

# Whalley Range 11-18 High School Pupil premium strategy statement (2019/20)

1. Summary information					
<b>School</b>	Whalley Range High School				
<b>Academic Year</b>	19/20	<b>Total PP budget</b>	£611,490	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	1351 yr 7-11	<b>Number of pupils eligible for PP</b>	624	<b>Date for next internal review of this strategy</b>	10.1.20

## 2. Current Achievement

	Pupils eligible	Pupils not eligible for PP
<b>Progress 8 score average</b>		
<b>Attainment 8 score average</b>		

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

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

<b>A.</b>	Poor levels of literacy and numeracy
<b>B.</b>	Lower rates of participation in extra-curricular and leadership opportunities/activities
<b>C.</b>	Risk of exclusion/Less positive attitudes to learning

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

<b>D.</b>	Lower rates of attendance
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## 4. Desired outcomes *(desired outcomes and how they will be measured)*

		How success will be measured
<b>A.</b>	Students meeting age-related expectations in reading and maths	Reading and Numeracy Assessments
<b>B.</b>	Increased numbers of students participate in extra-curricular and leadership activities	Tracking of participation rates
<b>C.</b>	Sustained low exclusion figures	Half-Termly Behaviour Tracking
<b>D.</b>	Sustained high attendance figures	Half-Termly Attendance Tracking

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5. Planned expenditure					
Academic year		2019/20			
The seven 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.					
Cultural Capital					
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?
All PP students to be able to access a trip or visit across the academic year.	To ensure that the PP students all get to experience the range of trips and visits in line with the WRHS experience.	All PP students completing the Whalley Range experience for their specific year group.	Track the number of visits undertaken by students and target students who have not readily accessed a trip or visit.  The subsidising of trips and visits to ensure all PP students get the opportunity to attend.	JFA / MLE	Half Termly reports
To design aspects of the curriculum that allows the cultural capital to be delivered.	For PP students to make cross curricular links and have experience that enhance this process.	Curriculum plans and tracking of student attendance to these events.  How the experience impacts of their lessons.	Year 9 – All attending WW1 day even if not studying History. This is also linked to English for the war poetry.  RE and Drams linked to PSHE – All Year 8 project to improve cross curricular links.  Year 7 - project day linked to Manchester and identity.	MLE/SMY	Half termly faculty reports
<b>Total budgeted cost</b>					£5000

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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 raise the performance of Pupil Premium students (especially in the EBacc)	PP students performed significantly worse in the EBacc compared to the NPP	A8 score of 47 Basics 9-5 40% Basics 9-4 65% EBacc 9-5 25% (10% increase) EBacc 9-4 35% (8% increase) % attendance to revision classes in the holidays % attendance to the PiXL Build up programme	Tracking of the students across the EBacc to identify the subject areas that they need support by the high achievement coordinator.  Identify the students that need to be targeted by the Foreign language assistance for extra intervention.  Heads of faculty having targeted intervention groups at registration.  Revision classes in the holidays to support learning and revision.  Impact of the students on the PiXL build-up programme.	MLE	Each half term through the KS4 reports and faculty reports  Weekly intervention meetings
Improve the PP progress in maths	To improve the progress and attainment of maths so that the matchup between maths and English is higher.	Raise the P8 score for maths from 0.16 to be in line with other subjects.  To increase the maths 9-4 and 9-5 by 5% from 2019 results  Basics measure to be in line with the school target for 9-4 and 9-5.  90% attendance to maths	Maths TA running intervention sessions at reg, lunch and after school.  Math TA intervention in the classroom  KS4 coordinator having a maths registration group  Tutor Trust for extra intervention before the PPEs and after the PPEs.  All PP students to be completing Hegarty maths each week – tracked by the maths faculty.	MLE	Each half term through the KS4 reports and faculty reports  Weekly intervention meetings

