



# Disadvantaged Pupils Strategy (Previous Pupil Premium) 2018-19

SLT Lead: Mrs T Robinson

Disadvantaged student governor: Mr J Georgy



## Contents

- Page 3; summary information (including current attainment and progress) for disadvantaged and most able Disadvantaged students
- Page 4; barriers to future attainment including in school/external barriers and desired outcomes for the academic year
- Page 5-8; review of expenditure from previous academic year for:
  - i. Quality of teaching for all
  - ii. Targeted support
  - iii. Other approaches
- Page 9-11; planned expenditure for coming academic year for:
  - I. Quality of teaching for all
  - II. Targeted support
  - III. Other approaches



## 1. Current: Summary information; Disadvantaged Students (previously pupil premium)

<b>School</b>	Pleckgate High School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£364,454	<b>Date of most recent PP Review</b>	January 2019
<b>Total number of pupils</b>	1082	<b>Number of pupils eligible for PP</b>	369 (79 in current year 11)	<b>Date for next internal review of this strategy</b>	March 2019

## 2. Achievement 2017-18 Leavers; Disadvantaged Students (previously pupil premium)

	<i>Disadvantaged (PHS)</i>	<i>Non disadvantaged (national average) 2018</i>	<i>Disadvantaged (national average) 2018*</i>
<b>% achieving 4+ in EM</b>	47	71.7 (-24.7)	44.4 (+2.3)
<b>% achieving 5+ in EM</b>	22	50 (-28)	24.6 (-2.4)
<b>Progress 8 score average</b>	-0.13	0.13 (-0.26)	-0.44 (+0.31)
<b>Attainment 8 score average</b>	34.85	49.96 (-15.11)	36.6 (-1.75)

\*Taken from B&D school data profile

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

#### In-school barriers

<b>A.</b>	Literacy skills; limited language with restricted vocabulary for disadvantaged students in each year group. This prevents them from making good progress.
<b>B.</b>	Low prior attainment for all students compared to national on entry to Pleckgate. This is also true of HPA students as they are of a lower PA than their counterparts are nationally. That may hinder high attainment through KS3 and 4.
<b>C.</b>	Pastoral issues for a small group (in particular of Year 11 pupils) (mostly eligible for PP) may hinder their academic progress and that of their peers.

#### External barriers (issues which also require action outside school, such as low attendance rates) (FSM used as a proxy for PP)

<b>D.</b>	Attendance rates for disadvantaged students were 93% (below the NA of 95% for <b>all students</b> ). PA was higher for PP students 21% (higher than the NA of 13.5% for <b>all students</b> ) It is worth nothing the NA for FSM students is 28%. This reduces hours in school and causes students to fall behind on average.
<b>E.</b>	Low aspirations, lack of self-confidence and self-esteem amongst some students
<b>F.</b>	Some students require additional support with study skills and preparation for examinations

### 4. Desired outcomes & impact

<i>Desired <b>outcomes &amp; impact</b> and <b>how they will be measured</b></i>	<i>Success criteria</i>
Improve the Progress 8 score of disadvantaged students in the open slot	Improve the <b>Progress 8 Score to &gt;0</b> . This will ultimately be measured with the external validated results in the <b>summer 2019</b> . Tracking of this will be measured at <b>each HT data point (06/11/18, 15/01/19, 12/03/19, 30/04/19)</b>
Improved progress across for high prior attaining pupils whom are disadvantaged	Improve the <b>Progress 8 Score to &gt;0</b> . This will ultimately be measured with the external validated results in the <b>summer 2019</b> . Tracking of this will be measured at <b>each HT data point (06/11/18, 15/01/19, 12/03/19, 30/04/19)</b>
Maintain NEET levels for disadvantaged students to maximise future educational/life chances	Maintain NEET figure for disadvantaged pupils of <b>&lt;3%</b> . Pupils will have higher aspirations for their academic and non-academic life. This will be tracked through college applications in <b>03/19</b> and destinations data <b>09/19</b> .

Increased attendance rates for disadvantaged students

Improve the overall attendance of disadvantaged students to **95%**. Reduce the number of persistent absentees (PA) among disadvantaged pupils to **13%** or below. This will be tracked after each half term  
 29/10/18, 07/01/19, 25/02/19, 22/04/19, 03/06/19, 09/19

