

1 Pupil Premium Strategy Statement : St Hilda's CE High School 2019-20

1. Summary information					
School	St Hilda's CE High School				
Academic Year	2019/20	Total PP budget	£ 186,732 (includes LAC & Post LAC)	Date of most recent PP Review	Sept 2019
Total number of pupils	806 (7-11) 1040 (all)	Number of pupils eligible for PP	186 (7-11)	Date for next internal review of this strategy	Dec 19

2. Attainment 2018/19

Measure	2016_17				2017_18				2018_19				Change in result for PP	Change in Gap
	All Pupils	Non PP	PP Pupils	Gap to Non PP Cohort	All Pupils	Non PP	PP Pupils	Gap to Non PP Cohort	All Pupils	Non PP	PP Pupils	Gap to Non PP Cohort		
Cohort Size	126	88	38		127	78	49		130	101	29			
KS2 intake Average level	5.01	5.07	4.86	-0.21	5	5.09	4.87	-0.22	4.96	5.01	4.78	-0.23	-0.09	-0.01
Progress 8	-0.169	-0.064	-0.409	-0.345	0.13	0.384	-0.28	-0.664	0.379	0.619	-0.47	-1.089	-0.19	-0.425
Attainment 8	52.3%	53.4%	49.6%	-4%	52.97%	53.9%	45.6%	-8.28%	53.84%	57.70%	40.4%	-17.29%	-5.2%	-9%
5+Standard Pass incl.EM	74.6%	80.7%	60.5%	-20%	81.1%	85.9%	73.5%	12.40%	76.2%	83.20%	51.7%	-31.50%	-21.8%	-19%
5+Strong Pass incl.EM	56.3%	65.9%	34.2%	-32%	61.4%	71.8%	55.1%	16.70%	56.2%	64.40%	27.6%	-36.80%	-27.5%	-20%
Basics (Standard)	80.2%	88.6%	60.5%	-28%	86.0%	91.0%	81.6%	-9.40%	80.0%	84.20%	65.5%	-18.70%	-16.1%	-9%
Basics (Strong)	59.5%	70.5%	34.2%	-36%	68.8%	78.2%	55.1%	23.10%	56.9%	64.40%	31.0%	-33.40%	-24.1%	-10%
Ebacc Entered	57.9%	60.2%	52.6%	-8%	49.2%	56.4%	36.7%	19.70%	46.2%	54.50%	17.2%	-37.30%	-19.5%	-18%
Ebacc Achieved (Standard)	40.5%	43.2%	34.2%	-9%	37.8%	47.4%	22.4%	25.00%	40.80%	48.50%	13.8%	-34.70%	-8.6%	-10%
Ebacc Achieved (Strong)	36.5%	40.9%	26.3%	-15%	34.0%	41.0%	20.4%	20.60%	31.5%	37.60%	10.3%	-27.30%	-10.1%	-7%

Adjusted data – 5 students removed	2018_19			
	All Pupils	Non PP	PP Pupils - 5 students removed	Gap to Non PP Cohort
Measure				
Cohort Size	130	101	29	
KS2 intake Average level	4.96	5.01	4.78	-0.23
Progress 8	0.526	0.636	0.071	-0.565
Attainment 8	55.89%	57.75%	48.1%	-9.67%
5+Standard Pass incl.EM	79.2%	83.20%	62.5%	-20.70%
5+Strong Pass incl.EM	58.4%	64.40%	33.3%	-31.10%
Basics (Standard)	83.2%	84.20%	79.2%	-5.00%
Basics (Strong)	59.2%	64.40%	37.5%	-26.90%

Attendance	2016-17	2017-18	2018-19
ALL (94.8%)	95.1	95.66	95.92
BOYS			96.23
BOYS PP			93
GIRLS			95.69
GIRLS PP			91.57
PP (92.5%)	92.5	92.63	92.24
NON PP (95.8%)			96.88

3. Predicted attainment (current Yr 11 - September 2019)

	Pupils eligible for PP (your school)	Pupils not eligible for PP
% achieving 9-5 English & Maths	31%	64.4%
% achieving 9-4 English & Maths	65.5%	84.2%
Progress 8 score average	-0.351	0.636
Attainment 8 score average	42.38	57.75

