



**LONGHILL**  
HIGH SCHOOL

**ASPIRATION + DETERMINATION + SUCCESS**

**DISADVANTAGED**

**STUDENTS**

**EVALUATION &**

**PLANNING**

**2017/18 & 2018/19**

Our core philosophy is to help all pupils overcome barriers to learning and we are determined to use the resources received to improve the life chances of students in receipt of Disadvantaged Student Funding (formally known as Pupil Premium funding). We challenge the underperformance of all pupils and believe that the five key areas of focus within this Disadvantaged Students plan lie at the heart of closing the gaps between Disadvantaged and Non-disadvantaged Students. The money spent supports our motto to support students' Aspiration, Determination and Success regardless of background or starting points.

## **Disadvantaged Students Grant Expenditure**

We ensure that barriers to learning are removed by providing resources to families who are experiencing poverty. These are resources such as uniform, food (eg. breakfast in the Focus Centre), access to computers, text books, reading books and revision books.

The Government introduced the term: 'Disadvantaged Students' to encompass all students who are either : In care, whose parents serve in the Armed Forces or who are or have been in receipt of Free School Meals in the past six years.

All students identified as being in receipt of Disadvantaged Students' support, will benefit from additional academic provision to ensure they experience a positive and successful learning experience.

### **% Disadvantaged Students**

Total number of students on roll 2018/19: 900

Total number of students who will qualify for Disadvantaged Student Funding: 367

Percentage of whole school population: 41%

### **Funding 2018/19**

Disadvantaged Student Fund Total: £323,510

Adjustment financial year end £0

Adopted (LAC) Children Funding: £19,000

Year 7 low ability funding: £16,100

Total Disadvantaged Student Budget: £358,610

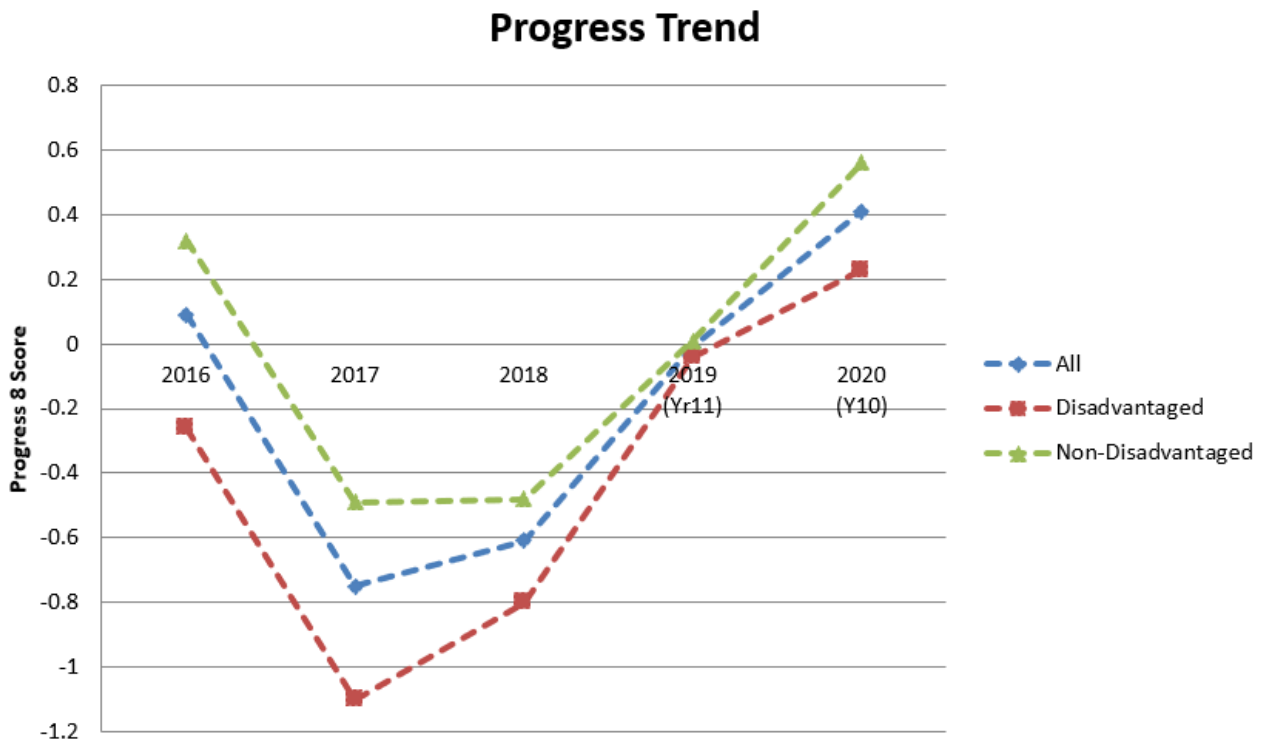
The Pupil Premium Grant expenditure is just one of the many strategies used to bring about improvement. For more details of other strategies, please see the following.