### 5. Review of expenditure

#### Previous Academic Year 2017/18

Desired outcome	Chosen action/approach	Impact	Lessons learned (and whether you will continue with this approach)	Cost										
<p>Improve the Progress 8 score of disadvantaged students in the English Baccaalaureate slot</p> <p>Improve the Progress 8 Score to &gt;0</p>	<p>Improving quality first wave teaching and learning throughout the whole school</p> <p>Developing MLL through ASL to raise outcomes for LPA disadvantaged students.</p>	<p style="text-align: center;"><b>Impact:</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2018 *outliers removed</th> </tr> </thead> <tbody> <tr> <td>P8 score for PP EBACC</td> <td>-0.28</td> <td>-0.04</td> <td>-0.06</td> <td>+0.12</td> </tr> </tbody> </table> <p><b>Impact:</b> data demonstrates that although with all pupils included in the measure, the score is still slightly negative there has been a positive increase. With students deemed as <i>outliers</i> removed there is a significant positive increase.</p> <p><b>Impact:</b> CPD has taken place for MLL through the ASL project which has been run in school. Evaluations demonstrate that leaders found sessions “thought provoking, well-paced, and well delivered”, Leaders now feel “more confident” taking their department forward. This has had a direct impact on T&amp;L across the school with now 92% of lessons judged as effective or better compared to 75% in April 2017.</p>		2016	2017	2018	2018 *outliers removed	P8 score for PP EBACC	-0.28	-0.04	-0.06	+0.12	<p>It is important that quality first wave teaching is at the forefront of everything we do in school. This approach will continue but will be tailored to suit our pupils in our setting. This will involve bespoke CPD sessions running to directly impact on areas of development for our current teaching staff.</p>	£61,000
	2016	2017	2018	2018 *outliers removed										
P8 score for PP EBACC	-0.28	-0.04	-0.06	+0.12										



Improve the Progress 8 score of disadvantaged students in the English Bacalaureate slot

Improve the Progress 8 Score to >0

Task the pupil premium champion to work with those students whom are HPA disadvantaged students with a particular focus on the EBAC subjects

Interventions included mentoring and monitoring, highlighting students to staff in briefings, regular progress reports to HOD's, a self-regulatory target and reporting system for students along with incentives/competitions.

There were 12 HLL students in the cohort of 17/18.

HLL PP students along with their non PP counterparts had significant negative P8 starting points across the 4 buckets especially in EBACC and the OPEN sectors. PP students had a more significantly negative starting point than non PP students.

**Impact:** The year 11 GCSE results show that all HLL PP made significant progress when compared to their year 10HT5 starting point.

Slot	Yr 10 HT5	Exams 2018	Diff
English	A8: 5.91 P8: -1.047	A8: 7.76 P8: -0.14	A8: +1.85 P8: +0.907
Maths	A8: 4.93 P8: -0.830	A8: 7.24 P8: 0.3	A8: +2.31 P8: +1.13
EBACC	A8: 5.52 P8: -1.464	A8: 9.78 P8: -0.06	A8: +4.26 P8: +1.404
Open	A8: 7.11 P8: -1.430	A8: 10.07 P8: -0.48	A8: +2.96 P8: +0.95
Overall	A8: 23.48 P8: -1.243	A8: 34.85 P8: -0.13	A8: +11.37 P8: +1.113



<p>Improved progress for low prior attaining pupils whom are disadvantaged</p>	<p>Developing MLL through ASL to raise outcomes for LPA disadvantaged students.</p> <p>Improving quality first wave teaching and learning throughout the whole school</p> <p>Tasking of LP leading on whole school literacy. This will be the formation of the literacy, oracy and numeracy group (LON) with a champion from the majority of departments.</p> <p>Other approaches to literacy across the curriculum involve:</p> <ul style="list-style-type: none"> <li>&gt; catch up programmes</li> <li>&gt; accelerated reader</li> <li>&gt; library provision</li> <li>&gt; literacy ratings of pupils including tracking, monitoring and intervention</li> <li>&gt; Further development of the reading school</li> </ul>	<p style="text-align: center;"><b>Impact:</b></p> <table border="1" data-bbox="808 564 1341 754"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2018 *outliers removed</th> </tr> </thead> <tbody> <tr> <td>P8 score for LPA PP students</td> <td>-0.35</td> <td>-0.31</td> <td>-0.109</td> <td>+0.161</td> </tr> </tbody> </table> <p>There has been significant positive impact on this desired outcome. LPA pupil premium students now make progress in line with that of all other students nationally. As a school we identified this as an area of development and the impact is demonstrated above with all pupils included in the measure. When 4 students who are deemed as <i>outliers</i> are removed, the result is even more significant.</p>		2016	2017	2018	2018 *outliers removed	P8 score for LPA PP students	-0.35	-0.31	-0.109	+0.161	<p>Going forward for next year we will continue to work on a similar group of pupil premium students but this year the focus will shift to those whom are HPA. In order to address this area we will use the same methodology used for the LPA students but we will be looking for additional stretch and challenge. As has happened this year there will be a focus during observations, learning walks and the raising of the profile of disadvantaged students through the pupil premium champions.</p>	<p style="text-align: center;">£95,000</p>
	2016	2017	2018	2018 *outliers removed										
P8 score for LPA PP students	-0.35	-0.31	-0.109	+0.161										



