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**	£624,082	**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	0.61	0.82
Attainment 8 score average	45.29	52.63

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

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 *(issues which also require action outside school, such as low attendance rates)*

D.	Lower rates of attendance

4. Desired outcomes *(desired outcomes and how they will be measured)*

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

To ensure 80% of PP students are on target for English, Maths & Science. To reduce the gap between PP and nonPP students in basics.	To ensure all underachieving PP students have access to intervention Link to literacy and maths interventions. To work with staff in our feeder primary schools to review curriculum and ensure appropriate stretch and challenge.	Attainment gap English 2017-2018 Year 7 9% Year 8 2% Year 9 9% Maths 2017-2018 Year 7 9% Year 8 10% Year 9 1% PP above NPP Basics 2017-2018 Year 7 8% Year 8 17% Year 9 9%	Regular meetings with KS3 coordinators across core subjects both individual and group. Analysis of HT data in KS3 report/ faculty reports CAT testing being used effectively in lessons.	SMY	Half termly reports Half termly meetings with key stage coordinators
Raising Aspirations of underachieving Pupil Premium students	Aspire University visits and STEM visits promoted. CEIAG/STEM days within school to inspire students. Provide information at options evening linked to careers from option choices. Develop opportunities within all subjects curriculum for students to extend their cultural capital	Barriers to PP students attending trips and visits. Low aspirations for PP students in terms of aiming for STEM careers % of students achieving A or B attitude to learning to 90%.	For targeted students to attend University days and high achieving Pupil Premium students to visit Oxford University. Analysis of data from number of PP students attending trips and visits Student voice and focus group feedback from KS3. Working with Transition strategy group to promote cultural capital and produce CPD for staff to ensure opportunities are provided in lessons for this.	SMY/JFA	Half Termly
				Total budgeted cost	£67,327

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?**
To improve the progress of the Pupils Premium students	To develop the students study skills and ensure that all the PP students are accessing the resources to support revision and retention.	To reduce the A8 gap to five or less points between PP and NPP. To raise the A8 score from 45.67 to 47. 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.	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.	MLE	Half Termly reports
Improving the progress in maths to be in line with other subjects.	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.	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).	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.	MLE	Half Termly reports

Intervention of the Pupil Premium students.	Underachieving PP students to be accessing interventions and to track the impact that it is having	% of PP students targeted and attending interventions. 80% attendance of PP students attending holiday revision classes. For the intervention to have an impact shown by the % of students in intervention who are back on target.	Weekly tracking of the PP student's attendance to the interventions. Parent buy in through attending meetings about the support on offer and how they can support their daughter. Extra Holiday classes	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.	Under target PP students to have a mentor and attend mentoring sessions. HAP, MAP and LAP PP students all having a positive P8 score.	HAP PP students to have a mentor from the university to support their progress. HoH / SLT to identify the barriers to why the PP students are not achieving and mentor the students. Support staff mentoring For targeted students to attend University days and high achieving Pupil Premium students to visit Oxford University.	MLE	Half Termly reports
				Total budgeted cost	£155,000

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

Attendance of PP students on Alternative Provision is in line with school attendance	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)	Attendance for SEN Support PP 2017/18 94% (2.3% increase on 2016/17) Attendance of students on Alternative Provision is lower than those in main school	Sharing SEN attendance data with Inclusion team Attendance Officer to work collaboratively with AP attendance for intervention and where necessary prosecutions. HC (AP) to undertake regular half termly reviews of students on AP.		
			Total budgeted cost		£114,270

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

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

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
				Total budgeted cost	£103,400

EAL					
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 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

To ensure that at least 83% of Year 11 PP EAL students make at least expected progress in English	Targeted interventions, revision sessions and mentoring Parental forums	For Year 11 EAL S1-S3 students to have a positive P8 score. To increase the P8 score for EAL students in English so that it is in line with the score for Non-EAL English.	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	KRO	Half termly
To ensure that at least 76% of Year 11 PP EAL students make at least expected progress in Maths	Targeted interventions, revision sessions and mentoring Parental forums EAL and maths language project	For Year 11 EAL S1-S3 students to have a positive P8 score. To increase the P8 score for maths so that it is in line with English.	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 targeted maths staff	KRO	Half termly