- **School Improvement Plan**
- **Teaching, Learning & Assessment Policy**
- **Faculty Improvement Plans**
- **Head of Year Improvement Plans**

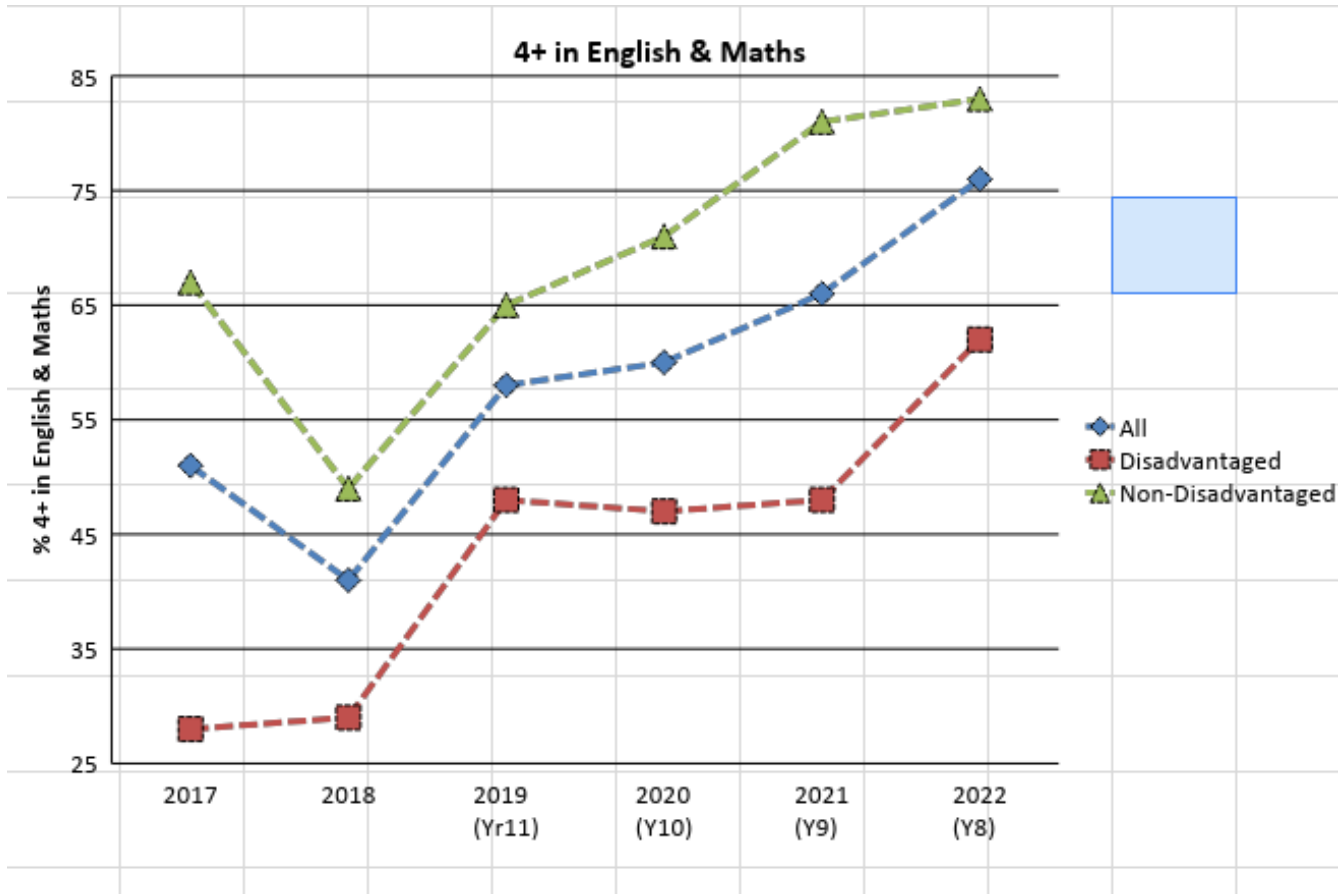
**2018 results showing results and forecasts 2018-2020 for Disadvantaged and Non Disadvantaged at Low, Middle and High Ability.**