<p>Maintain NEET levels for disadvantaged students to maximise future educational/life chances</p>	<p>Continued investment in the referral unit. This is not necessarily a punishment but also a rehabilitation for students</p> <p>It also acts as another wave of intervention before using FTE for pupils who would be at detriment from being excluded from school</p> <p>To engage with the YST to raise aspirations and life skills for pupils</p> <p>To continue to facilitate independent impartial careers advice with all pupils but with a particular focus on disadvantaged students to ensure they have an action plan designed for their next step in education, employment or training</p>	<p>The referral unit has been set up to support some of our most vulnerable students. It has not only been used to rehabilitate students but has also been deployed as another step before FTE. The YST has been engaged with and the impact is beginning to be seen around school with significant impact on our NEET figures. In 2017/18 there were two pupil premium students who can be considered NEET. This results in a figure of 97% of pupil premium students as Not-NEET. The CEIAG our students have received has been exceptional through tireless work with FE providers, employers and the local authority the aim of all this work was to reduce NEET students this has been extremely successful in previous years.</p> <p><b>Impact:</b></p> <p>In 2018, 1% of all students and 3% of disadvantaged students can be considered NEET compared to a national average of 6% and 12.5% for disadvantaged students. The local average is 7% NEET. Whereas in 2016 4% of disadvantaged students were NEET and 3% in 2017.</p>	<p>Given the significant success within this area, it is imperative that this is still an area of focus for next year. This will be enhanced by allowing further engagement with employers to ensure provision for students to experience a workplace. This work will also focus on converting our current one start inspiring careers award into the two-star award.</p>	<p>£90,000</p>
--	--	--	---	----------------





<p>Increased attendance rates for disadvantaged students</p>	<p>Continued investment in the referral unit. This is not necessarily a punishment but also a rehabilitation for students. It also acts as another wave of intervention before using FTE for pupils who would be at detriment from being excluded from school.</p> <p>To bring in an external provider (humanutopia) to improve relationships within the year group to focus on barriers, what holds them back, bullying, confidence, aspirations etc. Transition; a 5 way approach:</p> <ul style="list-style-type: none"> <li>&gt; administrative</li> <li>&gt; social and personal</li> <li>&gt; curricular</li> <li>&gt; pedagogic</li> <li>&gt; managing learning</li> </ul> <p>To task the DHT completing the NPQH to lead on improving attendance alongside the newly seconded SLT member and current AHT.</p> <p>Attendance officer to monitor pupils and follow up quickly on trancies. First day response provision.</p> <p>To encourage pupils to attend school, on time, for a brain breakfast. This means that all</p>	<p>Humanutopia were commissioned to work with our young people last year, the feedback from the pupil voice demonstrates how much the pupils valued this.</p> <p>The DHT is now line managing the AHT and seconded AHT with a significant focus on improving attendance- this has seen a bespoke approach to attendance. Wave one is done via the form tutors raising awareness of attendance with individual students each week.</p> <p>The attendance officer is now working on first day responses with priority for those students whom are PP.</p> <p>The number of students who arrive in school early and take advantage of the brain breakfast is increasing. The impact from this can be seen in the results achieved by the school last year.</p> <p><b>Impact:</b> The % of sessions missed by our FSM students was 7.1% (with the national average of 5.4% <b>for all students</b>). This is actually a reduction by 0.2% for FSM students from 2017. [NB: the national % of sessions missed for FSM students is 8.8%]</p> <p>The % of PA for FSM students was 21.1% (with a national average of 13.5% <b>for all students</b>). Again there is a reduction of 2.5% for FSM students from 2017. [NB: the national PA% for FSM students is 28.1%]</p>	<p>Clearly, the data demonstrates that attendance is to be a continued to focus for next year. It is clear that some approaches have been more successful than others have. Going forward there is going to be a continued focus and scrutiny for the staff responsible for monitoring attendance and developing a consistent approach to monitoring, tracking and intervention with pupils' attendance. This will be one of the outcomes, targeted for next year, to improve disadvantaged student's attendance to better than national</p>	<p>£146,000</p>
--	---	--	--	-----------------



Increased attendance rates for disadvantaged students (continued)

**Impact:** there has been increased rigor in the line management of RHi and the referral unit . There has been a prioritisation in intervention for disadvantaged students within the referral unit to improve behaviour, discourage repeat offences and improve attendance. Data tracking of these students to show impact of the programme.

