

Whalley Range 11-18 High School Pupil premium strategy statement (2017/18)

1. Summary information					
School	Whalley Range High School				
Academic Year	17/18	Total PP budget	£625,000	Date of most recent PP Review	09/17
Total number of pupils	1345 (Year 7 - 11)	Number of pupils eligible for PP	655	Date for next internal review of this strategy	01/18

2. Current Achievement

	Pupils eligible	Pupils not eligible for PP
Progress 8 score average	0.399	0.724
Attainment 8 score average	45.28	52.57

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

	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

2017/18

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

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>Intervention co-ordinator to monitor and track intervention provision.</p> <p>Catch up Literacy & Accelerated reader and maths intervention programmes.</p> <p>Use of YipiYap and Manchester university mentors.</p>	Students below these levels find difficult to access curriculum and achieve desired outcomes.	<p>Weekly meeting with HBA and weekly whole school intervention meeting.</p> <p>Testing using star reader & star maths termly to assess impact.</p> <p>Regular meetings with KS3 coordinators across core subjects.</p> <p>Analysis of HT data in KS3 report/faculty reports.</p>	SMY	Weekly Termly
To ensure 85% of PP students on target for English & Maths 58% in basics	<p>Reduce class sizes at KS3 for English & Maths, inclusion to support targeted to support lower band.</p> <p>Link to literacy and maths interventions.</p>	<p>Attainment gap in English 2016-2017</p> <p>Year 7 10%</p> <p>Year 8 2% PP above non PP</p> <p>Year 9 18%</p> <p>Maths 2016-2017</p> <p>Year 7 10%</p> <p>Year 8 4.3%</p> <p>Year 9 18%</p>	<p>Regular meetings with KS3 coordinators across core subjects.</p> <p>Analysis of HT data in KS3 report/faculty reports.</p>	SMY	Half Termly

To ensure that all PP students have opportunity to attend trips and visits including STEM & University	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.	Barriers to PP students attending trips and visits. Low aspirations for PP students in terms of aiming for STEM careers	Analysis of data from number of PP students attending trips and visits Student voice and focus group feedback from KS3. Meeting with CEIAG & STEM coordinators.	SMY	Half Termly
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Total budgeted cost £118,134

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.	Have in place study skill sessions to prepare the students for the new more challenging exams.	To reduce the A8 gap to five or less points. To raise the A8 score from 45.43 to 50. For the P8 score for the Pupil Premium students to be positive and in line with the Non-Pupil Premium. % attendance of parents to revision strategy workshops. % attendance of PP students attending holiday revision classes.	All students to be given a revision guide for all their subjects at KS4. All students to be modelled on how to use revision strategies effectively in preparation for the exams. To improve parental engagement with revision resources. Access to revision sessions during the school day and holidays.	MLE	Half termly September 2018

	To improve the progress of the students in maths and the Open bucket.	<p>For the Open bucket to have a positive P8 score.</p> <p>To increase the P8 score for maths so that it is in line with English. (last year English 0.59 and maths 0.13)</p>	<p>For all Pupil Premium students to have a timetabled maths revision lesson each week focusing on the individual needs of the students.</p> <p>The HoF for maths to attend PiXL and implement strategies across the faculty.</p> <p>To have in place a reading programme for students with low reading ages to support them across the curriculum.</p> <p>Targeted students taken out for intervention.</p>	MLE	Half termly September 2018
Under achieving Pupil Premium students accessing intervention	For Pupil Premium students to have access and attending intervention both during the school day and the holidays.	<p>To increase the P8 score for maths so that it is in line with English. (last year English 0.59 and maths 0.13)</p> <p>For the Basics score for the PP students to increase from 44% to 50%</p> <p>To reduce the A8 gap to five or less points. To raise the A8 score from 45.43 to 50.</p>	<p>KS4 TAs for English, maths and science to run intervention during registration, lunch time and afterschool.</p> <p>To work with the students to increase the attendance through student voice.</p> <p>To use of the FLA to support the students studying languages.</p> <p>Use PiXL strategies to support the students.</p> <p>Work across the Trust using shared learning to put in place intervention.</p>	MLE	Half termly September 2018