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		interventions			
For PP students to be independent learners and raise aspirations	For the PP students to have strategies to improve the retrieval of knowledge and have the resources to support their revision.	<p>90% of parents attending the parental workshops</p> <p>80% A-B in the students attitude to learning.</p> <p>Students and staff engaging with PiXL and Doodle resources.</p>	<p>Parental workshops so that parents are supporting their daughters to access resources.</p> <p>All students receiving free revision guides for all their subjects.</p> <p>KS4 students receiving revision packs including mini whiteboards, revision cards and booklet of strategies to support revision.</p> <p>Teaching staff using the PiXL resources and training to support the students learning and revision.</p> <p>GCSE Mindsets being rolled out across year 10 and 11 through lessons and assemblies. This will require training of both staff and students.</p>	MLE	Each half term through the KS4 reports and faculty reports
<b>Total budgeted cost</b>					<b>£97,491</b>

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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 raise the performance of Pupil Premium students.	PP student performed significantly worse than NonPP students across core subjects.	<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>Current gaps across all KS3 year groups from 2018-2019</p> <p><b>Year 9</b></p> <table border="1"> <thead> <tr> <th></th> <th>Cohort Size</th> <th>% on target E</th> <th>% on Target M</th> <th>%9-5 E</th> <th>%9-5 M</th> <th>% Basics (9-5)</th> </tr> </thead> <tbody> <tr> <td>Cohort</td> <td>270</td> <td>78.0</td> <td>68.9</td> <td>61.5</td> <td>53.3</td> <td>45.6</td> </tr> <tr> <td>Pupil Premium</td> <td>141</td> <td>75.5</td> <td>61.6</td> <td>53.9</td> <td>44.0</td> <td>36.2</td> </tr> <tr> <td>Non Pupil Premium</td> <td>129</td> <td>80.6</td> <td>76.7</td> <td>69.8</td> <td>62.8</td> <td>55.8</td> </tr> </tbody> </table> <p><b>Year 8</b></p> <table border="1"> <thead> <tr> <th></th> <th>Cohort Size</th> <th>% on target E</th> <th>% on Target M</th> <th>%9-5 E</th> <th>%9-5 M</th> <th>% Basics (9-5)</th> </tr> </thead> <tbody> <tr> <td>Cohort</td> <td>269</td> <td>74.2</td> <td>74.8</td> <td>68.4</td> <td>55.0</td> <td>52.0</td> </tr> <tr> <td>Pupil Premium</td> <td>126</td> <td>69.4</td> <td>71.5</td> <td>65.3</td> <td>52.4</td> <td>50.0</td> </tr> <tr> <td>Non Pupil Premium</td> <td>144</td> <td>78.3</td> <td>77.6</td> <td>71.0</td> <td>56.6</td> <td>53.1</td> </tr> </tbody> </table> <p>Across all year groups more less than 80% of students were on target.</p>				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		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	<p>Regular fortnightly meetings with KS3 coordinators in English &amp; Maths to ensure agreed focus and coordination of approach.</p> <p>Small focus groups of students to work with across the core subjects to ensure greater impact.</p> <p>Work to be undertaken with high achievers coordinator working with AIM Higher targeting PP students into Universities.</p> <p>Work with STEAM coordinator to provide STEAM opportunities to PP students and to develop a programme of careers talks around the year 9 options process.</p> <p>Specific strategy group created this year to focus on developing cultural capital opportunities within lessons, cross curricular and outside lessons.</p>	SMY	<p>Half Termly through Meetings with key personal.</p> <p>Termly through KS3, STEAM, HAP reports.</p>
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<p>For the gap between PP student actual reading age &amp; maths ability to be narrowed.</p>	<p>To ensure any student below 9.5 years reading age or 90 KS2 score for maths is in an intervention programme to support reading &amp; maths development</p> <p>KS2 data for PP students shows a gap developing in English &amp; Maths</p>	<p>All PP students in KS3 to improve their reading age to chronological reading age.</p> <p>All KS3 PP students to improve their Maths score to be above 4b and be on target in maths.</p>	<p>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.</p> <p>Promotion of parental engagement of reading &amp; maths intervention.</p> <p>Use of mentoring programmes across KS3 year groups targeting PP students, breaking down barriers on organisation, health &amp; Wellbeing.</p> <p>Focused PP use of Shine mentoring programme from AHA.</p>	<p>SMY/SPK</p>	<p>Termly via KS3, Maths, literacy &amp; intervention reports</p>
<b>Total budgeted cost</b>					<p>£65,302</p>

