

Pupil Premium and LAC Premium Plus Summary

The core aim of Pupil Premium Funding is to raise the attainment and progress of Pupil Premium students so that their performance compares favourably with Non-Pupil Premium peers and also address inequalities in education of pupils from low-income families and raise attainment of these pupils

For the current school year (2018-19) the Pupil Premium allocation we have been forecast is £298,000 (this was £292,000 in 2017/18 and figures for 2017/18 are shown in brackets below). The Pupil Premium is used at Highams Park School to pay for a range of activities and staff within the school that provide direct and indirect support and provision for eligible pupils so that the main barriers to educational achievement faced by these pupils can be reduced. For this academic year we have set aside the following sums (numbers are rounded) but they are of course subject to variation as needs are identified and the allocation finalised.

- Staff providing support related to attendance (attendance secretary, education welfare officer) and welfare (school welfare officer, learning mentors, school counsellors, Early Help Co-ordinator) - poor school attendance, punctuality and welfare issues (such as family poverty, physical and mental health, housing) are significant barriers to learning and the money allocated is intended to ensure disadvantaged pupils are kept safe and feel able to attend school through the support they receive - £49,600 - (£47,720)
- Systems including staffing used to track the progress of all pupils and subsequent interventions (VP, Assessment/Exams Data Manager) Data and Assessment Data co-ordinator)– eligible pupils are more likely to underachieve academically than non-eligible pupils and as such PP funds are used to provide the staffing to track performance and then where underperformance is found interventions such as before school clubs, holiday revision session sessions, targeted support of the more able, Raising Achievement Team activities - £76,500 (£75,007)
- Staff to provide intervention, withdrawal or in-class sessions to support student learning – Eligible pupils are more likely to have additional needs which needs support either through targeted specialist help ie one to one literacy and numeracy support and/ or in class support from Learning Support Assistants by improving these their ability to access the whole curriculum is improved and gives greater life chances - £31,733 (£31,200)
- Staffing to provide homework clubs plus enrichment activities at lunchtime/after school clubs – Eligible pupils can be disadvantaged through personal circumstances and as such do not have access to the same support mechanisms and activities as non-eligible pupils. To reduce this the school offers a wide range of lunchtime activities and also extends the school day for KS3 and KS4 pupils so that they have access to teachers, support staff and resources including computer in the library - £12,483 (£12,198)

- Resources to support learning, including hardware and software - £5,957 (£5,800)
- Peer Mentor training and subsequent peer mentoring – eligible pupils are more vulnerable in terms of uncertainty and strategies for managing themselves, their work load and relationships, to reduce this Year 10 and above pupils receive training to become ‘peer mentors’ and are then allocated individuals to meet with during morning registration time and also at other agreed times. The peer mentors and mentees are supervised by the Lead Learning Mentor - £4,800 (£4,713)
- Resources for revision and immersion sessions directly linked to final examinations – Eligible pupils are more likely to have limited access to additional materials and out of school support. To reduce this revision guides, hard copies of past papers and sessions run by teachers before and after school and during holiday times are put on - £14,540 (£14,479)
- Staffing to have very high teacher/pupil ratios in class – Having a reduced number of pupils in each class allows more targeted and individual support for pupils and as such each eight form entry year group is taught in a minimum of 9 teaching sets and for some subjects as many as 12 teaching sets - £ 62,538 (£61,818)
- Teaching and Learning programmes that develop teacher skills and classroom practice – First class lessons which meet the needs of individual pupils and ‘knowing’ our pupils is key to the keeping pupils safe and ensuring pupil progress. As such a comprehensive Continuing Professional Development Programme of in-service training is given to all staff - £7,533 (£7,299)
- Mentoring and well-being support providing one to one and group support – For some eligible pupils' additional strategies around them and their families is needed to keep them safe and allow them to become active and engaged citizens. To this end extra-curricular support i.e. tickets for GCSE theatre trips is given and also small group work takes place i.e. social skills work and circle time - £13,085 (£12,848)
- Leadership and Management responsibilities based on the progress and accountability for pupil premium expenditure and impact – The expenditure and impact of pupil premium needs to be monitored and evaluated and as such some is used to provide staff and resources - £19,118 (£18,961)

This list is not exhaustive and the school reflects on the use of the premium at an individual level. The impact of pupil premium expenditure is monitored and evaluated to ensure best value for money and securing improvement for the identified pupils by the Raising Attainment Teams (RAT) SLMT Self-Evaluation Framework planned meetings and also via the Trustees. The next review is due January 2019
As always we continue in our efforts to reduce the gap between the attainment of Pupil Premium and Non-Pupil Premium Pupils.

This is the validated data for 2017/18

Progress 8 by pupil group¹

Breakdown	Cohort	Overall Progress	English Element	Maths Element	English Baccalaureate Element	Open Element
		School	School	School	School	School
All pupils	226	-0.07	-0.16	0.04	0.29	-0.46
Disadvantaged	59	-0.09	0.04	-0.24	0.24	-0.41

Attainment 8 by pupil group²

Breakdown	Cohort	Overall Attainment 8	English Element	Maths Element	English Baccalaureate Element	Open Element
All pupils	232	4.82	10.07	9.65	14.99	13.50
Disadvantaged	60	4.16	9.33	7.67	12.58	12.02

Source: Department for Education

Figures are based on students in state-funded schools (including academies and city technology colleges) at the end of Key Stage 4 in each academic year. From 2018 ASP

Looked-after children and it's use. (LAC) Pupil Premium Plus.

The LAC premium is managed by the designated virtual school head (VSH) and used for the benefit of the looked-after child's educational needs as described in their personal education plan (PEP) All HPS LAC pupils have PEPs 3 times per year at which targets are set. Strengths, Difficulties and Weaknesses identified and appropriate interventions put in place. This has included the purchase of hardware, software, books, extra tuition, extracurricular activities linked to aspirations, educational visits and music tuition. The spending on LAC pupil premium is subject to approval by the appropriate Local Authority's Virtual School.

¹ National Data not yet available

² National Data not yet available