

PUPIL PREMIUM STRATEGY 2019/20 – PUPIL OUTCOMES

Impact Measures	Y11 DP Leavers 2019 31/92	Y11 2019/20 AUTUMN	Y11 2019/20 SPRING	Y11 2019/20 SUMMER	National Non PP '18	National '18 Like for Like
P8 pp	-0.62				0.13	-0.44
A8 pp	36.98				50.14	36.73
% PP Pupils Achieving English 4+	71%				81%	59%
% PP Pupils Achieving English 5+	35.48%				67%	42%
PP English Pillar	-0.86				0.11	-0.44
% PP Pupils Achieving Maths 4+	58%				76%	51%
% PP Pupils Achieving Maths 5+	23%				56%	30%
PP Maths Pillar	-0.71				0.12	-0.39
% PP Pupils Achieving 2 Sciences 4+	48%					
PP EBAC Pillar	-0.74				0.15	-0.49
PP Open Element	-0.28				0.12	-0.46
% PP Pupils Achieving 4+ in E / M	58%				71%	45%
% PP Pupils Achieving 5+ in E / M	16%				50%	25%
% PP Pupils Achieving 5 4-9	55%					
% PP Pupils Achieving 5 4-9 INC E/M	48%					
% PP Pupils Achieving 5 5-9 INC E/M	16%					
PP Attendance (Y7-11) Whole School Attendance 7-11	92.79 % HT1-5 95.21 %				94.7%	(PP 92.5%)
PP Persistent Absence Whole School Persistent Absence	19.68 % (37/188) 10.61% (66/621)				12.8%	(PP 22.4%)
PP Exclusions 1 or more FT Whole School Exclusions 1 or more FT	5.3% 10/188 3% 19/621				3.22% Non PP 4.62% All	10.10% PP

Key: PP = Pupil Premium, PPG = Pupil Premium Grant, DP = Disadvantaged Pupil

This Plan Review Date: December 2019

BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP FUNDING)	
<ul style="list-style-type: none"> Literacy skills and vocabulary base are lower for pupils eligible for Pupil Premium on entry. (CUMULATIVE DISFLUENCY) 	
<ul style="list-style-type: none"> Disengagement and behavioural issues of a small cohort of mostly PP pupils are having a detrimental effect on their academic progress. Low aspiration of a small cohort of pupils (mostly eligible for PP) within KS4 Limited life experiences for the disadvantaged cohort (PLUG THE CULTURAL CAPITAL DEFICIT) There is less parental engagement of some pupils who are eligible for Pupil Premium funding. 	
<ul style="list-style-type: none"> The performance of Disadvantaged Pupils within Mathematics, particularly at 5+ The performance of Disadvantaged Pupils within English, particularly at 5+ 	
<ul style="list-style-type: none"> The performance of Disadvantaged Pupils within the EBAC element, particularly at 5+ 	
<ul style="list-style-type: none"> The performance of Disadvantaged pupils in Computing and Creative iMedia at KS4 	
<ul style="list-style-type: none"> Ensuring quality & consistency of education for all, especially our disadvantaged students at KS4 	
<ul style="list-style-type: none"> Absence and persistent absence is higher than national ALL for PP in the school. Gaps have closed to meet / surpass the like for like measure for PP pupils. 	
DESIRED OUTCOMES (desired outcomes / how they are measured)	SUCCESS CRITERIA
More rapid progress in literacy for Y7 pupils eligible for Pupil Premium funding. This includes a faster development in reading age throughout the academic year. To achieve a minimum of +5months as suggested by the EEF.	PP pupils will make progress at a faster rate, evidenced using the Y7 screening programme and through English data capture points chronologically through the year.
PPG students are accessing the full curriculum and are in receipt of a high quality education with a focus on quality first teaching, supported by targeted support and appropriate interventions. Thus allowing for improved progress and attainment that is at least in line with the like for like disadvantaged measure. To close the gap compared to non-disadvantaged pupils. Increase the engagement of PP pupils within the curriculum and show improvements in DP headline figures across data capture points throughout the year. Ensure opportunities for cultural wealth and enrichment are accessed by all	LHS has a curriculum that is fit for purpose and ensures all students are engaged with their learning, including cultural wealth. Progress checks illustrate that all PPG students are on target to achieve end of year challenge grades. Subject performance to be broadly in line (or better than) the national comparator and not be statistically significant. Effective Interventions provide targeted support with timely review to ensure impact.
Improved performance of disadvantaged pupils in KS4 Maths & English , especially at 5+	Increase in the % achieving the thresholds in Maths & English headline performance in P8 / A8 and 4+. Meet at least like for like comparison for 5+ in Maths at 30%, and English at 42%. National non DP M-56%, E- 67%
Improve the PP Progress 8 pillars for EBAC & Open Element	Subjects 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. Less DP to be represented in exclusion and repeat exclusion statistics compared to National ALL pupils.	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%). 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%.

