

# Pupil Premium Strategy Statement - Honywood School 2020/21

Data correct as of 1st October 2020

## School overview

Metric	Data		
School name	Honywood School		
Pupils in school	2018-2019	2019-2020	2020-2021
	973	898	823
Proportion of disadvantaged pupils	17.06%	18.82%	20.17%
Pupil premium allocation	£133,900	£138,070	£134,555
Academic years covered by statement	3		
Publish date	November 2018	December 2019	January 2021
Review date	July 2019	July 2020	July 2021
Statement authorised by	ABa	JBr	JBr
Pupil premium lead	AMi	SLo	SSI
Governor lead	Chair of Curriculum Committee	Chair of Curriculum Committee	Chair of Curriculum Committee

## Disadvantaged pupil performance overview for last academic year - 2019/2020

	PPG	Peers	Gap	National Average PPG
Progress 8	-0.4	+0.06	-0.46	N/A
Ebacc entry	54%	65%	11%	N/A
Attainment 8	44.06	51.05	6.99	N/A
% of Grade 5+ in English and maths	26.96%	55.87%	-28.94%	N/A

## Barriers to Future Attainment (for learners eligible for PPG)

In School barriers	
A.	Poor meta-cognition and learning skills including resilience and focus for some PPG learners. Average learner scores are significantly lower across all year groups. Especially a concern for lower prior attainers.
B.	High proportion of PPG who also have SEN.
C.	Challenging behaviour from some PPG learners.
External barriers	
A.	High levels of absence among some PPG learners and higher proportion of PPG learners who are PA.
B.	Poorer parental engagement for some PPG learners - lack of support with Independent Study and home/school links with staff.

## Strategy aims for disadvantaged pupils for this academic year - 2020/2021

Aim	Target	Target date
Progress 8	+0.04	Summer 2021
Attainment 8	41.43	Summer 2021
Percentage of Grade 5+ in English and maths	35%	Summer 2021
Ebacc entry	53.57%	Summer 2021

## Planned Expenditure

Academic Year: 2020/21

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

### Teaching priorities for current academic year (linked to School Development plan)

Measure	Activity
Priority 1	3.3.4: Teachers and other relevant staff use data regarding disadvantaged learners and those with SEND to help plan the support, guidance and interventions needed to enable these learners to make progress and reduce the attainment gap.
Priority 2	3.3.1: Teachers use data to identify and track progress of learners so that they are able to design impactful learning effectively and implement effective interventions and support learner progress.
Priority 3	3.2.2: Teachers contribute to and use subject curriculum planning to plan opportunities to model excellence to learners and scaffold learning.
Barriers to learning these priorities address	<p>Closer analysis of data to monitor PPG learners will enable staff to plan more effectively to support these learners to make greater progress through the guidance and interventions implemented.</p> <p>Modelling excellence and scaffolding appropriately will enable PPG learners to make greater progress.</p> <p>This should also address the issue that some learners have poor meta-cognition and learning skills including resilience and focus and help them to make better progress.</p>
Projected spending	£32,555

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Learners identified for English and Maths interventions to be delivered during Learning Session 5.
Priority 2	Lucid screening to identify learners who may need additional support to improve their progress and ability to access learning. All learners in Cohort 7 and all PPG learners in Cohort, 8, 9 and 10. PPG learners identified for IDL intervention and or Access Arrangements if appropriate.

Priority 3	IDL intervention: contains modules to improve reading accuracy, reading comprehension and spelling skills which can be used collectively or in isolation. Learners are assessed by appropriately experienced and trained LSA for the starting point on the IDL intervention. The learner's own individual program is then set up and learner supported and monitored as they work through this program.
Priority 4	Give more able PPG students access to external opportunities such as The Brilliant Club
Barriers to learning these priorities address	Improved progress for identified PPG learners in Maths and English. Early identification of Cohort 7 PPG learners who would benefit from further interventions. Identification of PPG learners in other Cohorts to identify needs and implement support and strategies to enable progress with their learning. Interventions planned and delivered to include PPG learners to improve various aspects of their learning that they currently have barriers to.
Projected spending	£26,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	Appointment of Social Emotional Mental Health (SEMH) & Inclusion Support Role. To lead and coordinate the additional support for PPG learners, complementing existing teachers and support staff provision enabling PPG learners to reach their full potential.
Priority 2	Provision to support social and emotional aspects of learning through the Family Learning Team (FLT). The SEMH & Inclusion Lead to liaise with the FLT Lead to identify barriers to learning/wellbeing and plan appropriate interventions.
Priority 3	A focus on attendance for PPG learners. The SEMH & Inclusion Lead to liaise with Cohort Leaders and the FLT to monitor attendance. Identifying barriers and implementing support strategies to improve attendance for PPG learners.
Barriers to learning these priorities address	Improved self-esteem and confidence to raise aspirations. Increase resilience and mental wellbeing. Reduction in behaviour incidents for PPG learners, including after school consequences, Internal Exclusions and Fixed Term Exclusions. Improved attendance for PPG learners.
Projected spending	£76,000