2018 Results									
Year 11 2018 actual results	P8 (forecast in brackets)	A8	4+ in both Eng & Maths %	5+ in both Eng & Maths %	English Progress	Maths Progress	EBac Progress	Attendance	
All	-0.61 (-0.01)	38.59 (44.36)	41 (54)	23 (26)	-0.59	-0.87	-0.17	94.1	
Boys	-0.72 (-0.21)	36.8 (41.73)	39 (49)	24 (24)	-0.72	-0.79	-0.27	94.6	
Girls	-0.5 (-0.18)	10.42 (47.05)	44 (59)	23 (29)	-0.47	-0.95	-0.08	93.6	
Dis Adv	-0.8 (-0.14)	32.2 (38.81)	29 (47)	9 (12)	-0.71	-0.94	-0.28	92.1	
Non Dis Adv	-0.48 (0.07)	42.42 (47.69)	49 (58)	32 (35)	-0.52	-0.83	-0.10	95.3	
Low	-0.26 (-0.43)	24.61 (30.46)	5 (10)	0 (0)	-0.02	-0.57	0.24	92.5	
Middle	-0.67 (-0.09)	35.19 (41.01)	33 (50)	8 (10)	-0.72	-0.90	-0.29	93.9	
High	-0.73 (-0.16)	52 (57.67)	76 (89)	56 (63)	-0.77	-1.00	-0.27	95.5	
SEN	-0.72 (-0.05)	25.69 (32.28)	15 (25)	2 (2)	-0.5	-0.91	-0.33	92	
2019 Results									
Current Year 11 (2019 forecast)	P8	A8	4+ in both Eng & Maths %	5+ in both Eng & Maths %	English Progress	Maths Progress	EBac Progress	Attendance	
All	-0.01	47.23	58	38	0.01	-0.48	0.43	95.9	
Boys	-0.21	45.71	53	29	-0.27	-0.69	0.38	95.7	
Girls	0.29	49.22	66	49	0.41	-0.18	0.51	96.2	
Dis Adv	-0.04	42.7	48	24	-0.07	-0.53	0.44	95.6	
Non Dis Adv	0.01	49.84	65	46	0.06	-0.45	0.43	96.1	
Low	0.29	33.63	7	0	-0.03	-0.18	0.86	90.9	
Middle	0.14	41.61	45	18	0.17	-0.45	0.72	95.1	
High	-0.23	57.01	85	70	-0.18	-0.56	0.02	97.9	
Low Dis Adv	0.59	29.29	0	0	0.14	0.31	1.20		
Middle Dis Adv	0.05	40.6	43	16	0.01	-0.51	0.65		
High Dis Adv	-0.55	54.34	81	56	-0.37	-0.95	-0.41		
HAP	-0.19	58.85	87	77	0.1	-0.51	0.01		
SEN	-0.29	35.79	20	10	-0.26	-0.88	0.20	91.1	
Low Non-Dis Adv	-0.24	37.96	14	0	-0.33	-1.06	0.26		
Middle Non-Dis Adv	0.21	42.49	47	20	0.31	-0.41	0.78		
High Non-Dis Adv	-0.13	57.74	86	74	-0.13	-0.44	0.14		
2020 Results									
Current Year 10 (2020 forecast)	P8	A8	4+ in both Eng & Maths %	5+ in both Eng & Maths %	English Progress	Maths Progress	EBac Progress	Attendance	
All	0.41	47.27	60	34	0.28	0.12	0.89	93.8	
Boys	0.21	45.01	57	29	-0.11	0.23	0.69	94.4	
Girls	0.62	49.75	63	40	0.7	0	1.10	93.1	
Dis Adv	0.23	41.24	47	24	0.14	0.02	0.69	91.1	
Non Dis Adv	0.56	52.34	71	43	0.4	0.2	1.07	96	
Low	0.66	30.53	9	3	0.62	0.13	1.37	92	
Middle	0.51	44.45	59	16	0.32	0.13	1.05	93.8	
High	0.12	62.25	92	82	0.04	0.09	0.39	95	
Low Dis Adv	0.39	28.61	6	6	0.48	0.05	0.96		
Middle Dis Adv	0.36	41.96	49	16	0.23	-0.04	0.87		
High Dis Adv	-0.33	55.29	93	71	-0.49	0.15	-0.12		
HAP	-0.09	63.49	89	86	-0.18	-0.02	0.12		
SEN	0.22	38.11	33	13	0.09	-0.11	0.75	94.5	
Low Non-Dis Adv	1	33	14	0	0.81	0.24	1.90		
Middle Non-Dis Adv	0.7	47.26	71	16	0.42	0.32	1.27		
High Non-Dis Adv	0.29	64.88	92	86	0.24	0.07	0.59		