Raising Aspirations of underachieving Pupil Premium students	To put in place mentoring and access to University visits.	% of students achieving A or B attitude to learning to 90%. 100% of Pupil Premium students who are under achieving to have been mentored.	For all Pupil Premium students to have a mentor over the course of the year. Students mentors to be targeted at the areas that they are weakest. For targeted students to attend University days and high achieving Pupil Premium students to visit Oxford University.	MLE	Half termly September 2018
Total budgeted cost					£223,265

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?
To improve attendance of PP students in-line with the National average (95%) Girls' National average (92.8%) PP	One education case worker support 1 day per week Implementation of EHA plans Student services manager case studies Early intervention of PP students by House Co-ordinators Attendance mentoring	94.9% attendance 2016-2017 for PP students compared to 95.3% for NPP students	Weekly monitoring of students through dedicated sims reports Weekly review meetings with One education case worker. Daily absence monitoring from student services and House offices Attendance contacts/ panel meetings Half-termly reports	MCO	Half- termly Weekly

<p>To increase attendance and for SEN PP students</p> <p>No national PP SEN data available</p>	<p>Re-integration of students to Hub/SLC facility</p> <p>School Health Care advisor</p> <p>SEN Mentors used to monitor attendance</p>	<p>83% attendance for SEN EHC PP students 2016-2017</p> <p>91.7% attendance for SEN K PP students 2016-2017</p> <p>27.27% of pupils who did not meet PA absence threshold of 10% = SEN K</p> <p>18.72 % of pupils who did not meet PA absence threshold of 10% = SEN EHC</p> <p>92.5% attendance 2016-2017 for SEN K compared to 92.7% National average SEN K</p> <p>91% attendance 2016-2017 for S/EHCP compared to 92.9% National average S/EHCP</p>	<p>Weekly monitoring of students through dedicated sims reports</p> <p>Regular liaison with SEN /inclusion team</p> <p>Half- termly reports</p> <p>Action plans to be implemented</p> <p>Mentors feedback from SEN mentors</p> <p>Personalised programmes for individual students</p>	<p>MCO</p>	<p>Half- termly</p> <p>Weekly</p>
Total budgeted cost					£73,200

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>10% reduction in behaviour consequences for PP students</p> <p>From 2016/17 figures of C3 – 2054, C4 – 653, FTE - 49</p>	<p>Behaviour Intervention meetings target PP students</p> <p>Mentoring groups (peer and staff)</p> <p>Wrap around care at registration</p> <p>STAR mentoring programme (NEL)</p> <p>Use of Learning Hub and SLC as alternative to FTE</p> <p>Teens and Toddlers programme</p> <p>Mosaic Mentoring programme</p> <p>MUFC mentoring and group programmes</p> <p>Targeted student leadership for PP students</p> <p>Targeted social time activities</p> <p>Early intervention from Pastoral House Co-ordinators in lessons</p>	<p>PP students are over represented in C3, C4 and FTE figures</p>	<p>Weekly Behaviour Intervention Meetings</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>	<p>JFA/MCO</p>	<p>Weekly</p> <p>Half- termly</p>

<p>All PP students requiring support from the School Counsellor are able to access this support</p>	<p>One to one counselling appointments</p> <p>Small group work on anger management and dealing with emotions</p>	<p>PP students who may seek/require emotional wellbeing support may not be able to access this support outside school (via online platforms or 1:1) and can therefore be supported in school</p> <p>Therapeutic support for anger management and dealing with emotions as an early intervention or reaction to poor behaviour choices.</p>	<p>Students are identified through pastoral system or self-referral.</p> <p>Students access a six week course for 1:1 counselling. Impact addressed by baseline and end point questionnaires.</p>	<p>JFA</p>	<p>Reported in DHT half termly report</p>
<p>All vulnerable PP students (including those at risk of becoming NEET) have additional access to impartial CEAG</p>	<p>Identification of vulnerable PP students in Year 11 and Year 10</p> <p>Early and additional CEAG appointments</p> <p>Small group work for targeted students</p> <p>Referrals and work with Careers Connect</p> <p>Tracking of intended destination data of PP students with swift intervention throughout Year 11 with signposting to careers advisor.</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 Careers Connect</p>	<p>JFA</p>	<p>Ongoing review of vulnerabilities, potential NEETS and PP students who may require Careers Connect support</p>

