

KEY PERFORMANCE INDICATORS OF PP PUPIL ATTAINMENT AND OUTCOMES

Impact Measures	Y11 Leavers 2018 (Cohort 17/100)	Autumn Term 1 2018 Current (29/91)	Summer Term 1 2019 Predictions (29/91)	National Av Non PP	National Av Like for Like
P8 pp	-1.55	-1.11	-0.56	0.13	-0.44
A8 pp	28.68	32.76	38.28	50.14	36.73
% PP Pupils Achieving English 4+	35.29%	31.03%	55%	75%	
% PP Pupils Achieving English 5+	25.53%	10.34%	21%	59%	
PP English Pillar	-1.09	-1.59	-1.04	0.11	-0.44
% PP Pupils Achieving Maths 4+	35.29%	27.59%	58%	77%	
% PP Pupils Achieving Maths 5+	5.88%	13.79%	31%	56%	
PP Maths Pillar	-1.54	-1.44	-0.47	0.12	-0.39
% PP Pupils Achieving 2 Sciences 4+	23.55%	34.5%	44%		
PP EBAC Pillar	-1.43	-1.01	-0.66	0.15	-0.49
PP Open Element	-1.97	-0.69	-0.2	0.12	-0.46
% PP Pupils Achieving 5 Grade 5+	17.65%	13.79%	20.69%		
% PP Pupils Achieving 5ACEM	5.88%	10.34%	13.79%	50%	25%
PP Attendance (Y7-11)	91.1% WS (94.7%)		92.79 % HT1-5 (188)	94.7% WS (95.21)	(PP 92.5%)
PP Persistent Absence	30.3% (53) WS (14.3%)		19.68 % (37/188)	12.8%	(PP 22.4%)

This Plan Review Date: June 2019

Next Planned Review Date September 2019

BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP FUNDING)

Internal Barriers

Literacy skills on entry are lower for pupils eligible for Pupil Premium. (CUMULATIVE DISFLUENCY - PLUG THE LITERACY DEFICIT)

There is less parental engagement of pupils who are eligible for Pupil Premium funding.

Disengagement and behavioural issues of a small cohort of mostly PP pupils are having a detrimental effect on their academic progress.

Above national ALL comparators for fix-term and repeat exclusions for DPs.

Low aspiration of a small cohort of pupils (mostly eligible for PP) within KS3 and KS4

Limited life experiences for the disadvantaged cohort (CUMULATIVE DISFLUENCY - PLUG THE CULTURAL CAPITAL DEFICIT)

The performance of Disadvantaged Pupils within Maths

The performance of Disadvantaged Pupils within English

The performance of Disadvantaged Pupils within Open Element

The performance of Disadvantaged Pupils within EBAC Element

Male PP students are less engaged with the curriculum and are making less progress meaning they are more likely to underachieve.

External Barriers

Absence and persistent absence is higher than national ALL for PP in the school.

DESIRED OUTCOMES (desired outcomes and how they will be measured)	FOCUS	SUCCESS CRITERIA
More rapid progress in literacy for Y7 pupils eligible for Pupil Premium funding. This included a faster development in reading age throughout the academic year. The aim is to achieve a minimum of +5months that is suggested by the EEF.	A	Pupils eligible for Pupil Premium funding will make progress at a faster rate than non-Pupil Premium pupils. This will be evidenced using the Y7 accelerated reader programme and through English and screening assessments at data capture points chronologically through the year.
More PP parental engagement at school events such as parents evening and information evenings. (Improved streams of communication)	B	Impact measures to be taken after each event. Increased attendance % of Pupil Premium parents to key events.
Less DP represented in exclusion and repeat exclusion statistics compared to National ALL pupils.	C	A reduction in % to shift towards national average for non-DP exclusions (% of pupils receiving 1 or more FTE national non-DP is 3.9%).
Improved performance of disadvantaged pupils in KS4 Maths & English	D	Increase in the % achieving the thresholds in Maths and headline performance in P8 / A8
Improve the PP Progress 8 pillars for EBAC & Open Element	E	Subjects to be broadly in line (or better than) the national comparator and not be statistically significant.
Improve the PP Progress 8 pillars for the Open Element	F	Subjects to be broadly in line (or better than) the national comparator and not be statistically significant.
Improve PP Pupil Performance in Science	G	Subjects to be broadly in line (or better than) the national comparator and not be statistically significant.
PPG students are making expected progress in all subjects.	H	Progress checks illustrate that all PPG students are on target to achieve end of year challenge grades
PPG students are accessing the full curriculum and also one that meets their needs	I	LHS has a curriculum that is fit for purpose and ensures all students are engaged with their learning for Sept. 2018.
Increase the engagement of PP with the curriculum improvements in DP headline figures across data capture points throughout the year.	J	Headline data to be broadly in line (or better than) the national comparator and not be statistically significant.
Improve the attendance figure of the school's DP cohort and reduce PA even further	K	Improve the attendance figure of the school's DP cohort and reduce PA even further. By July 2019 the % of sessions missed to be broadly in line with the national average which is 5%.