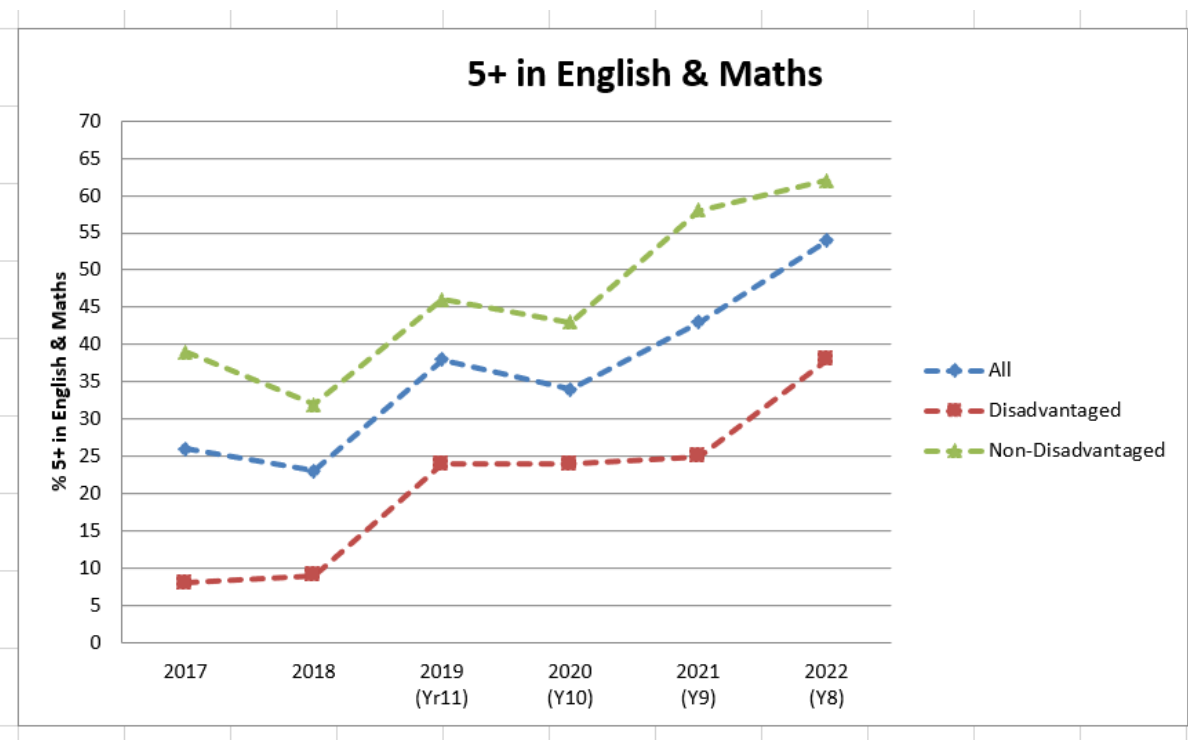
Progress Trend			
	All	Disadvantaged	Non-Disadvantaged
<b>2016</b>	0.09	-0.26	0.32
<b>2017</b>	-0.75	-1.1	-0.49
<b>2018</b>	-0.61	-0.8	-0.48
<b>2019 (Yr11)</b>	-0.01	-0.04	0.01
<b>2020 (Y10)</b>	0.41	0.23	0.56