QUALITY OF TEACHING / LEADERSHIP FOR ALL

Action	Intended outcome	Evidence OR rationale for this choice	How will you ensure it is implemented	Staff lead Planned Expenditure	When will you review implementation	OUTCOME / IMPACT
<p>ADDITIONAL TIME FOR AHT CURRICULUM & STRATEGIC LEAD FOR PP</p> <p>PP CO-RDINATOR LEADERSHIP TIME</p> <p>KEY STAGE PP SUBJECT / KS LEADS</p> <p>ABEHAVIOUR LEAD WITH PP FOCUS</p> <p>2 SENIOR TL LEADERS</p> <p>SENIOR DATA LEAD</p> <p>All staff have a PPG appraisal target.</p>	<p>Improve individual accountability for PPG progress at all levels of the school</p> <p>Ensure pace of change, regular review and monitoring to show impact on student outcomes and provision. As such headline data should show:</p> <p><i>DP P8 closer to 0. As a minimum to be in line with national like for like DP progress measures at 0.44</i></p> <p><i>DP A8 is in line with or better than DP like for like A8 at 36.83. DP A8 gap closing to non DP at 50.14</i></p> <p><i>Y7-10 75% of PP pupils to be at expected target or above in progress review.</i></p>	<p>Sutton Trust Reports – ‘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.’</p> <p>Therefore, investing in the quality of leadership will help all students, including PPG students.</p> <p><i>Ofsted June 2019 “the progress made by disadvantaged pupils is improving, especially in KS3 because of leaders’ increasingly effective use of additional funding”.</i></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 have highlighted weaknesses in some aspects of the school’s previous practice.</p>	<p>Strategic PP plan reviewed, amended and updated on a termly basis and shared with governors and staff.</p> <p>Use of 6-9 week operational planning and impact evaluation to underpin strategic pp plan and school SIP</p> <p>Use of formal appraisal target to record progress at all levels</p>	<p>JS /WB</p> <p>PP CO-ORD & PP LEADS TLR’S & TIME £ 5,500 £ 7,200 JPY/ADY/CTB</p> <p>£1900 IH</p> <p>£3800 LCF / MTW</p> <p>£1900</p>	<p>End of Term strategic plan following progress reviews and action plan impact updates.</p> <p>6-9 weekly operation plans with mid and end review completed</p> <p>In line with appraisal cycle and school calendar of monitoring and review</p> <p>Use of external review in December by Richard Sutton</p>	

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<p>Promote PPG pupil awareness and high quality first teach. Create PP register</p> <p>Develop quality of planning using the PP Action to focus on engagement for PPG students and</p> <ul style="list-style-type: none"> Catch-Up, following absence. PP profiles 20 day challenges <p>Developing classroom best practice for engaging PPG students.</p> <p>Focus on metacognition and misconceptions for the disadvantaged to correct errors and ensure deep learning takes place.</p>	<p>Increased awareness of PP and their barriers. PP identified on seating plans.</p> <p>Improved quality of planning and implementation. Minimised impact of short term absence on pupil knowledge.</p> <p>Y11 DP Pupil performance continues to improve in line with national expectations for each for each subject are for DP and moves towards progress data for non DP</p> <p><i>Y7-10 75% of PP pupils to be at expected target or above in progress review.</i></p>	<p>‘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.</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>Delivered through regular SDP slots and sharing of good practice plus HOD / HOF promotion within subject.</p> <p>Use of 6-9 week operational planning With clear mid and end review with impact</p> <p>Directed tasks and basic expectations of teachers set out relating to PP planning, PP first and PP identification. All staff to use in context and have available in teacher files. HOD to check these.</p>	<p>SDP 3 HOURS £4599 JS/WB/ELS/ LCF/MTW</p> <p>HOD / HOF within leadership time</p>	<p>SDP evaluation weekly</p> <p>Through work scrutiny, progress reviews, subject reviews, learning walks and appraisal as per school calendar at least termly</p> <p>Through mid and end cycles of operational planning</p> <p>Through external review in December 2019</p>	