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
			Total budgeted cost		£91,700

Literacy

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 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

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.	Use of Bedrock vocabulary software twice a week with trained member of staff during registration	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	Weekly reports of progress. Attendance monitored weekly. Supplementary reading age tests for pupils taking part in vocabulary intervention	SPK	Weekly Termly
To ensure all pupils have access to reading materials, study resources and software beyond the school day.	LRC Extended Opening	There is a significant number of pupils who remain in school after the school day. This will allow them to continue learning	Weekly meeting with LRC manager. Attendance monitored.	SPK	Weekly Termly
To ensure the LRC provides a wide range of literacy opportunities to enthuse a love for reading	Writing and reading competitions (with prizes) every few weeks, author visits	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.	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	SPK	Half-termly
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	Use of English TA (and English KS4 and KS3 TLRs) in delivering intervention sessions and for focussed in-class support	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	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.	SPK	Half termly

To ensure accurate reading ages and appropriate challenge in books	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	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.	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	SPK	Termly
To ensure literacy strategies across school are co-ordinated and drive progress with an enthusiasm for reading	Whole-school literacy lead and Literacy co-ordinator	Literacy strategies led by specialists help inform planning and implementation for non-specialists. Students and teachers can act upon recommendations	Regular meetings with literacy co-ordinator, attendance at literacy collaborative meetings, learning walks, pupil and staff voice.	SPK	Weekly Termly
To develop the reading ages of PP pupils through the reading mentor scheme	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).	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.	Pupils selected from baseline tests. Pupil and staff voice. Reviewed with follow-up test to assess progress.	SPK	Termly
To ensure progress in reading ages and overall literacy access for pupils with dyslexia	Use of SPLUD teacher and SENCO	Pupils with conditions like dyslexia require specific, focused support from trained experts in the area. Teachers can then utilise on advice given	Close liaison with SENCO	SZA	Half termly
				Total budgeted cost	£158,300
				Total Pupil Premium budgeted cost	£689,997

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)
To ensure any student below 9.5 years or maths 4b to be on intervention programme	Assistant Headteacher & Intervention manager to monitor and track intervention provision. Catch up Literacy, maths intervention programmes Use of mentors from Manchester University and 6th form students. Focused use of Shine mentoring programme from AHA Use of KS3 coordinators in form time to target underperforming PP students	59 year 7 students have undertaken CUL and or Phonics courses through the year with over 30 of these now having reading ages above 9.5. Of the students who took part in the maths intervention: • 97% students improved so passed the Maths Challenge • 75% students are on or above target in maths Group of 20 year 7 PP students were targeted during HT5&6 to improve organisation and develop strategies to support homework. This had some impact but there were difficulties with students attendance to the sessions. Successfully recruited mentors from our 6th from which allowed for a greater number of students to be targeted than otherwise would have been the case.	All students with a reading age of below 9.5 and maths below 4b will continue to be targeted for intervention. Interventions are being reviewed in line with curriculum changes. A more targeted programme will be developed focusing on student organisation and health & wellbeing. KS3 coordinators to no longer use form time and look at focusing in on interventions that can be used within teaching lessons. Continue to recruit mentors from within our 6th forma and externally.

To ensure 80% of PP students are on target for English, Maths & Science.	To ensure all underachieving PP students have access to intervention

To reduce the gap between PP and nonPP students in basics.

Link to literacy and maths interventions.

To work with staff in our feeder primary schools to review curriculum and ensure appropriate stretch and challenge.