PP students who are at risk of PEX engage positively in their provision (Alternative Provision)	Students at risk of PEX can access education and engage positively through an alternative provision	A higher proportion of PP students than NPP students nationally are subject to a permanent exclusion.	Pastoral House Co-ordinator responsible for ongoing monitoring of placements, attendance and engagement. Liaison between DHT/AHT Student Wellbeing regarding curriculum and examination entries.	JFA	Weekly updates on progress and engagement at provision Half termly review meetings Student Wellbeing half termly report
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Total budgeted cost £186,960

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 engage 90% of the parents of targeted PP EAL students at Parent/Carer sessions at SLATS evenings	Bi-lingual TAs available at SLATS Individual phone calls made home Parental forum to explain the purpose and importance of SLATS	90% attendance of parents to at SLATS to support their daughters	For all EAL parents to be able to access the SLATS	KRO	Half termly
To ensure that all PP EAL New admissions partake in the Induction Programme	Induction programme for all EAL PP students including initial & diagnostic assessment Buddy programme Induction language programme	100% attendance at induction programme	For all EAL students to have access to an induction programme – language and orientation	KRO	Half termly September 2018

To ensure all PP EAL students have access to electronic translators 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	KRO	Half termly September 2018
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 each week focusing on the individual needs of the students.	KRO	Half termly September 2018
To ensure that 78% of Year 11 PP EAL students make at least expected progress in English (2016 76.5%) To ensure that 72% of Year 11 PP EAL students make at least expected progress in Maths (2016 69.5%)	To improve the progress of EAL students in English To improve the progress of EAL students in maths	For Year 11 EAL S1-S3 students to have a positive P8 score. 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. (last year English 0.59 and maths 0.13)	For all EAL Pupil Premium students to have a timetabled English revision lesson each week focusing on the individual needs of the students. To have in place reading and spellings programmes for EAL students to support them across the curriculum. Targeted students taken out for intervention. For all EAL Pupil Premium students to have a timetabled maths revision lesson each week focusing on the individual needs of the students. Liaise with the HoF for maths to train TAs in support strategies across the faculty. Targeted students taken out for intervention.	KRO KRO	Half termly September 2018 Half termly September 2018

To secure 80% expected progress for all PP EAL students.	<p>Have in place study skill sessions to prepare the students for the new more challenging exams.</p> <p>Bi-lingual in-class support</p> <p>English in a Flash</p> <p>Intervention sessions for targeted students</p> <p>Revision sessions during school and holidays</p> <p>Parental forums x6</p>	<p>To reduce the A8 gap to five or less points.</p> <p>To raise the A8 score from 45.43 to 50.</p> <p>For the P8 score for the Pupil Premium students to be positive and in line with the Non-Pupil Premium.</p> <p>% attendance of parents to revision strategy workshops.</p>	<p>All students to be given a revision guide for all their subjects at KS4.</p> <p>All students to be modelled on how to use revision strategies effectively in preparation for the exams.</p> <p>To improve parental engagement with revision resources.</p> <p>Access to revision sessions during the school day and holidays.</p> <p>Access to in-class support and intervention sessions</p>	KRO	Half termly September 2018
			Total budgeted cost		£67,178

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	<p>Phonics teacher to support students with reading age below 8.</p> <p>Catch up Literacy to support students with reading ages of 8 - 9.5</p>	Students below these levels find difficult to access curriculum and achieve desired outcomes.	<p>Weekly meeting with HBA and weekly whole school intervention meeting.</p> <p>Testing using star reader & star maths termly to assess impact.</p> <p>Regular meetings with KS3 coordinators across core subjects.</p> <p>Analysis of HT data in KS3 report/ faculty reports.</p>	SMY	Weekly Termly

<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>Author visits, writing and reading competitions</p>	<p>Author visits in previous years have received excellent attendance and positive pupil voice. Book purchasing increases following a visit.</p>	<p>Student and staff voice. Calculations of numbers of books sold. Follow up with class teacher. Weekly meetings with LRC manager. Targeting specific groups of pupils. Each year group to receive some form of author visit.</p>	<p>SPK</p>	<p>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 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</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 progress in reading ages and overall literacy access for pupils with dyslexia</p>	<p>Use of SPLUD teacher</p>	<p>Pupils with conditions like dyslexia require specific, focused support from trained experts in the area. Teachers can then utilise on advice given</p>	<p>Close liaison with SENCO</p>	<p>SZA</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>Star reading tests through Accelerated Reader</p> <p>Whole-school literacy lead and Literacy co-ordinator</p>	<p>Data has proven that reading ages of pupils increases when they are challenged to learn new vocabulary in texts within their ZPD.</p> <p>Literacy strategies led by specialists help inform planning and implementation for non-specialists. Students and teachers can act upon recommendations</p>	<p>Appropriateness of books (engagement and challenge) tracked weekly by class teachers. Parental signage to track reading at home. Regular STAR reading tests to track progress in reading ages.</p> <p>Regular meetings with literacy co-ordinator, attendance at literacy collaborative meetings, learning walks, pupil and staff voice</p>	<p>SPK</p> <p>SPK</p>	<p>Weekly Termly</p> <p>Half termly</p>
Total budgeted cost					£56,230
Total Pupil Premium budgeted cost					£724,967

