

# Whalley Range 11-18 High School Pupil premium strategy statement (2018/19)

1. Summary information					
School	Whalley Range High School				
Academic Year	18/19	Total PP budget	£632,958	Date of most recent PP Review	18.10.18
Total number of pupils	1355 (yr 7-11)	Number of pupils eligible for PP	643	Date for next internal review of this strategy	10.1.19

2. Current Achievement		
	Pupils eligible	Pupils not eligible for PP
Progress 8 score average	0.499	0.582
Attainment 8 score average	45.09	49.77
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	Poor levels of literacy and numeracy	
B.	Lower rates of participation in extra-curricular and leadership opportunities/activities	
C.	Risk of exclusion/Less positive attitudes to learning	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Lower rates of attendance	
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		How success will be measured
A.	Students meeting age-related expectations in reading and maths	Reading and Numeracy Assessments
B.	Increased numbers of students participate in extra-curricular and leadership activities	Tracking of participation rates
C.	Sustained low exclusion figures	Half-Termly Behaviour Tracking
D.	Sustained high attendance figures	Half-Termly Attendance Tracking

## 5. Planned expenditure

**Academic year**

**2018/19**

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.

### KS3

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?
To ensure any student below 9.5 years or maths 4b to be on intervention programme	<p>Assistant Headteacher &amp; Intervention manager to monitor and track intervention provision.</p> <p>Catch up Literacy, maths intervention programmes</p> <p>Use of mentors from Manchester University and 6<sup>th</sup> form students.</p> <p>Focused use of Shine mentoring programme from AHA</p> <p>Use of KS3 coordinators in form time to target underperforming PP students</p>	<p>Students below these levels find difficult to access curriculum and achieve desired outcomes.</p> <p>Students who are under target in KS3 continue this trend into KS4 and are less likely to access intervention opportunities within school.</p>	<p>Regular meeting with Intervention manager and weekly whole school intervention meeting.</p> <p>Testing using star reader &amp; star maths termly to assess impact.</p> <p>Lead by KS3 coordinators</p> <p>Regular meetings with KS3 coordinators across core subjects.</p> <p>Analysis of HT data in KS3 report/ faculty reports.</p>	SMY	<p>Weekly</p> <p>Half Termly</p>

<p>To ensure 80% of PP students are on target for English, Maths &amp; Science.</p> <p>To reduce the gap between PP and nonPP students in basics.</p>	<p>To ensure all underachieving PP students have access to intervention</p> <p>Link to literacy and maths interventions.</p> <p>To work with staff in our feeder primary schools to review curriculum and ensure appropriate stretch and challenge.</p>	<p>Attainment gap English 2017-2018 Year 7 9% Year 8 2% Year 9 9%</p> <p>Maths 2017-2018 Year 7 9% Year 8 10% Year 9 1% PP above NPP</p> <p>Basics 2017-2018 Year 7 8% Year 8 17% Year 9 9%</p>	<p>Regular meetings with KS3 coordinators across core subjects both individual and group.</p> <p>Analysis of HT data in KS3 report/faculty reports</p> <p>CAT testing being used effectively in lessons.</p>	<p>SMY</p>	<p>Half termly reports</p> <p>Half termly meetings with key stage coordinators</p>
<p>Raising Aspirations of underachieving Pupil Premium students</p>	<p>Aspire University visits and STEM visits promoted.</p> <p>CEIAG/STEM days within school to inspire students.</p> <p>Provide information at options evening linked to careers from option choices.</p> <p>Develop opportunities within all subjects curriculum for students to extend their cultural capital</p>	<p>Barriers to PP students attending trips and visits.</p> <p>Low aspirations for PP students in terms of aiming for STEM careers</p> <p>% of students achieving A or B attitude to learning to 90%.</p>	<p>For targeted students to attend University days and high achieving Pupil Premium students to visit Oxford University.</p> <p>Analysis of data from number of PP students attending trips and visits</p> <p>Student voice and focus group feedback from KS3.</p> <p>Working with Transition strategy group to promote cultural capital and produce CPD for staff to ensure opportunities are provided in lessons for this.</p>	<p>SMY/JFA</p>	<p>Half Termly</p>
<p><b>Total budgeted cost</b></p>					<p>£43,017</p>