Year 9

	Cohort Size	% on target E	% on Target M	%9-5 E	%9-5 M	% Basics (9-5)
Cohort	271	76.3	74.4	55.7	55.4	48.7
Pupil Premium	121	72.6	73.3	49.6	49.6	41.3
Non Pupil Premium	150	79.3	75.3	60.7	63.3	55.3

Year 8

	Cohort Size	% on target E	% on Target M	%9-5 E	%9-5 M	% Basics (9-5)
Cohort	270	78.0	68.9	61.5	53.3	45.6
Pupil Premium	141	75.5	61.6	53.9	44.0	36.2
Non Pupil Premium	129	80.6	76.7	69.8	62.8	55.8

Year 7

	Cohort Size	% on target E	% on Target M	%9-5 E	%9-5 M	% Basics (9-5)
Cohort	269	74.2	74.8	68.4	55.0	52.0
Pupil Premium	126	69.4	71.5	65.3	52.4	50.0
Non Pupil Premium	144	78.3	77.6	71.0	56.6	53.1

The data above shows some areas where the gap between PP and nonPP has closed but there are still large gaps in some areas and further focus will need to be made going into 2019-2020. Across all year groups more less than 80% of students were on target, some of this stems from changes to assessments which were being embedded during this year.

Visits were undertaken by TLR holders in English & Maths to Heald Place and St Mary's Mosside Literacy coordinator visited Whalley Range reviewing the year 7 English curriculum. Both Maths & English have used these visits to make changes to their curriculum and assessments within year 7 and KS3.

More regular joint meetings with KS3 coordinators to ensure sharing of data and agreed areas of focus, to avoid spreading interventions too thinly.

Small focus groups of students to work with across the core subjects to ensure greater impact.

Work to be undertaken with high achievers coordinator working with AIM Higher targeting PP students into Universities.

Raising Aspirations of underachieving Pupil Premium students	Aspire University visits and STEM visits promoted. CEIAG/STEM days within school to inspire students. Provide information at options evening linked to careers from option choices. Develop opportunities within all subjects curriculum for students to extend their cultural capital	MLT have reviewed KS3 curriculum which has allowed for a greater sharing of cross curricular opportunities and links for students. Most of these will come online during 2019-2020.	Specific strategy group created this year to focus on developing cultural capital opportunities within lessons, cross curricular and outside lessons.

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)
To improve the progress of the Pupils Premium students	To develop the students study skills and ensure that all the PP students are accessing the resources to support revision and retention.	The PP gap is 6.95, with the PP students achieving 45.67. The target A8 for the PP to achieve was 47.84. This is a slight increase on the previous year. The provisional P8 score for the PP is 0.62, this is an excellent score and shows that the PP students are making excellent progress. The NPP have a provisional P8 score of 0.82. 82% of the Year 11 parents attended the parental workshops.	Flexibility with the parental workshops to fit with the needs of the parents has been crucial in order to get parents to attend. As well as the workshops follow up work shops were ran at later time in the evening to support working parents. Reintroduce sessions to ensure that all PP students are accessing and engaging with resources. This cannot be a one off but needs to be regularly repeated throughout the year.
Improving the progress in maths to be in line with other subjects.	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.	The average grade for PP was 3.86 compared to 4.70 for NPP students. Both were significantly below the target. The provisional P8 scores are positive, showing that the students are making progress in maths; 0,16 for PP and 0.45 for NPP. Maths and English reg were set up and ran throughout the year. Targeted intervention also ran at reg, lunch and after school by the English, maths and Science TA's. Parents were met with as part of the parental workshops to give advice, modelling and training on how to access resources for their daughter. The turn out to these sessions were very pleasing. PP students were also targeted for Tutor Trust in maths which ran in two blocks over the year.	Registration maths, English and science intervention will continue into 2019-20. Maths TA intervention will continue but will be even more targeted and structured to have a greater impact.