**Internal exclusion records for 2017-18**

YEAR GROUP	PP 16/17	PP 17/18
7	1F	1M
8	1M	2M 1F
9	6M 1F	3M
10	7M 2F	5M
11	3M 2F	2F 1M
<b>TOTAL</b>	<b>17M 11F</b>	<b>12M 3F</b>

**Internal exclusion PP repeat referrals 2017-18**

YEAR GROUP	No. PP REPEAT REFERRALS 16/17	No. PP REPEAT REFERRALS 17/18
7	0	0
8	1	1
9	3	1
10	3	2
11	2	0

**FTE data for FSM students compared to all students**

FTE % FSM 2016/17	5.9
FTE % All 2016/17	3.9
<b>FTE % FSM 2017/18</b>	<b>3.1</b>
<b>FTE % All 2017/18</b>	<b>3.0</b>

There has been a decrease in the number of PP pupils placed in Internal Exclusion in 2017/18. The number of repeat referrals has also decreased. The number of FTE for FSM students has decreased.

- Planned expenditure

Academic year      2018/19

**i. Quality of teaching for all**

Barriers	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A: literacy skills B: low prior attainment C: pastoral issues E: low aspirations	Developing T&L through bespoke CPD based on areas for development with particular focus on HPA disadvantaged students.	Focus on high quality teaching first; this makes the biggest difference to all students. This will focus specifically on effective teaching, differentiation and assessment at levels.  MLL will support and hold teachers to account and leading to better outcomes for all learners at Pleckgate	HOD will be supported and held to account through line management meetings to ensure assessment/differentiation and teaching is robust and effective within all lessons.  MLL will focus specifically on raising the quality of T&L/outcomes for HPA disadvantaged students.  Implementation can be checked through the whole school QA process.	TRO/SLT links	Tracking of this will be measured at:  Data analysis points: 06/11/18 <input type="checkbox"/> , 15/01/19 <input type="checkbox"/> , 05/03/19 <input type="checkbox"/> , 12/03/19 <input type="checkbox"/> , 30/04/19 <input type="checkbox"/> , 02/07/19 <input type="checkbox"/>
B: low prior attainment E: low aspirations	Improving quality first wave teaching and learning throughout the whole school	AHT T&L lead ensure rigorous accountability for outcomes, marking and feedback and that lessons are engaging and pupils demonstrate progress.  Research suggest that the biggest difference to student achievement is quality first wave teaching. Bespoke CPD to improve practice of teachers including assessments, differentiation and marking and feedback.  AHT & HOD will prioritise disadvantaged students when carrying out quality assurance exercises.	Rigorous quality assurance through work scrutiny, drop ins, observations, learning walks and a 360° totality view on teaching and learning.  Where underperformance exists it is challenged by MLL in the first instance or SLT in the second instance. Staff are aware through rigorous performance management that they are accountable for student outcomes, and at a class and department level contribute to the priority of HPA disadvantaged students.	TRO	This will be reviewed at each QA stage Work Scrutiny: 15/10/18 <input type="checkbox"/> , 17/12/18 <input type="checkbox"/> , 11/02/2019 <input type="checkbox"/> , 25/03/19 <input type="checkbox"/> , 01/04/19 <input type="checkbox"/> , 01/07/19 <input type="checkbox"/> Observations: 05/11/18 <input checked="" type="checkbox"/> , 04/02/19 <input type="checkbox"/> , 29/04/19 <input type="checkbox"/> Drop ins: 08/10/18 <input type="checkbox"/> , 11/03/19 <input type="checkbox"/> , 03/06/19 <input type="checkbox"/>



**Total budgeted cost** £63,000

## ii. Targeted support

Barriers	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A: literacy skills B: low prior attainment</p>	<p>Tasking of LP/librarian-literacy co-ordinator of leading on whole school literacy.</p> <p>The following approaches to literacy are specifically targeted towards disadvantaged students who have a relatively low reading age;</p> <ul style="list-style-type: none"> <li>&gt; catch up programmes (Significant changes to this with HOD in Maths and English leading on this to increase the subject specialists delivering to the most vulnerable students)</li> <li>&gt; accelerated reader</li> <li>&gt; library provision</li> <li>&gt; literacy ratings of pupils including tracking, monitoring and intervention</li> <li>&gt; Further development of the reading school</li> </ul>	<p>Evidence suggests that reading comprehensions strategies, oral language interventions and phonics have a large amount of impact for little cost (education endowment foundation).</p> <p>With these series of approaches co-ordinated by our lead practitioner this will have a large impact on the attainment of disadvantaged students across a variety of subjects and key stages. The aim is to make subject vocabulary more accessible for these students.</p>	<p>Line management of the lead practitioner lies with the AHT responsible for teaching and learning across the whole school this will consist of regular dialogue, rigorous accountability and support.</p> <p>Line management of the head of maths and English lies with the AHT responsible for raising standards. This means that catch up line management is not lost from whole school analysis</p>	<p>TRO/PMU  JM/AKH/SH H</p>	<p>This will be reviewed at Data analysis points:</p> <p>06/11/18 <input type="checkbox"/>, 15/01/19 <input type="checkbox"/>, 05/03/19 <input type="checkbox"/>, 12/03/19 <input type="checkbox"/>, 30/04/19 <input type="checkbox"/>, 02/07/19 <input type="checkbox"/></p>