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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?
<p>PP attendance in line or exceeding NPP and national attendance</p> <p>PP attendance of SEN students to be in-line or exceeding with all students (NA for all students 94.5%)</p>	<p>SEN TA's to provide additional support for targeted SEN students</p> <p>PP attendance tracking sheets to be generated and disseminated to Houses by NSH</p> <p>Daily tracking and monitoring by house office/ student services team</p> <p>PP action plans with students and parents</p> <p>Rewards trips/ events for targeted students</p>	<p>PP attendance 95.30% 2018/19 (all students)</p> <p>NPP attendance 95.65% 2018/19 (all students)</p> <p>PP attendance for SEN EHCP 89.56% 2018/19 (NA for EHCP all 91.8%)</p> <p>PP attendance for SEN K 94.54% 2018/19 (NA for EHCP all 92%)</p>	<p>Half termly reports through DHT SWB /HOH and report to Governors.</p> <p>Weekly data generated by Student services Manager / attendance officer and shared with HOH and LCs</p> <p>Sharing SEN attendance data with Inclusion team</p> <p>Ensuring that attendance is a standing item on all SEN meetings</p> <p>SEN TA mentor for targeted students</p>	MCO	<p>Half-term student well-being /HOH reports</p> <p>Fortnightly overview of Attendance team monitoring</p> <p>Weekly tracking using sims marksheets/ reports</p>
<p>PA groups</p> <p>PP Persistent absence to be in line or exceeding NPP persistent absence and meeting school target of &lt;8%</p>	<p>Completion of EHA's by LPE /Attendance officer</p> <p>Rewards to be given to targeted students (Vouchers etc)</p>	<p>PP Persistent absence 10.98% (73 students) 2018/19</p> <p>NPP Persistent absence 7.93% (56 students) 2018/19</p>	<p>Leave of absence requests to continue to be refused in term time. Follow up conversations between parent/ Carers with HOH/SLT</p> <p>Home visits to be prioritised for identified students</p>	MCO	<p>Half-term student well-being /HOH reports</p> <p>Regular tracking using sims marksheets/ reports</p> <p>Half-term/ end of project of House project groups</p>

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<p>(NA for all students 13.9%)</p>	<p>PP attendance tracking sheets to be generated and disseminated to Houses by NSH</p> <p>Daily tracking and monitoring by house office/ student services team</p> <p>PP action plans with completed students and parents</p> <p>Rewards trips/ events for targeted students</p>				
<p>Alternative provision Attendance of PP students on Alternative Provision (attending at least 10 sessions at AP) is in line with whole school attendance.</p> <p>No NA data.</p>	<p>Use of attendance officer to complete home visits and site visits to those on AP</p> <p>Statutory procedures/ action to be used</p> <p>PP attendance tracking sheets to be generated and disseminated to Houses</p> <p>Daily tracking and monitoring by house office/ student services team</p>	<p>PP attendance for students on alternative provision (at least 10 sessions 2018/19) was 85.27% compared to PP students in school 95.35%</p>	<p>Attendance Officer to work collaboratively with AP attendance for intervention and where necessary statutory action</p> <p>Attendance officer to undertake regular half termly reviews of students on AP</p>	<p>MCO</p>	<p>Half-term student well-being /HOH reports</p> <p>Dedicated SIMS report to track students with B code of at least 10 sessions</p>



