

1. Summary Information					
School	St Andrew's CofE High School For Boys				
Academic Year	2019-20	Total PP Budget	£136000	Date of most recent PP Review	October 2018
Total number of pupils	651	Number eligible for PP	148	Date for next internal PP Review	September 2019

2. Current Attainment		
	Pupils eligible for PP	Pupils not eligible for PP (National Average)
Progress 8 score average	-1.13	-0.22
Attainment 8 score average	32.33	44.15

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A. Literacy levels of some students eligible for PP, English GCSEs and other language heavy papers such as RE, History and Geography had P8 of over - 1.42	
B. Challenge and expectation of students, from student themselves, staff and parents	
Additional Barriers	
C. Lack of Effective working environment	
D. Attendance remains a concern for disadvantaged students. The attendance significantly lags behind that of their non-disadvantaged peers	
E. Social and Emotional Wellbeing of students	
4. Intended outcomes	Success Criteria
A. Literacy levels of PP students increase allowing better access to curriculum	Improved GCSE attainment in English and literacy heavy topics
B. Middle and lower prior attainment students make progress in line with or better than other peers	Final GCSE Results, Year 10 mock data and data drop 4 for years 7-10
C. Provide resources and space for students to complete work or revise	Progress of PP students move closer to 0. Demonstrated through final exam results and internal data
D. Improve on levels of PP attendance	Attendance for PP is in line with or close to non PP
E. Provide support and guidance for our students through a range of initiatives targeted specifically at highlighted trends in school	Attendance of PP improves as less time off, Reduced number of FTE and PeX of PP Students. Improved levels of staff knowledge through CPD.

5. Planned expenditure					
Academic year	2019-20				
i. Whole school initiatives – including teaching and learning					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff leading	Review date
Rewards	Use of positive reinforcement and extrinsic rewards to improve student motivation and impact positively on behaviour.	Journal of Personality and Social Psychology stated immediate rewards given frequently for small task increased interest and enjoyment.	NPQSL Staff leading as closing the gap project	IPC	March 2020
Seating Plans	Improve consistency across the school with one set package used by all staff. This allows sharing of best practice. Students will be less distracted and more focused in lessons.	Matt Pinkett – Boys Don't Try recommends the careful consideration of seating plans with regards to teaching boys. Seating plans app will allow this and consistency and best practice to be shared.	HOF oversee class teachers, hold to account as school policy to have a seating Plan	HOF SLT	March 2020
Drug and Mental health support	Provide high quality parental and student support and guidance over the issues linked with substance misuse and mental health	Mental Health issues are one of the highest recorded school safeguarding concerns in 2018-19. Student voice asked for better guidance in relation to drug use.	Structured days with student, parent and staff voice on events. Monitoring of incidents on Cpoms	PRG	Half termly Qualitative feedback after events
Total budget cost					
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff leading	Review date

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Departmental Budget	Improve outcomes at a faculty level.	Faculties will have the opportunity to run interventions and target support specific to their subject.	Spends approved by PRG. Monitoring and impact sheets complete short and long term by HOF.	PRG	March 2020
English Support	Early intervention in Years 7-8 to improve basic levels of literacy	EEF Moderate for moderate cost. Following guidance and report small groups of 2-3 students focusing on improve basic literacy skills.	Regular monitoring of groups with HOF. Data checks and impact statements for tutors leading sessions	HOF English	March 2020
Maths Support	Early intervention in Years 7-8 to improve basic levels of numeracy	EEF Moderate for moderate cost. Following guidance and report small groups of 2-3 students focusing on Mastery curriculum.	Regular monitoring of groups with HOF. Data checks and impact statements for tutors leading sessions	Second Maths	March 2020
Total budget cost					
iii. Individual support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff leading	Review date
Peer Mentoring/tutoring	Peer to peer support both academic and pastorally.	EEF toolkit states moderate impact for little or no cost.	Staff leading will use this as part of NPQSL project and part of appraisal target	VIM	Feb 2020
One to One Tuition	Improve outcomes in key areas for highlighted students	Following EEF model and guidance, Moderate impact for high cost. Due to this students will be carefully selected and monitored	Using reputable company for tutors, ensure regular communication and feedback		
ARC (academic recovery centre)	Provide in school time to support students to catching up missed work. Allow student without access to a suitable	From conversations with a number of vulnerable students they struggle to complete homework or have a place to study.	Referrals monitored Senior AHT's Impact monitored by Senior AHT's	MWL PRG MJS	Feb 2020

	working environment at home a safe place work.				
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6. Review of expenditure					
Academic year	2018-19				
i. Whole school initiatives – including teaching and learning					
Action	Intended outcome	Estimated impact:	Lessons learned		
Pastoral Officer to support pastoral team administration so they can be freed up to work with vulnerable and challenging young people	Manage and maintain Holistix and coordinate team around family meetings. Monitor attendance and complete paperwork for FPN and court	With a significant cut in services in Sussex and increased demand this role is vitally important the school is currently involved in 28 EHP and we are lead on 7. In the last academic year from September to April the school had 253 school days requested for holiday, from 65 students (10% of roll)	Support role must continue, it removes the majority of the admin from the pastoral team allowing them to work directly with the students. If and when expected cuts to level 3 services come into place there is a likelihood the workload will increase.		
English Workshop Macbeth	Bring the book alive to the students through and active workshop	Student voice feedback very positive, English department noted a positive impact on a 1/3 of the cohort through their own assessment. With regards to final attainment outcomes for the cohort remained stable	Qualitative feedback from students suggest the workshop was a success as did the internal data. As the text was only a small part of the exam without getting a breakdown of all papers it is hard to see final outcomes.		
Learning Mentor	Facilitate RJ and mentoring sessions support attendance with	Reduction in the number of repeat offence when RJ approach managed by LM. Students attending breakfast	Continue with both breakfast club and RJ sessions. Look to see if additional classroom staff can be trained in RJ and use this model in a classroom situation to resolve staff/student issues.		