6. Review of expenditure

Previous Academic Year

2017/18

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)
<p>To ensure any student below 9.5 years or maths 4b to be on intervention programme</p>	<p>Intervention co-ordinator to monitor and track intervention provision.</p> <p>Catch up Literacy & Accelerated reader and maths intervention programmes.</p> <p>Use of YipiYap and Manchester university mentors.</p>	<p>All students meeting this criteria are currently on a programme.</p> <p>CUL – 22 students successfully completed programme HT2</p> <p>CUL – 38 year 7 students successfully completed programme HT6</p>	<p>The catch up literacy programme has been successful with a great number of students making strong progress in their reading ages.</p> <p>Further development of support programs for students once they have achieved the 9.5 years in their reading.</p>
<p>To ensure 85% of PP students on target for English & Maths</p> <p>58% in basics</p>	<p>Reduce class sizes at KS3 for English & Maths, inclusion to support targeted to support lower band.</p> <p>Link to literacy and maths interventions</p>	<p>HT3 Data Year 9 – 78.1% English, 76.2% Maths Year 8 – 82.3% English, 77.4% Maths Year 7 – 78.5% English, 70.8% Maths</p> <p>Basics 9-5 Year 9 46.5%, Year 8 40.5%, Year 7 43.8%</p> <p>HT6 Data Year 9 – 78.1% English, 76.2% Maths Year 8 – 80.5% English, 74.0% Maths Year 7 – 66.9% English, 80.0% Maths</p> <p>Basics 9-5 Year 9 42.5%, Year 8 38.7%, Year 7 43.8%</p>	<p>Progress has been made in narrowing the gaps in some areas.</p> <p>Development of a more coordinated approach between Key Stage 3 coordinators this year. This will ensure a clearer approach to targeting of students who are PP. It will also allow staff to share successful strategies across faculties to better support students</p>

To ensure that all PP students have opportunity to attend trips and visits including STEM & University	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.	Review of trips undertaken through JFA. List circulated and students targeted in HT 4 & 5 by faculties to ensure all students attended a visit before end of year.	
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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)
To improve the progress of Pupil Premium students	<p>Have in place study skill sessions to prepare the students for the new more challenging exams.</p> <p>To improve the progress of the students in maths and the Open bucket.</p>	<p>All students have been given the revision guides. The attainment 8 gap is currently 7.29 points. The students achieved an A8 score of the PP students was 45.28 and is very close to their target of 46.</p> <p>The provisional P8 score achieved is 0.399 which show that the students are making excellent progress. The gap between PP and NPP was 0.325</p> <p>Year 10: 92% of parents attended the study skills session.</p> <p>Year 11: 78% attended the parents evening. Students with negative P8 scores being picked up for SLT mentoring. There has also been an increase in the progress made in the open bucket.</p>	<p>All of the students were given revision guides and were modelled in lessons on how to use them effectively, but this needs to become more consistent and further developed using the making it stick strategy.</p> <p>All year 11 and Year 10 had specific sessions on using the apps and ensuring that they could log on. Ensuring that every PP student can access the apps has been an important strategy and will be continued.</p> <p>Parental engagement with year 10 has been excellent, with parents shown how to log on and support their daughter.</p> <p>The use and effectiveness needs to be evaluated to ensure they are the most effective.</p>