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development.</p> <p>Staff who need more support with analysing and understanding data.</p> <p>Staff knowledge of PPG learners and understanding of their barriers.</p>	<p>Use of INSET days, afterschool training sessions and bulletin entries.</p> <p>Think Tank groups set up to focus on particular arrears of Teaching and Learning.</p> <p>SEMH &amp; Inclusion Lead to raise awareness around PPG learners to support staff and contribute to staff development and understanding of PPG learners.</p>
Targeted support	<p>Any absence of staff leading the sessions.</p> <p>Learners absence when Lucid screening is taking place.</p> <p>Availability of LSAs to undertake 1-1 and small group interventions.</p>	<p>Look at capacity from other staff in long term absence.</p> <p>Catch up session. Re do the testing biannually. Use other assessment tools to diagnose any learning barriers.</p> <p>Analysis of funding and associated costs for LSAs and other support staff to ensure there is capacity</p>
Wider strategies	<p>Ensuring time for key staff to meet regularly; SEMH &amp; Inclusion Lead, FLT Manager, SENCo and Leadership Team Line Manager.</p> <p>Ensuring the correct Identification of needs/barriers to learning for PPG learners.</p>	<p>Fortnightly meeting identified.</p> <p>ImpactEd, Boxall Profiling and questionnaire to ascertain barriers holistically. Improved communication between leaders of PPG, FLT and SEND through face to face and systems in place for record keeping, monitoring, interventions and evaluation.</p>

1. Quality teaching for all					
Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Key stage and staff lead	When will you review implementation?
Introduction of 4Matrix data system. Staff training to be able to fully utilise the platform to analyse	All relevant staff are confident with using 4Matrix to analyse data, monitor learners progress and	After using various data systems and reviewing them this is currently the best value system to meet	The Leadership Team through Line management will check regularly with Subject Leaders	JMu - Deputy Headteacher (DH)	<p>Spring Term for PPG SSI &amp; JBr</p> <p>On going each term - Subject Leaders (SLs)</p>

data.	implement strategies and interventions to improve attainment for PPG.	the school's current needs.	(SLs).		& Cohort Leaders (CLs)
Ensure all PPG learners are known by teachers and that teachers plan the support, guidance and interventions needed to enable these learners to make progress and reduce the attainment gap.	Teachers have PPG learners identified on registers and/or seating plans. PPG learners make better progress due to the support, guidance and interventions put in place.	EEF/Sutton Trust Toolkit findings: Meta-cognition and self-regulation:+8 months. Teaching priority identified on SDP.	Newly appointed SEMH & Inclusion Lead to keep this high profile for staff through meetings, training and bulletin. PPG Review (Deep Dive) planned for the Summer term. Feedback provided to staff and Governors.	SSI - SEMH & Inclusion Lead JBr - Deputy Headteacher (DH)	Spring Term for checking teachers identification. Summer Term - PPG Review
Teachers use data to identify and track progress of learners so that they are able to design impactful learning effectively and implement effective interventions and support learner progress.	Evidence of teachers using 4Matrix to track PPG learners. Teachers able to articulate/ demonstrate support and interventions provided for PPG learners.	Teaching priority identified on SDP.	SLs to monitor in their teams. Observation of Learning sessions Subject Review feedback.	Subject Leaders (SLs) SSI - SEMH & Inclusion Lead JBr - Deputy Headteacher (DH)	Spring Term for checking teachers identification. Summer Term - PPG Review
Teachers model excellence to learners and scaffold learning.	Teachers plan for scaffolding in learning sessions and appropriate resources created to support learning.	Teaching priority identified on SDP. Based on evidence/research of effective pedagogy using Rosenshine's principles of effective teaching.	Observations of Learning sessions. Subject Review feedback.	Subject Leaders (SLs) SSI - SEMH & Inclusion Lead JBr - Deputy Headteacher (DH)	Spring Term for checking teachers identification. Summer Term - PPG Review