**KS4**

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>To improve the progress of the Pupils Premium students</p>	<p>To develop the students study skills and ensure that all the PP students are accessing the resources to support revision and retention.</p>	<p>To reduce the A8 gap to five or less points between PP and NPP.                      To raise the A8 score from 45.67 to 50.                      For the P8 score for the Pupil Premium students to be positive and in line with the Non-Pupil Premium.                        85% attendance of parents to revision strategy workshops.                        80% attendance of PP students attending holiday revision classes.</p>	<p>HoF and 2nd in faculty meeting regularly to identify PP students and decide the correct intervention/mentoring.                        HoH identifying the barriers to the PP students and putting in place interventions and mentoring.                      (Barriers of learning: Attendance, attainment, behaviour, reading, EAL and SEND needs)                        Plan for meeting the barriers of learning for the PP students.                        All students having revision guides for every subject.                        Student workshops on accessing resources.                      Using the GCSE mindset programme to support the independent learning and revision strategies.</p>	<p>MLE</p>	<p>Half Termly reports</p>
<p>Improving the progress in maths to be in line with other subjects.</p>	<p>To ensure that PP students are making the same progress in maths as they are in other subjects.                        Achieving the GCSE maths will give the students more options post 16.</p>	<p>For the progress 8 score in maths to be positive and in line with English.                        For the match up of the PP students in English and maths to be 40% for the PP students at 9-5 (8% increase from 2018) and 65% at 9-4 (6% increase from 2018).</p>	<p>Maths and English registration groups at KS4 for PP students who are targeted but not achieving the grade 5.                        In class support with a qualified maths TA.                      The use of Tutor Trust                      To meet the parents of targeted intervention students to show parents how they can support their daughter and strategies to use.</p>	<p>MLE</p>	<p>Half Termly reports</p>

Intervention of the Pupil Premium students.	Underachieving PP students to be accessing interventions and to track the impact that it is having	<p>% of PP students targeted and attending interventions.</p> <p>80% attendance of PP students attending holiday revision classes.</p> <p>For the intervention to have an impact shown by the % of students in intervention who are back on target.</p>	<p>Weekly tracking of the PP student's attendance to the interventions.</p> <p>Parent buy in through attending meetings about the support on offer and how they can support their daughter.</p> <p>Extra Holiday classes</p>	MLE	Half Termly reports
Raising aspirations of PP students	Mentoring programme to support the students in having high aspirations for themselves. To identify and overcome barriers that are in the way.	<p>Under target PP students to have a mentor and attend mentoring sessions.</p> <p>HAP, MAP and LAP PP students all having a positive P8 score.</p>	<p>HAP PP students to have a mentor from the university to support their progress.</p> <p>HoH / SLT to identify the barriers to why the PP students are not achieving and mentor the students.</p> <p>Support staff mentoring</p> <p>For targeted students to attend University days and high achieving Pupil Premium students to visit Oxford University.</p>	MLE	Half Termly reports
<b>Total budgeted cost</b>					<b>£148,407</b>

Attendance					
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?
PP attendance to be in line with NPP attendance and meeting school target 96.5%	<p>Prioritisation of PP students so there is no gap between PP and NPP students</p> <p>Use of EHAs for attendance only with NSH and HCs</p> <p>Case load for NSH to prioritise PP students</p> <p>PP attendance tracking sheets to be generated and disseminated to Houses</p> <p>PP action plans with students and parents</p>	<p>PP attendance 2017/18 95.3%</p> <p>NPP attendance 2017/18 95.9%</p> <p>Attendance gap PP/NPP 0.6%</p>	<p>Half termly reports through DHT SWB report to Governors.</p> <p>Weekly data generated by Student services Manager and shared with HOH and LCs</p>	MCO	
Attendance of PP SEN (K) students is in line with whole school attendance	<p>HC responsible for monitoring attendance</p> <p>Visits to provision</p>	<p>General PP attendance is slightly less than NPP attendance, however there is a wider gap between SEN PP attendance and general attendance.</p>	<p>Ensuring that attendance is a standing item on all SEN meetings</p>	MCO/JFA	