<p>Underachieving Pupil Premium Pupils students access to intervention</p>	<p>For Pupil Premium students to have access and attending intervention both during the school day and the holidays.</p>	<p>The provisional P8 score for the open bucket is 0.397. The provisional P8 for PP 0.233 and NPP 0.621. This is reflected in some of the fantastic GCSE results in the subjects that contribute to the open bucket. The provisional English P8 for PP is 0.143. The provisional maths P8 for PP is 0.122</p> <p>This shows that the progress that the PP students are making in both maths and English is in line with each other.</p> <p>The basics 9-4 59.3% The basics 9-5 32.4% The A8 projected score is 45.28 The A8 gap between PP and NPP is 7.29 and 6.3 in English and maths.</p> <p>The provisional English P8 for PP is 0.143. The provisional maths P8 for PP is 0.122</p> <p>Attendance to intervention has significantly increased compared to the previous year.</p>	<p>A reading programme was continued into year 10 for PP students who had low reading ages, the plan is to expand this further and use bedrock to capture more students who have a reading age below their chronological reading age.</p> <p>There has been an increase in the attendance to the sessions and they have become more targeted over the course of the year. It is important to identify the barriers to why the PP students do not want to attend. The TAs running the sessions in English, maths and science have been effective in supporting the progress of the students.</p> <p>The FLA targeted specific PP students as part of the strategy for the PP students who underperformed in the PPEs. It is important to ensure the right PP students are targeted and quality of the intervention over the quantity.</p>
<p>Raising Aspirations of underachieving Pupil Premium pupils</p>	<p>To put in place mentoring and access to University visits.</p>	<p>HAP PP students who are underachieving have had a mentor for Manchester University. Provisional HAP PP P8 score is 0.44</p> <p>PP students with negative P8 score have been mentored by SLT.</p> <p>Tutor Trust for the PP students in Maths and English giving extra tuition.</p> <p>Trip to Oxford University for MAP and HAP PP students.</p>	<p>The HAP PP students have made excellent progress. The mentoring was beneficial in supporting and inspiring the students. It would be good to expand this further so more of the students can have a university mentor.</p> <p>The PP students with the negative P8 score were given extra maths support in registration by maths teachers to improve their maths outcomes.</p> <p>23/38 students who did the maths tutor trust met or exceeded their target. The biggest part with tutor trust is students consistently attending.</p>

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)
To improve attendance of PP students in-line with the National average (95%) Girls' National average (92.8%) PP		Attendance 2017/8 for PP 95% National attendance (All) 2017 94.8%	Effective monitoring and intervention through the Attendance and House teams have led to PP attendance being higher than NA. Continue with strategies implemented
To increase attendance and for SEN PP students		Attendance for EHCP PP 2017/18 95.9% (12.9% increase on 2016/17) Attendance for SEN Support PP 2017/18 94% (2.3% increase on 2016/17)	EHCP cohort is a small cohort whose overall attendance can change dramatically with the absence/attendance of one student. SEN Support students' attendance has continued its recent on-year increase. Systems used in the Attendance and House teams, with the support from the Inclusion team have had a very positive effect.
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)
10% reduction in behaviour consequences for PP students From 2016/17 figures of C3 – 2054, C4 – 653, FTE - 49	Weekly behaviour intervention meeting with swift intervention and support. Support from Pastoral House Co-ordinators, Hub and LPE	End of 2017/18 year figures show the following figures for PP students C3 – 2103 – 9 of the 10 students who accrued most C3s in school were PP and these students accounted for 12% of whole school, whole year C3s C4 405 – a 33% reduction in C4s for PP students. 70% of all C4s were accrued by PP students FTE 51 – whole school FTE (all) increased from 58 to 66 FTE (13% increase). PP FTE increase was 4%	The weekly meetings introduced by the Behaviour Intervention Team and the range of support strategies which were put in place which had a very positive impact on the acquisition of consequences (especially C4s). Much work was undertaken with a focussed group of students, including support from external agencies.

