

# Pupil Premium Strategy Statement : St Hilda's CE High School 2017-18

1. Summary information					
School	St Hilda's CE High School				
Academic Year	2017/18	Total PP budget	£ 172,260	Date of most recent PP Review	Sept 2017
Total number of pupils	713 (Years 7-11)	Number of pupils eligible for PP	173	Date for next internal review of this strategy	Sept 2018

2. Current Attainment			
	Pupils eligible for PP (St Hilda's)	Pupils not eligible for PP (St Hilda's)	Pupils not eligible for PP (National)
Progress 8 score	-0.25	-0.02	0.11
Attainment 8 score	45.11	50.16	

3. Identified lines of enquiry (for pupils eligible for PP) 17/18	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	There is an in-school gap in progress of PP students and non PP students. This is particularly the case for middle ability PP students.
B.	Poor progress of PP students in science and the open element of Progress 8.
C.	A scaled score of less than 100 at KS2 may prevent Year 7 PP students making progress in subsequent years
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Persistent absence rates are higher for PP students than non PP students and overall attendance rates are lower.

#### 4. Intended outcomes 2017/18

	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	All Year 11 PP have positive Progress 8 scores in line with non PP. The gap between the progress of middle ability PP and middle ability non PP will close.	The gap for P8 PP/Non PP will reduce in all years. The gap for P8 for middle ability PP students will reduce.
<b>B.</b>	The gap between PP students in science and the open element of Progress 8 will close.	The gap in progress for PP students and non PP students in science and the open element of P8 will close. An appropriate curriculum will enable PP students to make progress in the open element in line with others aspects of progress 8.
<b>C.</b>	Improved levels of literacy and numeracy for PP students in Year 7.	PP students under 100 scaled score for literacy and numeracy will make accelerated progress by the end of Year 7.
<b>D.</b>	Improved attendance rates and reduced number of persistently absent PP students (Years 7-11)	Reduce the percentage of persistently absent PP students to be in line with non PP students. Increase the attendance of PP students to be in line with non PP students.

## 5. Action Plan 2017/18

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

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>A</b> All Year 11 PP have positive Progress 8 scores in line with non PP.</p> <p>The gap between the progress of middle ability PP and middle ability non PP will close.</p>	<p>AHTs (T&amp;L) will be in post to develop and implement strategies for T&amp;L, support programmes and CDP that focus on improving whole school T&amp;L.</p> <p>Development will focus on:</p> <ul style="list-style-type: none"> <li>• Lesson non-negotiables</li> <li>• Questioning</li> <li>• Stretch and Challenge</li> </ul>	<p>EEF report, 'The attainment gap', 2017 reports that improving teaching quality leads to greater improvement than structural changes. 'There is particularly good evidence around the potential impact of teacher professional development'.</p> <p>In his book, an updated practical guide to The Pupil Premium, Marc Rowlands (2017, Hobbs) writes about the impact of teaching and learning on PP students and notes that, 'It is the quality of teaching that counts most'.</p>	<p>CPD for all staff during Development Thursday sessions.</p> <p>Appropriate CPD for staff identified from performance management.</p> <p>Lesson observations, learning walks and book scrutiny will provide evidence of consistently good teaching for PP students.</p> <p>T&amp;L research group established and share their findings of good practice with all staff.</p>	<p>Headteacher Assistant Headteachers T&amp;L</p>	<p>Termly</p>

	<p>Review of assessment practices in Years 7-11. Implementation of more rigorous moderation of assessment. .</p>	<p>EEF highlights the biggest impact on pupil progress is through quality feedback and assessment.</p>	<p>Assessment policy revised and implemented. Assessments moderated and discussed at line management meetings. Data from in-school summative assessments will align with external assessments. Lesson observations and work scrutiny will provide evidence of high quality formative assessment. Participation in the Liverpool-wide Assessment Project (English, maths and science initially) to moderate assessment at KS3 across a wide range of schools.</p>	<p>Deputy Headteacher (Curriculum) Senior Leadership Team</p>	<p>Termly</p>
	<p>Ensure that teachers prioritise the T&amp;L needs of PP students.</p>	<p>The disadvantage faced by PP students can be addressed by good quality teaching and learning (EEF, 2017)</p>	<p>Strategies for prioritising PP students shared with HoDs and teachers. This will form a PP Toolkit and will be disseminated during middle leaders' training. Progress of PP students is highlighted in each year group. Interventions for PP students discussed at line management meetings. Progress data of PP students indicates that they are making progress in line with their peers. Lesson observations and learning walks provide evidence that teachers are meeting PP student needs.</p>	<p>Deputy Headteacher (Curriculum) Senior Leadership team</p>	<p>Termly</p>
				<p><b>TOTAL COST</b></p>	<p>Whole school budget and £68093 from Pupil Premium funding</p>