<p>A: literacy skills B: low prior attainment</p>	<p>Tasking the Head of mathematics to run numeracy peer mentoring</p> <p>Tasking the LP who is responsible for literacy to run literacy peer mentoring</p> <p>Pupil premium students are given priority for this mentoring</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective. Mentoring is shown through EEF strategy to have positive impact for disadvantaged students</p>	<p>Line management of the Head of Mathematics lies with the AHT responsible for raising standards across the whole school this will consist of regular dialogue, rigorous accountability and support.</p> <p>Line management of the lead practitioner lies with the AHT responsible for teaching and learning across the whole school this will consist of regular dialogue, rigorous accountability and support. This will also involve the librarian/literacy coordinator JJO.</p>	<p>AKH/PMU</p>	<p>This will be reviewed at Data analysis points: 06/11/18 <input type="checkbox"/>, 15/01/19 <input type="checkbox"/>, 05/03/19 <input type="checkbox"/>, 12/03/19 <input type="checkbox"/>, 30/04/19 <input type="checkbox"/>, 02/07/19 <input type="checkbox"/></p>																																																				
<p>C: pastoral issues D: attendance rates E: low aspirations</p>	<p>Continued investment in the referral unit. This is not necessarily a punishment but also a rehabilitation for students</p> <p>It also acts as another wave of intervention before using FTE for pupils who would be at detriment from being excluded from school</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p> <p><b>Internal exclusion records for 2016-19</b></p> <table border="1" data-bbox="719 791 1146 986"> <thead> <tr> <th>YEAR</th> <th>PP 16/17</th> <th>PP 17/18</th> <th>PP 18/19 &lt;15.01.19</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>1F</td> <td>1M</td> <td>0M 0F</td> </tr> <tr> <td>8</td> <td>1M</td> <td>2M 1F</td> <td>1M 0F</td> </tr> <tr> <td>9</td> <td>6M 1F</td> <td>3M</td> <td>2M 1F</td> </tr> <tr> <td>10</td> <td>7M 2F</td> <td>5M</td> <td>3M 1F</td> </tr> <tr> <td>11</td> <td>3M 2F</td> <td>2F 1M</td> <td>0</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>17M 11F</b></td> <td><b>12M 3F</b></td> <td><b>6M 2F</b></td> </tr> </tbody> </table> <p><b>Internal exclusion PP repeat referrals 2017-18</b></p> <table border="1" data-bbox="705 1098 1160 1313"> <thead> <tr> <th>YEAR GROUP</th> <th>No. PP REPEAT REFERRALS 16/17</th> <th>No. PP REPEAT REFERRALS 17/18</th> <th>No. PP REPEAT REFERRALS 18/19</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>8</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>9</td> <td>3</td> <td>1</td> <td>2</td> </tr> <tr> <td>10</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>11</td> <td>2</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	YEAR	PP 16/17	PP 17/18	PP 18/19 <15.01.19	7	1F	1M	0M 0F	8	1M	2M 1F	1M 0F	9	6M 1F	3M	2M 1F	10	7M 2F	5M	3M 1F	11	3M 2F	2F 1M	0	<b>TOTAL</b>	<b>17M 11F</b>	<b>12M 3F</b>	<b>6M 2F</b>	YEAR GROUP	No. PP REPEAT REFERRALS 16/17	No. PP REPEAT REFERRALS 17/18	No. PP REPEAT REFERRALS 18/19	7	0	0	0	8	1	1	1	9	3	1	2	10	3	2	1	11	2	0	1	<p>Continue to ensure rigorous line management of RHi and ensuring that she has the support and training to maintain the qualities, skills and attributes to run such a unit.</p> <p>RHi will prioritise intervention for disadvantaged students within the referral unit to improve behaviour, discourage repeat offences and improve attendance. Data tracking of these students to show impact of the programme.</p>	<p>RH/RHi</p>	<p>This will be tracked after each half term</p> <p>29/10/18 <input type="checkbox"/> 07/01/19 <input type="checkbox"/> 25/02/19 <input type="checkbox"/> 22/04/19 <input type="checkbox"/> 03/06/19 <input type="checkbox"/></p>
YEAR	PP 16/17	PP 17/18	PP 18/19 <15.01.19																																																						
7	1F	1M	0M 0F																																																						
8	1M	2M 1F	1M 0F																																																						
9	6M 1F	3M	2M 1F																																																						
10	7M 2F	5M	3M 1F																																																						
11	3M 2F	2F 1M	0																																																						
<b>TOTAL</b>	<b>17M 11F</b>	<b>12M 3F</b>	<b>6M 2F</b>																																																						
YEAR GROUP	No. PP REPEAT REFERRALS 16/17	No. PP REPEAT REFERRALS 17/18	No. PP REPEAT REFERRALS 18/19																																																						
7	0	0	0																																																						
8	1	1	1																																																						
9	3	1	2																																																						
10	3	2	1																																																						
11	2	0	1																																																						