SEPTEMBER 2018 PPG PLAN IMPACT REVIEW OF EXPENDITURE

QUALITY OF TEACHING FOR ALL, TARGETTED SUPPORT & OTHER APPROACHES

DESIRED OUTCOME	CHOSEN ACTION / S	RESEARCH	COST	IMPACT & LESSONS LEARNED
D TO I INCLUSIVE	ADDITIONAL TIME FOR AHT CURRICULUM & STRATEGIC LEAD FOR PP	The Sutton Trust report that ‘As it turns out, great schools tend to be great schools for all children in the school – the statistical correlation between who does well for FSM children and who does well for non-FSM children is very high.	£4500	Headline data for PP pupils shows that: P8 is predicted to improve from -1.55 last year, and from -1.11 Autumn 2018 for this current Y11 cohort to -0.56 based on summer predictions
D TO I INCLUSIVE	PP CO-ORDINATOR LEADERSHIP TIME	Moreover, schools can make a difference to the life chances of FSM children – there are huge differences in attainment for these children across schools, far larger than there are for children from wealthy backgrounds who do pretty well in all schools.’	PP CO-ORD & PP LEADS TLR’S & TIME £17,870	This is a significant improvement and moves us much closer to national progress for PP which is currently -0.44
D TO H INCLUSIVE	KEY STAGE PP SUBJECT / KS LEADS	Therefore, investing in the quality of leadership will help all students, including PPG students.	£1500	A8 is predicted to improve from 28.68 from last year to 32.76 Autumn 2018 for this current Y11 cohort to 38.28
B, C, J, K	ATTENDANCE & BEHAVIOUR LEAD WITH PP FOCUS	NFER report ‘What are the most effective ways to support disadvantaged pupils’ achievement?’ illustrates the importance of data driven responses and changes in performance measures have highlighted weaknesses in some aspects of the school’s previous practice.	TLR 3 & TIME £3000	Accountability for PP progress and outcomes at individual, class, subject and cohort level has been improved significantly by teachers, middle leaders, senior leaders and governance. This has been through the use of a PP appraisal target for all and regular review of PP strategic and operational planning with a focus on impact.
D TO I INCLUSIVE	2 SENIOR TL LEADERS	Improve individual accountability for PPG progress at all levels of the school	TLR 3 & TIME £1500	Significant rapid progress being made. Maintain this structure & accountability
D TO I INCLUSIVE	SENIOR DATA LEAD			
A-J INCLUSIVE	All staff have a PPG appraisal target			

<p>D TO I INCLUSIVE</p>	<p>Develop quality of planning using the PP Action to focus on engagement for PPG students and Catch-Up, following absence. PP profiles PP identified on seating plans 20 day challenges 6 week operational planning</p> <p>Monitoring and developing classroom best practice for engaging PPG students. Spring lesson observation cycle had a PP First section built into the observation proforma.</p>	<p>Embedding high quality and engaging teaching across the whole school EEF – There is strong evidence for improving learning and progress if teachers know who the disadvantaged pupils are so they can ensure that they are targeting them with verbal and written feedback, AFL and questioning, grouped for collaborative learning, and provided with individualised instructions more frequently. +8 Months Feedback, +3 Months Individualised +5 Months for Collaborative Learning & +4 Months impact – Digital Technology EEF toolkit shows metacognition and feedback as the most effective ways to improve the progress of PPG students. Learning +7/8 months impact</p>	<p>SDP 6 HOURS £11,360</p>	<p>Learning walks, work scrutiny, lesson observations and both staff and student voice show that this strategy has been highly effective in raising awareness of PP students at an individual level and in maintaining this focus. This has ensured that this strategy is now embedded as practice, positively impacting on the quality of work and attainment by PP pupils across the school. This was also evident in the peer PP review in June. Continue to use and develop Pupil Profiles, challenges and PP Action as Lowton non-negotiables. Continue developing metacognition strategies to ensure deep learning takes place.</p>
<p>D TO I INCLUSIVE</p>	<p>Improve & embed tracking and monitoring system to more closely monitor the progress of all PPG students under new assessment measures and hold all leaders to account for PPG progress.</p>	<p>NFER report ‘What are the most effective ways to support disadvantaged pupils’ achievement?’ illustrates the importance of data driven responses and changes in performance measures Feedback +8 months</p>	<p>SDP TIME 3 HOURS £5860</p>	<p>Staff voice indicates that the new systems provide greater consistency, and allow for more robust data collection with a clear focus and conversation at all levels about PP performance and outcomes. Any PP student who is off target has barriers to learning identified and intervention strategies identified (impact of intervention reviewed at data collection through line management meetings) Maintain and refine these systems</p>