<p>Attendance of PP students on Alternative Provision is in line with school attendance</p>	<p>Use of new attendance officer to complete home visits and site visits to those on AP  Completion of EHA's by LPE  Lead TA's to take lead on targeted SEN students  Rewards to be given to targeted students (Vouchers etc)</p>	<p>Attendance for SEN Support PP 2017/18 94% (2.3% increase on 2016/17)</p> <p>Attendance of students on Alternative Provision is lower than those in main school</p>	<p>Sharing SEN attendance data with Inclusion team</p> <p>Attendance Officer to work collaboratively with AP attendance for intervention and where necessary prosecutions.</p> <p>HC (AP) to undertake regular half termly reviews of students on AP.</p>		
<b>Total budgeted cost</b>					114,270

<b>Wellbeing</b>					
<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>
To reduce the number of consequences for PP students.	<p>Intervention programmes for PP students on Raising Aspirations (YKI)</p> <p>Mentoring programmes for targeted students from external providers eg (Salford Foundation)</p> <p>Teens and Toddlers (Year 10)</p> <p>Use of the SLC, LHS and Hub for alternatives to FTE</p> <p>MUFC mentoring</p> <p>MUFC Intervention groups</p> <p>Supported intervention in class from House Coordinators and Behaviour Intervention Team</p>	<p>PP students are over represented in C4 and FTE figures. (77.2% of FTE (51 FTEs) and 70% (406) of C4s)</p>	<p>Weekly Behaviour Intervention Meetings</p> <p>Creation of new Impact report for end of intervention feedback</p> <p>Weekly Intervention meeting</p> <p>Student Wellbeing half termly report</p> <p>Head of House half termly report</p> <p>Monitoring of data on a weekly and half termly basis.</p>	JFA/MCO/SZA	<p>Weekly</p> <p>Half termly</p> <p>End of intervention</p>



<p>To ensure that PP students have access to the school emotional health and wellbeing support including counselling service and additional anger management support</p>	<p>Ensure that PP students are flagged up at the referral stage by HOH in order that the students are prioritised for appointments</p>	<p>Access to anger management through interventions by the C4 manager/Hub teacher ensures that students are better able to manage their emotions and reduce the numbers of consequences they receive</p> <p>Access to anger management ensures that students are better able to manage their emotions and can more positively access their learning.</p>	<p>Referrals for counselling and anger management indicate where a pupil is PP.</p> <p>Information is shared through the DHT SWB report.</p>	<p>SAL/HOH/M CO/JFA</p>	<p>Half termly review through DHT SWB report</p>
<p>All vulnerable PP students (including those at risk of becoming NEET) have additional access to impartial CEAIG</p>	<p>Identification of vulnerable PP students in Year 11 and Year 10</p> <p>Early and additional CEAIG appointments</p> <p>Small group work for targeted students</p> <p>Referrals and work with TYSS</p> <p>Tracking of intended destination data of PP students with swift intervention throughout Year 11 with signposting to careers advisor.</p> <p>The college application process is an integral part of mentoring sessions with vulnerable students.</p>	<p>A higher proportion of PP students than NPP students nationally become NEET.</p>	<p>Early identification of vulnerable students through House Offices and Inclusion</p> <p>Priority lists established for 1:1 interviews</p> <p>Additional visits and support for PP students on alternative provision (including supported college application process)</p> <p>Early identification of students who may need support of TYSS</p> <p>Mentors ensure that the PP vulnerable students have been supported through the college application process.</p>	<p>JFA</p>	<p>Destination data CEAIG tracking sheet</p>

Safeguarding and wellbeing – working with Brooke on the Tender Arts project through Drama – subject matter safety, relationship and CSE	Y10 Drama students undertake a series of workshops to prepare performance working with Brooke and then present to whole school through assemblies	Support for PP students to enable them to complete their assessed performance in school during school time and perform to audiences.  Increased knowledge about safeguarding and CSE to the performers and also students.			
Emotional Health and Wellbeing/behaviour/ Inclusion interventions	PP student receive proportionally more behaviour consequences than NPP students are require swift signposting and access to support services eg managing behaviour, SPLD, EP interventions	PP students are over represented in C4 and FTE figures. (77.2% of FTE (51 FTEs) and 70% (406) of C4s)	Students identified as PP at the referral point and swift intervention/signposting results	SZA/MCO/JFA	Weekly referrals meetings  Focussed students' consequence data and intervention tracking
<b>Total budgeted cost</b>					<b>£98,993.6</b>