4. Barriers to future attainment (for pupils eligible for PP) 19/20		
In-school barriers (issues to be addressed in school, such as poor literacy skills)		
A.	There is still an in-school gap in progress of PP students and non PP students with intake scores not significantly different. The progress 8 figure has decreased to -0.47 (-0.28 in 2018) and the in school gap appears to have widened. However if we look at adjusted data with key students removed, the progress 8 value has improved to 0.071 (compared to -0.28) The in-school gap has decreased. It is clear that students in alternative provision/late to join in yr 11 did not have the experience other PP students in school due to multiple factors.	
B.	Progress of PP students in identified subject areas not as good as other subjects in school and nationally. Key departments to focus on are: Geography,Business Studies, Maths, Science Trilogy Also consider Biol,Chem, Music, PE ,Spanish (small numbers)	
C.	EBACC entry figures for PP students has decreased. Curriculum pathways need to be appropriate and suitably ambitious to meet the needs of disadvantaged students.	
D.	Behavioural and SEMH issues of small groups in each year group impacting on progress and aspirations of PP students	
E.	A scaled score of less than 100 at KS2 in maths and English (reading/writing) and low reading ages may prevent KS3 PP students making progress in future	
External barriers (issues which also require action outside school, such as low attendance rates)		
F.	Persistent absence rates are higher for PP students than non PP students and overall attendance rates are lower – 20.7 % of PP students were PA in 2018/19. Data shows that this has the most impact on progress of these individuals. PP boys and girls in 18/19 significantly lower than whole cohort.	
G.	Less opportunities for educational and wider cultural enrichment and a less supportive home learning environment	
5. Intended outcomes 2019/20		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All Year 11 PP have positive Progress 8 scores in line with national PP data and non PP.	The gap for P8 PP/Non PP for all ability ranges (L/M/H prior attainers)will reduce in KS4 and in KS3 (measured maths and English)
B.	The in school gap between PP students and non PP in all areas Progress 8 will reduce and will be above national P8 data. PP students studying elsewhere/late joiners will be an increased focus.	The gap in progress for PP students and non PP students in Geography,Business Studies, Maths and Science Trilogy Also students in Biol,Chem, Music, PE ,Spanish will have positive progress 8
C.	Number of PP students taking EBacc subjects will increase.	Pupils will have targeted support in choosing options to ensure EBacc has been considered and aspirational career options are open to them.EBacc numbers will increase.
D.	Improved Behaviour for Learning for targeted PP students in each year group	Students will receive positive Behaviour for Learning reports – more House points achieved and less conduct points/incidents recorded Improved attainment and progress
E.	Improved levels of literacy and numeracy for PP students	PP students under 100 scaled score for literacy (and reading ages lower than 10) and numeracy will make accelerated progress by the end of Year 7.

F.	Reduced number of persistently absent PP students (Years 7-11)	Reduce the percentage of persistently absent PP students to be more in line with non PP students. Key PA students in year 11 will have improved attendance in line with cohort. Increase the attendance of PP students to be in line with non PP students. Improved resilience, self esteem and engagement in whole school life
G.	Disadvantaged students to have access to the same opportunities given to non-disadvantaged to raise aspirations and increase their cultural capital	Students will be able to access personalised support for home learning , careers advice and activities. Students will be provided with support in order for them to engage more in cultural activities and trips.

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>A All yr 11 PP of all abilities will have positive Progress 8 scores in line with non PP in school and nationally.</p>	<p>Whole school strategies for T&L, support programmes and CDP that focus on improving whole school T&L. Lesson study will be used to focus T & L using shared planning, research and case studies to improve whole school T & L</p> <p>Development will focus on:</p> <ul style="list-style-type: none"> • Lesson non-negotiables – quality first teaching standards • Stretch and Challenge • Recall and retention • Feedback 	<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’. By age of 3, disadvantaged pupils have heard 30 million fewer words than advantaged peers. Gaps in language development grow through school.</p> <p>EEF highlights the biggest impact on pupil progress is through quality feedback</p>	<p>CPD for all staff during Development Thursday sessions.</p> <p>Target setting – aspirational targets</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&L leadership group established and share their findings of good practice with all staff.</p> <p>T & L bulletin and raising awareness of individual learning needs for PP</p> <p>Lesson study continues – improvement of all teaching</p> <p>School lead is continuing research on using effective feedback and will continue to lead this as a keywhole school focus.</p>	<p>Ass Head for T & L HODs CPD lead</p> <p>SLT/HODs through LMA</p> <p>PP champion</p> <p>All staff</p> <p>SLT and Scool lead marking & feedback</p>	<p>Termly</p> <p>Sept 19 – review regularly</p> <p>Regular gov & SLT updates</p> <p>Review throughout QA/LM agenda</p> <p>Relaunch Sept 2019 – review Dec 19</p>