<p>I</p>	<p>Monitor options and courses taken by PP students to ensure they are not disadvantaged.</p> <p>Include alternate provision & curriculum enrichment for subjects & curriculum development or subject practice.</p>	<p>Analysis of previous practice has highlighted weaknesses in the curriculum offer for PPG students in terms of course choice and completion along with consistent teacher allocation.</p>	<p>£9,000 Alternate</p> <p>£12,000 Options Viability & Curriculum Support</p>	<p>Current Y11 on Fix –It has already passed his level one certificate in Vehicle Maintenance and is hoping to stay at Fix It as Post 16 provision. Quality assurance visits indicate that other students at Fix-It and Oakfield are progressing and attending well and are on line to complete and pass their courses. Maintain Fix It & Oakfield Provision Y10 into Y11, and include functional skills. Continue effective engagement with SOM</p> <p>Online learning programme has been used with two students. Successful so far with one, allowing them to sit 3 core GCSE's over 2 years at the end of next year. Continue this next year & find alternate provision for other learner.</p> <p>EBAC PP P8 to improve from -1.43 last year to 0.6 based on summer predictions, and PP Open element from -1.92 to -0.2. Improve Language uptake, create new courses in year 10 for DT, Animal Care and Creative I media to provide for PP pupils to attain in all areas, including mid-year admissions and those requiring additional literacy and numeracy this year. Options guidance by AHT / PP Leads / FT</p>
----------	---	---	---	---

<p>B-J</p>	<p>Additional groups in Maths & English Y9-11</p> <p>Plus core intervention in Y11 teachers</p> <p>HLTA core intervention 1:1 and small group support</p> <p>Maths HOD has been running a predominantly PP focus class and doing a Maths focus during form period.</p>	<p>Have group sizes in English and Maths & Science that allow a lower teacher student ratio so teachers can spend more time with students who need support. Improving student interaction and feedback +8 months</p> <p>One to one tutoring can lead to improvements of up to 5 months - EEF toolkit.</p>	<p>£48,000</p> <p>£6,000</p> <p>£4,000</p>	<p>Maths Autumn 1 & Summer 1 data 4+ improve by 30.4% from 27.6 to 58% 5+ improve by 17.21% from 13.8 to 31% P8 improve by 0.96 from -1.44 to -0.47</p> <p>English Autumn 1 & Summer 1 data 4+ improve by 14% from 31 to 55% 5+ improve by 10.7% from 10.3 to 21% P8 improve by 0.55 from -1.59 to -1.07</p> <p>Learning walks and observations indicate that additional groups have improved engagement and behaviour.</p> <p>Maintain additional group in Y10 for Maths and English next year due to cohort needs based on year group context. 25%SEND, 35%PP, 35%Catch-Up and significant mid-year admissions.</p>
<p>4</p>	<p>Additional groups in RE in Y9 & 10</p>	<p>Have group sizes that allow a lower teacher student ratio so teachers can spend more time with students who need support. Improving student interaction and feedback. +8 months</p>	<p>£9,000</p>	<p>Spring grades for full course RS: 86% of PPG pupils being entered for RE in Y10 are achieving a level 4 or above, 57% a level 5 or above and of the 3 remaining pupils who are currently attaining a level 3, 2 of these are hitting their FFT 50 of a 3, the other is one below FFT. Short course RS shows only 3 pupils to be currently 0.5 of a grade below FFT 50 with all other pupils achieving FFT 50 or up to 2 grades above. Maintain additional group from Y9 to 10.</p>