<p>All PP Students requiring support from the School Counsellor are able to access this support</p>		<p>All students requesting support from student counsellor have accessed this. Additionally further counsellor support for intensive anger management and emotional support has been purchased for targeted students.</p>	<p>Access to the school counsellor has been used very effectively this year and their flexibility have meant that additional time, especially for intensive anger management sessions has had a positive impact on the students receiving this support.</p>
<p>All vulnerable PP students (including those at risk of becoming NEET) have additional access to impartial CEAIG</p>		<p>Prioritisation of vulnerable students for early pickup in terms of support (Y10) and subsequent Y11 support including small group work of identified students and supported transition visits. All vulnerable PP students including those off site at PRU and alternative provision have accessed CEAIG support. A number of visits have been arranged to a 3 year school refuser – but access has not been gained so far. Referrals made for all students requiring support from TYSS for their transition.</p>	<p>PP funding has enabled additional time CEAIG support to be allocated specifically for vulnerable students, students at alternative provision and students with the potential to become NEET. This has been a successful strategy and one which it is important to continue with.</p>
<p>PP students who are at risk of PEX engage positively in their provision (Alternative Provision</p>		<p>A DHT undertakes half termly reviews at off site provision. A Pastoral House Co-ordinator undertakes half termly visits to offsite provision. Positive outcomes for both Y11 students off site. Support for one student during EHCP process including additional support from EP. Other Y11 AP student attained 8 GCSEs/equivalents. Two students at full time, long term alternative provision were success</p>	<p>Regular reviews and liaison with alternative provision and a phased, supported reintegration package have allowed these students to attain positive outcomes, and in the case of the Year 11 students have positive progression pathways to post 16 provision.</p>

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 engage 90% of the parents of targeted PP EAL students at Parent/Carer sessions at SLATS evenings	Bi-lingual TAs available at SLATS Individual phone calls made home Parental forum to explain the purpose and importance of SLATS	SLATS were attended by 100% of PP EAL students with non-English-speaking families supported by FKA or SSE. Phone calls were made in advance and pupils were assisted in Inclusion to complete their presentations.	It was useful to have the catch-up sessions to accommodate those who did not attend on the evening.
To ensure that all PP EAL New admissions partake in the Induction Programme	Induction programme for all EAL PP students including initial & diagnostic assessment Buddy programme Induction language programme	100% of EAL PP pupils completed the Induction programme with additional assessment to further assess levels of English language learning. All new arrivals were assigned a buddy and all pupils with a NASSEA level of S1-S2 took part in additional English interventions and lessons.	It would be useful for one of the EAL staff to be involved in the assessment/induction programme so that information on new arrivals is circulated to staff more timely.

<p>To ensure all PP EAL students have access to electronic translators and/or bi-lingual dictionaries where necessary.</p>	<p>Bi-lingual dictionaries distributed to EAL students as part of the induction process.</p>	<p>All EAL PP student improve their NASSEA level by at least one level.</p>	<p>With the use of bi-lingual dictionaries, in-class support and interventions, EAL students continued to make positive progress. In some subjects, electronic dictionaries would be more beneficial as the paper dictionaries are limited.</p>
<p>To ensure all PP EAL students have access to Additional English lessons where appropriate and achieve an additional qualification</p>	<p>Access to additional English sessions</p>	<p>All EAL PP student improve their NASSEA level by at least one level. All students achieved an additional qualification in ESL</p>	<p>All EAL students achieved an additional qualification in ESL which recognises the progress that they are making in their second language. With the iGCSE no longer being accredited, it will be necessary to look into alternative accredited qualifications</p>

<p>To ensure that 78% of Year 11 PP EAL students make at least expected progress in English (2016 76.5%)</p>	<p>To improve the progress of EAL students in English</p>	<p>100% of S1-S4 EAL students achieved a positive P8 score</p>	<p>This was an excellent achievement and something to continue to build on next year. Further reading and writing interventions will be offered next year with a particular focus on extending vocabulary</p>
<p>To ensure that 72% of Year 11 PP EAL students make at least expected progress in Maths (2016 69.5%)</p>	<p>To improve the progress of EAL students in maths</p>	<p>75% of S1-S4 EAL students achieved a positive P8 score</p>	<p>The in-class support and additional EAL maths interventions has a positive effect on the progress of the S1-S4 students in maths. Interventions will continue next year but with an added focus on the language of maths and interpreting the language of the exam questions.</p>

<p>To secure 80% expected progress for all PP EAL students.</p>	<p>Have in place study skill sessions to prepare the students for the new more challenging exams.</p> <p>Bi-lingual in-class support</p> <p>English in a Flash</p> <p>Intervention sessions for targeted students</p> <p>Revision sessions during school and holidays</p> <p>Parental forums x6</p>	<p>To reduce the A8 gap to five or less points.</p> <p>The P8 score for the Pupil Premium EAL students is 0.166 and the gap in relation to Non-Pupil Premium EAL students has reduced to 1.04.</p>	<p>Much progress has been made in reducing the gap between Pupil Premium EAL and Non-Pupil Premium EAL students. In-class support, mentoring and interventions have all had a positive impact. Interventions will continue next year with targeted work on the language of exams.</p>
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Literacy