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?
A All PP in yrs 7-11 of all abilities will achieve and make progress in line with non PP and meet challenging targets.	Review of target setting for all year groups Focus on embedded recall & retention tasks and stretch & challenge	Rigorous target setting ensuring PP students are not disadvantaged by less aspirational targets that will widen KS2 progress gap.	All targets will be aspirational but achievable – they will be ‘reset’ effectively using FFT 20 All departments input into targets for every students.	SLT HODs	Reviewed and set in Sept 19 (Yrs 8-11) October 2019 (yr 7) Reviewed after data drops
	Continue with assessment timetable in Years 7-11. Quality not quantity as a focus Implementation of more rigorous moderation of assessment Work on effective Feedback continues - ensure DIRT used more to ensure progression is made	EEF highlights the biggest impact on pupil progress is through quality assessment and subsequent feedback Broader research(from EEF) suggests that feedback should be about complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance as well as be more valued by the pupils.	New school and department Assessment and feedback policies implemented. Assessments moderated in depts.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. Continued participation in the Liverpool subject hubs to ensure specific assessment information at KS3 and KS4 is shared across Liverpool.	Ass Head T & L lead – feedback HODs SLT & HODs HODs	Ongoing Aug 2020 Ongoing
	Ensure that teachers prioritise the T&L needs of PP students. Accurate tracking and monitoring	The disadvantage faced by PP students can be addressed by good quality teaching and learning (EEF, 2017)	Strategies for prioritising PP students shared with HoDs and teachers. Relaunch PP Toolkit and ensure disseminated to whole staff. Ensure this is followed up in ML meetings and dept meetings and strategies observed and discussed through QA. Introduce PP passports (yr 7 first) to highlight individual learning and pastoral needs Progress of PP students monitored- concerns highlighted for each year group with resulting interventions for PP students discussed at line management meetings. Regular agenda item on dept meetings. Regular report to SLT and gov. Financial bidding processes and systems in place to allow provision for learning support materials/activities that will enhance learning and engagement – evaluations completed	HODs SLT PP champion PP champion and mentor HODs SLT & HODs PP champion HODs & SLT LMA HODs/PP champion	Reviewed after data drops O going October 19 After data drops Ongoing Ongoing Whole school budget and total £50 000 from Pupil Premium funding (key staffing and resources)

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 & C The gap between PP students in Progress 8 will close in identified subject areas</p> <p>Ebacc numbers will increase</p>	<p>Review of curriculum to ensure that students have a suitable range of qualifications to be guided into at KS4. New curriculum plan KS3-4 in place</p> <p>Guided options process supports PP students and parents to make informed and appropriate choices for each individual ensuring career aspirations are researched and ambitious for all PP.</p>	<p>An appropriate range of qualifications and subjects will meet PP student needs allowing them to be engaged, make rapid progress and aspire to achieve highly.</p>	<p>Curriculum reviewed and new plan implemented to ensure that the timing of options after KS3 (yr 8 vs yr 9) and option qualifications meet the needs of PP students. Ebacc subjects actively promoted to all PP students.</p> <p>Ensure PP students and parents attend open evening and guidance meetings. Individual targeted advice and support.</p> <p>PP student options reflect student abilities and aspirations to pursue challenging and ambitious careers.</p>	<p>SLT & HoDs</p> <p>PP champion & mentor CIAG advisor</p>	<p>Oct 2019</p> <p>From Jan 2020</p>
<p>B The gap between PP students in Progress 8 will close in identified subject areas</p>	<p>Yr 11 drop in / Masterclasses and targeted PP support in departments/after school homework club/ Revise Til 5</p>	<p>Targeted small group and 1 to 1 interventions have the potential for the largest immediate impact on attainment', Closing the Attainment Gap, EEF, 2017</p>	<p>Use progress data to highlight underperforming students Additional support and masterclasses arranged to support targeted individuals (letters home) Learning mentor supports attendance at sessions and runs HW club – will address individual subject learning needs Revise Til 5 whole school strategy with PP priority</p>	<p>Depts</p>	<p>From Jan 2020</p>
<p>B The gap between PP students in Progress 8 will close in identified subject areas</p> <p>D Improved Behaviour for Learning for targeted PP students</p>	<p>Celebrate success using rewards and tackle underachievement using tracking, intervention and poor behaviour for learning with appropriate sanctions</p>	<p>'What happens in the classroom makes the biggest difference', EEF, Tackling Underachievement 2017.</p> <p>Students feeling secure, engaged and rewarded want to achieve more.</p>	<p>High performing subjects celebrated and acknowledged and DIPs for depts. implemented. Progress data identifies improvements in targeted subjects - celebration Students achievements are celebrated and rewarded – House system and department systems reviewed and embedded</p> <p>BfL and Progress reports highlight concerns and students working – Pastoral/dept celebrations or sanctions</p>	<p>Depts Pastoral team</p>	<p>Sept 2019</p> <p>Termly</p>
					<p>School budget and £10000 from Pupil Premium funding</p>