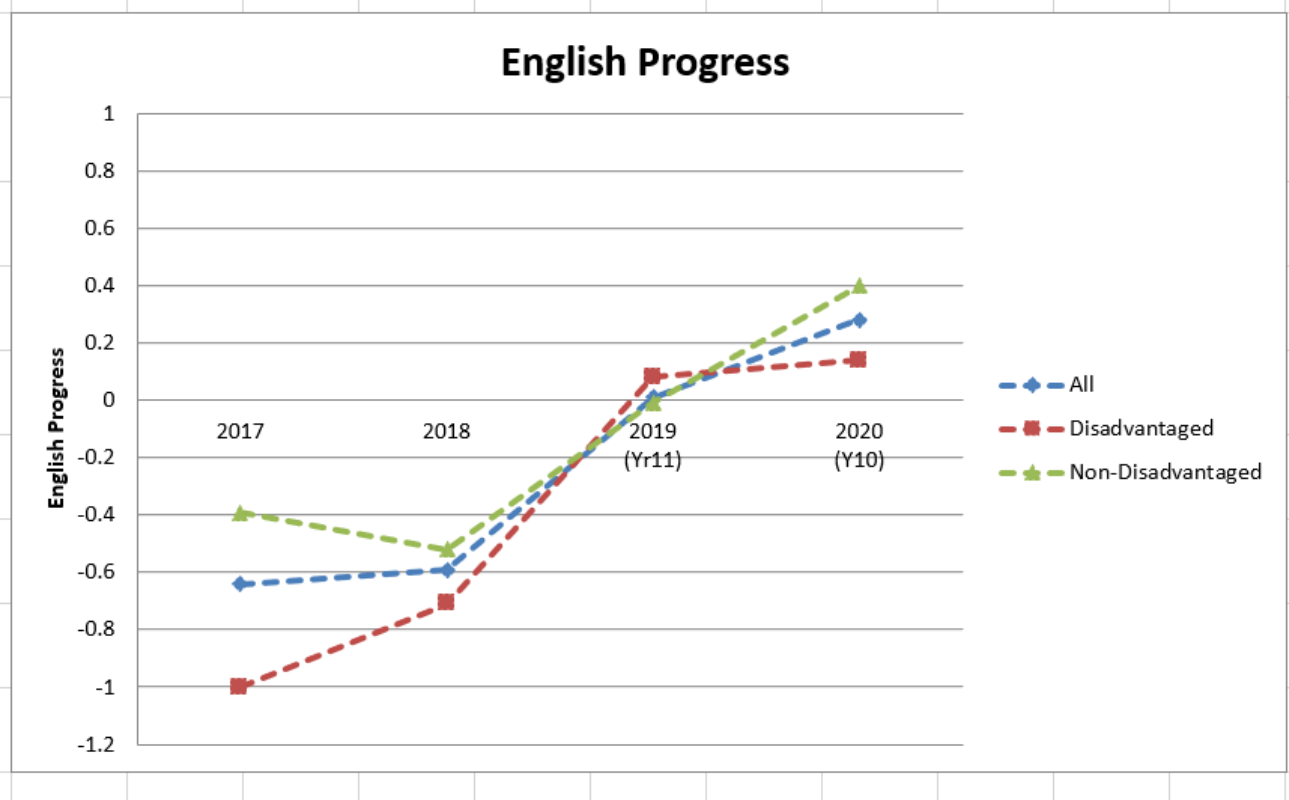
4+ in English & Maths			
	All	Disadvantaged	Non-Disadvantaged
2017	51	28	67
2018	41	29	49
2019 (Yr11)	58	48	65
2020 (Y10)	60	47	71
2021 (Y9)	66	48	81
2022 (Y8)	76	62	83



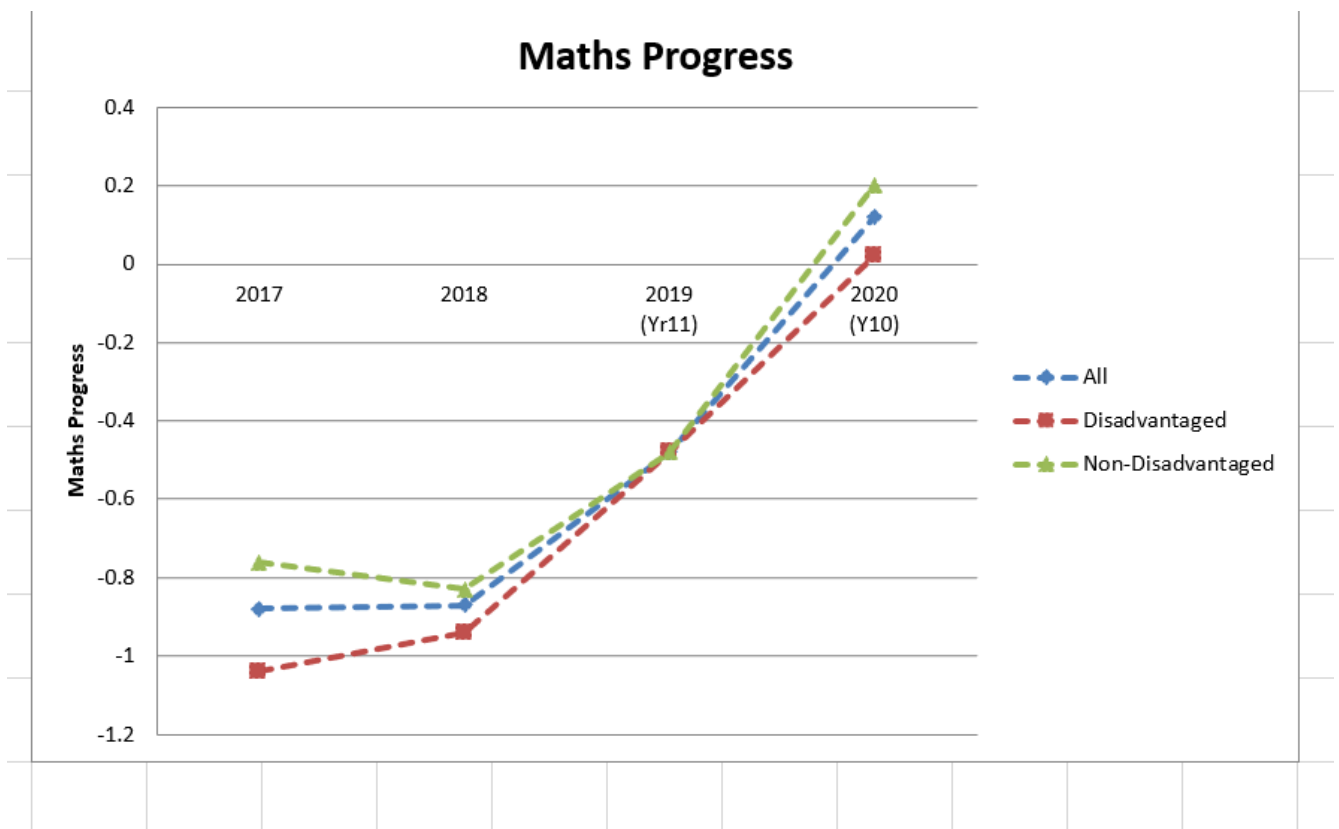
<b>5+ in English &amp; Maths</b>			
	<b>All</b>	<b>Disadvantaged</b>	<b>Non-Disadvantaged</b>
<b>2017</b>	26	8	39
<b>2018</b>	23	9	32
<b>2019 (Yr11)</b>	38	24	46
<b>2020 (Y10)</b>	34	24	43
<b>2021 (Y9)</b>	43	25	58
<b>2022 (Y8)</b>	54	38	62