**FTE data for FSM students compared to all students**

FTE % FSM 2016/17	5.9
FTE % All 2016/17	3.9
<b>FTE % FSM 2017/18</b>	<b>3.1</b>
<b>FTE % All 2017/18</b>	<b>3.0</b>
FTE % All 2018/19 <End HT2	1.98
FTE % FSM 2018/19 <End HT2	2.28

C: pastoral issues  
E: low aspirations  
F: study skills

To bring in an external provider (humanutopia) to improve relationships within the year group to focus on barriers, what holds them back, bullying, confidence, aspirations (from what sort of parents they want to be, society, opportunities), choices, relationships in the year group.

We want to provide extra support and drive up aspirations for high attainment whilst also supporting the pupils to become well rounded citizens and offer them insight into life chances. The programme will also break down barriers to learning that the disadvantaged students are experiencing in their home lives.

Reflect on the programme from last year to identify any potential barriers to ensure good implementation. Following on from the sessions with humanutopia any further support required will be followed up from the safeguarding officers in the prioritisation of disadvantaged students.

Reflect on the provider and see if further sessions are needed/desired in order to further improve aspirations for HPA disadvantaged students.

AMC/JB

This will be tracked after each half term

- 29/10/18
- 07/01/19
- 25/02/19
- 22/04/19
- 03/06/19



<p>C: pastoral issues E: low aspirations F: study skills</p>	<p>To engage with the YST to raise aspirations and life skills for pupils</p> <p>To continue to facilitate independent impartial careers advice with all pupils but with a particular focus on disadvantaged students to ensure they have an action plan designed for their next step in education, employment or training</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective, especially for older pupils. To this end this intervention will focus primarily around year 8 → 11.</p>	<p>Tasking a seconded AHT with the task of engaging with the YST and student leadership. Disadvantaged students will be encouraged first to become student leaders. Consult with local schools which have used this programme to identify any potential barriers to ensure good implementation</p> <p>Source the best possible careers 1:1 guidance for the young people in our care again sourcing testimonials from other local schools to obtain the right provision. When careers interviews take place disadvantaged students will receive prioritisation to ensure that they are planning for education post 16, employment or training.</p>	<p>SCA</p> <p>JB</p>	<p>This will be tracked after each term</p> <p>07/01/19 <input type="checkbox"/></p> <p>22/04/19 <input type="checkbox"/></p> <p>03/06/19 <input type="checkbox"/></p>
--	--	--	--	----------------------	--

<b>Total budgeted cost</b>					£130, 000
----------------------------	--	--	--	--	-----------

**iii. Other approaches**

Barriers	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A: literacy skills D: attendance rates E: low aspirations</p>	<p>Transition; a 5 way approach:</p> <ul style="list-style-type: none"> <li>&gt; administrative</li> <li>&gt; social and personal</li> <li>&gt; curricular</li> <li>&gt; pedagogic</li> <li>&gt; managing learning</li> </ul> <p>Identify gaps in skills and address need to ensure</p>	<p>The evidence points to the wasted years of KS3. The DHT &amp; AHT (Curriculum, RSL) will lead on ensuring that the curricula at KS3 is robust and appropriate and that there is the correct level of challenge and support for students.</p> <p>The journey from primary to high school also requires social and institutional adjustment which we need to support the pupils through. It is important that there are regular visits to</p>	<p>HT line management of senior staff.</p> <p>Clear mapping of key feeder primary schools within the transition programme as well as transition days at Pleckgate.</p> <p>Further support on transition days for disadvantaged students including sourcing their free school meals, equipment and support with purchasing uniform.</p>	<p>AMC/JM</p> <p>SCA</p>	<p>This will be tracked after each term</p> <p>07/01/19 <input type="checkbox"/></p> <p>22/04/19 <input type="checkbox"/></p> <p>03/06/19 <input type="checkbox"/></p>