<b>EAL</b>					
<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>
To ensure all PP EAL students have access to and/or bi-lingual dictionaries where necessary	Bi-lingual dictionaries distributed to EAL students as part of the induction process	For all EAL PP students to improve their NASSEA level	For all EAL PP students to be given a dictionary within the first week of joining Student voice	KRO	Half termly
To ensure all PP EAL students have access to Additional English lessons where appropriate and achieve an additional qualification	Access to additional English sessions	For all EAL PP students to improve their NASSEA level For all EAL PP students to gain an additional qualification in ESL	For all EAL Pupil Premium students to have a timetabled English revision lesson/intervention each week focusing on the individual needs of the students.	KRO	Half termly

<p>To ensure that at least 83% of Year 11 PP EAL students make at least expected progress in English</p>	<p>Targeted interventions, revision sessions and mentoring</p> <p>Parental forums</p>	<p>For Year 11 EAL S1-S3 students to have a positive P8 score.</p> <p>To increase the P8 score for EAL students in English so that it is in line with the score for Non-EAL English.</p>	<p>Weekly meeting with EAL team and weekly whole school intervention meeting.</p> <p>Baseline testing and half-termly formative assessments assess impact.</p> <p>Analysis of HT data in KS3/4 reports</p> <p>Regular meetings with EAL team and EAL faculty champions, learning walks, pupil and staff voice</p>	<p>KRO</p>	<p>Half termly</p>
<p>To ensure that at least 76% of Year 11 PP EAL students make at least expected progress in Maths</p>	<p>Targeted interventions, revision sessions and mentoring</p> <p>Parental forums</p> <p>EAL and maths language project</p>	<p>For Year 11 EAL S1-S3 students to have a positive P8 score.</p> <p>To increase the P8 score for maths so that it is in line with English.</p>	<p>Weekly meeting with EAL team and weekly whole school intervention meeting.</p> <p>Baseline testing and half-termly formative assessments assess impact.</p> <p>Analysis of HT data in KS3/4 reports</p> <p>Regular meetings with EAL team and EAL faculty champions, learning walks, pupil and staff voice</p> <p>Regular meetings with targeted maths staff</p>	<p>KRO</p>	<p>Half termly</p>

To ensure that at least 80% of Year 11 PP EAL students make at least expected progress in science	Targeted interventions, revision sessions and mentoring  Parental forums  EAL and science project – 6th form	For Year 11 EAL S1-S3 students to have a positive P8 score.  To increase the P8 score for EAL students in science so that it is in line with the score for Non-EAL students.	Weekly meeting with EAL team and weekly whole school intervention meeting.  Baseline testing and half-termly formative assessments assess impact.  Analysis of HT data in KS3/4 reports  Regular meetings with EAL team and EAL faculty champions, learning walks, pupil and staff voice  Regular meetings with 6th form mentors	KRO	Half Termly
<b>Total budgeted cost</b>					£96,668
<b>Literacy</b>					
<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>
To ensure any student below 9.5 years to be on intervention programme led by phonics teachers and specialists	Phonics teacher to support students with reading age below 8.  Catch up Literacy to support students with reading ages of 8 - 9.5	Students below these levels find difficult to access curriculum and achieve desired outcomes.	Weekly meeting with HBA and weekly whole school intervention meeting.  Testing using star reader & star maths termly to assess impact.  Regular meetings with KS3 coordinators across core subjects.  Analysis of HT data in KS3 report/ faculty reports.	SMY	Weekly Termly