Intervention of the Pupil Premium students.	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.	The tracking of all students receiving intervention was tracked weekly as part of a weekly intervention meeting. Students who did not attend were quickly followed up and parents were informed. The overall P8 score for PP students is 0.62 which shows that the PP students have made outstanding progress.	It is important to identify the key barriers early so that the correct interventions can be put in place to ensure the students achieve. Tracking to be based on the number so that it can be more easily tracked.
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.	Underachieving HAP PP students received a university mentor for a 6-week mentoring programme. The HAP PP have a P8 score of 0.58 which is excellent. Underachieving PP students were identified and mentored by Heads of House and SLT. One of the focuses to ensure that the students were regularly accessing the online revision resources.	Making sure that students are accessing and engaging with the online resources earlier on in the year. This needs to be modelled and followed up by all teachers.

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)
PP attendance to be in line with NPP attendance and meeting school target 96.5% Attendance of PP SEN (K) students is in line with whole school attendance	Prioritisation of PP students so there is no gap between PP and NPP students Use of EHAs for attendance only with NSH and HCs Case load for NSH to prioritise PP students PP attendance tracking sheets to be generated and disseminated to Houses PP action plans with students and parents HC responsible for monitoring attendance Visits to provision	PP attendance (95.30%) was in-line with NPP attendance (95.65%) at the end of HT4. The gap between PP and NPP was -0.35%. PP attendance (95.30%) was 1.2% below the whole school attendance target for all of 96.5%. Whole school attendance for all was 95.9%, 0.6% below the whole school target at the end of HT4. When compared to the national average (ASP 2017/18, 94.5%) for all students, PP attendance was 0.8% higher. When compared to the national average PP (ASP) 2016/2017, 91.9%), PP attendance was 3.4% higher.	NSH to continue to provide half-termly overview of student attendance to House teams/SLT identifying PP students. NSH / LPE to complete EHA for identified students PP students with identified SEN needs to be further monitored by SEN mentor House teams to continue to use weekly intervention tracking sheets to monitor student attendance. Action plans to be completed for identified students. Heads of House half term reports to identify actions/ further actions for identified PP students

| Attendance of PP students on Alternative Provision is in line with school attendance | 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) | Data provided for students who received at least 10 B codes (Educated off site) between HT1 and HT4.

There were 25 students who attended alternative provision. 21 PP students and 4 NPP students.

PP attendance (85.27) was almost in-line with NPP attendance (86.75) at the end of HT4

The gap between PP and NPP was (-1.35%)

PP attendance for students on Alternative provision (85.27) was significantly lower when compared to PP (95.35) students in school.

There is no current national data to compare.

There were 21 PP students who attended Alternative provision for at least 10 sessions (5 days). This group is not static and some students have spent significant time at Alternative provision when compared to others who have may have attended for 10 sessions.

There were a high number of students in this category who were placed on alternative provision due to a number of significant factors. These included Child protection/ Safeguarding. Medical/ Mental health concerns. SEN needs and or in addition to behaviour and exclusions. Some students attended more than one alternative provision including managed moves to other schools. Some students were off-rolled to other schools and have settled and are making progress. | NSH to arrange more structured visits to AP where appropriate

Further clarification on register closing times to be confirmed with AP

Regular feedback to House teams/ SLT on EHA completion/ progress from NSH/ LPE

Formal arrangements to be confirmed for SEN monitoring by the Inclusion team

Targeted students identified for key intervention programmes e.g. 'Build up', 'write to succeed'.

Targeted students identified to work with external agencies such MUFC, GMYN

Use of Learning Zone /Inclusion team for additional support and re-integration of students on return from fixed term exclusions.

Focus on PP at weekly behaviour/ Intervention meetings

Rewards to be given to continue to be given to targeted students |

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)
Raising Aspirations of underachieving Pupil Premium students	Aspire University visits and STEM visits promoted. CEIAG/STEM days within school to inspire students. Provide information at options evening linked to careers from option choices. Develop opportunities within all subjects curriculum for students to extend their cultural capital		