	<p>rapid progress between transition points</p> <p>Develop an understanding of the Y4 to Y8 curriculum as a continuum of skill.</p> <p>Nurture relationships with KS2 staff and students from Y4 onwards to enhance the transition process into KS3 for all our future students.</p>	<p>year 6 from teachers such as the HT, seconded AHT and HOY7 which will involve identifying those disadvantaged students who have pre-existing attendance, social or esteem issues before coming to Pleckgate.</p>	<p>Lead teacher for English, Pastoral leader (Y11/Y7) along with an LA English Advisor deliver a Transition Unit for KS2/3 classes, bespoke to the emerging needs identified in the classroom swaps.</p> <p>Moderation and Standardisation – Y7 teachers work with Y6 teachers from across School Improvement Groups (SIG) to shadow how moderation and standardisation is carried out, informing Y7 teachers of curriculum, ability, grading and starting points, providing an excellent learning opportunity for Y7 teachers to map GCSE criteria down to Y7 transition points, ensuring a continuous curriculum.</p> <p>Revisit: KS2 teachers collaborate with Y7 English teachers in September to visit previous students in the KS3 setting. Impact: KS2 teachers rapidly identified underachievement, dips in attainment, opportunities for stretch/challenge as well as monitoring the wellbeing of students</p>		
<p>C: pastoral issues D: attendance rates E: low aspirations</p>	<p>To task the DHT/AHT (pastoral) to lead on improving attendance alongside the SLT member.</p> <p>Attendance officer to monitor pupils and follow up quickly on trancies. First day response provision- prioritising PP students.</p>	<p>We cannot improve attainment for children if they are not actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Thorough briefing of attendance officer/home school liaison about existing absence issues. Close monitoring of any PA pupils who are disadvantaged.</p> <p>Attendance and progress discussed at least fortnightly with DHT/AHT and AHT secondment.</p> <p>Letters about attendance to parents / guardians. Home school liaison to visit all PA disadvantaged students at home to discuss attendance with parents / guardian and explore barriers. Disadvantaged students will again be the priority</p>	<p>AMC/RH</p>	<p>This will be tracked after each half term</p> <p>29/10/18 <input type="checkbox"/></p> <p>07/01/19 <input type="checkbox"/></p> <p>25/02/19 <input type="checkbox"/></p> <p>22/04/19 <input type="checkbox"/></p> <p>03/06/19 <input type="checkbox"/></p>





C: pastoral issues D: attendance rates E: low aspirations	To encourage pupils to attend school, on time, for a brain breakfast. This means that all disadvantaged students can receive a breakfast before period 1  Tracking and monitoring of the uptake of any free breakfasts	Research shows that the brain works better when a healthy diet is consumed and especially when breakfast is eaten.	Tasking the SBM and canteen with providing a breakfast for any disadvantaged students. This also has safeguarding implications as allowing pupils to enter the building early for their breakfast/before school club requires staffing.  Opening the school early to allow a safe haven for all students but in particular those whom are PP.	SBM	This will be tracked after each half term  29/10/18 <input type="checkbox"/> 07/01/19 <input type="checkbox"/> 25/02/19 <input type="checkbox"/> 22/04/19 <input type="checkbox"/> 03/06/19 <input type="checkbox"/>
A: literacy skills E: low aspirations F: study skills	To raise staff awareness with continual reminders of effective evidenced T&L practice for disadvantaged students	Research from the EEF demonstrates a number of high impact/low effort T&L strategies which are proven to impact on disadvantaged students. Poor teaching has a disproportionate negative effect on disadvantaged students. There must be a continuous drive to improve T&L in the classroom.	Every week attached to the Headteacher's bulletin effective strategies directly from the EEF will be attached to this circular. This will ensure that staff are constantly reminded of effective practice and staff will have the opportunity to discuss T&L. This will keep effective strategies at the front of teachers minds.	TRO	This will be tracked after each term 07/01/19 <input type="checkbox"/> 22/04/19 <input type="checkbox"/> 03/06/19 <input type="checkbox"/>
E: low aspirations F: study skills	Continue the running of an SLT led mentor programme for those students who are underachieving. Prioritising those whom are disadvantaged	This programme ran last year and moved the progress 8 score for this group of underachieving students from year 11 HT1 of -1.12 to -0.54 showing significant impact within one year.  Disadvantaged students in year 11 who have underachieved in a number of subjects in the first and second round of mock examinations will be identified and mentored by SLT.	The programme will start with a year 11 RA evening on 13 <sup>th</sup> November where students will be assigned their mentors. The mentors will meet with their students bi-weekly to track intervention and progress. This will be monitored at each tracking point.  SLT will be provided with a mentoring pack and will meet their students weekly to give additional academic support.	TRO/SCA/ SLT	RA evening 13/11/18 <input type="checkbox"/> Mock exam results 18.01.19 This will be reviewed at Data analysis points: 06/11/18 <input type="checkbox"/> , 15/01/19 <input type="checkbox"/> , 05/03/19 <input type="checkbox"/> , 12/03/19 <input type="checkbox"/> , 30/04/19 <input type="checkbox"/> , 02/07/19 <input type="checkbox"/>
D: attendance rates E: low aspirations F: study skills	Tasking the pupil premium champion to continue work with year 11 students in order to develop resilience and further progress	This programme ran last year and moved the progress 8 score for this group of underachieving HPA disadvantaged students from year 10 HT5 of -1.42 to -0.02 showing significant impact within one year.	The pupil premium champion will monitor and intervene with these students. Interventions include mentoring and monitoring, highlighting students to staff in briefings, regular progress reports to HOD's,	BPI	This will be reviewed at Data analysis points: 06/11/18 <input type="checkbox"/> , 15/01/19 <input type="checkbox"/> ,