Action	Intended outcome	Evidence OR rationale for this choice	How will you ensure it is implemented	Staff lead Planned Expenditure	When will you review implementation	OUTCOME / IMPACT
<p>Additional groups in English Y10 & 11</p> <p>Maintain additional group in Y10 for 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>English DP P8 Pillar to be at least in line with national DP English Pillar at -0.44 closing the gap towards like for like national non DP English pillar at 0.11</p> <p>English DP 4+ to be between non DP and DP national at 81% and 59%</p> <p>English DP 5+ to be between non DP and DP national at 67% and 42%</p>	<p>Have group sizes in English 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>Continue to close the DP progress gap particularly at KS4 -Ofsted</p>	<p>Scheduled within timetable for 2019-2020 academic year. HOF's to ensure grouping and quality of teaching and effective feedback</p>	<p>JS SLT LM ELS HOF LCF</p> <p>£19,000 English</p>	<p>Termly following progress reviews.</p> <p>SLT will QA work of HOF and review the decision to amend the group setting or staffing as necessary to ensure quality and impact.</p> <p>JS review additionality as part of the curriculum review.</p>	
<p>Additional groups in Mathematics in Y10 & 11</p> <p>Maintain additional group in Y10 for Maths 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>Maths DP P8 Pillar to be at least in line with national DP Maths Pillar at -0.37 closing the gap towards like for like national non DP Maths pillar at 0.12</p> <p>Maths DP 4+ to be between non DP and DP national at 51% and 76%</p> <p>Maths DP 5+ to be between non DP and DP national at 30% and 56%</p>	<p>Have group sizes in Maths 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>Continue to close the DP progress gap particularly at KS4 -Ofsted</p>	<p>Scheduled within timetable for 2019-2020 academic year. HOF's to ensure grouping and quality of teaching and effective feedback</p>	<p>JS SLT LM ELS HOF ADY</p> <p>£19000 Maths</p>	<p>Termly following progress reviews.</p> <p>SLT will QA work of HOF and review the decision to amend the group setting or staffing as necessary to ensure quality and impact.</p> <p>JS review additionality as part of the curriculum review.</p>	

Action	Intended outcome	Evidence OR rationale for this choice	How will you ensure it is implemented	Staff lead Planned Expenditure	When will you review implementation	OUTCOME / IMPACT
Additional group in Science in year 10 year due to cohort needs based on year group context. 25%SEND, 35%PP, 35%Catch-Up and significant mid-year admissions	EBAC DP P8 Pillar to be at least in line with national DP EBAC Pillar at -0.49 closing the gap towards like for like national non DP EBAC pillar at 0.15 2 Science DP 4+ to be between 51% and 76%	Have group sizes in 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 Continue to close the DP progress gap particularly at KS4 -Ofsted	Scheduled within timetable for 2019-2020 academic year. HOF's to ensure grouping and quality of teaching and effective feedback	JS SLT LM ELS HOF'S AMM £9500 Science	Termly following progress reviews. SLT will QA work of HOF's and review the decision to amend the group setting or staffing as necessary to ensure quality and impact. JS review additionality as part of the curriculum review	
Additional groups in RE in Y9 & 10 Early entry in year 10.	Summer examination grades for full course RE to be at least in line with national DP expectations National non DP 4+ 72% National non DP 7+ 31%	Have group sizes in RE 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 Continue to close the DP progress gap particularly at KS4 -Ofsted	Scheduled within timetable for 2019-2020 academic year. HOF's to ensure grouping and quality of teaching and effective feedback	JS SLT LM PC HOF'S VN / HC/ RH £11,400 RE/RS	Termly following progress reviews. SLT will QA work of HOF's and review the decision to amend the group setting or staffing as necessary to ensure quality and impact. JS review additionality as part of the curriculum review	