<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>
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<p>To ensure any student below 9.5 years to be on intervention programme led by phonics teachers and specialists</p> <p>To ensure all pupils have access to reading materials, study resources and software beyond the school day.</p> <p>To ensure the LRC provides a wide range of literacy opportunities to enthuse a love for reading</p>	<p>LRC Extended Opening</p> <p>Author visits, writing and reading competitions</p>	<p>Attendance to the LRC after school and before school, from both PP and NPP pupils has remained consistently high throughout the year.</p> <p>The number of reading incentives, activities and competitions increased dramatically over the course of the year. Pupil and staff voice indicated an increased 'buzz' in the LRC when these activities were taking place and the number of books loaned following events such as 'Blind date with a book' and 'World Book Day' showed a notable rise.</p>	<p>A specific system for organising cover for the LRC when the usual member of staff cannot attend has now been established. This is to reduce the (very rare) number of times where the LRC has had to close when no-one is available to cover at the last minute.</p> <p>A programme of events has now been put in place so that the activities in the LRC are planned well in advance, with some form of activity or competition taking place roughly every three weeks to ensure continuity.</p>
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<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 in delivering intervention sessions and for focussed in-class support</p>	<p>Almost all of the additional intervention delivered through the English faculty (at registration and lunch time) was targeted at PP pupils who required additional support beyond the classroom. Specific groups of predominantly PP pupils were taught in small groups with pre-planned materials designed to accelerate their progress and literacy. The overall gap between NPP and PP pupils in Year 11 was reduced to 10% with 51% of PP students being on or above their aspirational target by the end of the year. In Year 10, PP pupils actually outperformed NPP pupils by 0.8%, partly as a result of the bespoke support put in place for the PP pupils</p>	<p>The English faculty will continue to provide bespoke intervention strategies for this year. Overviews of sessions have been planned in advance, taking into account the curriculum map and upcoming PPEs, and intervention sessions and specific students will be selected on a half-termly basis using the most up-to-date targets and projections. The KS4 and KS3 co-ordinators will also be taking additional intervention sessions in the morning to further target those pupils who require most support.</p>
<p>To ensure progress in reading ages and overall literacy access for pupils with dyslexia</p>	<p>Use of SPLUD teacher</p>	<p>The progress of the reading ages of PP pupils was consistent with the progress in reading ages of NPP pupils throughout the year (on average, 2-3 months progress each term over the course of the year). Bedrock vocabulary intervention was trialled with LAP PP students and this yielded very impressive progress, with an average increase of 13 months' progress over one term for the pupils targeted.</p>	<p>Following its success when delivered as an intervention strategy, Bedrock vocabulary will be rolled out on a larger scale this year, targeting a range of different PP pupils with lower than average reading ages</p>
<p>To ensure accurate reading ages and appropriate challenge in books</p>	<p>Star reading tests through Accelerated Reader</p>	<p>STAR reading tests were administered for all pupils in KS3, allowing teachers to gauge suitability of class texts and challenge of pupils' own reading material.</p>	<p>STAR reading tests will continue to be used for the first term. However, alternative reading assessment software will also be trialled, initially for the SF but with a view to rolling out whole-school, when its success and suitability has been assessed.</p>

<p>To ensure literacy strategies across school are co-ordinated and drive progress with an enthusiasm for reading</p>	<p>Whole-school literacy lead and Literacy co-ordinator</p>	<p>All prospective Year 7s were provided with a free book to read over summer if they attended either the Year 6 Intake evening or the enrolment day over the summer. The various reading initiatives around school ('extreme reading' as part of WBD and the 'reading quiz') increased awareness and enthusiasm around reading, as indicated by pupil voice and the whole-school oracy strategies also proved successful for PP students in increasing their understanding of key concepts, as indicated by pupil voice. Literacy mats (subject-specific vocabulary focus) were developed by all faculties to specifically support PP students and other pupils struggling to access the language of the exams, and will be used strategically throughout this academic year.</p>	<p>Literacy strategies across school will continue to target all pupils, particularly those PP pupils currently below their chronological age in reading, with a whole-school drive on reading for pleasure and developing tier 2 and 3 vocabulary.</p>
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