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>E Improved levels of literacy and numeracy for targeted KS3 PP students.</p>	<p>Improvement in reading skills of PP students in KS3 with scaled scores of less than 100 and reading ages less than 10 years.</p> <p>Lliteracy lead is employed to give targeted support and run small group sessions in library lessons and the 'Green Room' to support students to make accelerated progress in reading – all linked carefully to English SOL. Lead will promote a love of reading for pleasure – in turn exploring wider cultural capital. Oracy focus to raise confidence in spoken language</p>	<p>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. PP students will have more confidence reading and be challenged and able to access an ambitious curriculum. They will understand the wider context of learning. Disadvantaged have much lower vocabulary by the age of 11 entering high school – this will help to fill the gap. Data from assessments shows improvement in reading ages with students who have additional intervention.</p>	<p>Rigorous testing methods used – including trialling eye scanning technology to help diagnose various reading and processing problems.</p> <p>Accelerated progress in reading ages compared to peers with reading scaled scores of greater than 100 /RA less than 10</p>	<p>SLT lead and literacy lead</p>	<p>Termly</p>
	<p>Inclusion teacher and numeracy lead is employed to give targeted support and run small group sessions in library lessons and the 'Green Room' to support students to make accelerated progress in maths skills of PP students in Year 7 with scaled scores of less than 100. Passport Maths will be used to address the gaps but link to yr 7 SOL.</p>	<p>Improved numeracy will enable students to access the numeracy skills required in all subjects at GCSE.</p> <p>Data from assessments shows improvement in results and skills with students who have additional intervention.</p>	<p>Accelerated progress in numeracy compared to peers with numeracy scores of greater than 100. Students complete the passport Maths scheme and make more rapid progress in maths as a result.</p> <p>Work towards Liverpool Counts Quality Gold Mark to engage students and parents ,parental information events, number day, use of 'where's the maths in this?' in all subjects).</p>	<p>SLT lead and numeracy lead</p>	<p>Termly</p> <p>Whole school budget, Catchup funding (£7500) and from £ 30000 from PP funding</p>