English Progress			
	All	Disadvantaged	Non-Disadvantaged
<b>2017</b>	-0.64	-1	-0.39
<b>2018</b>	-0.59	-0.71	-0.52
<b>2019 (Yr11)</b>	0.01	0.08	-0.01
<b>2020 (Y10)</b>	0.28	0.14	0.4



Maths Progress			
	All	Disadvantaged	Non-Disadvantaged
<b>2017</b>	-0.88	-1.04	-0.76
<b>2018</b>	-0.87	-0.94	-0.83
<b>2019 (Yr11)</b>	-0.48	-0.48	-0.48
<b>2020 (Y10)</b>	0.12	0.02	0.2





Aims & Area For Focus	Total Cost	Objective	Strategy	Monitoring	Impact
<p><b>1. Leadership of Disadvantaged Progress, Achievement and Challenge</b></p> <ul style="list-style-type: none"> <li>• <b>SLT leadership of Disadvantaged Students' Progress and Achievement</b></li> </ul>	<p><b>£14,343</b></p>	<p>Closing the Gap to National progress and attainment between DA and Non DA across all year groups</p> <p>Ensuring that low, middle and high DA students all make excellent progress</p>	<p>AHT in charge of DA performance:</p> <p>-line manages 3 teachers with TLRs to support Higher Ability Disadvantaged students' progress</p> <p>-raises the profile of DA students through liaison with Teaching &amp; Learning Deputy Head</p> <p>-supports AHT in charge of lower and middle ability DA in terms of pastoral and curriculum support.</p> <p>-works closely with the LEA on Poverty Proofing the School day charity initiative, ensuring Longhill is an equitable place for DA and Non DA students.</p>	<p>Data, LM, Student Voice, Faculty monitoring and reviewing, SLT learning walks, targeted work scrutiny.</p>	<p><i>Impact on Data:*</i></p> <p>*In 2018 results, the gap between Disadvantaged and Non Disadvantaged Progress 8 has narrowed from 0.52 in 2017 but remains too high at 0.32.</p> <p>*Disadvantaged Progress 8 has improved from -1.1 in 2017 to -0.8 in 2018.</p> <p>*Forecasts into 2020 show strong trend for improved Progress 8 through 2019, hitting positive P8 for DisAd in 2020.</p> <p>*High ability disadvantaged students have improved their progress and attainment from 2017 and forecasts show clear trend for continued improvements.</p>

					*High ability disadvantaged remains a high priority group who are not forecast to hit positive P8 until after 2020.
Aims & Area For Focus	Total Cost	Objective	Strategy	Monitoring	Impact
<p><b>2. Inclusion Support Programme</b></p> <ul style="list-style-type: none"> <li>Focus Centre Provision, teaching and support staff</li> </ul>	<b>£114,461</b>	<p>Reduce social physical exclusion due to SEMH</p> <p>Promote inclusion through provision of Alternative curriculum and Focus Centre for marginalised students who are struggling to access the mainstream provision.</p>	<ul style="list-style-type: none"> <li>The Focus Centre supports our most vulnerable students to remain within the school and access quality teaching and learning.</li> <li>Outstanding teachers from the main school are timetabled to plan bespoke teaching for Focus Centre students including Food teach, outdoor education, Health and Social Care and Art therapy. Core curriculum is timetabled daily.</li> </ul>	Data, LM, Student Voice, Faculty monitoring and reviewing, learning walks, targeted work scrutiny.	Reduction in exclusions and improved outcomes in the focus centre show a move from alternative provision to a more inclusive shared approach for marginalised or emotionally vulnerable students.