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<p>Support DP curriculum for Computing and Creative iMedia, invest in leadership and curriculum.</p> <p>Purchase Kaboodle 1 year licence</p> <p>Purchase new units / SOW</p> <p>Training for new HOD</p>	<p>Open DP P8 Pillar to be at least in line with national DP Open Pillar at -0.49 closing the gap towards like for like national non DP Open pillar at 0.12</p> <p>Subject performance of DP in Computing and Creative iMedia to improve and close. The gap to be broadly in line with the national comparator and not be statistically significant</p> <p>SOW / Curriculum updated across both subjects.</p>	<p>Support open element in underperforming subjects for DP progress to maintain and build on improvements in Open Element particularly for DP</p> <p>New HOD of Computing and iMedia in post September 2019. Curriculum development required within both subjects.</p> <p>Continue to close the DP progress gap particularly at KS4 -Ofsted</p>	<p>Scheduled within timetable one additional free for HOD for curriculum development</p> <p>Weekly line management meetings with SLT</p>	<p>CMY HOD SLT LM JS</p> <p>£3800</p> <p>£ 800</p> <p>£400</p>	<p>Termly following progress reviews.</p>	

2. TARGETTED APPROACHES

Action	Intended outcome	Evidence OR rationale for this choice	How will you ensure it is implemented	Staff lead Planned Expenditure	When will you review implementation	OUTCOME / IMPACT
<p>Improve & embed tracking and monitoring system to more closely monitor the progress of all PPG students, and hold all leaders to account for PPG progress.</p>	<p>Improved disadvantaged pupil performance at individual subject level.</p> <p>Any PP student who is off target has barriers to learning identified and intervention strategies identified.</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 will ensure staff have the knowledge and time to do this.</p> <p>Intervention log part of school calendar with robust LM documentation</p>	<p>PC / ELS SDP TIME 3 HOURS £4599</p> <p>PC / ELS SLT / YC HOD's / HOF's</p>	<p>Impact of intervention reviewed at data collection through line management meetings with HOD / Hof and then as SLT</p>	
<p>Corrective Literacy Programme 2 lessons per week for all Y7 pupils</p>	<p>More rapid progress in literacy for Y7 pupils eligible for Pupil Premium funding. This includes a faster development in reading age throughout the academic year. Achieve a minimum of +5months as suggested by the EEF.</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>Scheduled within timetable for 2019-2020 academic year. HOF's to ensure grouping and quality of teaching and feedback effective</p>	<p>LAC £1500 RESOURCES</p>	<p>Following progress data reviews.</p> <p>After screening periods</p> <p>Through LM meetings</p>	

Action	Intended outcome	Evidence OR rationale for this choice	How will you ensure it is implemented	Staff lead Planned Expenditure	When will you review implementation	OUTCOME / IMPACT
Diocese mentoring programme	Improve participation, engagement, attendance and or outcomes for the disadvantaged pupils selected	Schools can make a difference to the life chances of FSM children – there are huge differences in attainment for these children across schools One to one tutoring can lead to improvements of up to 5 months	ELS/WB plan and implement programme in response to student need QA impact by church	ELS / WB funded via grant from Church	Termly through grant review protocol following progress reviews and monitoring cycle as per school calendar	
Unlocking Gifts Programme Gateway programme.	Improve participation, engagement, attendance and or outcomes for the disadvantaged pupils selected	Schools can make a difference to the life chances of FSM children – there are huge differences in attainment for these children across schools. The NFER makes it clear that meeting individual needs is essential to ensuring progress	HC / RH plan and implement programme in response to student need QA impact by church	HC funded via grant from Church	Termly through grant review protocol following progress reviews and monitoring cycle as per school calendar	
Homework club Homework Support in Learn	Reduction in Homework Learn for PP pupils. Improved subject outcomes.	To provide a supportive resources and environment where children can go to get support.	Staff & Monitor Club / Learn participation	£500	Weekly Learn attendance Half Termly club attendance	
Alternate Curriculum Provision Animal Care Nisai	DP students to attend, engage with and make progress in alternate provision. Students to successfully complete alternate qualifications commensurate to ability.	Improve DP engagement, attendance and curriculum access. Improve individual DP outcomes through use of alternate provision.	At least Termly QA visit from school	JS £4000 £3750	Following QA visits, progress reviews and individual progress.	