	early morning breakfast clubs	club had an average attendance of 93.6% which is above the average of disadvantage student in the school	
SEN Teacher	Direct work with EHCP and high need SEN students providing structured 1-1 time	SEND/EHCP performance remained low	Complete audit with SEN department to ensure that correct students are targeted to meet their needs.
Total budget spend			£75000
ii. Targeted Support			
Action	Intended outcome	Estimated impact:	Lessons learned
Group and individual session for EAL students including second language assessment	Provide EAL students with special EAL teaching to support access to examinations and further education.	Improved levels of English sufficient enough to allow entry to college course after finishing year 11. All student accessed college education on leaving St Andrews, course ranged from level 1 course to A-levels.	Despite this being an expensive provision all the students involved were able to move on to the next level of education, considering some arrived as late as year 10 with no English, this is a significant level of support. Costing for next academic year will be reduced as we only have one suitable student.
Literacy development program used specifically with small targeted group in KS3	Removal from second MFL that will allow additional literacy support from specialist LSA staff	Improve basic literacy levels of the lowest ability students in the cohort by providing a 3 year structured curriculum of support	All students showed progress through each of the different stages, Reading, Spelling, Memory and Dictation. When related back to their academic performance some progress was made, the students are following a three year program and full impact will be seen at end of Year 9.
Fund food supplies and materials for Year 10 and Year 9 PP students to access curriculum	Allow PP students to engage fully in technology lessons	Engagement is high as is uptake at GCSE for these subjects however attainment and progress is low. Supplying the materials is not improving the student's outcomes.	For the outlay the impact is limited changed to the way the money is used and parents now opt into have ingredients supplied which will reduce the cost. This is funded from the departmental budget and not PP.

Fund MyGCSE Science license for Year 10 and 11 students	Provide a high quality revision resource to support home revision and in school lessons.	The resource was provided towards the end of year 11 so little time to measure impact however science pp students achieved similar result as the previous year. Early predications for current cohort show an improved picture	For the cost, which is equivalent to a 2 or 3 revision guides the resource is significantly better and more appropriate for how young people access information. The impact on the current year 11 cohort will be decided if this is pursued in future.
Targeted one to one and small group intervention in Maths	Allow targeted students make progress sufficient enough to allow them to access the GCSE curriculum	In year 7 96% achieved or exceed their target with an overall increase of 1 grade across the cohort. In year 8 86% achieved or exceeded their target grade however the progress of the cohort was -1 grade. All students directly intervened with showed significant progress from initial to final assessment.	Some impact is being made but this appears to be supporting the student maintain their grades rather than significantly boost grades. For 2019-20 focus on targeted students not just those with low targets or underperforming, can the groups be targeted better. Closer monitoring of students selected by Senior AHT.
Target support of students in English on a one to one basis and small group basis	Allow targeted students make progress sufficient enough to allow them to access the GCSE curriculum	In Year 7 89% achieved or exceed their target grade with overall increase of 2 grade across the cohort. In year 8 86% achieved or exceeded their target grade however the overall progress of the cohort was -1.	Some impact is being made but this appears to be supporting the student maintain their grades rather than significantly boost grades. For 2019-20 focus on targeted students not just those with low targets or underperforming, can the groups be targeted better. Conversation with new HOF and tutor to happen.
Total budget spend			£42000
iii. Individual support			
Action	Intended outcome	Estimated impact:	Lessons learned

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Financial support for various trips and visits	Allows disadvantaged students to access academic and non-academic trips	Students have the opportunity to take part in visits and educational trips that may be out of the family's financial reach. The theatre trip seen 60% of students attend demonstrate a positive impact of the visit.	Range of academic and non-academic trips and visits part funded. Due to constraints on budget this continues to need to be reviewed on an individual basis.
Provision of school uniform and PE kit	To support families in covering the cost of starting a new school	Participation levels in PE remain high and lack of uniform is not a factor which impacts on this. The students supported had a final average school attendance of 92%	With the cost of a complete set of school uniform coming in at £150 not including shoes, this as a one off initial outlay is a significant amount. To reduce spending on new clothing the school's pastoral team has created a uniform store which has a range of all uniform free to the students to swap, borrow and take.
Provision of Breakfast club to support pupil behaviour and attendance	Improve attendance of targeted students and allow the learning mentor to touch base with students early in the day	Attendance for the cohort who attended breakfast club was 93.6% which is above the average on the disadvantage cohort	Continue the scheme of providing free breakfast for target students. Look at how it could benefit the wider disadvantage cohort.
Revision materials for Year 11 students (RE, Mathematics, Science and English)	Support students with suitable revision resources to use at home and at guided revision sessions	Improve grades and overall progress of cohort. The number of students provided revision guides and attending catch up was varied. Impact of the initiative difficult to gauge due to so many different factors but did allow students to fully engage in lessons such as English as they had all the correct texts.	This does allow some students access to the resources they may not necessarily afford, however the impact without structured or guided use is hard to measure. For the next academic year there needs to be a structure programme of use to justify the expenditure.
Departmental Budgets	Allows departments to highlight and support	Departments can target individuals within their subjects and monitor impact	A range of departmental level interventions and initiatives saw mixed results individual impacts monitored by HOF.

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	identified students specific to their subjects needs	this method will allow a quicker response rather than going through Senior Assistant Head.	The ideas with the least impact will not be ran for the next academic year.
Total Budget Spend			£19000