Aims & Area For Focus	Total Cost	Objective	Strategy	Monitoring	Impact
<p><b>3. Raising Aspiration and Ethos</b></p> <ol style="list-style-type: none"> <li>1. Careers advice service</li> <li>2. EWO</li> <li>3. Community Outreach in Whitehawk</li> <li>4. 3 x TLRs for High Ability DA work</li> <li>5. CIC team</li> </ol>	£67,705	<p>To raise aspiration for our disadvantaged pupils (DA). To ensure the % of NEET is low-zero</p>	<ul style="list-style-type: none"> <li>• Widening participation programme with the universities of Brighton and Sussex</li> <li>• Targeting offering to DA and Most Able DA pupils as appropriate</li> <li>• Central Database of DA offering all DA students receive provision to raise aspiration and ethos.</li> </ul>	<p>HAP team data monitoring Monitoring of NEET data. Student voice/widening participation feedback, increased engagement with provision such as STEM club, Business Masterclass, Code Girls programmes, increased attendance at Parents Evenings from more DA communities.</p>	<p>High engagement with HAP initiatives, widening participation events and programmes as well as Albion and Be the Change aspiration days has led to a more positive ethos and culture.</p> <p>Increased attendance at parents evenings across all year groups.</p> <p>Increased take up of EBacc suite of subjects from disadvantaged pupils.</p>
<p><b>4. Pastoral Support Team</b></p> <ul style="list-style-type: none"> <li>• SLT Leadership of Pastoral Support for DA</li> <li>• Pastoral Support Staff</li> <li>• Budget for uniform and trip support.</li> </ul>	£125,513	<p>Support students' welfare and SEMH so that they can access learning and make excellent progress academically.</p>	<p>1. Pastoral Support to prioritise the ethos of 'ALL students in ALL lessons, ALL of the time.'" Support Attendance, SEMH, Inclusion, Uniform, Trips, Enrichment</p>	<p>Behaviour logs show reduction in students being removed from lessons. Student voice shows students are happy at school and feel supported to</p>	<p>Reduction in removes from lessons and more precise comms regarding areas where students are struggling to conform with the behaviour to learn system.</p>

		To put learning and progress at the heart of all we do.		access learning and to make excellent progress academically. Reduction in exclusions so that ASD is used strategically to support students to access progress and achievement.	ASD is used more strategically to support students' learning and progress in line with PAC.
<b>Aims &amp; Area For Focus</b>	<b>Total Cost</b>	<b>Objective</b>	<b>Strategy</b>	<b>Monitoring</b>	<b>Impact</b>
<b>5. Provision and Intervention</b> <b>2. Faculty Assistants (FAs) working with DA students</b> <b>3. Curriculum money to support with provision and resources for DA students.</b>	£95,587	Support DA resources, access to T&L  Support Year 7 arriving with lower than expected attainment to close the gap between DA and Non DA.	4. FAs have specialised subject knowledge to support continuity of learning within subject areas in times of staff absence/trips  5. support money to purchase revision materials, support trips, provide revision classes, pre exam snacks/breakfast and resources for DA pupils	Data, LM, Student Voice, Faculty monitoring and reviewing, SLT learning walks, targeted work scrutiny, GCSE results and all year forecast projections through assessment and reporting cycle.	Quality first teaching focuses on high expectations for all with leaders at all level taking responsibility for teaching and learning and the progress of Disadvantaged students.
<b>GRAND TOTAL</b>				<b>£417,609</b>	