			a self-regulatory target and reporting system for students along with incentives and competitions.		05/03/19 <input type="checkbox"/> , 12/03/19 <input type="checkbox"/> , 30/04/19 <input type="checkbox"/> , 02/07/19 <input type="checkbox"/>
D: attendance rates E: low aspirations F: study skills	Continuation of additional funding for departments to bid for in order to improve the progress of disadvantaged students within their department areas	Ring-fenced funding was set up to allow department areas to bid for additional monies. This is taken up by a number of departments and each is rooted in evidence that it would impact on the progress of disadvantaged students .Current bids include: Geography; revision guides for disadvantaged students in year 10 and 11. History; purchasing of set texts for KS4 disadvantaged students Technology: purchasing of catch up examination papers for disadvantaged students PE; funding to deploy netball coaches with a priority for disadvantaged students RE; funding to give disadvantaged students an experience of Christian worship and Muslim worship through mosque and church visits Mathematics; funding to allow disadvantaged students access to hegarty maths an online revision toolkit Learning Support; funding to allow disadvantaged students to take part in enrichment trips	The funding is again ring-fenced and subject leaders are aware of the bid process and that it must be rooted in research. The bid form is available from the AHT responsible for PP.	TRO/HODs	This will be tracked after each term 07/01/19 <input type="checkbox"/> 22/04/19 <input type="checkbox"/> 03/06/19 <input type="checkbox"/>
D: attendance rates E: low aspirations	Continuation of support for disadvantaged students through their attendance at school events or an trips	Ring-fenced funding was set up to allow support for those disadvantaged students who could not afford to participate in school events or trips. This could have a detrimental effect not only on their peer groups thus impacting on their social grouping but also on vital life experiences. Below are some examples with the % of pupil premium students in attendance: Geography field trip; 38%	The admin assistant, SIMS manager, HOD and HOY are aware when trips go out that there is additional monies for disadvantaged students. This has increased to support for purchasing of uniform this year.	ZHM/ANI/TR O	This will be tracked after each term 07/01/19 <input type="checkbox"/> 22/04/19 <input type="checkbox"/> 03/06/19 <input type="checkbox"/>



		<p>History Clitheroe Castle trip; 33%</p> <p>History Ribchester roman museum; 27%</p> <p>History Harwick Hall; 55%</p> <p>History Burnley weavers triangle; 22%</p> <p>PE enrichment stadium experience; 42%</p> <p>English Walls theatre trip; 27%</p> <p>PE Manchester thunder enrichment; 47%</p> <p>PE GCSE climbing; 41%</p> <p>PE PAN ability football; 66%</p> <p>Science Jodrell bank visit; 17%</p> <p>Geography traffic survey; 40%</p>			
<p>C: pastoral issues</p> <p>D: attendance rates</p> <p>E: low aspirations</p>	<p>Formation of inclusion panel to support the most vulnerable learners across the school with a focus on pupil premium students with experiencing SEMH issues</p>	<p>The EEF demonstrates that support for social and emotional aspects of learning can have a positive impact on student outcomes (with a progress figure of +4 months) whilst behaviour interventions also contribute (with a progress figure of +3 months)</p>	<p>Half termly inclusion panel meetings with pastoral, SEND, inclusion and safeguarding leads working collaboratively. This will be monitored and quality assured by the Headteacher.</p>	<p>MCO/HOY/S ENCO/Safeguarding Officers</p>	<p>This will be tracked after each half term</p> <p>29/10/18 <input type="checkbox"/></p> <p>07/01/19 <input type="checkbox"/></p> <p>25/02/19 <input type="checkbox"/></p> <p>22/04/19 <input type="checkbox"/></p> <p>03/06/19 <input type="checkbox"/></p>
<b>Total budgeted cost</b>					£172, 500