To reduce the number of consequences for PP students.	Intervention programmes for PP students on Raising Aspirations (YKI)	75% of students supported through Raising Aspirations programmes were PP. These students have all progressed to the new academic year and are in main stream classes (one student left country).	Ensuring the exit surveys are completed on all interventions.
	Mentoring programmes for targeted students from external providers eg (Salford Foundation)	19 Y10 students took part in the Salford Foundation Aspire programme – they undertook trip and visits as well as receiving mentoring sessions from a range of employers – 20 students took part – 8 of whom were PP. Positive student feedback was received regarding mentoring and interaction with employers and employees.	Salford mentoring to continue into a second year due to positive engagement of students.
	Teens and Toddlers (Year 10)	15 Year 10 students successfully completed the Teens and Toddlers programme. 12 of the 15 students were PP. All successfully completed their nursery placement and Interpersonal Skills certificate.	Due to timetabling constraints this will not be available for Year 10 2019/20, however we will look towards offering the course with Year 9s who are 14 in February 2020.
	Use of the SLC, LHS and Hub for alternatives to FTE	84% of longer-term placements at the South Learning Centre were allocated to PP students as an alternative to FTE and in order to access additional support (both full time and part time). 76% of these students successfully transitioned back into main school. 2 students transitioned to Alternative Provision. 100% of the students receiving C5s were PP. All students transitioned back into main school.	SLC to continue as a facility to support students requiring additional interventions and as an alternative to FTE.
	MUFC mentoring MUFC Intervention groups	81% of students receiving mentoring support from MUFC Foundation were PP 63% of students accessing targeted interventions from MUFC Foundation were PP. Interventions included Believe FC, Forward Thinkers, RAF Engagement Day and Next Move Hospitality (Careers) NHS Next Move Careers,	
	Supported intervention in class from House Coordinators and Behaviour Intervention Team	Targeted support list derived at weekly Behaviour Intervention meeting – PP students prioritised in terms of intervention	

To ensure that PP students have access to the school emotional health and wellbeing support including counselling service and additional anger management support	Ensure that PP students are flagged up at the referral stage by HOH in order that the students are prioritised for appointments	School counsellors offer a minimum six-week programme of counselling for students. 64% of the 78 students who accessed support from the school counsellor were pupil premium. Student feedback from sessions states that the support is very beneficial. House Coordinators, Isolation Room Manager and Hub Lead delivered anger management sessions.	The school counselling service to continue 2019/20. With the demands on CAMHS the demand for this service is increasing. This intervention was successful and we will continue with this in the forthcoming academic year.
All vulnerable PP students (including those at risk of becoming NEET) have additional access to impartial CEAIG	Identification of vulnerable PP students in Year 11 and Year 10 Early and additional CEAIG appointments Small group work for targeted students Referrals and work with TYSS Tracking of intended destination data of PP students with swift intervention throughout Year 11 with signposting to careers advisor. The college application process is an integral part of mentoring sessions with vulnerable students.	Early identification of vulnerable and PP students for early appointments, starting at the end of Year 10 and the beginning of Year 11. Thus, enabling additional follow up appointments for these students throughout the year. All PP students received at least one, one hour CEAIG appointment (1:1) with the Careers advisor. Five students referred to Targeted Youth Support Service for summer 2019 pickup to ensure progression routes are established for September 2019. 4 students PP, 1 LAC. College applications are tracked and regularly reviewed in order that all students have made applications and secured progression to post 16 destinations. Additional mentoring session with Head of House, CEAIG Co-ordinator and South Learning Centre Manager for vulnerable students including supported visits to college for students accessing support at the South Learning Centre and students with EHCPs in Year 11 (all of whom were PP)	The strategy of identifying vulnerable students has served us well as our NEET figure is so low. We will continue with this early identification strategy which then enables various teams including the CEAIG team to support these pupils' transition to post 16.

