6%
Traineeship	2%	2%	0%
Harrogate College	0%	0%	2%
Carillion Training	0%	0%	2%
Military Mentors	0%	2%	0%
Innovation College IOW	0%	2%	0%
Employment	2%	0%	0%
Unknown/Other	0%	0%	0%
NEET	0%	0%	2%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>