<p>A-K</p>	<p>Literacy & Numeracy Support Groups Additional Y7 Maths & Literacy class plus Y9 support groups.</p>	<p>Sutton Trust stresses the importance of improving literacy, the impact on student outcomes and reducing the attainment gap between PPG and non PPG students</p>	<p>£12,000 £1,500</p>	<p>Screening data from end of June to be analysed to see if pupils have gained 5 month improvement, 2 or more SAS point improvement or are on target to make expected progress in English and Maths. Y7 Catch-Up Expected Progress Maths Cohort: 78% 28/36 91% 33/36 English Cohort: 91% 33/36 75% 27/36 Spring 2 Summer 1 Maintain additional groupings for next year's curriculum plan and maintain specialist staffing. Trial new electronic screening for multiple data collection and review, due to AR inconsistencies.</p>
<p>H, I, J, K</p>	<p>Hardship & PP budget to provide for individual needs and curriculum access. Provision of revision materials, food ingredients, calculators, uniform support, art and DT supplies, cameras for photography, music lessons, transport, and trips and rewards.</p>	<p>We do not want hardship to be a barrier to students attending school and we also want to make sure that all PPG students have the equipment they need to succeed i.e. exam kits, food resources. The NFER makes it clear that meeting individual needs is essential to ensuring progress.</p>	<p>£4,000 £500 revision £500 rewards</p>	<p>Y11 PP P8 Art results predicted to be +2.54 with an APS of 6.89 with 8/9 PP pupils at 5+ Positive PP pupil uptake of DT / FT / Art & Photography. PP pupils show significant improvement in maths and open element progress data. PP students are well represented in rewards trip and have full access to all curriculum enrichment. Enhance enrichment for improved cultural wealth within the curriculum</p>

B,C,I,J,K	Ensure pastoral systems support hard to reach PPG students through employment of Student Support Managers	NFER report on disadvantaged students stresses the importance of providing strong social and emotional support for students and their families.	£32,866	PP attendance in Y7-11 improved from 91.1% last year to 92.79% in HT5, just above national PP attendance of 92.5%. PP Persistent Absence has improved significantly from 30.3% last year to 19.68%. This is better than the PP PA national which is 22.4%.
	Ensure pastoral systems promote PPG attendance through employment of attendance officer and work of Student Support Managers (costed above) and PP team, HOH, and senior attendance lead. PP form by WB in Y11	Students need to be in school to learn and attendance for PPG students has been consistently below target for a number of years now	£13,160 £4,000	Rewards for maintaining good attendance or improving attendance for pupils in PP cohort, especially in HT 5 were effective. Use of praise postcards, achievement points and a breakfast voucher, accompanied by a one-time use queue jump card, across all years. Analysis shows that two thirds of PP pupils will be eligible in one or both of these categories. Improved attendance at parents evening through follow up system for non-attendance. MAINTAIN current approach and provision. Have PP form in Y10 also.
B-K	Homework club targeted at PPG students, especially in KS3. SMH ICT programme aids HWK access & interaction. Homework Support in Learn for repeat offenders.	To provide a supportive resource and environment where children can go to get support.	£1,500	B1, Library and K block well utilised by pupils including PP and SEND at lunchtime, break-time, and before and after school based on attendance. Most PP pupils complete homework according to homework learning data, quality monitored by HOD's and senior TL lead. Maintain Provision
B-K	Careers provision through priority and additional PP	Motivate and inspire PPG pupils to succeed now and in the future by providing appropriate and timely information and support to guide students into	£3,000	2016 DFE data indicates that 74% of disadvantaged pupils stayed in education or training, however the

	<p>appointments particularly Y8, 10 & 11. All CEIEG activities have a focus on ensuring PP involvement. Students in danger of being NEET have support in school which will continue through the summer and beyond. Unlocking Gifts Programme Gateway programme.</p>	<p>subjects, and further education or training that facilitate them accessing an aspirational career or vocation.</p>	<p>measure here has changed and does not include employment. Of the remaining 9 we believe 5 are in employment, taking the disadvantaged data to 88% (30/34 in employment, education or training.) 1 not captured due to out of area move and 3 NEET. PP pupil voice and PP reviews show that PP pupils, particularly in Y8, 10 and 11, value careers support and have ambitious aspirations for KS5 and beyond.</p> <p>Maintain provision, but introduce individual enrichment and careers progress files for tracking of participation, achievements and advice and support in this area.</p>
--	--	---	---

Total cost of provision including Catch Up is: £206,616.

The PP Grant and Catch-Up provides £171,600

The additional £35,016 comes from school improvement, SEND / EAL funding, due to the overlap in need and provision. Providing high quality first teaching through training, SDP, and appropriate class sizes allows for improved pupil relations and feedback which in turn lead to engagement and attainment.