<p>To ensure PP pupils with reading ages of 9.5-11 years old receive bespoke vocabulary instruction (Years 7, 8 and 10) to accelerate the progress of their reading ages.</p>	<p>Use of Bedrock vocabulary software twice a week with trained member of staff during registration</p>	<p>Clear links between vocabulary acquisition and reading age. Proven evidence of improvements in vocabulary retention for this software when intervention is delivered in school. Aim for 90% attendance across the three year groups with at least 100% average increase on the expected progress in months for reading ages</p>	<p>Weekly reports of progress. Attendance monitored weekly. Supplementary reading age tests for pupils taking part in vocabulary intervention</p>	<p>SPK</p>	<p>Weekly Termly</p>
<p>To ensure all pupils have access to reading materials, study resources and software beyond the school day.</p>	<p>LRC Extended Opening</p>	<p>There is a significant number of pupils who remain in school after the school day. This will allow them to continue learning</p>	<p>Weekly meeting with LRC manager. Attendance monitored.</p>	<p>SPK</p>	<p>Weekly Termly</p>
<p>To ensure the LRC provides a wide range of literacy opportunities to enthuse a love for reading</p>	<p>Writing and reading competitions (with prizes) every few weeks, author visits</p>	<p>Continued promotion of reading throughout the year will embed its importance and potential enjoyment to all pupils. Author visits in previous years have received excellent attendance and positive pupil voice. Book purchasing increases following author visit.</p>	<p>Student and staff voice. Follow up with class teacher. Weekly meetings with LRC manager. Targeting specific groups of pupils. Advertising through Frog, plasma, assemblies and form time activities</p>	<p>SPK</p>	<p>Half-termly</p>
<p>To ensure intervention delivered within the English faculty has a focus on improving literacy skills, such as selection and retrieval, inference and analysis for targeted groups of pupils</p>	<p>Use of English TA (and English KS4 and KS3 TLRs) in delivering intervention sessions and for focussed in-class support</p>	<p>Specific support for key groups has been proven to increase projected grades and literacy reading ages when delivered effectively. Majority of pupils should make at least one grade's progress in projections following intervention</p>	<p>Training offered to TA delivering sessions. Monitored through learning walks/student voice. Regular meetings with TA. Analysis of data from key groups, including reading ages and projections. Support with planning and preparation.</p>	<p>SPK</p>	<p>Half termly</p>

<p>To ensure accurate reading ages and appropriate challenge in books</p> <p>To ensure literacy strategies across school are co-ordinated and drive progress with an enthusiasm for reading</p> <p>To develop the reading ages of PP pupils through the reading mentor scheme</p>	<p>Reading assessment software for KS3 and KS5. Monitoring of appropriateness of books through class teacher. Pupils in KS3 will have the opportunity to read for pleasure in most English lessons</p> <p>Whole-school literacy lead and Literacy co-ordinator</p> <p>Peer mentors are trained by staff in how to be a mentor and how to teach reading strategies. Twice weekly meetings which are incentive-driven (priority lunch queuing, prizes for attendance, dedication and progress).</p>	<p>Data has proven that reading ages of pupils increases when they are challenged to learn new vocabulary in texts within their ZPD. Reading for pleasure embedded within the curriculum (instead of as a discrete lesson) will enable pupils to see its worth within the context of all lessons.</p> <p>Literacy strategies led by specialists help inform planning and implementation for non-specialists. Students and teachers can act upon recommendations</p> <p>Research indicates that pupils with low reading ages (and often low self esteem) make best progress when reading is modelled and led by a more able peer. Trained peers and staff will deliver the scheme to develop reading confidence and fluency. Reading mentees should improve reading fluency and reading age by 100% compared to expected progress</p>	<p>Appropriateness of books (engagement and challenge) tracked weekly by class teachers. Parental signage to track reading at home. Regular reading assessments to track progress in reading ages and reading skill</p> <p>Regular meetings with literacy co-ordinator, attendance at literacy collaborative meetings, learning walks, pupil and staff voice.</p> <p>Pupils selected from baseline tests. Pupil and staff voice. Reviewed with follow-up test to assess progress.</p>	<p>SPK</p> <p>SPK</p> <p>SPK</p> <p>SZA</p>	<p>Termly</p> <p>Weekly Termly</p> <p>Termly</p> <p>Half termly</p>
<b>Total budgeted cost</b>					£163,503
<b>Total Pupil Premium budgeted cost</b>					£664,858

6. Review of expenditure			
Previous Academic Year		2018/19	
KS3			
Desired outcome	Chosen action / approach	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)
KS4			
Desired outcome	Chosen action / approach	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)
Attendance			
Desired outcome	Chosen action / approach	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)



Wellbeing			
Desired outcome	Chosen action / approach	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)
EAL			
Desired outcome	Chosen action / approach	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)
Literacy			
Desired outcome	Chosen action / approach	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)