<p><b>B</b> The gap between PP students in science and the open element of Progress 8 will close.</p>	<p>Review of curriculum to ensure that students have a suitable range of qualifications to be guided into at KS4.</p> <p>Guided options process supports PP students and parents to make informed and appropriate choices for each individual.</p>	<p>An appropriate range of qualifications and subjects will meet PP student needs.</p>	<p>Curriculum reviewed to ensure that option qualifications and subjects meet the needs of PP students.</p> <p>Students and parents attend open evening and guidance meetings.</p> <p>PP student options reflect student abilities and aspirations.</p>	<p><b>Deputy Headteacher (Curriculum)</b></p>	<p>April 2018</p>
	<p>Celebrate success and tackle underachievement</p>	<p>'What happens in the classroom makes the biggest difference', EEF, Tackling Underachievement 2017.</p>	<p>High performing subjects celebrated and acknowledged and Action Plans implemented.</p> <p>Progress data identifies improvements in targeted subjects.</p>	<p><b>Headteacher Deputy Headteacher (Curriculum) Assistant Headteachers T&amp;L</b></p>	<p>Jan 2018</p> <p>Termly</p> <p>August 2018</p>
				<p><b>TOTAL COST</b></p>	<p>School budget and £7900 from Pupil Premium funding</p>

<b>C</b> Improved levels of literacy and numeracy for PP students in Year 7.	Improvement in reading skills of PP students in year 7 with scaled scores of less than 100.  Targetted use of small group work in library lessons and the 'Green Room' to support students to make accelerated progress in reading.	Improved literacy enables students to access all aspects of the curriculum. GCSE qualifications required students to interpret complex questions. There is an increased emphasis on quality of written communication at GCSE and, by improving reading skills, PP students will be better prepared to successfully rise to this challenge.	Accelerated progress in reading ages compared to peers with reading scaled scores of greater than 100. Evidence from library lending rates for PP students.	<b>Deputy Headteacher (Curriculum) Head of English</b>	July 2018
	Improvement in numeracy skills of PP students in Year 7 with scaled scores of less than 100.	Improved numeracy will enable students to access the numeracy skills required in all subjects at GCSE.	Accelerated progress in numeracy compared to peers with numeracy scores of greater than 100.  Work towards Liverpool Counts Quality Mark to engage students and parents (parental information events, number day, use of 'where's the maths in this?' in all subjects).	<b>Deputy Headteacher (Curriculum) Head of maths</b>	July 2018
				<b>TOTAL COST:</b>	Whole school budget, Catchup funding and from £3,203 from PP funding

## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A</b> All Year 11 PP have positive Progress 8 scores in line with non PP.  The gap between the	Pastoral support of PP students strengthened with the appointment of designated staff.  Heads of House in place, supported by Pastoral Support Assistant.	Moving to a House System will provide a sense of identity for students within the school. Heads of House can develop relationships with students and parents/carers to better support students. A Pastoral Support Assistant will provide designated support to the Heads of House.	Pastoral Support Assistant in place to support Heads of House. Heads of House in place. School records indicate high levels of engagement.	<b>Deputy Headteacher (Pastoral)</b>	July 2018

progress of middle ability PP and middle ability non PP will close.	Improve the communication concerning vulnerable students to ensure support.	A system where all staff can report and record their concerns and where this can be centrally accessed by the DSL and HoH ensures that all issues are dealt with according to need.	Central system in place with appropriate staff training.	<b>Deputy Headteacher (Pastoral)</b>	Termly
	Ensure that student and parent voice is taken into account and acted upon.	A better understanding of the needs of PP students will enable us to deploy resources more effectively and remove barriers to learning for PP students.	Surveys of PP students and parents written, distributed and analysed. Action plans drawn up as a result of finding. Outcomes shared with SLT and acted upon.	<b>Deputy Headteacher (Pastoral)</b> <b>Deputy Headteacher (Curriculum)</b>	July 2018
	Targetted, small group, intervention for identified Y11 PP students with rewards for success.	'Targetted small group and 1 to 1 interventions have the potential for the largest immediate impact on attainment', Closing the Attainment Gap, EEF, 2017	Small groups of PP students identified. Support sessions attended by students and agreed work completed. Students progress to St Hilda's College and other education/training. Parents engaged.	<b>Deputy Headteacher (Curriculum)</b>	August 2018
				<b>TOTAL COST</b>	School budget and £51,722 from Pupil Premium funding

<p><b>D:</b> Improved attendance rates and reduced number of persistently absent PP students (Years 7-11)</p>	<p>Appointment of Pastoral Attendance Officer.</p> <p>Monitor and act upon attendance of PP students.</p> <p>Monitor and act upon the fixed term exclusions for PP students</p>	<p>Attendance of PP students was not as good as non PP students in 2016-17.</p> <p>Persistent absence was higher for PP students compared to non PP students in 2016-17.</p>	<p>Pastoral Attendance Officer will meet regularly with parents to identify the barriers to attendance. Individual actions for students that require specific support will be put in place.</p>	<p><b>Deputy Headteacher (Pastoral)</b></p>	<p>Termly</p>
				<p><b>TOTAL COST:</b></p>	<p>School budget and £32,606 from PP funding.</p>