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>A - G All Year 11 PP have positive Progress 8 scores in line with non PP.</p> <p>The gap between the progress of PP of all abilities and non PP will close in identified subjects</p>	<p>Pastoral support of PP students strengthened further with the development of roles appointment of designated staff.</p> <p>Heads of House roles continue to develop working alongside new Deputy Head, the PP champion, the Pastoral admin and support team including PP learning mentor, well being & inclusion lead, Attendance support worker</p>	<p>Embed the House System which will provide a sense of identity for students within the school. Heads of House will continue to develop relationships with students and parents/carers to support students effectively</p> <p>Pastoral support team will be established and will provide designated support to the students alongside Heads of House.</p>	<p>School records indicate high levels of engagement.</p> <p>Progress of students is in line with non – disadvantaged students</p> <p>BFL reports show improvement</p> <p>Pupil Passports will highlight individual needs</p>	<p>Pastoral team deputy pp champion Inclusion and well being lead Attendance support worker PP mentor</p>	<p>Termly</p> <p>July 2020</p>
<p>A - G</p> <p>Students will become more resilient, independent and happy to attend school participate in school life and so make expected and sustained progress</p>	<p>Improve the communication between students, staff and parents/carers concerning vulnerable students to ensure support is timely and effective</p> <p>Pupil passports will be developed to ensure key knowledge is available to all staff about how to support each student in their learning.</p>	<p>A system where all staff can report and record their concerns and where this can be centrally accessed by the PP champion, DSL and HoH ensures that all issues are dealt with according to need.</p>	<p>Central CPOMs system embedded and used effectively</p> <p>PP learning mentor and PP champion will support pastoral team by recording any interventions on CPOMs and write pupil passports with students.</p>	<p>Pastoral team PP champion and learning mentor</p>	<p>Termly</p> <p>Ongoing</p>
	<p>Parental engagement and support programme developed further – information sharing and support with revision, well being and motivation</p>	<p>Parent involvement earlier is proven by EEF to impact positively on academic achievement and engagement</p>	<p>Parent engagement programme – key dates for info/review evenings.</p> <p>Informal and personalised approach to encourage a positive relationship between school and family. Regular updates and shared commitment to having a positive impact on progress, BfL and attitudes of students in classroom.</p>	<p>PP champion /PP Mentor HOH</p>	<p>Termly</p>
	<p>Ensure that student and parents are aware of available financial support for learning needs in school and improve communication about is taken into account and acted upon.</p> <p>Pupil passports will be developed to ensure key knowledge is available to all staff about what we may need to buy to support each student in their learning.</p>	<p>A better understanding of the needs of PP students will enable us to deploy resources and support more effectively and remove barriers to learning for PP students.</p>	<p>Pupil passports written with students.</p> <p>Action plan and pupil passports then adapted as a result of PP data and pastoral information and parental contact</p> <p>Outcomes shared with SLT and acted upon. Pupil passports shared with all staff and Yr 7 parents contacted so we can build a picture of support needed. Staff are empowered to teach effectively; catering to individual needs.</p>	<p>PP champion</p>	<p>October 19</p>

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?
	Targeted, personalised individual and small group mentoring and , intervention for identified Y11 PP students with rewards for success.	Targeted small group and 1 to 1 interventions have the potential for the largest immediate impact on attainment', Closing the Attainment Gap, EEF, 2017 Each pupil that falls below target will have an individual plan to support study, attendance or engagement.	All PP students mentored with focus on academic support Small groups of PP students identified revision/Homework sessions in place Support sessions attended by students and agreed work completed. Students progress to St Hilda's College and other education/training – no NEETs Parents engaged and supporting school and students Shorter term targets and rewards implemented for targeted students to focus on key areas of improvement quickly.	PP champion & learning mentor	Review Dec 19 after mocks. Some identified earlier from LMA.
	Yr 11 PP girls will participate in The Girls' Network where they will receive individual support , workshops and mentoring form local professional females Yr 10 girls begin programme in Feb 20.	Targetted small group and 1 to 1 interventions have the potential for the largest immediate impact on attainment', Closing the Attainment Gap, EEF, 2017	Students will be focussed,resilient, confident and happy to participate in school life aspiring to achieve and do well in the future They will know more about future career choices Improved communication skills and increased participation evident Mentor-mentee sessions throughout - relationships developed for future prospects.	PP learning mentor	Jan19-Jan 20
	Yr 8 Mersey Youth Rowing Programme – 10 students selected to participate	Students will have aspirations based on widening cultural capital through elite sport of rowing – teamwork, sportsmanship, commitment as well physical and emotional well being will improve as a result of taking part in the programme	Selected staff coach with high aspirations for the programme. Commitment to afternoon per week. Funding for kit and resources Support for subject catch up Rewards and celebrations alongside competitions and regattas.	SHA and KD	Begins - 30/9/19 Ongoing evaluation
	University visits and aspirational careers support for years 9-11	The future possibilities will be shared with pupils to help raise/ support aspirations.	University widening participation programmes will be used to supplement our CIAG programme as we have experience of their engagement and positive impact. Various courses ie Future First /Shaping futures are very successful.	PP champion	Evaluations after visits