## Planning for the Disadvantaged Student Grant for 2018/19

Aims & Area For Focus	Total Cost	Objective	Strategy	Monitoring
<p><b>1. Leadership of Pupil Premium Progress, Achievement and Challenge</b></p> <ul style="list-style-type: none"> <li>• SLT leadership of Disadvantaged Students' Progress and Achievement</li> </ul>	<p><b>£14,580</b></p>	<p>Closing the Gap to National progress and attainment between DA and Non DA across all year</p> <p>Ensuring that low, middle and high DA students all make excellent progress</p>	<p>AHT in charge of DA performance:</p> <ul style="list-style-type: none"> <li>• line manages 2 teachers with TLRs to support Higher Ability Disadvantaged students' progress</li> <li>• raises the profile of DA students through liaison with Deputy Head ic Teaching &amp; Learning</li> <li>• supports AHT in charge of lower and middle ability DA in terms of pastoral and curriculum support.</li> <li>• works using Poverty Proofing the School day training to ensure Longhill is an equitable place for DA and Non DA students.</li> </ul>	<ul style="list-style-type: none"> <li>• Data,</li> <li>• LM,</li> <li>• Student Voice,</li> <li>• Faculty monitoring and reviewing,</li> <li>• SLT learning walks, targeted work scrutiny at faculty and SLT level.</li> <li>• GCSE results and all year groups forecasted projections through assessment and reporting cycle.</li> </ul>
<ul style="list-style-type: none"> <li>• Inclusion Support and Programme</li> <li>• Focus Centre Provision, teaching and support staff</li> </ul>	<p><b>£94,403</b></p>	<p>Reduce social physical exclusion due to SEMH</p> <p>Promote inclusion through provision of Alternative curriculum and Focus Centre for marginalised students who are struggling to access the mainstream provision.</p>	<ul style="list-style-type: none"> <li>• The Focus Centre supports our most vulnerable students to remain within the school and access quality teaching and learning.</li> <li>• Excellent teachers from the main school are timetabled to plan bespoke teaching for Focus Centre students including Food tech, outdoor education, Health and Social Care and Art therapy. Core curriculum is timetabled daily and supported by experienced members of the maths, science and English team.</li> </ul>	<p>Data, LM, Student Voice, Faculty monitoring and reviewing, learning walks by HoFs and SLT, targeted work scrutiny at faculty and SLT level.</p>
Aims & Area For Focus	Total Cost	Objective	Strategy	Monitoring
<p><b>Raising Aspiration</b></p>	<p>£53,383</p>	<p>To raise aspiration for our</p>	<ul style="list-style-type: none"> <li>• Widening participation programme</li> </ul>	<ul style="list-style-type: none"> <li>• HAP team data monitoring</li> </ul>

<p><b>and Ethos</b></p> <ul style="list-style-type: none"> <li>• Careers advice service</li> <li>• EWO</li> <li>• 3 x TLRs for High Ability/Literacy DA work/CIC team</li> </ul>		<p>disadvantaged pupils (DA). To ensure the % of NEET is low-zero</p>	<p>with the universities of Brighton and Sussex</p> <ul style="list-style-type: none"> <li>• Targeting offering to DA and Most Able DA pupils as appropriate</li> <li>• Central Database of DA offering all DA students receive provision to raise aspiration and ethos.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of NEET data.</li> <li>• Student voice/widening participation feedback,</li> <li>• increased engagement with provision such as STEM club, subjects masterclasses, increased attendance at Parents Evenings from more DA communities.</li> </ul>
<p><b>Pastoral Support Team</b></p> <ul style="list-style-type: none"> <li>• SLT Leadership of Pastoral Support for DA</li> <li>• Pastoral Support Staff</li> <li>• Budget for uniform and trip support.</li> </ul>	<p>£123,014</p>	<p>Support students' welfare and SEMH so that they can access learning and make excellent progress academically. To put learning and progress at the heart of all we do.</p>	<ul style="list-style-type: none"> <li>• Pastoral Support to prioritise the ethos of 'ALL students in ALL lessons, ALL of the time.'" Supporting conversations around academic challenge and behaviour for learning. Support Attendance, SEMH, Inclusion, Uniform, Trips, Enrichment</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour logs show reduction in students being removed from lessons.</li> <li>• Student voice shows students are happy at school and feel supported to access learning and to make excellent progress academically.</li> <li>• Reduction in exclusions so that ASD is used strategically to support students to access Progress, Achievement and Challenge in line with the school ethos of Aspiration, Determination, Success.</li> </ul>
<p><b>Provision and Intervention</b></p> <ul style="list-style-type: none"> <li>• Faculty Assistants (FAs) working with DA students</li> <li>• Curriculum money to</li> </ul>	<p>£98,002</p>	<p>Support DA resources, and access to T&amp;L, including:</p> <ul style="list-style-type: none"> <li>• Scientific calculators</li> <li>• Support for curriculum field trips,</li> <li>• enrichment sessions equipment,</li> <li>• ingredients and resources</li> </ul>	<ul style="list-style-type: none"> <li>• FAs have specialised subject knowledge to support continuity of learning within subject areas in times of staff absence/trips. support money to purchase revision materials, support trips, provide revision classes, pre exam snacks/breakfast and resources for DA</li> </ul>	<ul style="list-style-type: none"> <li>• Data,</li> <li>• LM,</li> <li>• Student Voice,</li> <li>• Faculty monitoring and reviewing,</li> <li>• SLT learning walks,</li> <li>• targeted work scrutiny,</li> <li>• GCSE results and all year</li> </ul>

<p><b>support with provision and resources for DA students.</b></p>		<p>for practical subjects</p> <ul style="list-style-type: none"> <li>• revision guides and additional text books,</li> <li>• Support Year 7 arriving with lower than expected attainment to close the gap between DA and Non DA.</li> </ul>	<p>pupils.</p>	<p>groups forecasted projections through assessment and reporting cycle.</p>
<p><b>GRAND TOTAL</b></p>				<p><b>£383,382</b></p>