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	PP action plans with students and parents Rewards trips/ events for targeted students				
<b>Total budgeted cost</b>					<b>£159,700</b>

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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?
<p>Targeted intervention for targeted PP students</p> <ul style="list-style-type: none"> <li>• House projects</li> <li>• Teens and Toddlers</li> <li>• RAF project</li> <li>• MUFC Foundation</li> <li>• Learning Zone interventions</li> <li>• House Co-ordinator support and intervention in class</li> </ul>	<p>PP students are disproportionately represented in consequence data,</p>	<p>2018/19 - PP 68% of C3s 69% of C4s 82% of FTE</p> <p>2018/19 - NPP 37% of C3s 31% of C4s 19% of FTE</p>	<p>Identify target students</p> <p>Appraisal target for HOH linked to achievement and engagement of targeted PP students.</p> <p>Provision made in HOH/HC timetables for projects.</p> <p>Half termly monitoring/end of project monitoring for projects</p> <p>Dedicated reports set up on SIMS to track impact</p> <p>Monitoring visits to Teens and Toddlers programme</p> <p>Weekly monitoring, tracking and updates to staff of Learning Zone.</p> <p>Half termly updates through the DHT (Student Wellbeing) and Inclusion report (Learning Zone)</p>	<p>JFA/MCO/SZA</p>	<p>End of intervention report on SIMS</p> <p>Through DHT report</p> <p>Feedback from Behaviour Intervention meeting</p>
<p>All PP students requiring additional support from the school counsellor can access this support</p>	<p>Ensure that PP students are flagged up at the referral stage by HOH and case manager for school counselling in order that the PP students are prioritised for</p>	<p>Support from 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</p>	<p>School counsellor report – end of year</p> <p>DHT (Student Wellbeing) report – half termly records proportion of PP students accessing school counsellor.</p> <p>Intervention tracking sheet records the numbers of PP students accessing support for their emotional wellbeing.</p>	<p>JFA</p>	<p>Annual School Counsellor's report</p> <p>DHT half termly report regarding access</p>

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<p>All PP students requiring additional support from the school mental health worker can access this support</p>	<p>appointments New appointment for 2019/20 in order to support the emotional health and mental wellbeing</p>	<p>they receive Access to anger management and other emotional support ensures that students are better able to manage their emotions, can more positively access their learning and reduce consequences.</p>	<p>Progress and consequence behaviour for targeted students</p>		
<p>To ensure that all PP students access CEAIG through the opportunity to engage in careers related trips and visits and have priority for individual CEAIG advice and guidance</p>	<p>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.</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 faculty Priority lists established for 1:1 interviews Support from CEAIG administrator to attend the 1:1 interviews Monitoring of PP at CEAIG visits 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.</p>	<p>JFA</p>	<p>Tracking document of CEAIG interviews CEAIG termly report</p>
<b>Total budgeted cost</b>					<p>£105,000</p>

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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 narrow the performance gap between PP EAL students and Non-PP EAL students	PP EAL students performed worse than non-PP EAL students	At KS3 80% of students to be on target in English, maths and science  A8 - 35 P8 – 0.65	Inclusion TA running intervention sessions at reg, lunch and after school. Inclusion TA intervention in the classroom S1 additional English classes Further staff training to implement best practice in EAL teaching and learning strategies EAL teaching strategies FROG page further developed	KRO	Each half term through the Inclusion reports
To improve the performance of PP EAL students in maths	To improve the progress and attainment of maths so that the matchup between maths and English is higher.	At KS3 80% of students to be on target in maths Year 10 – 60% on target A8 – 35 P8 – 0.65	Inclusion TA running intervention sessions at reg, lunch and after school. Inclusion TA intervention in the classroom All PP students to be completing Hegarty maths each week – tracked by the maths faculty. Further staff training to implement best practice in EAL and maths teaching and learning strategies	KRO	Each half term through the Inclusion reports  Weekly intervention meetings
To ensure EAL strategies across school	- Regular and consistent staff	- Repeated and continual training and briefing will	- Comprehensive staff training to implement best practice	KRO	- Half-termly through Inclusion report