	Personalised Rewards programmes for improvement in school and engagement outside the classroom	The school rewards system will be further enhanced for learning outside the classroom engagement as evidence suggests that this will increase in school progress.	Additional rewards and incentives for both engagement and participation will be provided to supplement whole school system when needed. It may differ for different year groups and individual students.	PP learning mentor HOH	Half term updates using SIMS data
	Individual emotional support packages for targeted students in all years. PP passports will highlight individual pastoral and learning needs.	Our disadvantaged students can often have more issues within the home environment and this is reflected in safeguarding logs and SIMs records and pastoral intervention. This impacts on behaviour within school and affects teaching and learning	Individualised family support and parental engagement. Individual student support in school. Specific programmes – Seasons for Growth,	PP learning mentor Well being & Inclusion lead	Team around the Child meetings and Attendance meetings - every two weeks
	Increase engagement in wider school life and cultural activities	Children who engage outside the classroom in school life generally have a positive P8 score. EEF suggests outdoor adventure learning adds moderate impact for moderate cost. Learning a musical instrument have been shown to impact positively on progress and attitude to learning, resilience and numeracy skills.	Key strategies targeted PPG students. Deliver D of E to year 9 pupils as part of PE curriculum. Promote and celebrate attendance at the various enrichment opportunities and respond to the needs/ wants of the pupils. All PP offered free music lessons All PP are offered support to attend different trips and events Financial bid system embedded so all students can access funding.	D of E lead PP champion & mentor HODs/HOHs	Termly
	Options support and careers advice given - aspirational careers pathway	Curriculum and options review. The correct advice regarding both attainment possibilities, motivation and future aspirations will help to engage students further in their studies. Students choosing appropriate courses at KS4 will	Tutor training- delivery of informed choices on offer – target PP. SLT issued pupils for options advice using smart allocation – not simply by form groups. College students available on options interview day with subject specific stations for advice. UCAS presentations/ Information evening	Careers Lead Options Lead Tutors	Begin review Nov 2019

	Peer mentor subject support for those PP children in years 7-9 whose P8 is below in all buckets	Yr 12 used to mentor and support targeted pupils with lessons. EEF suggests peer support offers moderate impact for very low cost.	Yr 12 Mentors will be trained. Support will be in form periods and subject lessons where need identified.	PP mentor HOH	Begin January 2020
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?
F Increased attendance rates for pupils eligible for PP – with focus group FSM Persistent absence reduced Attendance in line with whole school 95% Reduction in PA.	Attendance of PP will be monitored and personalised plans put in place for those at risk of falling below the criteria. Pastoral support assistant for Attendance in place – targeting PP students. Rewards and incentives where needed Travel costs supported when impacting on attendance	We cannot improve the attainment if the pupils aren't actually attending school. This has been the biggest impact on progress last year. NFER briefing for school leaders identifies addressing attendance as a key step. The plans will include both rewards and sanctions. Plans will be formulated with key staff, pupils and parents.	Information regarding successes and failure will be fed back to SLT on a 'review date basis'. PP mentor will monitor and support targeted students with attendance reports. Regular contact with parents. Individual plans for transport etc. Plans will be shared with House officers, HOH, form tutors and they will monitor the success of the plans. % PA reduced PP attendance gap reduced compared to non PP	DSL/ Attendance support worker PP champion & mentor	Fortnightly attendance statistics evaluated
G PP students are able to access high quality learning materials to support home learning	GCSE Pod and SAM Learning bought and promoted to students and staff. Revision resources and stationery packs bought for all PP at KS4. Parent info evenings for all students – 'Steps to Success' target attendance of PP parents	SAM Learning – proven use can improve GCSE grades of students. GCSE Pod was used as a revision tool, nationally, last year for mostly science and English Literature. GCSEPod and SAM learning and agreed that it would support students to effectively revise in a range of subjects.	Use of SAM Learning and GCSEPod by PP students will be promoted and closely monitored. Competitions with incentives will be launched for Y11. Revision guides provided for all PP students in yr 9, 10 & 11 Increase parental information given about how to support students	PP champion Ass Head T & L	Ongoing from Sept 2019

<p>G 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>Trips arranged to support and widen cultural capital too –for example careers, church, social activities, sport, music , STEM</p>	<p>Support is required for some students to buy the equipment for their courses.</p> <p>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.</p> <p>Financial support for, for example, attending geography fieldwork, is essential for PP students to access the full curriculum.</p>	<p>Revision guides purchased.</p> <p>Attendance of PP students on educational trips.</p> <p>The academic progress of PP students will be monitored.</p> <p>Behaviour and SEMH monitored</p>	<p>PP champion & learning mentor</p> <p>All teachers</p>	<p>Ongoing from Sept 2019</p>
					<p>School budget and from £90,000 from PP funding.</p>