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>PP students are able to access high quality learning materials</p>	<p>GCSE Pod and SAM Learning bought and promoted to students and staff.</p>	<p>SAM Learning –use can improve GCSE grades of students. GCSE Pod was used as a revision tool, nationally, last year for mostly science and English Literature. Teachers trialled GCSEPod and agreed that it would support students to effectively revise in a range of subjects.</p>	<p>Use of SAM Learning and GCSEPod by PP students will be promoted and closely monitored. Competitions with incentives will be launched for Y11.</p>	<p><b>Assistant Headteachers (T&amp;L)</b></p>	<p>August 2018</p>



<p>PP students are able to access the same wider learning opportunities as their peers.</p>	<p>Specialist equipment, resources and support for educational trips will be provided for PP students.</p>	<p>Support is required for some students to buy the equipment for their courses. Revision guides are a useful tool in helping students to prepare for examinations. These will be purchased for PP students in Years 10 and 11. Financial support for, for example, attending geography fieldwork, is essential for PP students to access the full curriculum.</p>	<p>Revision guides purchased. Attendance of PP students on educational trips. The academic progress of PP students will be monitored.</p>	<p><b>Deputy Headteacher (Curriculum) Heads of Department</b></p>	<p>August 2018</p>
				<p><b>TOTAL COST</b></p>	<p>School budget and £8523 from PP funding.</p>

## A) Review of expenditure 2016/17

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Quality First Teaching	CDP focus on differentiation and stretch and challenge	Development Wednesday sessions were attended by teaching staff. Progress 8 score needs to be improved further. Lesson observations indicate that further work in this area will ensure that differentiation and stretch and challenge is embedded in lessons.	Approach can be enhanced with Assistant Headteachers for teaching and Learning and CPD to ensure that improved T&L practices are embedded across the whole school. Differentiation and stretch and challenge will continue to be foci for development.	£1763 plus school budget
	Study materials and GCSE revision guides	Revision guides were purchased for Year 11 PP students and revision materials were bought for students.	We will continue with this approach as high quality revision guides are recommended by departments. Revision materials will be purchased for students as part of small group intervention.	£3,500
	Targeted Intervention	One third of the PP students who were given non subject specific targeted intervention by SLT achieved positive Progress 8 scores.	EEF (Closing the Attainment Gap), 2017, sites small group and 1:1 intervention as being successful. We will continue with small group intervention but alter the format.	£35,871

### ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Support for students to overcome barriers to learning	Intervention to promote good attendance.	Actions were taken to improve attendance but there is still a discrepancy in attendance of PP and non PP students.	Pastoral Attendance Officer to be put in place to improve attendance rates. Regular meetings will be held with students and their parents/carers. Targets for attendance will be set and personalised interventions for students put in place. PP students to be prioritised in attendance initiatives.	£20,780

	Specialist software and resources to support the safeguarding of disadvantaged pupils (CPOMS, Access, EMTAS)	Specialist software (CPOMS) was purchased but not fully implemented.	CPOMS training for all staff is planned for Autumn 2018. Enhanced safeguarding training to be given to Heads of House.	£6750
	Educational Psychologist support	Educational Psychologist support was purchased for students according to need.	This resource will continue to be used as required for students. The impact on students will be measured.	£4,500
	Careers guidance	Students in Years 7-11 received careers guidance through PSHE. Students in 11 received 1:1 interviews with an independent careers advisor. Students and parents had 1:1 meeting with SLT/Head of Year regarding KS4 and 5 options.	PSHE will be further enhanced to ensure that careers guidance includes current options for students.  Guidance at KS3-4 and KS4-5 will continue.	£7,000
	Teaching Assistant Support	Teaching Assistants supported students in class and small group work.	The deployment of teaching Assistants will be reviewed to meet student needs and latest EEF research.	£28,394
	Catch up programme	7 PP students in Year 7 received catchup literacy support.	Catchup literacy and numeracy will continue for Y7 students below a scaled score of 100.	£13,900

	Mentor and pastoral support	Students were supported by pastoral staff (including Heads of Year and Learning Mentor)	The roles of pastoral support staff will be adjusted to better meet student needs.	£26,500
	Appropriate curriculum	The curriculum was not felt to be appropriate for the needs of <u>all</u> students and so a review was undertaken of all key stages. KS4 options that better reflects the needs of PP students of all abilities was put in place.	A further review of the curriculum will take place to continue to improve our offer for PP students.	£19,675
	Support for students educated off site.	PP students attended alternative provision.	Students will continue to be supported in alternative provision according to their individual need.	£4,500

### III Removing barriers to learning

<b>Ensuring students can access wider learning opportunities.</b>	Funding for specialist equipment	PP funding was used to support students to attend curriculum enhancing trips and purchase specialist equipment.	PP funds will continue to support students to access the curriculum through the purchase of specialist equipment or support to attend trips that are linked to the curriculum.	£3,741
	Breakfast and homework clubs	Breakfast and homework clubs were staffed throughout the academic year.	Provision will be enhanced by the provision of an additional IT room after school.	£4,038
	E Learning	SAM Learning was purchased and used predominantly with Y11.	Use of SAM Learning will be promoted more effectively with competitions to encourage use.	£1,500