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<p>are co-ordinated and drive progress.</p>	<p>training to remind staff of best practice with regard to EAL teaching strategies</p> <ul style="list-style-type: none"> <li>- Update and further development of the EAL FROG page</li> </ul>	<p>keep language development at the forefront.</p>	<ul style="list-style-type: none"> <li>- EAL teaching strategies FROG page further developed</li> <li>- School QI processes: learning walks, observations and book scrutiny</li> <li>- Student and staff voice</li> </ul>		
<b>Total budgeted cost</b>					£96,800

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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 accelerate the progress of pupils with lower than average literacy, especially PP students	<ul style="list-style-type: none"> <li>- Repeated testing of students with low reading age, using alternative comprehensive tests</li> <li>- Bespoke literacy intervention programmes, including phonics, Catch-Up Literacy, Bedrock Vocabulary, reading mentors and alternative curriculum comprehension development</li> </ul>	<ul style="list-style-type: none"> <li>- Research around effective testing of literacy</li> <li>- Bespoke intervention programmes written using research into effective reading practice</li> <li>- Students with lower levels of literacy are much less likely to succeed in school or later in life</li> <li>- Targeted literacy intervention for PP, based on evidence, should help close the PP gap</li> </ul>	<ul style="list-style-type: none"> <li>- Comprehensive staff training to implement best practice. Research presented staff with links to how this translates to school context</li> <li>- Regular testing of students to assess efficacy of intervention</li> <li>- Student and staff voice</li> </ul>	SPK	<ul style="list-style-type: none"> <li>- Whole-school literacy ability assessed termly and reported through literacy report</li> <li>- Intervention progress assessed half termly</li> </ul>
To increase the reading opportunities for PP students across the school	<ul style="list-style-type: none"> <li>- Extended LRC opening</li> <li>- Regular purchasing of up-to-date fiction and non-fiction texts in LRC</li> <li>- Individual reading for pleasure book bought for all Year 7 students</li> </ul>	<ul style="list-style-type: none"> <li>- Many students don't have the resources or space outside school to read or study.</li> <li>- A combination of students' requests and monitoring of latest YA releases to promote reading for pleasure</li> <li>- Providing books and reading opportunities in</li> </ul>	<ul style="list-style-type: none"> <li>- Staff rota for LRC before and after school</li> <li>- Signing in system to monitor attendance</li> <li>- Cross-checking appropriacy of books</li> <li>- Staff training on reading expectations with subsequent monitoring and reminders of expectations</li> <li>- Pupil and staff voice</li> </ul>	SPK	<ul style="list-style-type: none"> <li>- Termly through literacy report</li> </ul>

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		school for students to read for pleasure will instil good reading habits			
To ensure literacy strategies across school are co-ordinated and drive progress with an enthusiasm for reading	<ul style="list-style-type: none"> <li>- Regular competitions driven through LRC and literacy team to promote reading</li> <li>- Regular and consistent staff training to encourage and remind of best practice around literacy</li> </ul>	<ul style="list-style-type: none"> <li>- Regular competitions and incentives have been shown to promote literacy awareness</li> <li>- Repeated and continual training and briefing will keep literacy at the forefront of effective practice.</li> </ul>	<ul style="list-style-type: none"> <li>- School QI processes: learning walks, observations and book scrutiny</li> <li>- Student and staff voice</li> </ul>	SPK	<ul style="list-style-type: none"> <li>- Termly through literacy report</li> </ul>
<b>Total budgeted cost</b>					£159,080
<b>Total planed expenditure</b>					£688,373



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6. Review of expenditure			
Previous Academic Year		2019/20	
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)

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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)

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<b>Attendance</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)

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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)

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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)

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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)