A) Review of expenditure 2018/19

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	Whole school focus on and stretch and challenge Non negotiables and active questioning	<p>Development Thursday sessions were attended by teaching staff. INSET provided by SHA to raise awareness of teaching strategies and importance of high aspirations. Evidenced in PM and Lesson study observations – increased knowledge of PP students and support needed.</p> <p>Lesson study planning and observations completed to share good practice which were very beneficial (see Case study evidence) – this will continue in 2019/20</p> <p>Progress 8 score did improve but gap widened as whole school improvement is greater so needs to be improved further. PP P8 good if key students removed.</p> <p>PP was a focus for a number of groups in Lesson Study which helped to highlight the benefits of consistent standards, specific strategies to stretch and challenge and also raise cultural capital.</p>	<p>This whole school approach proved to be successful and will be enhanced and embedded with support of Assistant Headteachers for teaching and Learning and T & L group.</p> <p>CPD to ensure that improved T&L practices are embedded across the whole school. Foci will be Standards, recall and retention, feedback and stretch and challenge which will only benefit our students.</p> <p>Lesson study will support this in 2019/20</p>	£ 30,000 staffing and training plus school budget

	Study materials and GCSE revision guides SAM learning purchase GCSE Pod purchase	Revision guides and work books were purchased for Year 9,10 11 PP students and a variety of revision materials were bought for student via learning mentor and financial bids from depts. Over 60 bids in total. E-learning programmes/sam learning and GCSE pod bought to enhance home learning – mixed usage. Statistics show students grades improve. Show My Homework introduced with some pleasing feedback from staff, students and parents. This will be embedded further. Revise til 5 materials and staffing PP students all invited– mixed results. Raise in P8 for those students with regular attendance – many individual successes (11 students positive SPI – some difficult cases)	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. Mixed usage of SAM and GCSE pod – relaunch and investigate other free resources available.School to embed use of Show my homework. Financial bid system successful so will continue with this process – next step to track impact.	£20,000
	Targeted support and Intervention	All yr 11 PP students were given non subject specific targeted intervention by PP Champion and Mentor. 11 students achieved positive Progress 8 scores but a number also improved progress from mocks. Some real individual successes – great deal of well being and SEMH support given – these students attended exams and did achieve some qualifications allowing them to progress to college/apprenticeships, with no NEETs.	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. PP learning mentor and Pupil premium SLT champion will continue to develop roles to focus specifically on PP.	£30,000 (staffing and resources)
Improve progress in Open Ebacc ‘bucket’	Targeted support and intervention	We have increased progress for all including the open bucket so gap has widened This was a focus but now Identified subjects across all of the progress 8 subject buckets-. If 5 students included in data then less of a gap. Mentoring and small group sessions in PE for all PP students did help them to focus on revision. Master classes and drop ins and PP students targeted by departments alongside Revise Til 5 positive for some individuals. Resources – used by all PP in study sessions.	Focused Master classes to continue – successful for individuals with positive feedback (MCA/OY/ etc) Learning mentor to support progress in all subjects. this has to be a focus next year and earlier intervention – not just yr 11. All subjects must be tracked and curriculum review needs to consider suitable pathways and timing of options for PP students.	

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 Attendance:	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. Key students were long term absent which has a big impact on overall attendance figures. PA % is too high still. Students attending alternative provision and late PP joiners are an issue. HB/LMC support and targeted approach will continue.	This is cohort specific. 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. Rewards and interventions will increase. Earlier intervention and tracking is crucial – it is too late in yr 11.	£25,000