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	55% of the students who undertook the Drama workshops were PP. Students were engaged with the programme and delivered a moving piece of Drama to their peers through assemblies.	This project had a very positive impact on the engagement and self-confidence of the Drama students. The project was a pilot which was offered to us from Brooke and we have not received information that it will be available to access this year. However, it is a project that we would like to engage in again if it is available.
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		

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)
To ensure all PP EAL students have access to bi-lingual dictionaries where necessary	Bi-lingual dictionaries distributed to EAL students as part of the induction process	All EAL new arrivals, both PP and non PP, were offered a bi-lingual dictionary. All bar 2 EAL students made progress with their NASSEA levels. One of the 2 students has had EP intervention but has still made progress within the NASSEA sub-categories.	As some of the Arabic-speaking students are illiterate, it is worth looking at other options to support their access to the curriculum – picture dictionaries?
To ensure all PP EAL students have access to Additional English lessons where appropriate and achieve an additional qualification	Access to additional English sessions	All S1 students had access to one additional English class per week as well as registration interventions. During this time, they gained AQA certificates.	Additional English classes will continue in 19/20 for S1-S2 students. The registration interventions will be more targeted and structured to not only increase social English but also to support the core subject curriculum.

To ensure that at least 83% of Year 11 PP EAL students make at least expected progress in English	Targeted interventions, revision sessions and mentoring Parental forums	The average grade for PP EAL students was 2.90 compared to 3.06 for NPP EAL students. Both were below the target. The provisional P8 scores are positive, showing that EAL students are making progress in English; 80% PP EAL students achieved a positive P8 score for English and 50% for NPP EAL students. All students achieved a grade in English. Targeted EAL Maths and English registration interventions were set up and ran throughout the year with outstanding attendance. A KS4 EAL forum was held in the winter term where parents were given advice on how to support their daughters with revision and language development. Available resources were also highlighted.	Registration English intervention will continue into 2019-20. TA intervention will continue but will be even more targeted and structured to have a greater impacts. All TAs will be given further training on how best to work with EAL students to ensure maximum progress. Additional resources and strategies will be uploaded to FROG to support teachers and students alike.
To ensure that at least 76% of Year 11 PP EAL students make at least expected progress in Maths	Targeted interventions, revision sessions and mentoring Parental forums EAL and maths language project	The average grade for PP was 2.90 compared to 2.50 for NPP EAL students. The PP grade was below target whereas the NPP EAL grade was above target. The provisional P8 scores are positive, showing that the students are making progress in maths; 60% of PP EAL students achieved a positive P8 score in maths. Targeted EAL Maths and English registration interventions were set up and ran throughout the year with outstanding attendance. A KS4 EAL forum was held in the winter term where parents were given advice on how to support their daughters with revision and language development. Available resources were also highlighted.	Registration maths, English and science intervention will continue into 2019-20. Maths TA intervention will continue but will be even more targeted and structured to have a greater impact. All TAs will be given further training on how best to work with EAL students to ensure maximum progress. Additional resources and strategies will be uploaded to FROG to support teachers and students alike.

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)
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.	Over the course of the academic year, 30 students took part in the phonics programme. Of these students, 20 were pupil premium. An average of 23.2 months' progress was made over the academic year for all students. The average growth for the pupil premium students alone was 21.05 months over the year. The success criteria for phonics has been achieved.	The phonics programme has clearly been successful, given that students' reading ages were radically accelerated and grew faster than their chronological age growth. This programme will continue into 2019-20 but further refinements will be made to the programme to hopefully secure even more rapid progression.
	Catch up Literacy to support students with reading ages of 8 - 9.5	The Catch-Up Literacy programme was also successful. Over the course of the year, 82 students took part and by the end of the programme, 54% of students were either on or above target. Progress in reading age was made by all students on the programme.	The Catch-Up Literacy programme will continue this year. However, refinements to the programme will be made to include a greater emphasis on comprehension, fluency and vocabulary strategies in order to secure greater progress.
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.	Use of Bedrock vocabulary software twice a week with trained member of staff during registration	The Bedrock vocabulary intervention was aimed entirely at PP students and had an overwhelmingly positive effect on reading age progression. In Year 7, the average growth in reading age from September to July was 17 months. In Year 8, the average growth in reading age from September to July was 18 months and Year 10, the reading age progression was an incredible 27.9 months.	Bedrock vocabulary intervention will continue this year as it has had a clear impact on reading age progression. Further training will be provided to staff delivering the sessions to ensure sessions can be more tailored to students' needs.
To ensure all pupils have access to reading materials, study resources and software beyond the school day.	LRC Extended Opening	Attendance to the LRC before and after school is high. Attendance is, on average, approximately 30 students before school and 30-40 students after school. A large proportion of these students will be PP.	Extended opening for the LRC will continue this year to encourage learning and reading beyond the school. Additional advertising may attract even more students to attend.