Action	Intended outcome	Evidence OR rationale for this choice	How will you ensure it is implemented	Staff lead Planned Expenditure	When will you review implementation	OUTCOME / IMPACT
<p>Hardship Fund</p> <p>Find & Fix Programme</p> <p>20 day challenges</p>	<p>To provide for individual needs basic needs including uniform, transport, hygiene and equipment.</p> <p>To promote DP curriculum access and revision through provision of calculators, ingredients, DT and art supplies, music tuition, camera and computer loan.</p> <p>To promote cultural wealth and enrichment for DP pupils through enrichment, rewards, trips, clubs and new experiences</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>HC Hardship £2,500</p> <p>WB Find & Fix £10,000</p>		
<p>Looked After Pupils Fund</p>	<p>To provide for the needs of this vulnerable cohort on an individual basis</p>	<p>The NFER makes it clear that meeting individual needs is essential to ensuring progress.</p>	<p>HC ongoing via relevant LA reporting and accountability procedures</p>	<p>HC £11,000</p>	<p>Following data reviews, attendance reviews and PEP meetings</p>	

3. OTHER APPROACHES / STRATEGIES

Action	Intended outcome	Evidence OR rationale for this choice	How will you ensure it is implemented	Staff lead Planned Expenditure	When will you review implementation	OUTCOME / IMPACT
<p>Employment of attendance officer and SSM.</p> <p>Strong attendance systems</p> <p>Pastoral team now as year co-ordinators.</p> <p>PP form in Y10 & 11</p>	<p>A reduction in % towards national average for non-DP exclusions (% of pupils receiving 1 or more FTE national non-DP is 3.9%). Improve the attendance figure of the school's DP cohort and reduce PA even further. By July '20 the % of sessions missed to be broadly in line with the national average which is 5%.</p>	<p>Ensure pastoral systems promote PPG attendance</p> <p>Ensure pastoral systems support hard to reach PPG students</p> <p>Students need to be in school to learn and attendance for PPG students is below national non DP</p> <p>NFER report on disadvantaged students stresses the importance of providing strong social and emotional support for students and their families.</p>	<p>HC to ensure pastoral team continue to follow proven systems for improving attendance and behaviour.</p>	<p>HC Pastoral Team</p> <p>£32,966</p> <p>£13,460</p> <p>£3800</p>	<p>Half Termly in line with school monitoring of attendance.</p> <p>Individual attendance of PA students according to plans</p> <p>Through inclusion meeting.</p>	
<p>Priority and additional PP careers appointments. CEIEG activities focus on ensuring PP involvement.</p> <p>Preventative NEET support in school, continued through the summer.</p> <p>Gateway Programme</p>	<p>To reduce the number of PP students who become NEET</p> <p>To ensure appropriate destinations for PP students – Post 16 provision.</p> <p>Destination data to be at least in line with national figures for DP, and to close the gap towards national destination figures in all categories.</p>	<p>Motivate and inspire PPG pupils to succeed now and in the future by providing appropriate and timely information and support to guide students into subjects, and further education or training that facilitate them accessing an aspirational career or vocation.</p>	<p>Through use of reviewing Gatsby benchmarks and destination data in LM meetings.</p>	<p>JS SLT link RH Careers Lead JM Careers Advisor £2000</p>	<p>Termly and following destination data publication</p> <p>Half Termly current Y11 intended destinations from Spring term onwards</p>	
TOTAL EXPENDITURE						£178,874