Improve literacy and numeracy	Catch up programme	<p>PP students in Year 7 and 8 received catchup literacy and numeracy support. Very positive outcomes for these students .</p> <p>For all catch up students</p> <p>After maths testing in summer 2019, Yr 7 -85 % and yr 8- 71 % improved compared to initial assessments.</p> <p>71% of yr 7 experienced a rise in reading age after testing. 6 students were removed from groups they had improved so much!</p>	<p>Promising outcomes for our students. Catchup literacy and numeracy will continue for Y7/8 students below a scaled score of 100./ low reading age.</p> <p>Two new literacy and numeracy leads develop roles further. Real focus will continue to be reading for pleasure and passport maths. Need to focus on outcomes of PP. Yr PP cohort in 2019/20 is very small compared to previous years.</p>	£ 3,000 Exc £ £7275 catch up funding
SEMH and behavioural needs	Specialist software and resources to support the safeguarding of disadvantaged pupils (CPOMS, Access, EMTAS)	<p>Specialist software (CPOMS) implemented – continue to embed. Much earlier identification allows earlier intervention resulting in increased well being and more positive engagement with school.</p> <p>Increased use of referrals through CPOMS and so increased support given from well being and mental health lead.</p>	<p>Increased no of DSLs – Ass Heads linked to Houses. Evaluate and monitor referrals and support given – impact needed.</p>	£6750
	<p>IOP Gender balance programme – research based.</p> <p>P4C</p>	<p>Yr 10 boys attended workshops to help support improve behaviour and attitudes to learning in school.</p> <p>P4C Philosophy workshops for targeted yr 8 and 9 PP. Very positive outcomes - increased cultural capital and confidence and communication skills.</p>	<p>Positive evaluations – Yr 11 boys do now seem to have settled this year. Continue to target boys' behaviour. Continued participation in IOP research and support programmes. Evaluations of P4C very positive – continuation in 19/20</p>	£4,500
Aspirations and careers	Careers guidance	<p>Students in Years 7-11 received careers guidance through PSHE. Students in 11 received 1:1 interviews with an independent careers advisor.</p> <p>Yr Students and parents had 1:1 meeting with SLT/Head of Year regarding KS4 and 5 options.</p>	<p>PSHE will be further enhanced to ensure that careers guidance includes current options for students.</p> <p>Guidance at KS3-4 and KS4-5 will continue. Earlier, targeted guidance for PP essential.</p>	£7,000
	Girls network for yr 10	<p>Very positive – only 3 students dropped out of all of the PP girls. All have academic female mentors from industry and universities. Workshops and mentor sessions on going – looking at self esteem, aspirations and careers as well as communications skills etc .</p>	<p>Finishes for yr 11 in January. New yr 10 cohort starts then.</p> <p>Excellent programme – very aspirational. Planning for evenings now needs to include earlier tours and tea etc – students will not be going home after school to come back as this causes most attendance issues.</p>	Paid for by Shaping Futures

	PP Champion, Mentor and pastoral support	Yr 11 Students were effectively supported by PP champion and mentor. Increased progress compared to Mock data.Real successes for some PP individuals. Additional support in pastoral team – heads of house/attendance/admin/ New mental health and well being lead appointed worked with a number of our PP students at all levels.	The roles of pastoral support staff will be adjusted to better meet student needs especially regarding attendance and learning support. PP learning mentor role developed further creating more time.	£26,500
	Appropriate curriculum	The curriculum was felt to be appropriate for the needs of <u>all</u> students and questionnaires were undertaken of all key stages reflected this We believed that KS4 options now reflects the needs of PP students of all abilities as was put in place earlier after limited pathways previously. – gap looks like it widened but not such a problem if data adjusted. All students did better on appropriate curriculum though so impact on PP gap.	A further review of the curriculum will take place to continue to improve our offer for PP students an ensure we are being ambitious for them. Careers and EBacc will be actively promoted - plan for longer KS3 developed. Funding plan for this important.	
	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.This is a key focus for pastoral team.	£4,500
III Removing barriers to learning				
Ensuring students can access wider learning opportunities.	Funding for specialist equipment , enrichment and trips	PP funding was used to support students to attend curriculum enhancing trips and purchase specialist equipment for D od E . Various trips and activities such as theatre trips, cathedral visit, STEM university days for yr 9-11 ,field trips music tuition, gallery visits, enhanced literature and creative writing, future Medics day- all widening cultural horizons.	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 and beyond in order to widen cultural experiences and increase social skills.	£33000

	Breakfast and homework clubs	Breakfast and homework clubs were staffed throughout the academic year for all students. PP students limited attendance – needs to continue but with targeted students attendance with PP mentor. Revise til 5 for yr 11 targetd PP students – those who attended regularly improved grades.	This needs a more targeted approach for identified students where HW an issue. Earlier targeting from staff and HODs needed.	£4,000
			Total PP funding 2018/19	£191,250