To ensure the LRC provides a wide range of literacy opportunities to enthuse a love for reading	Writing and reading competitions (with prizes) every few weeks, author visits	Over the course of the year, approximately £2000 was spent on purchasing new books for the LRC. These books came either from recommendations (predominantly from students) or from assessing titles already in the LRC and purchasing new titles to complement the stock. At least two reading competitions were held every half term. Some were extremely popular (Blind Date with a Book, for example) and all increased the profile of the LRC. Footfall in the LRC for these events improved significantly. In 2018-19, over 9400 books were loaned to students.	The LRC will continue to purchase newly released and appropriate texts, and also continue to provide a wide range of activities and events to raise the profile of reading. More advertising of the reading competitions and events should increase footfall even more.
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	Use of English TA (and English KS4 and KS3 TLRs) in delivering intervention sessions and for focussed in-class support	Most out-of-class intervention delivered by the English TA was targeted at PP students. 38.6% of Year 10 students who attended WSI's intervention attained a grade equal to/above their target, with 18% exceeding their target grade. 81.8% of intervention attendees attained a grade that exceeded their HT6 projection In Year 11, of the 20 students to have received some form of form time intervention, 17 students made progress between the final PPE and their actual GCSE grade. 50% of students actually managed to achieve or surpass their aspirational target.	Intervention will still be run, targeting literacy deficiencies in the English faculty. Should funding be available, this will be partially delivered through the use of a TA.
To ensure accurate reading ages and appropriate challenge in books	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	All students, including all PP students, were continually assessed throughout the year using Literacy Assessment Online software. This allowed progress in reading ages to be tracked continuously by the literacy leads and teachers alike. The criteria were successfully met as students read books appropriate to their reading age and KS3 student voice for reading for pleasure improved over the year.	The school will continue to utilise the Literacy Assessment Online and supplement its testing with use of the NGRT tests and YARC reading assessments for more diagnostic assessments of literacy. Reading for pleasure will continue to be delivered and promoted by classroom teachers.

To ensure literacy strategies across school are co-ordinated and drive progress with an enthusiasm for reading.	Whole-school literacy lead and Literacy co-ordinator.	The success criteria for this objective were met successfully. Throughout the year, various staff training sessions, lessons resources were delivered and created on various reading and vocabulary strategies to raise the profile of reading and vocabulary around the school. A new reading catch-up programme was devised for students no longer taking option subjects to increase their literacy and numerous trips and events to develop students' vocabulary and literacy in an out-of-school context were organised. Staff voice indicated that staff felt more able and competent to implement reading and vocabulary strategies into their own practice. The impact of which was that there was an increased focus on reading and vocabulary in teaching practice, that reading ages increased above expected progress, particularly at KS3 and that reading for pleasure is now an expected habit at KS3.	Literacy initiatives and strategies will continue to be driven this year, with an increased focus on catering for students with exceptionally low reading ages with a bespoke curriculum.
To develop the reading ages of PP pupils through the reading mentor scheme.	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).	Despite numerous training sessions, support and guidance, the reading mentor scheme was never as successful as originally intended. This was predominantly due to the students identified to be mentees. The criteria for selection was that students should be both under target in their reading but also with a number of detentions as well; the idea being that by talking to peers in a more informal context students would be more open to reading for pleasure. However, the students selected were perhaps a little too disaffected for the mentors. There were therefore issues with attendance and engagement from the outset.	The reading mentor scheme will be run again this year but with a more informed and rigorous selection process for both mentees and mentors.