<b>2. Targeted support</b>					
<b>Action</b>	<b>Intended Outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure that it is implemented well?</b>	<b>Key stage and staff lead</b>	<b>When will you review implementation?</b>
Identify PPG learners who would benefit from numeracy and literacy support and implement intervention groups.	Raise numeracy and literacy levels	Evidence of benefits of smaller groups. EEF / Sutton Trust Toolkit findings: Small group tuition: +4 months progress.	Records of PPG learners who have received intervention. Data analysis of Maths/English focus on PPG. PPG learners are included and identified on schools SEN provision map. This is reviewed at least termly.	SSI - SEMH & Inclusion Lead NPo - Maths Subject Leader (SL) KCo - English Subject Leader (SL) CVa - SENCO	Summer 2021
Lucid screening for all learners in Cohort 7 and all PPG learners in Cohort, 8, 9 and 10. PPG learners identified for IDL intervention and other literacy and numeracy interventions.	Identify learners who need further interventions based on results of Lucid screening.	Lucid Exact is a standardised assessment which provides robust data on a range of literacy skills: Single word reading skills, Reading comprehension accuracy and reading comprehension speed, handwriting speed, typing speed and spelling. It is approved by the JCQ regulating body for use in evidencing processing difficulties for access arrangements. Under developed literacy/processing	CVa - SENCO to lead and administer all tests to ensure reliability. Analysis of data which results in learners being identified for further intervention/support is undertaken by SENCo, information shared with CL, SSI and provision map updated. Learners requiring intervention are referred for intervention.	CVa - SENCO	October 2021

		skills are widely recognised as a barrier in academic progress.			
Implement IDL intervention: contains modules to improve reading accuracy, reading comprehension and spelling skills.	To support learners with dyslexia, visual stress and low level literacy as well as supporting learners to increase their speed and competency when touch-typing.	Schools who currently use IDL have reported that learners' reading and spelling ages increase on average by around 10 months after just 26 hours of use. They have also noticed improved confidence and self-esteem, which has transferred into other areas of school life.	Learners are initially tested using the IDL assessment which determines their correct starting point on the program. Learners who are on the programme are monitored: the program tracks their frequency of engagement and progress through levelled modules. Formal re-assessment using the IDL assessment is then completed usually 9mth to 12mths of participation.	CVa - SENCO	Summer 2021
Ensure more able PPG students access to external opportunities such as The Brilliant Club	To raise aspirations, particularly in regards to encouraging learners who may have not considered going to University. Develop key university readiness skills, including critical thinking and meta-cognition.	Scholars Programme graduates are almost twice as likely to progress to highly-selective universities (UCAS evaluation, 2019)	Robust impact reports showcasing progress towards national education targets	AHa - English Subject Teacher	Termly following each cohort completion of the programme.

<b>3. Other approaches</b>					
<b>Action</b>	<b>Intended Outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure that it is implemented well?</b>	<b>Key stage and staff lead</b>	<b>When will you review implementation?</b>
Role of Social Emotional Mental Health (SEMH) and Inclusion Lead to focus on increasing the outcomes for DA learners with their mental wellbeing and academic achievement.	To work closely with relevant staff members to help improve results for DA learners	Protected and directed time to ensure regular meetings with staff and PPG learners to discuss support mechanisms.  EEF Pupil Premium Guide used to inform PPG Co-ordinator of best practice	Fortnightly meeting with Leadership Team Line Manager who has overall responsibility and oversight of PPG to monitor progress and develop strategies.	SSI - SEMH & Inclusion Lead JBr - Deputy Headteacher (DH)	Summer Term 2021
Interventions led by SEMH & Inclusion Lead and the Family Learning Team	To improve Engagement at school and focus on increased resilience and better social skills	Support required for managing relationships and emotions	Review the progress half-termly. Regular review in Line Management.	SSI - SEMH & Inclusion Lead KNi - Family Learning Team (FLT) Manager & Safeguarding Lead FLT	Summer Term 2021
A focus on attendance for PPG learners. The SEMH & Inclusion Lead to liaise with Cohort Leaders and the FLT	To ensure regular school attendance and reduce the PA figure amongst DA and vulnerable learners	To bring those in the PPG category in line with the national target of 96% and above	Fortnightly attendance meetings with the relevant CL's and attendance Lead.  Weekly monitoring by	SSL - SEMH & Inclusion Lead Cohort Leaders (CLs)	Summer 2021

to monitor attendance.			the PPG support lead		
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